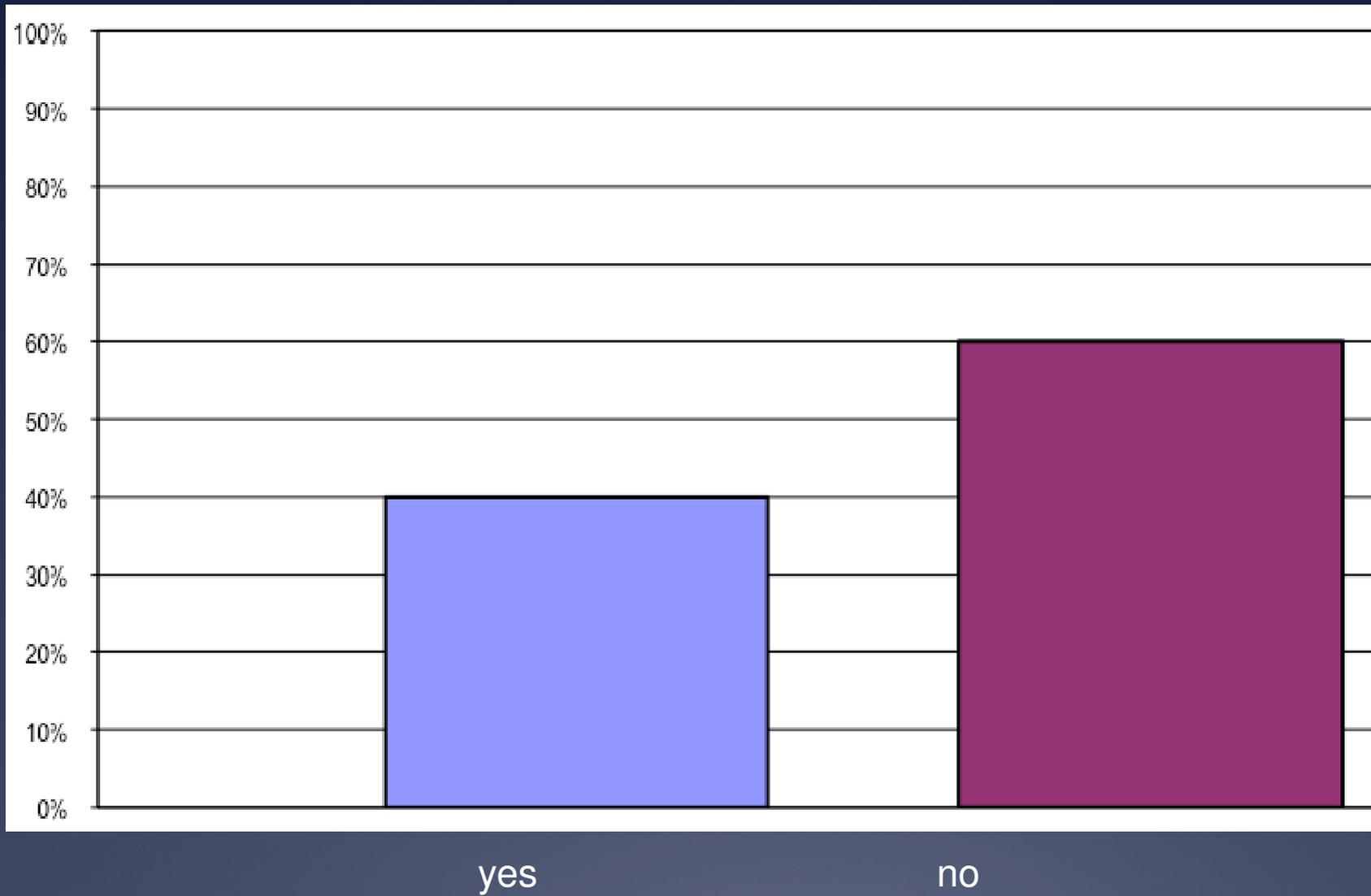




**survey on faculty
involvement in
governance and
decision-making**

**report presented to the
Executive Committee of
the De Anza College
Academic Senate**

2. Are you a member of the Academic Senate?



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

1= AS Executive Committee

2= Accreditation

3= Departmental Leadership

4= Hiring Committee / Tenure Review Committee

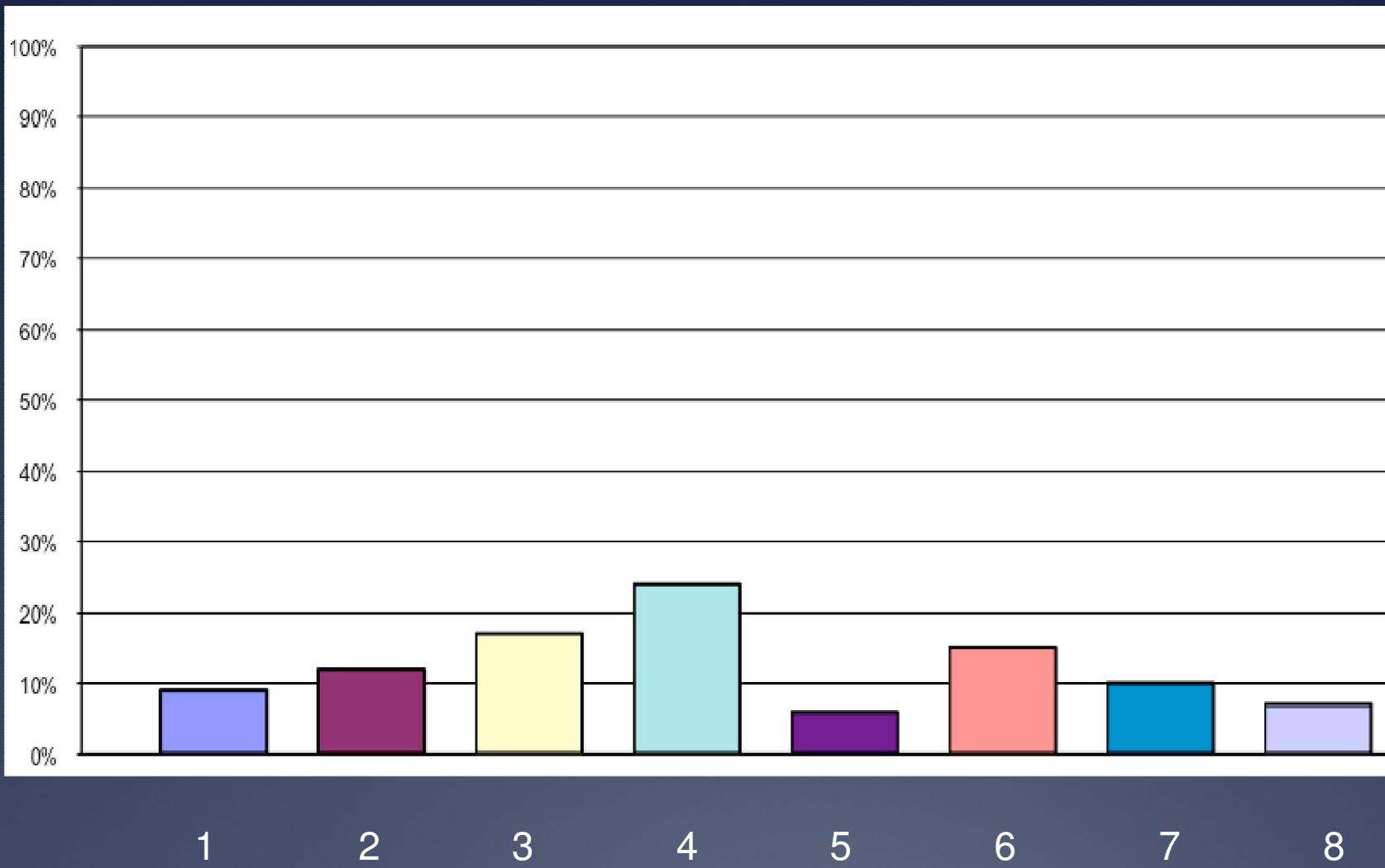
5= Shared Governance (e.g. College Council, SSPBT, IPBT)

6= SLO or Curriculum leadership

7= Standing Committee (e.g., MSA, DAC, Budget)

8= Taskforce

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



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

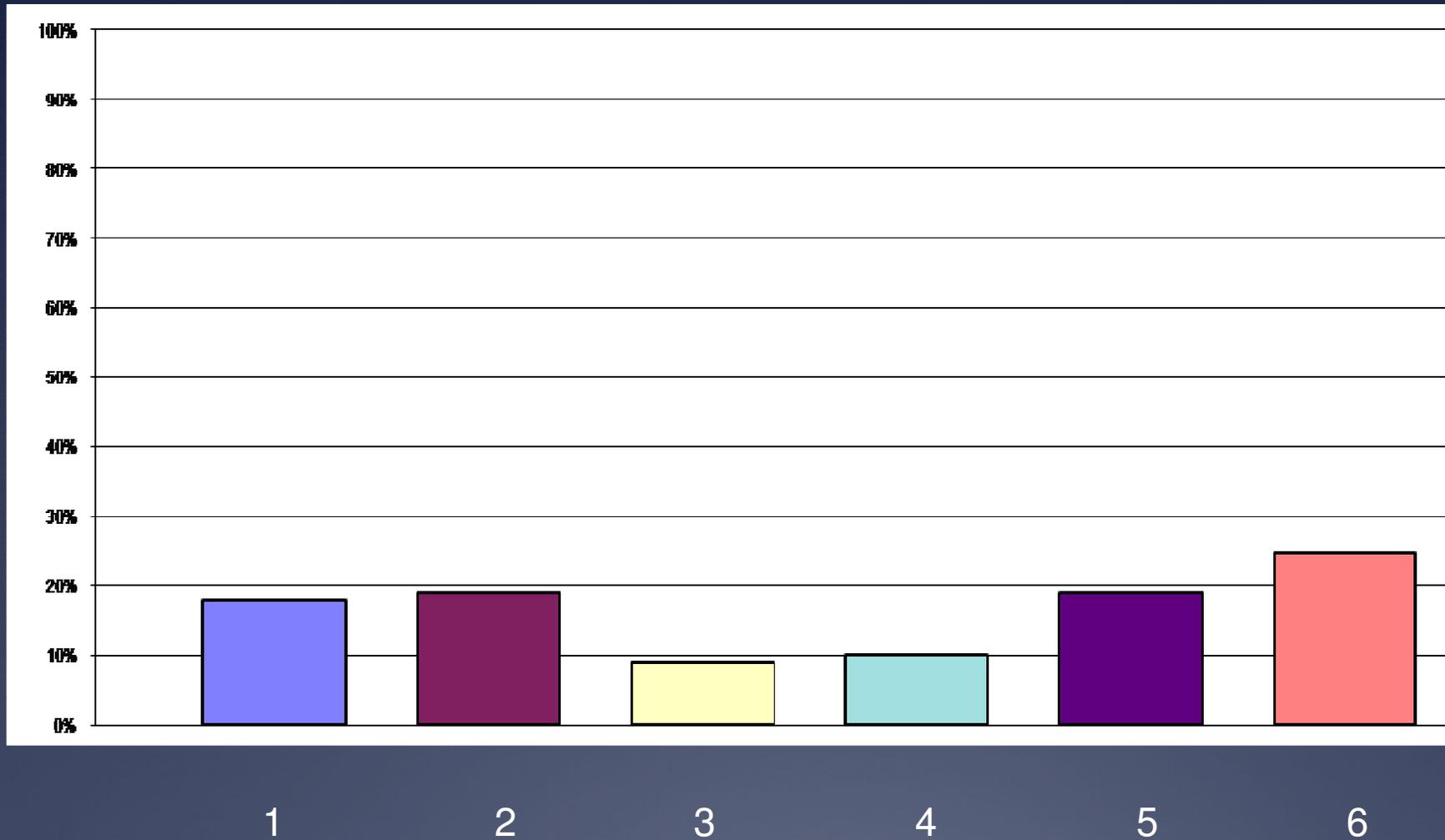
3= Encouragement from peers

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

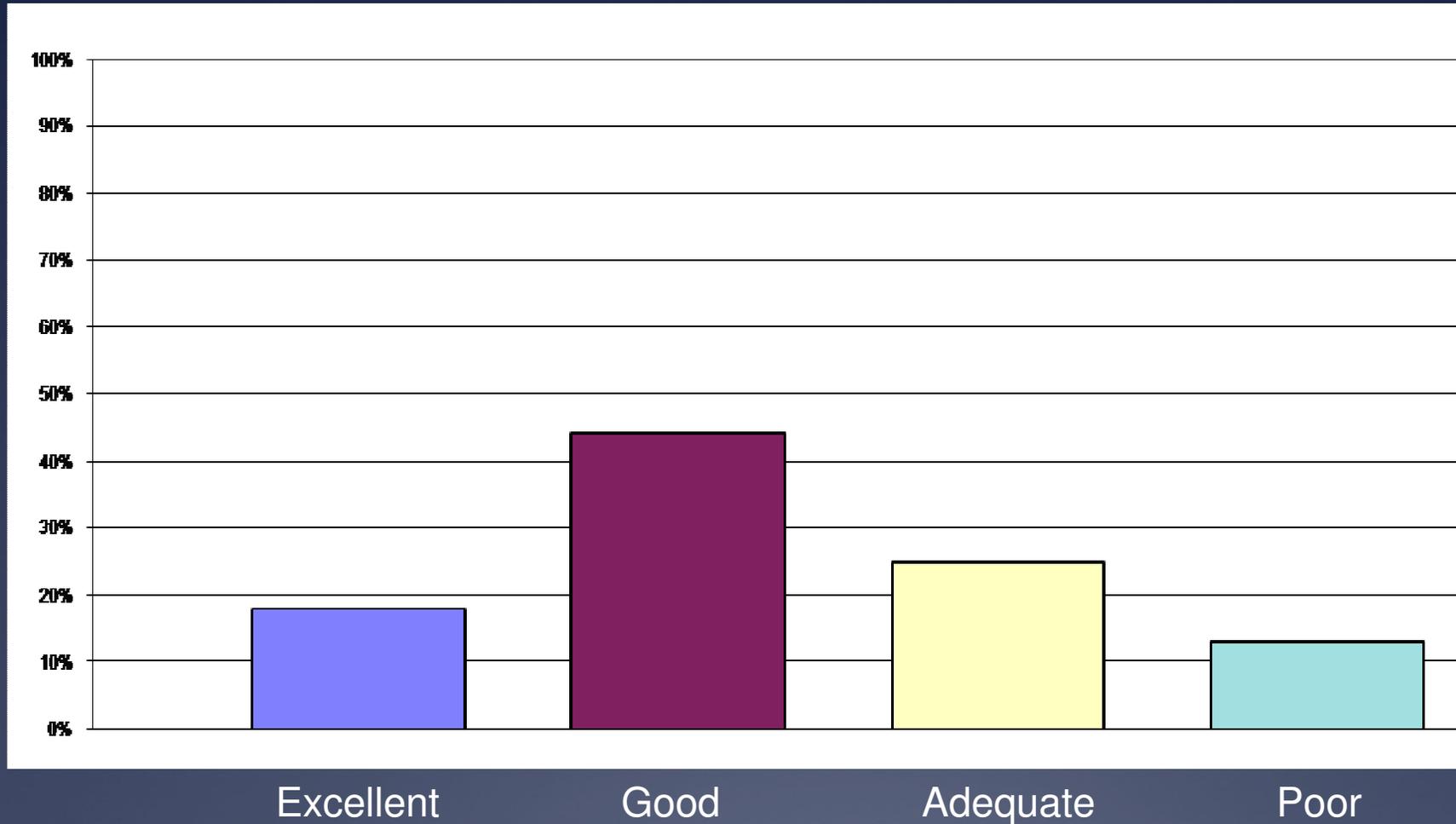
4. What motivates you to participate? (choose your top two choices)



4. What motivates you to participate?

- Meeting faculty from other departments/divisions
- No choice about being chair; got recruited to serve on TRC; on DARE to learn more about basic skills
- To make sure students are respected not disregarded especially in cost

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



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

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

- PSME faculty are always somewhat disconnected, though we are becoming much more engaged than before.
- 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.

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

- 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.
- The Senate is an integral part of shared governance

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

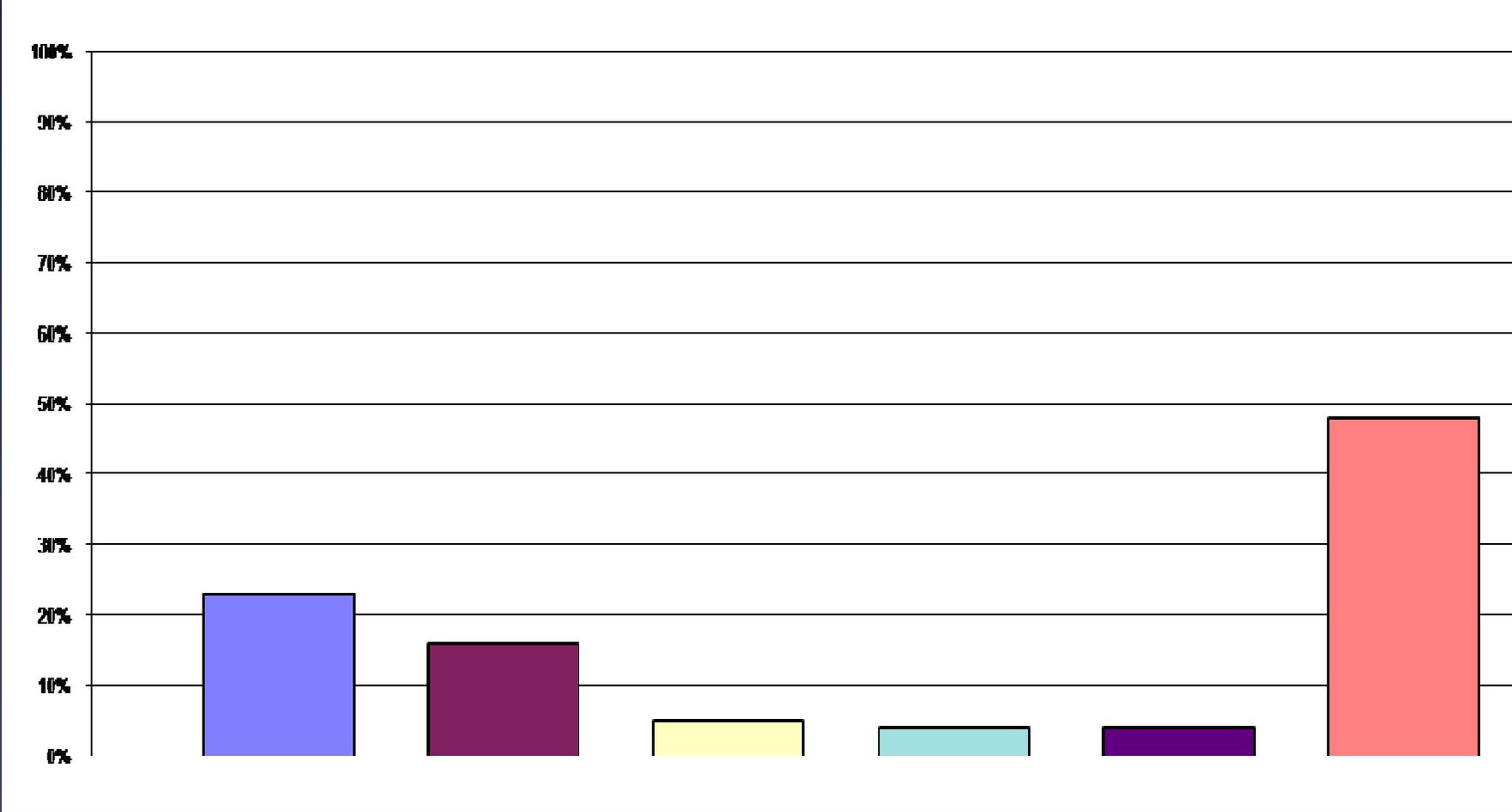
3= Never been asked to participate

4= No interest in participating

5= Supervisor discourages participation

6= Too busy

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



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

- 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. 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.
- I'm a teacher not a decision maker

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

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

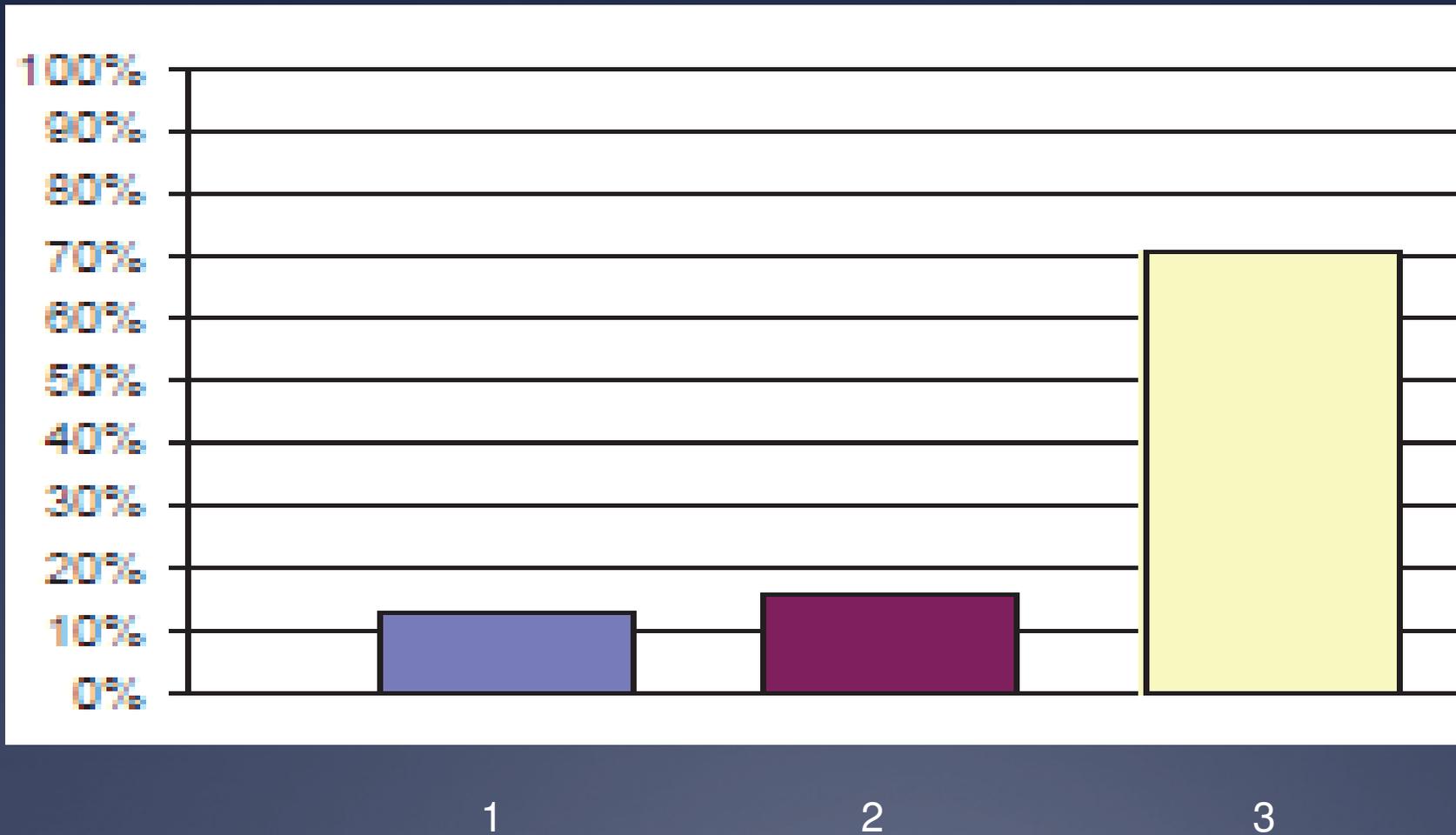
7. In any large bureaucratic organization, both unofficial grassroots decision-making exists alongside formalized governance structures. Which statement most closely matches your understanding of how decisions are made?

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

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?



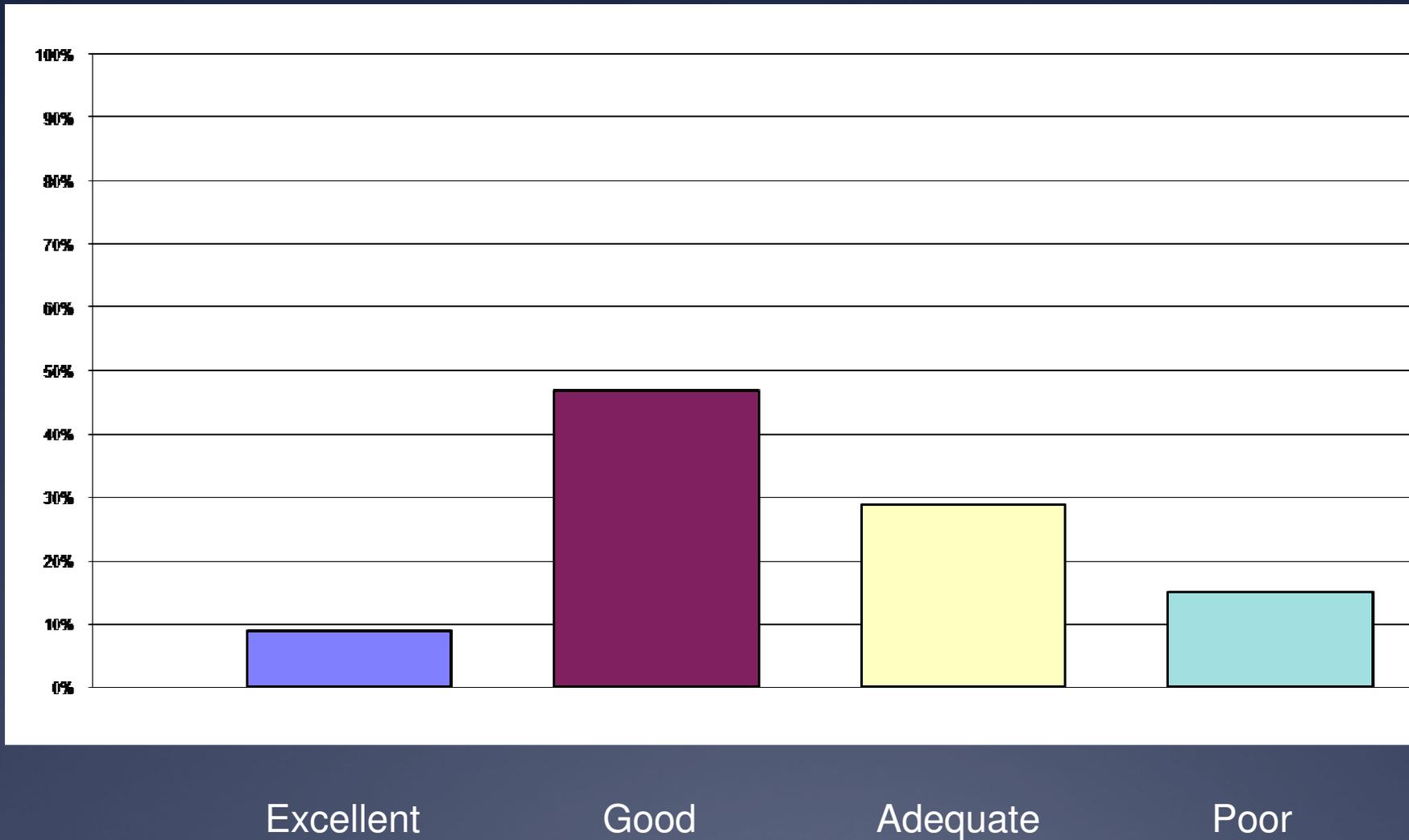
7. In any large bureaucratic organization, both unofficial grassroots decision-making exists alongside formalized governance structures. Which statement most closely matches your understanding of how decisions are made?

- 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.

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?

- 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.
- Luckily we have more power with grassroots initiatives than large corporations.
- Senior staff frame issues and present them as "sharing"
- The informal process establishes relationships that make the formal process work.

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



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- Depends on leadership, averages out to good
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.
- Good interpersonal collaboration.. not as much transparency as there could be.
- Having an effective meeting facilitator (____ is good) keeps the talks productive. I wish more of the meetings (like ____) were run effectively.

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

- 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.
- 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.

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

- In some venues adjunct faculty opinions have not always been sought, but at least in meetings I have attended recently, they are.
- Senate is weak and easily misled. Other bodies make important decisions out of sight and accountability. Administrative "leadership" is weak also.
- We go in circles over the same issues for years, but sometimes we have been able to act decisively for the good.

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

- 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.
- 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.

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

- Dissemination of relevant and timely information; inclusion.
- Give an indication of potential outcomes from participation - then follow through with these outcomes!
- Hire decent administrators.
- 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.

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

- Keep asking
- Keep the organizational flow charts up to date
- 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.

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

- 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.

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

- More info on how shared governance works
- Pay people to participate
- Schedule meetings on Friday afternoons when all faculty can participate.
- Senate doing very well
- Too often it is the same folks who participate in governance activities, there needs to be more rotation

