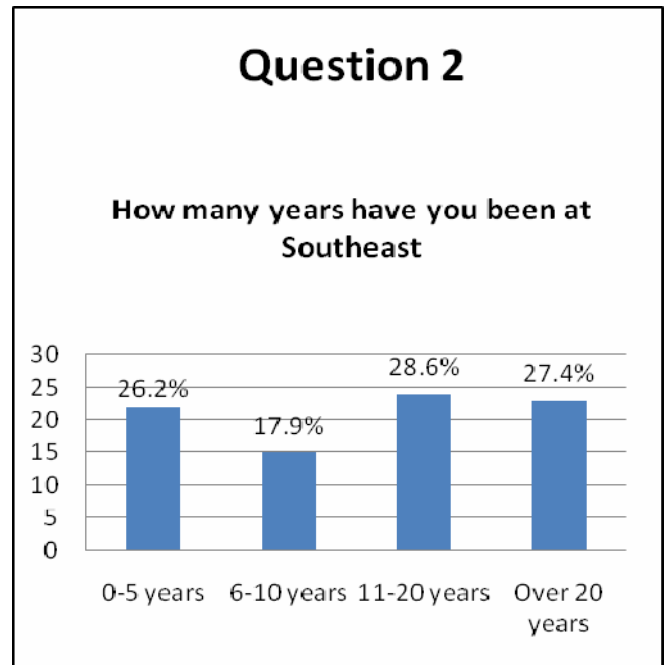
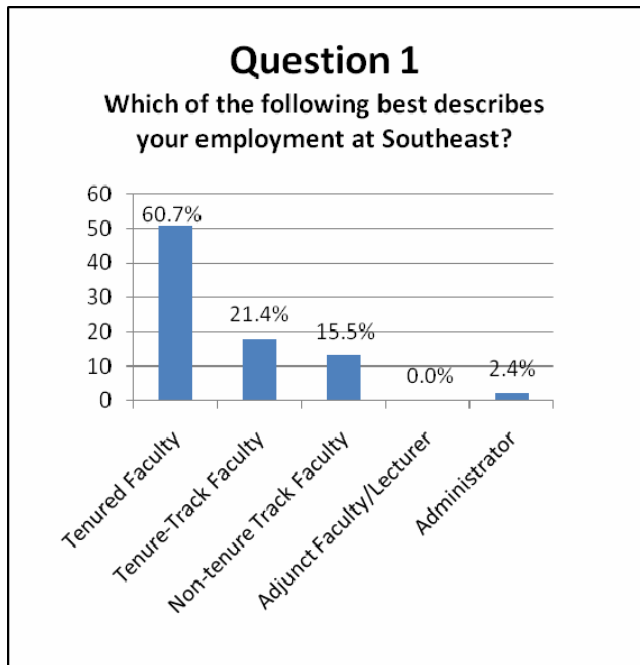
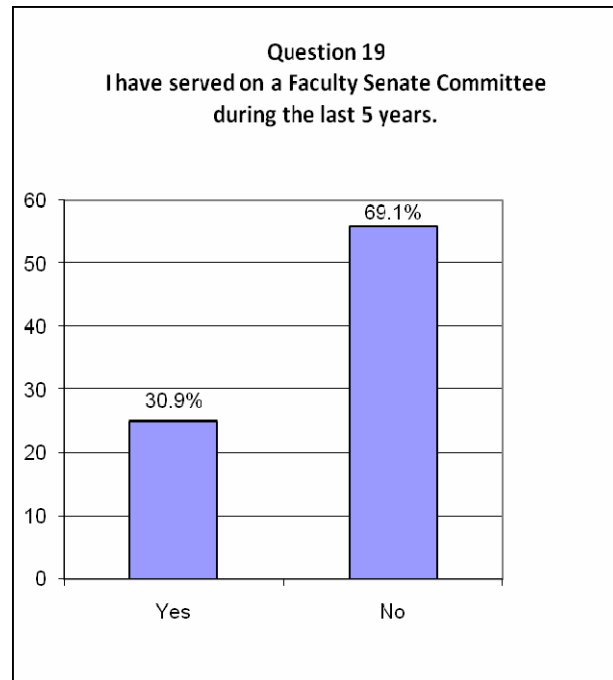
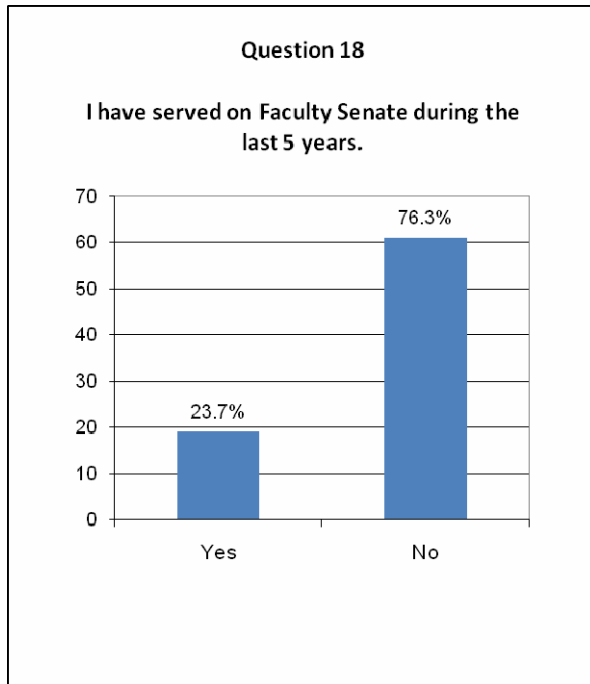


Faculty Senate Survey Summarized by the Governance Committee

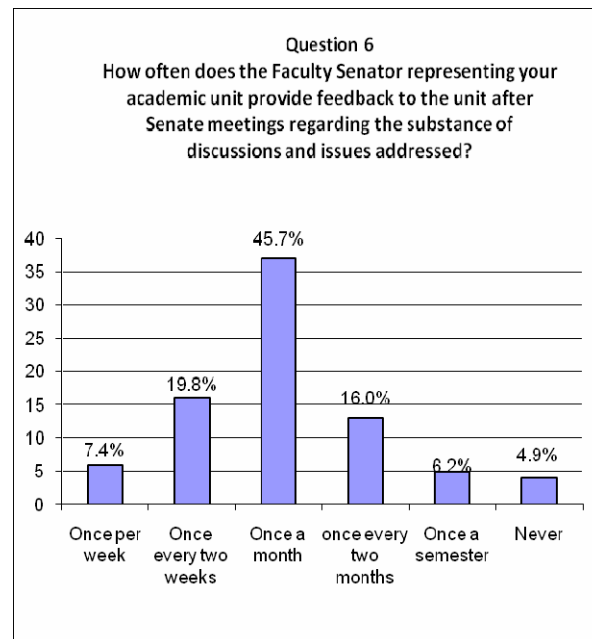
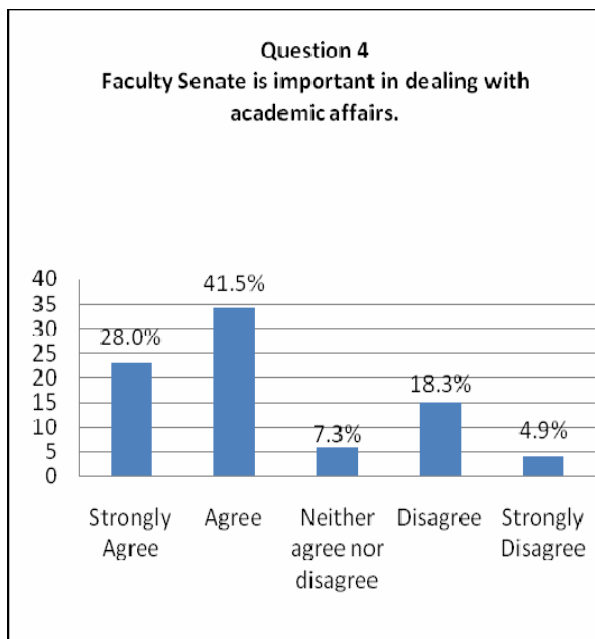
The Faculty Senate conducted a self evaluation in February, 2008 to assess how the faculty and administration view its role and performance. Eighty eight out of 413 Faculty members and 2 administrators responded. Thirty-five individuals responded with additional comments. The respondents were contacted by email and were told that the raw data would not be provided to any one. Therefore, only summaries of the comments are included in this document.

Respondents were largely tenured or tenure-track faculty (Question 1, 82%). Only two respondents identified themselves as administrators. Among those who responded, the length of time served on the faculty at Southeast was fairly evenly distributed with the majority (56%) reporting service of 11 years or more (Question 2). Of the respondents, only 24% had served on Faculty Senate and 31% had served on a Faculty Senate Committee (Questions 18 and Question 19).

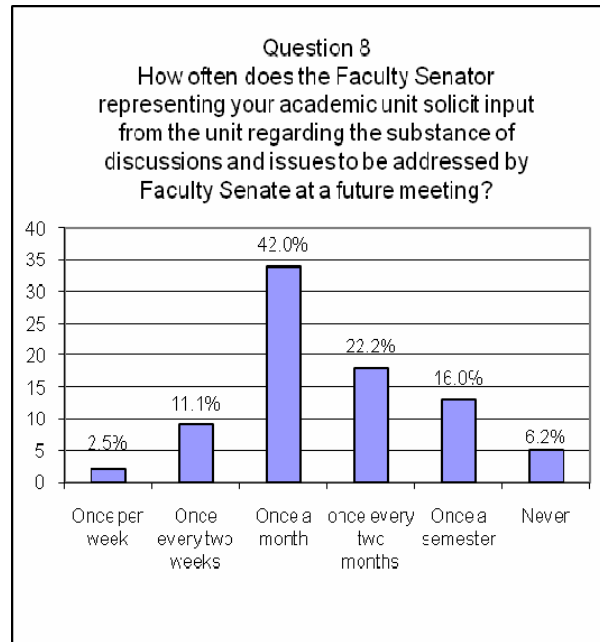
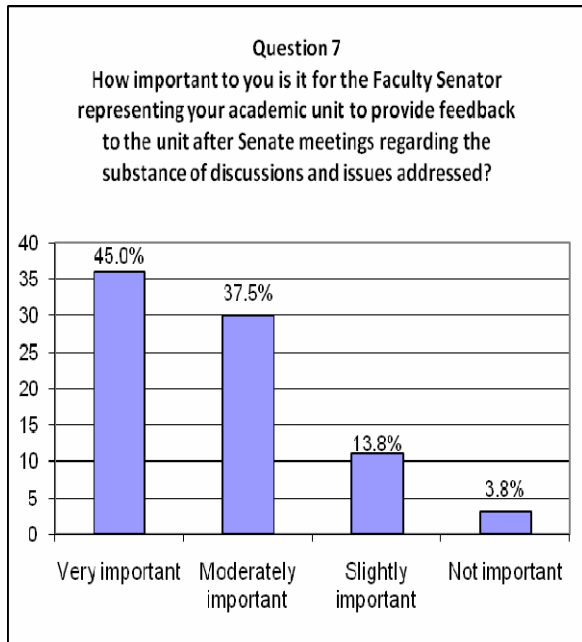




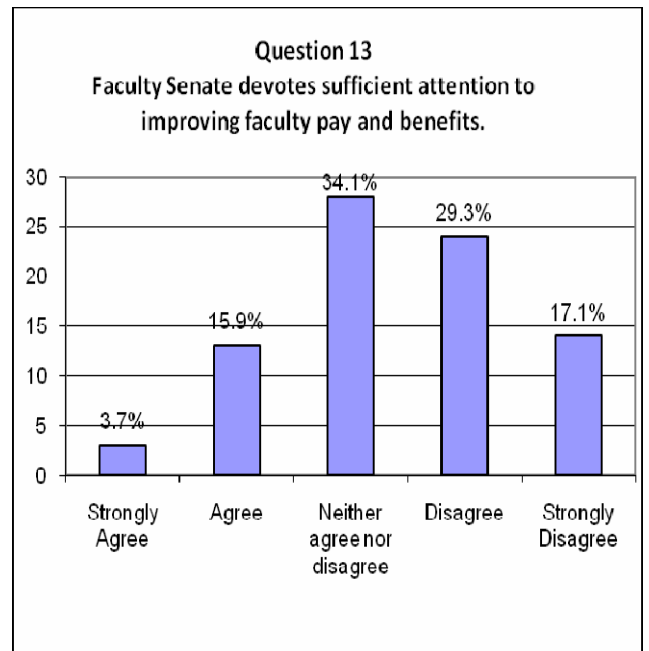
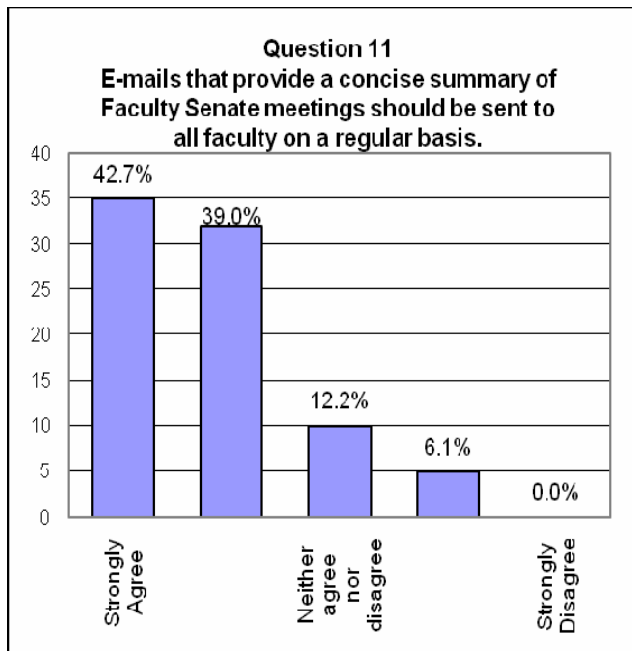
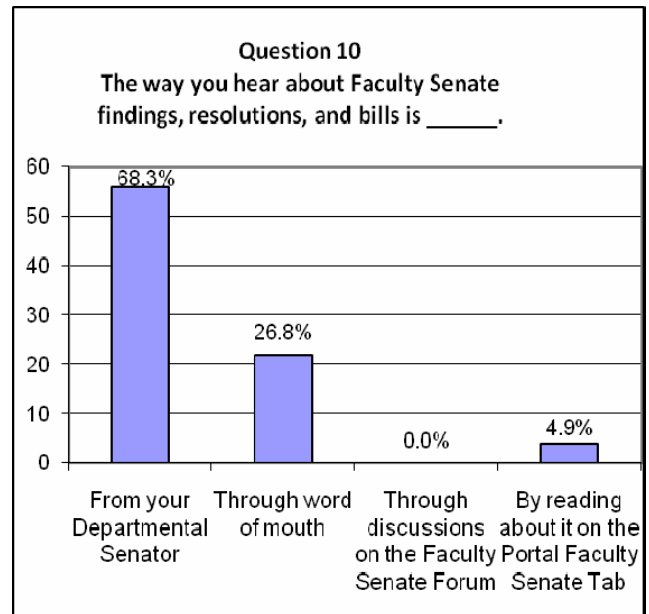
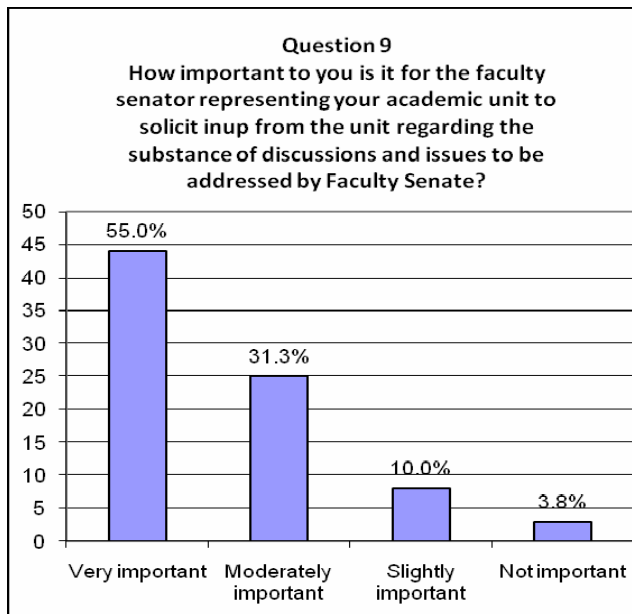
Of the respondents, a majority of faculty (about 70%) agreed or strongly agreed that the Faculty Senate is important in “dealing with” academic affairs (Question 4).



A majority of the respondents (73%) reported that they receive feedback from their Senator at least monthly. Fifty-six percent of the respondents reported that their Senator solicits feedback at least monthly (Questions 6, 8).



The respondents agreed that it is moderately or very important to receive feedback from their Senator (Question 7; 83%), and for the Senator to accept input (Question 9; 86%). The Senator was identified as the primary source of information concerning the Faculty Senate (Question 10; 68%). The majority of the respondents would like emails that provide a concise summary of Senate meetings (Question 11; 82%).

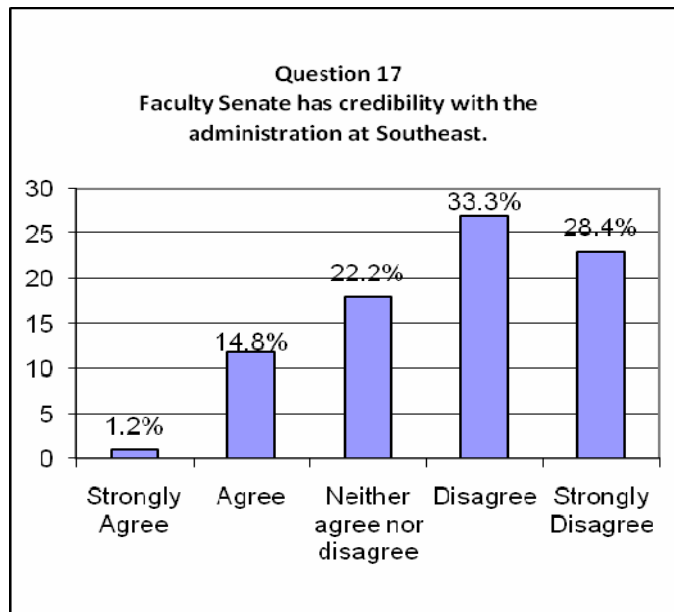
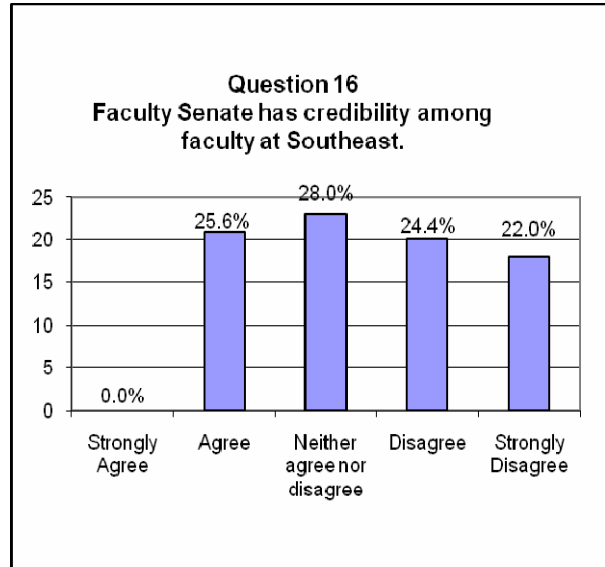
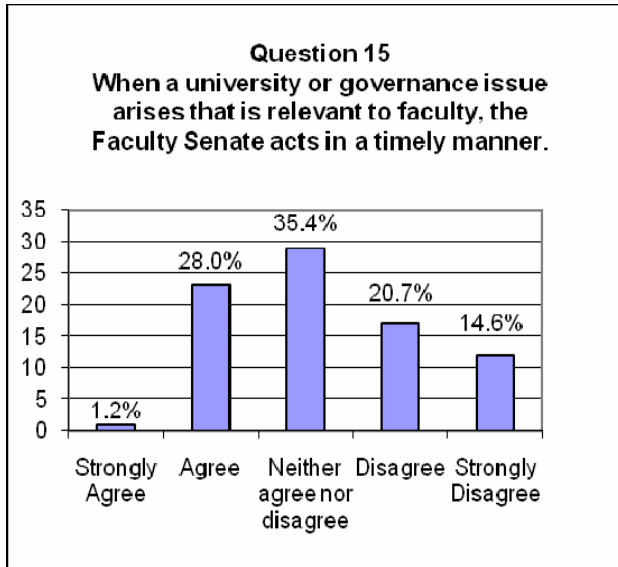


Only 19% of the respondents agree that the Faculty Senate devotes sufficient attention to improving faculty pay and benefits (Question 13).

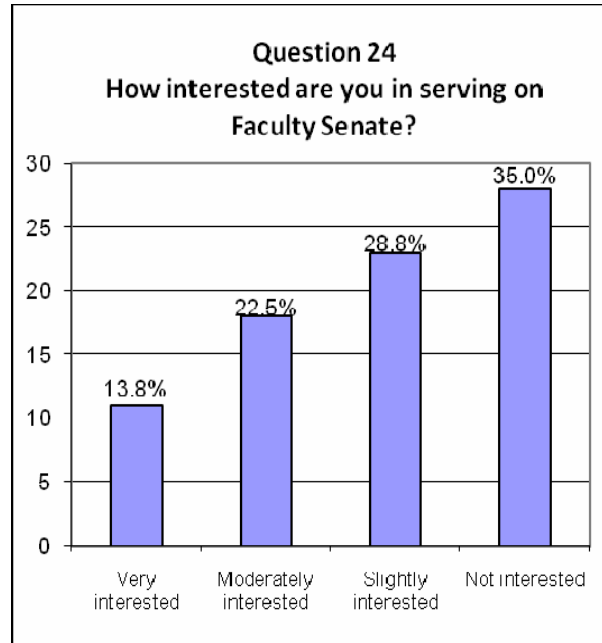
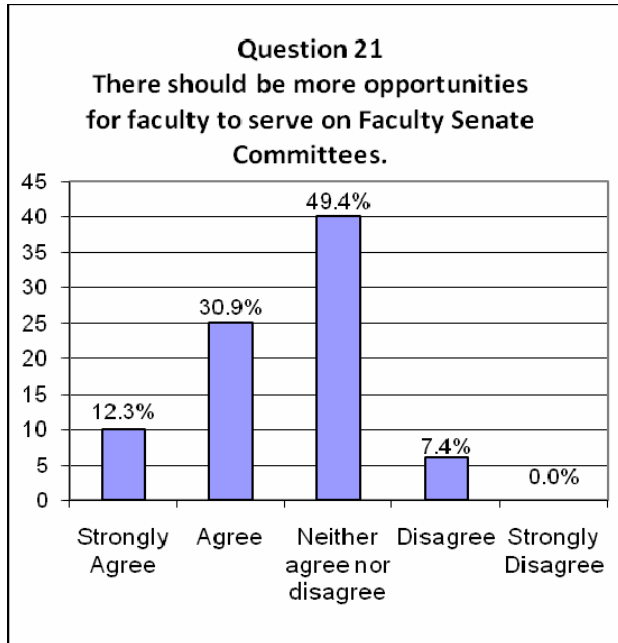
Only 29% of the respondents agreed or strongly agreed that when a university or governance issue arises that is relevant to faculty, the Faculty Senate acts in a timely manner (Question 15).

Only 26% of the respondents agreed that the Faculty Senate has credibility among the faculty at Southeast (Question 16).

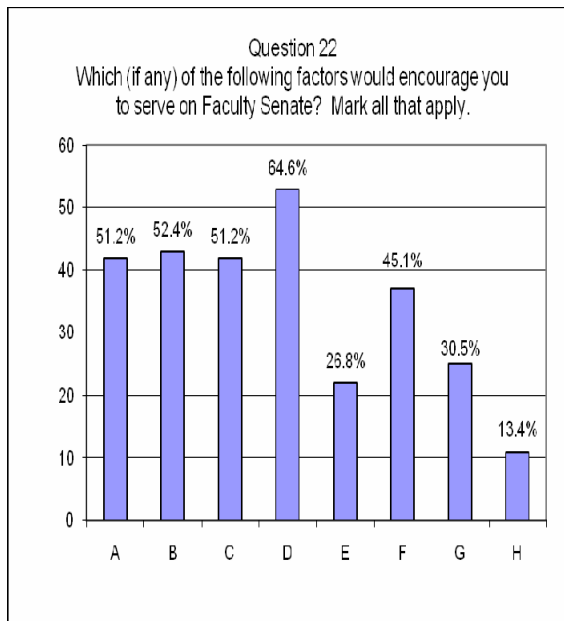
Only 16% of the respondents agreed or strongly agreed that the Faculty Senate has credibility with the administration (Question 17). It should also be noted that 46% of the respondents made strong comments about their feelings on the Senate's lack of credibility and effectiveness in its role as the voice of the faculty to the administration.



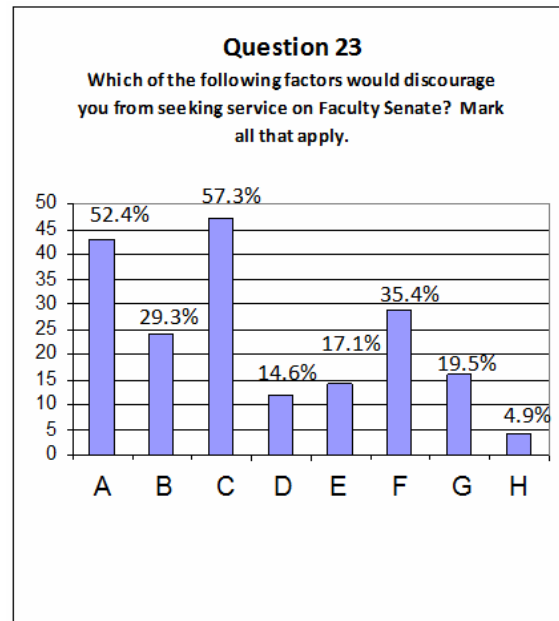
When asked if they would like to serve, many agreed that they would like more opportunities to serve on Faculty Senate Committees (Question 21, 43%). Conversely, in a separate response, many claimed that they were not interested in serving on the Senate (Question 24, 35%).



Respondents, when asked to identify factors that would encourage them to serve on Faculty Senate (Question 22), selected the following: Participate in issues of importance to faculty (15%), Contribute to merit (29%), Contribute to Promotion & Tenure (52%). Respondents acknowledged the time commitment (52%) and effectiveness of Faculty Senate (57%) were deterrents to serving on Faculty Senate (Question 23).

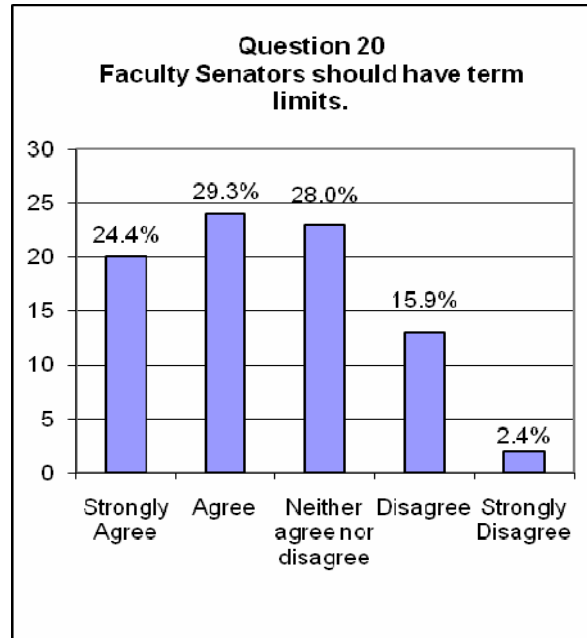


- A) Contribute to promotion and tenure
- B) Contriubute to merit
- C) Contribute to university governance
- D) Participation in issues of importance to faculty
- E) Information access
- F) Interaction with other faculty on campus
- G) Release Time
- H) None of the above

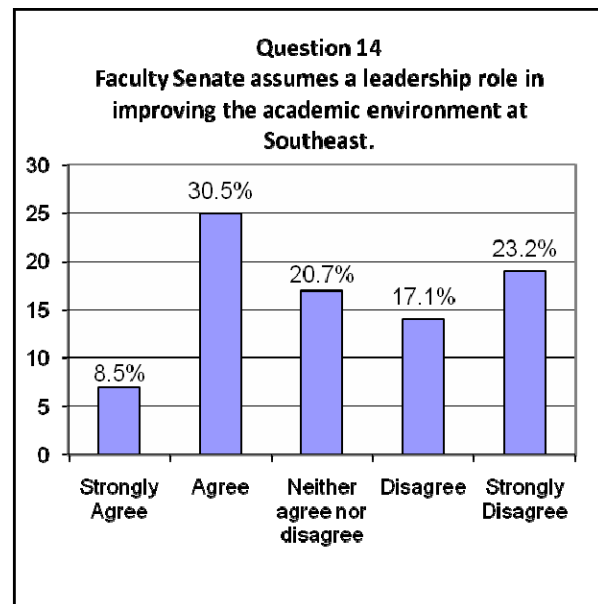
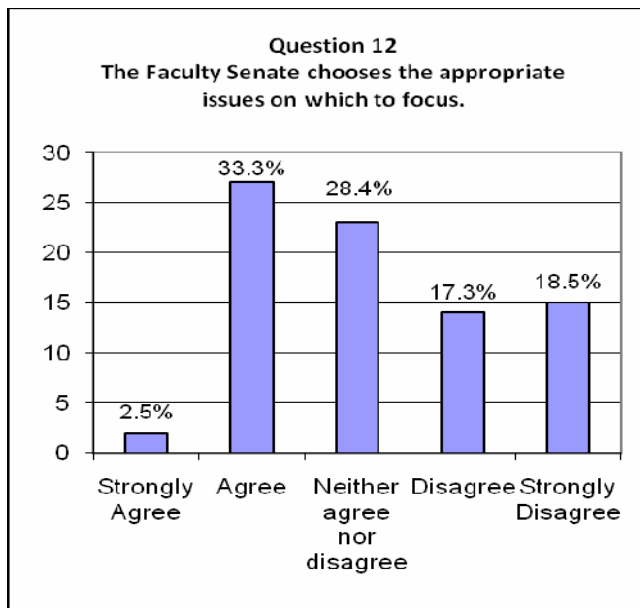
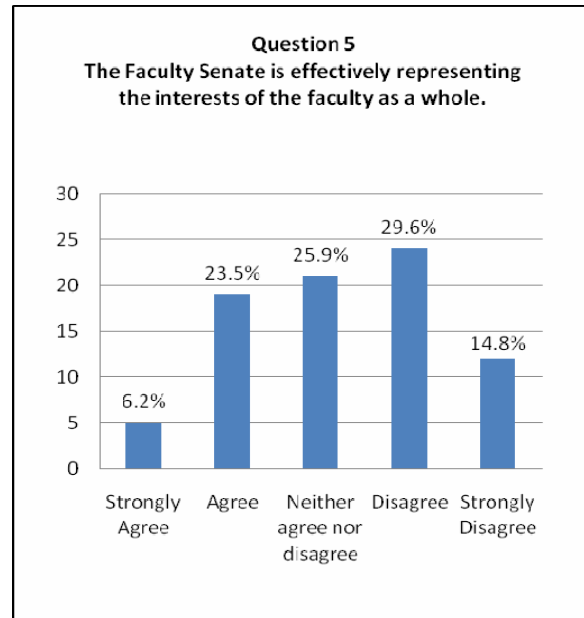
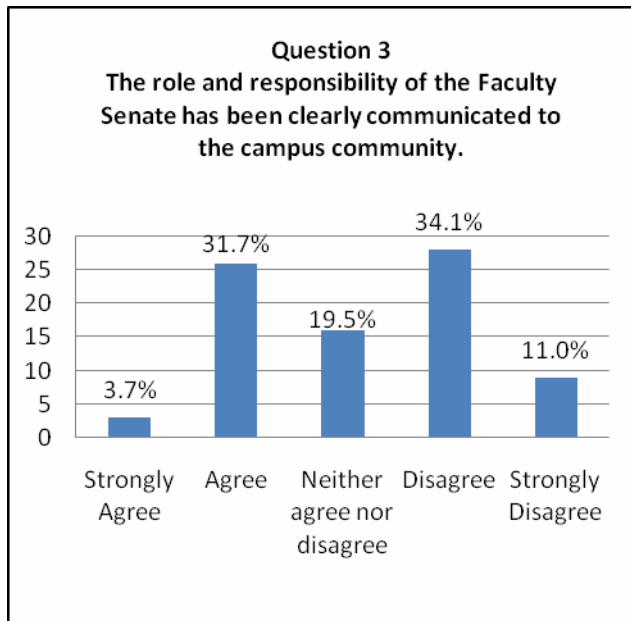


- A) Too time consuming
- B) Distracting from other important activities
- C) Faculty Senate is not an effective body for influencing university policies and procedures
- D) Scheduling the 3-5 pm on Wednesday block
- E) Conflict within the Faculty Senate
- F) Conflict between the Faculty Senate and University Administration.
- G) Lack of understanding of what the Faculty Senate is or does.
- H) Length of term of service.

The majority agreed or strongly agreed that there should be term limits for representatives (Question 20, 54%)



The summary of data from questions 3, 5, 12, 14 show little discernable differences among the responses. Therefore, the charts are included, but they have not been included in the analysis in this report.



Summary

Items in which more than 50% either agreed or disagreed are summarized below:

1. The faculty responding (82%) strongly supported provision of feedback from their Senator following Senate meetings (Question 7).
2. Respondents (82%) further suggested that they should be provided with E-mail summaries of Faculty Senate meetings on a regular basis (Question 11).
3. Respondents (70%) believed that Faculty Senate is important in dealing with academic affairs (Question 4).
4. Respondents (61%) disagreed with the statement that Faculty Senate has credibility with the administration at Southeast (Question 17).
5. Respondents (54%) agreed that Faculty Senators should have term limits (Question 20).

Comments

Thirty-five of the 88 respondents made additional written comments. Although this is a small number when compared to the total faculty, it was determined that an effort should be made to summarize these comments.

After analyzing the comments, themes emerged and are used here to categorize the ideas. The largest group of comments 16 of 35 (46%) viewed the Faculty Senate as ineffective. There was concern that the Senate did not have any power and that the University policy is set by the administration (n=11). Three individuals cited the selection and contract extension of our current president without the consulting the Senate, although this Senate function is described in the faculty handbook.

There was some concern by the faculty about the lack of collegiality among the university administration and the Faculty Senate and it was suggested that at times faculty opinion is distorted to serve the administration's purposes. It was also pointed out that the Administration, on occasion, does not follow approved policy in the Faculty Handbook. It was also suggested that the administration should respond in a genuinely collegial manner. This is significant since some faculty members suggest that the Senate is ineffective when the issue may be more with the approach used by the Administration. The suggestion was made that the Faculty Senate needs to be more assertive and insist on a more open approach by the administration when dealing with major issues.

Eleven of the individuals suggested that the Senate be reorganized or at least be refocused. Ten suggestions concerned membership in the Senate. Specifically there were suggestions to improve the Senate by modifying its membership by either term limits (n=3); more opportunities for younger faculty (n=2); getting rid of self-centered, belligerent, conspiracy theorists (n=3); and including only tenured faculty or full professors as members (n=3).

Another theme related to improved communications (n=9) and specific suggestions for the website (n=2). It was suggested that a link to the senate website be placed on the university front page or on the My Southeast portal with the suggestion that all the events that are relevant to faculty should be announced there.

Some comments concerned the focus of the Senate and suggested that it should be on issues such as greater emphasis on pay and benefits (n=3), more focus on academics (n=2), and that the faculty should unionize (n=2). One individual commented that salary compression has resulted from employing new faculty with higher salaries with less experience and duties. Additionally, they stated that recent promotions with increases of \$5,000 and \$7,900 have jumped less experienced employees over more experienced employees. They continued to point out that this problem continues when merit pay is applied.

Several faculty members indicated that they would like the Senate to measure faculty views about topics. One person indicated that this process would be preferred over going through the department's representative. There were also comments about the need to have Senators communicate with their faculty. One person stated that some Senators don't report the actions of the Senate to the group they represent. Although most comments indicated that there was a preference for direct communication from the Senator to the department, one person felt that an email digest of activity would be helpful. It was also suggested that the purpose of Faculty Senate should be presented at the TEW for new faculty.

Finally, three comments focused on academics. One individual described the senate as having limited effective impact on academic decisions. The two other comments suggested that Faculty Senate approval be required for any initiatives having to do with academics, while the other suggested that the senate focus mostly on academics