UND FACULTY GOVERNANCE SURVEY

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FACULTY RESPONSE
274 out of about 850
32%
SURVEY COMPLETION TIME

Average Time: 9 minutes

However, 55.5% finished within 5 minutes.
POSITION

- Tenured: 57%
- Tenure-Track: 13%
- Administration: 3%
- Contingent: 18%
- Other: 9%
KNOWLEDGEABLE ABOUT SENATE

Yes 27%
A Little 48%
No, Not Really 25%
DEMOGRAPHICS

INVOLVEMENT WITH UNIVERSITY SENATE

ELECTED TO SENATE
- No: 62%
- Yes: 38%

SERVED ON SENATE COMMITTEE
- No: 49%
- Yes: 51%
GOVERNANCE PERCEPTIONS

ACADEMIC INFLUENCE

Do you believe the faculty of UND have sufficient influence on decisions in the following academic areas:

- **ACADEMIC FREEDOM**
  - Don't Know: 12%
  - No: 34%
  - Yes: 54%

- **ADMISSIONS STANDARDS**
  - Don't Know: 13%
  - No: 33%
  - Yes: 54%

- **CURRICULAR MATTERS**
  - Don't Know: 9%
  - No: 32%
  - Yes: 58%
Do you believe the faculty of UND have sufficient influence on decisions in the following academic areas:

- **Research & Scholarship**
  - Yes: 58%
  - No: 36%
  - Don't Know: 6%

- **Degree Requirements**
  - Yes: 61%
  - No: 26%
  - Don't Know: 13%

- **Regulations (Attendance, Grading, Etc.)**
  - Yes: 61%
  - No: 30%
  - Don't Know: 10%
GOVERNANCE PERCEPTIONS

ACADEMIC INFLUENCE

Do you believe the faculty of UND have sufficient influence on decisions in the following academic areas:

- **TEACHING QUALITY**
  - No: 31%
  - Yes: 62%
  - Don't Know: 7%

- **PROFESSIONAL STANDARDS & CRITERIA FOR RANK**
  - No: 45%
  - Yes: 45%
  - Don't Know: 10%

- **PROMOTION & TENURE POLICIES**
  - No: 45%
  - Yes: 45%
  - Don't Know: 10%
GOVERNANCE PERCEPTIONS

ACADEMIC INFLUENCE

Teaching quality

Requirements for degrees

Regulations

Curricular matters

Research and scholarship

Academic freedom

Professional standards

Promotion, tenure, and evaluation

Admissions standards
GOVERNANCE PERCEPTIONS

POLICY INFLUENCE

Do you believe the faculty of UND have sufficient influence on decisions in the following policy areas:

**INSTITUTIONAL PRIORITIES**
- Yes: 10%
- No: 82%
- Don’t Know: 9%

**ALLOCATION OF RESOURCES**
- Yes: 6%
- No: 88%
- Don’t Know: 6%

**ACADEMIC ORGANIZATION**
- Yes: 19%
- No: 64%
- Don’t Know: 17%
GOVERNANCE PERCEPTIONS

POLICY INFLUENCE

ADMINISTRATIVE PROCEDURES & ORG STRUCTURES

- Don't Know: 9%
- Yes: 11%
- No: 80%

APPLICATION, PROMOTION & EVALUATION OF ADMINISTRATORS

- Don't Know: 9%
- Yes: 11%
- No: 79%

INTELLECTUAL PROPERTY

- Don't Know: 28%
- Yes: 33%
- No: 38%

HONORARY DEGREES

- Don't Know: 31%
- Yes: 33%
- No: 36%
AVERAGE POLICY INFLUENCE DISSATISFACTION

66.56% 78.41%

WITHOUT INTELLECTUAL PROPERTY AND HONORARY DEGREES
QUALITATIVE RESPONSES TO “OTHER” IN SUFFICIENT INFLUENCE QUESTIONS
HOW EFFECTIVE DO YOU BELIEVE THE UNIVERSITY SENATE SYSTEM IS IN REPRESENTING FACULTY INTERESTS?

[Graph showing various responses to the effectiveness of the university senate system in representing faculty interests.]
HOW EFFECTIVE DO YOU BELIEVE THE UNIVERSITY SENATE SYSTEM IS IN REPRESENTING FACULTY INTERESTS?

- Somewhat - Very Ineffective: 39%
- Somewhat - Very Effective: 61%
IN FAVOR OF A SEPARATE FACULTY SENATE

- Definitely Yes: 93 Responses
- Probably Yes: 57
- Probably Not: 25
- Definitely Not: 83
- Need to Know More: 9
IN FAVOR OF A SEPARATE FACULTY SENATE

- Need to Know More: 31%
- Definitely or Probably Not: 12%
- Definitely or Probably Yes: 57%
IN FAVOR OF A SEPARATE FACULTY SENATE

Breaking it down...

- There are NO statistically significant relationships between being in favor of a faculty senate and...
  - Having been elected to Senate
  - Having served on a Senate committee
  - Self-reported knowledge of Senate
  - Current position, or
  - Years at UND
Breaking it down...

- The only demographic that is significant is that those most likely to answer that they needed more information have been at UND for a shorter amount of time.
QUALITATIVE RESPONSES TO FAVOR FOR FACULTY SENATE & PROS AND CONS
<table>
<thead>
<tr>
<th>Question</th>
<th>Responses</th>
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<tbody>
<tr>
<td>Would it be a soapbox for a few?</td>
<td>1</td>
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<tr>
<td>Information about other faculty senates</td>
<td>1</td>
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<tr>
<td>Redundancies?</td>
<td>1</td>
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<tr>
<td>Time commitment involved?</td>
<td>1</td>
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<tr>
<td>Will it make things more incoherent/fractured/disparate among faculty?</td>
<td>2</td>
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<tr>
<td>Purpose</td>
<td>3</td>
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<td>What happens to University Senate?</td>
<td>3</td>
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<td>What would faculty lose?</td>
<td>3</td>
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<tr>
<td>Would all faculty types be respected/represented?</td>
<td>3</td>
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<tr>
<td>What will improve?</td>
<td>5</td>
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<tr>
<td>Basic information about existing Senate</td>
<td>6</td>
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<tr>
<td>Separation of Powers for Senates</td>
<td>7</td>
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<tr>
<td>Responsibilities?</td>
<td>9</td>
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<tr>
<td>Structure &amp; Logistics of Faculty Senate</td>
<td>11</td>
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<td>Will it have any power with current administration?</td>
<td>14</td>
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