

The Need for a Conceptual Framework for Leadership and Shared Governance between Faculty and Administrators

Philliph M. Mutisya¹, James E. Osler II², Paul F. Bitting³, and Jerono P. Rotich⁴

Abstract

There is a compelling need for shared governance in higher education based upon rising conflict between administrators' role as leaders and faculties' role as teachers, researchers, and service providers. This paper begins by reviewing the literature to define best practices in shared governance as well as to uncover faculty and administrator beliefs, attitudes, and dispositions that can both promote and hinder shared governance. Next, the paper outlines a survey to study the degree to which shared governance is present within an institution. A pilot survey was conducted amongst faculty at diverse institutions. Survey results are analyzed to inform a conceptual framework for better leadership and followership in higher education. A tri-squared analysis was used to study desired interaction between the level of collegiality, the ability to influence policy, and the degree to which important information is broadly communicated. The Process Education-based Compass of Higher Education is affirmed as a conceptual framework for diffusing current tensions surrounding shared governance. Helpful administrator and faculty actions are mapped within five points of the compass: self-development, learner development, institutional development, intellectual development, and faculty development. The survey used in this work can be adapted to determine the level of shared governance on any campus and to highlight strengths and areas for improvement associated with each of the compass points. This work is presently continuing with the purpose of determining how shared governance is perceived in higher education by a much larger population.

Introduction

Currently university faculty and administrators are struggling to negotiate the balance of power as they face the dynamic challenges brought on by the changes taking place in higher education in the 21st century. The challenges and changes require a reconceptualization of leadership in the academy. As part of institutional assessment, institutions are required to demonstrate learner knowledge, skills, and dispositions. Most accrediting bodies expect this to include a high standard for faculty development (Lindborg, 2007) based on the assumption that, when hired, faculty are educated in modern methods of teaching in their discipline and then kept current in professional standards of practice beyond their discipline.

Higher education could benefit from a coherent, broadly applicable conceptual framework which can stimulate more effective collective leadership in the academy at local, national, and global levels. A review of the literature shows that there are several leadership concepts that need to be embraced by administrators and need to be incorporated in professional development activities for faculty as academic leaders. Key concepts include understanding the meaning of academic freedom and principles of shared

governance illustrated in the following statement by the Higher Education Program and Policy Council (American Federation of Teachers, 2000):

The concept of academic freedom is based on the idea that the free exchange of ideas on campus is essential to good education. Specifically, academic freedom is the right of faculty members, acting both as individuals and as a collective, to determine without outside interference: (1) the college curriculum; (2) course content; (3) teaching; (4) student evaluation; and (5) the conduct of scholarly inquiry. These rights are supported by two institutional practices: shared governance and tenure. Academic freedom ensures that colleges and universities are "safe havens" for inquiry, places where students and scholars can challenge the conventional wisdom of any field—art, science, politics or others. (p.1) www.aft.org/issues/highered/acadfreedom/index.cfm

Concern about the current status of academic freedom is expressed in a report entitled, *Academic Freedom Under Attack: American Federation of Teachers (AFT): Accountability in Higher Education* (2000):

¹ North Carolina Central University and North Carolina A&T State University

² North Carolina Central University

³ North Carolina State University

⁴ North Carolina A&T State University

Academic freedom rights are under constant attack and because a majority of today's instructors—those in temporary contingent—jobs do not have the critical protections these rights provide to the educational process... Academic freedom and its attendant rights do not mean 'anything goes'. No one would argue that a professor can hold students to his or her belief that the sun revolves around the earth, for example. Faculty must act professionally in their scholarly research, their teaching, and their interactions with students and other faculty. Institutions of higher education and academic disciplines ensure this through policies and procedures that safeguard both students and the academic integrity of the institutions and disciplines.

This same report includes a definition of *shared governance* that is applicable to a broad spectrum of higher education institutions. It states,

Shared governance is the set of practices under which college faculty and some staff members participate in significant decisions about the operation of their institutions. Shared governance practices differ from campus to campus, but typically the work of shared governance is undertaken by elected faculty committees working with the administration. On AFT campuses, the union contract often guarantees shared governance rights, and the union may play a role in implementing shared governance. Shared governance is democracy in action, intended to ensure that academic decisions are made for strictly academic—not political, commercial or bureaucratic reasons (p. 1).

This issue of accountability within a shared governance structure is central in the tenure and promotion process. This is illustrated in the following statement:

Accountability is very important because usually the individual accountability in a shared governance process at the institution level, attention usually centers on the full-time tenured faculty. And these discussions, in turn, usually begin with an understanding (or misunderstanding) of the rights and responsibilities of faculty tenure. To put it simply: Far from being an anachronism, a problem that needs fixing or an impediment to accountability, the tenure system is, in fact, the cornerstone of accountability and institutional excellence. (p. 1).

Fully realizing the potential of academic freedom and shared governance, while addressing stakeholder demands for accountability, requires concerted attention to five different educator roles. These are articulated in a coherent, compelling manner within the *Faculty Guidebook* and include enhancing learning and scholarship, fostering

learner development, nurturing self-growth, engaging in community-based professional development, and taking synergistic actions to expand institutional development. In surveying faculty attitudes about shared governance, this paper explores the utility of the Compass of Higher Education that appears on the cover of the *Faculty Guidebook*. A survey of existing faculty identity, sphere of influence, and performance capability is a first step in advancing a new conceptual framework for academic leadership.

Process Education at North Carolina Central University

In 2008, North Carolina Central University, a historically black college and university, created a learning community (referred to forthwith by the acronym: HBCU-PE) after training provided by Pacific Crest. The HBCU-PE learning community was created and started discussions on solutions to the challenges facing faculty collaborating across disciplines within the university. The quest for the learning community was to engage faculty in applying Process Education (PE) methodologies as means to empowering each other with skills and dispositions that are advantageous to 21st century classroom teaching, learning, and involvement in the institutional leadership. The primary goal of the HBCU-PE faculty learning community was to focus on addressing the immediate problems faced by faculty (especially in classroom settings, empowerment through professional development, and self-governance and policy enforcement). Solutions and strategies were identified through the use of Process Education training conducted in 2008 by Pacific Crest. Of vital importance was the emphasis on shared governance and academic freedom as means to empowering faculty in creating a culture that engages faculty and administrators in solving the identified leadership challenges.

As a result, the HBCU-PE model expanded from its initial university confines into a university-wide interdisciplinary perspective which was expanded further into an inter-institutional partnership that involved several other institutions. The inter-institutional collaboration also resulted in the HBCU-PE learning community obtaining institutional membership in the Academy of Process Education. The membership has facilitated a proposal for developing a regional inter-institutional chapter with both international and global collaborative linkages. The linkages are specifically aimed at collaborating with African institutions of higher education and other professional development partners. Thus, the HBCU-PE learning community discussions evolved into the idea of developing a conceptual framework as a guide for faculty as academic leaders. Using best practice as an objective, the HBCU-PE learning community decided to develop

an empirically-driven process by conducting a study to explore the perceptions and attitudes of faculty towards intuitional leadership, shared governance, and academic freedom, and use the results to develop a framework for faculty as academic leaders.

We define the conceptual framework according to Richard (1993) as, “consciously organized arrangements of related information that, because we are aware of them, influence our actions.” He further asserts that,

The degree to which we understand our own Frameworks and the Frameworks of others is often the degree to which we achieve unthreatened and successful human interactions. Our own personal Frameworks are often determined by our cultures and to understand the significance of this observation, we must have an understanding of culture in general because we all view our world thorough culturally influenced Frameworks that often collide with the different Frameworks of others, which creates a conflict and thus we feel threatened.

This definition should help faculties in higher education in approaching the challenges that are posed by the demand for change in the conceptualization of the profession and ways to protect the prestige of professorship within the academy. These challenges are experienced not only locally, but depending on one’s location in the world, are experienced both nationally and internationally. While there are many reasons that account for the challenges facing higher education faculty, the main ones are the inevitable changes that take place as we continue to grow and become more interdependent and connected globally. There appears to be an imminent change in the attitudes of those involved in higher education. However, the culture within institutions of higher education has stagnated. Failure to adapt, communicate, and change has resulted in a diminished prestige of professorship and the academy in general.

The lessons learned from the NCCU implementation of the Process Education methodology and Compass of Higher Education led to the following: 1) faculty learning communities were developed but not sustained due to a collapse of administrative support; 2) internally there was reexamination of School of Education assessment metrics using principles of Process Education; and 3) the School of Education became a two-year institutional member of the Academy of Process Educators (the first HBCU to do so). A major lesson learned was that if professional development is not led and driven by faculty, then it will falter. The authors created the pilot study to probe faculty perceptions about leadership training for shared governance. The survey scrutinized potential categorical variables (e.g. “collegiality,” “leadership,” “academic freedom,” and

“shared governance”). To measure faculty perspectives in regards to the aforementioned categorical variables, a new statistical metric called *tri-squared* was used.

Pilot Study

In 2012–13 a survey/questionnaire was developed and deployed to faculty. The purpose of the instrument was to collect empirical data to assess the need for a conceptual framework for faculty as academic leaders. The university Institutional Review Board approved the initial survey as a cross-sectional analysis instrument to study faculty shared governance and academic freedom. The design of this instrument was influenced by two studies. Spelman College (Guy-Sheftall, 2006) explored the attitudes of faculty senate leadership and shared governance with administration which found that there were unique differences between HBCU leadership and other institutions. The Spelman study questions and overall conclusion was as follows: “*Most HBCU leadership is based on symbolism—whereby the president or the chancellor and the administration control key decisions-making shared governance difficult to achieve.*” Thus, faculty leadership and empowerment may need different approaches that are unique to HBCU culture.

The second study that influenced our work was conducted by the University of California System of Higher Education. That research investigation involved a quantitative cross-sectional analysis using semantic differential to determine the attitudes necessary to promote a strong culture of shared governance in higher education. The instrument used three indices along with an array of demographic questions. The instrument measured the collegial atmosphere at the university, the perceived potency of the university’s faculty senate, and satisfaction with university administration.

As part of the development of this study, the Spelman and California instruments were reconfigured to explore perceptions and attitudes of faculty from HBCUs as well as community colleges. The HBCU Research, Evaluation, and Planning Office provided input on the survey and disseminated it electronically. A four-point Likert scale was used with each of the survey items (*strongly disagree, disagree, agree, and strongly agree*). Table 1 summarizes responses to specific items in the pilot study that were grouped together with other survey items for further analysis with the tri-squared statistic. Interestingly, faculty felt that relations between faculty and administration were largely collegial, and that administrators were open to change, but there was less consensus that mutual trust and equal partnership existed between these bodies. Furthermore, only a minority of respondents considered themselves to be leaders in implementing change.

Table 1 Example Faculty Beliefs about Shared Governance

Survey Item	Percentage Agreeing with Statement
Relationship between administration and faculty senate is collegial (A1):	0.75
University administrators are open to change (C6):	0.75
Faculty senate and administrators have mutual trust for each other (C8):	0.50
Faculty senate and administration have equal partnership in governance protecting academic freedom (C10):	0.40
A Leader within my department/ academic unit (D2):	0.39
A Leader with the university at large (De):	0.39

Application of the Tri-Squared Model

The tri-squared statistical model was used to analyze grouped data from multiple questions and responses to the pilot survey. Questions in the pilot study were converted into three trichotomous categorical variables: level of collegiality [items A1–A8]; ability to influence policy [items B1–B6]; and overall communication of relevant information [items: C1–C10]. Each of these variables had the following trichotomous outcomes: *agree*, *disagree*, and *no opinion*. Using the tri-squared test, we set out to determine whether there was a significant difference in the faculty responses to the three categorical variables

Table 2 Faculty as Academic Leaders tri-squared Test

Reported here is a sample trichotomous-squared test illustrating the standard 3×3 tri-squared formula and qualitative table of outcomes reporting results using the standard tri-squared 3×3 format. Sample data analyzed using the trichotomous t-square 3×3 table was designed to analyze the research questions from an inventive investigative instrument with the following trichotomous categorical variables: a_1 = level of collegiality [Items A1–A8]; a_2 = ability to influence policy [Items B1–B6]; and a_3 = overall communication of relevant information [Items C1–C10]. The 3×3 table has the following trichotomous outcome variables: b_1 = agree; b_2 = disagree; and b_3 = no opinion. The a and b variables are a contingent part of the mathematics of the tri-squared formulaic calculations and must therefore be used in the tabular format of the tri-squared test. The reported inputted qualitative outcomes were:

		TRICHOTOMOUS CATEGORICAL VARIABLES		
		a_1	a_2	a_3
TRICHOTOMOUS OUTCOME VARIABLES	b_1	3	13	12
	b_2	20	10	11
	b_3	2	2	2

$$Tri^2 d.f. = [C - 1][R - 1] = [3 - 1][3 - 1] = 4 = Tri^2_{ix}$$

we created. One would expect to find consistency in the responses. Thus, the null and alternative for our research hypothesis was:

Null Hypothesis H₀ : There is no significant difference in the outcomes of the tri-squared test in regards to faculty responses to 1) level of collegiality, 2) ability to influence policy, and 3) overall communication of relevant information.

Alternative Hypothesis H₁ : There is a significant difference in the outcomes of the tri-squared test in regards to faculty responses to 1) level of collegiality, 2) ability to influence policy, and 3) overall communication of relevant information.

The tri-squared method consists of the following steps: 1) select appropriate trichotomous categorical variables and trichotomous outcome variables; 2) establish the research effect size, and sample size with an associated alpha level; 3) formulate mathematical hypotheses about interactions between categorical variables; and 4) use the tri-squared test to determine which interactions are significant (Osler, 2012). Table 2 presents the results.

The tri-squared test includes tools for the determination of alpha level, effect size, sample size and probability distribution. In this study with 25 participants at the 95-percent confidence level the number of degrees of freedom was 4 yielding a critical value of 0.484. Since the calculated tri-square value is 10.949, the null hypothesis (H_0) is rejected indicating that there is a statistically significant difference between faculty responses to 1) level of collegiality, 2) ability to influence policy, and 3) overall communication of relevant information.

This result is counter intuitive to what is expected in a thriving university community. Internalizing and operationalizing a holistic representation of the shared governance process across campus should improve what should be a natural correlation between the three areas found significant in the survey. In this regard, the Process Education Compass of Higher Education® is a powerful basis for a new conceptual framework for academic leadership. The next section outlines some of the promising features of this framework.

Integrative Potential of the Compass of Higher Education

The five points in the Process Education Compass of Higher Education®, presented in Figure 1, suggest individual and community actions that could synergize faculty and

administrator actions related to shared governance. Educative processes identified in the ring that connects the compass points support performance skills for attaining high levels of student, faculty, and organizational outcomes.

The nurturing of faculty and staff following principles embodied in the Compass of Higher Education could generate human capital for the overall reconstruction of the university as an entity that is a vibrant laboratory for shared governance, conducive to open communication and collaboration. Table 3 provides definitions of the five “compass points” as they relate to academic leadership.

Administrator support for faculty development within each point of the compass point could constructively address the challenges to shared governance described following Table 3.

Figure 1 The Compass of Higher Education®

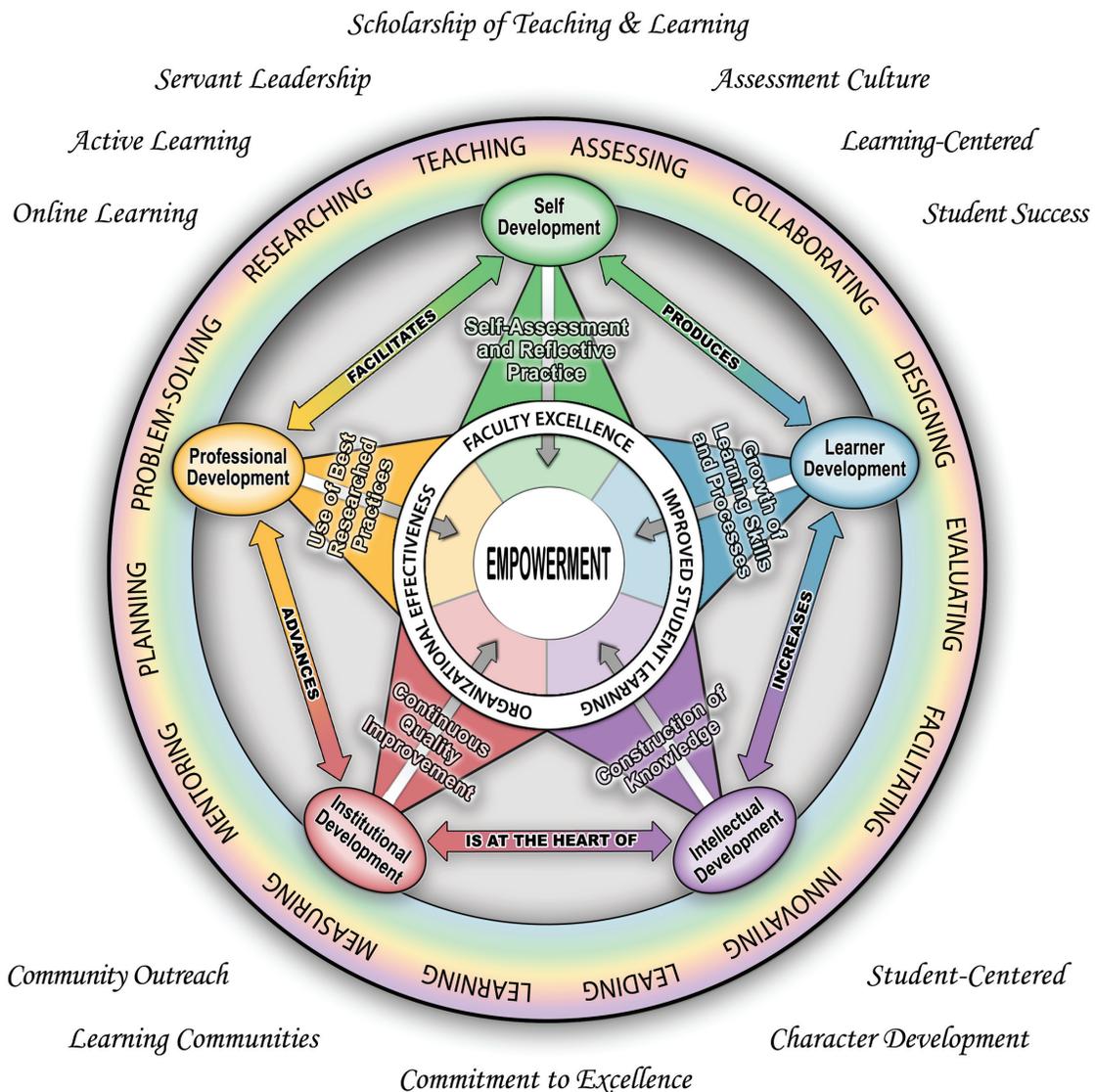


Table 3 Relation of the Compass of Higher Education to Conceptual Framework Elements

Compass Point	Conceptual Framework Element
(1) Self-Development	Faculty are able to assess themselves using faculty profile (eFGB) and aligning their educational philosophy and practices and able to conduct self-assessment on performance and instructional self-efficacy and identity (Who AM I) as part of self-awareness and empowerment (thereby promoting “academic freedom”) as reflected in their knowledge, skills, and dispositions as academic leaders.
(2) Learner Development	Faculty assume the role of learner so that they can better aid others in their learning and development and advocate for improvement of learning “Learning to Learn Process.”
(3) Institutional Development	Faculty consider themselves an active part of the development process of the institution in which they are employed, creating active “shared governance” through an active participation in the institutional decision-making process. Have a clear understanding of self and shared governance focused on transforming the institution innovatively.
(4) Intellectual Development	Faculty actively contribute to the body of knowledge through the active engagement of knowledge construction via ongoing research, teaching, and service.
(5) Professional Development	Faculty constantly grow through professional development (continuous self-renewal) and actively share this knowledge through teaching, research, and service, and assume mentorship roles as leaders in the academy.

Evaluative Culture

Rather than judging one another based on past outcomes, it would be much more beneficial to adopt a forward-looking assessment mindset that is focused on leveraging current strengths and taking action towards improvement. An assessment mindset respects participants’ skills and knowledge while focusing on opportunities for personal/professional growth. This attitude is best internalized individually and is addressed in the *self development* point of the compass. Creating a culture that encourages and engages faculty in efforts to conduct self-assessment on performance will increase individual instructional self-efficacy and identity. Moreover, growth in these areas will also promote institutional self-development.

Toxic Work Environment

A hostile and ambiguous academic climate is antagonistic and inspires apathy. The methodology for creating a quality learning environment, originally designed for classroom use by students and faculty, can be deployed at an organizational level to foster a climate of trust, respect, responsibility, fairness, caring, and citizenship. This method of learner and leader development is addressed in the *learner development* point of the compass. Providing professional development that encourages and engages faculty in efforts that allow them to assume the role of learner will promote institutional learner development.

Limited Roles for Faculty Leadership

Consolidation of decision-making power within deans’ offices and upper administration has diminished faculty voice and constrained deployment of expertise in areas of campus culture, institutional mission, community outreach, changing student demographics, and response to fiscal pressures. Amongst the professorate, there is great wisdom about the problems of modern society—in creating social capital (through education), in generating intellectual capital (through scholarship), in promoting citizenship (through the professions and through political involvement), and in pursuing social justice (through psychological and philosophical perspectives). New faculty roles for institutional effectiveness are addressed in the *institutional development* point of the compass. Engaging faculty in the major decision-making processes that guide the institution will promote overall institutional development.

Compromised Academic Freedom

Short-sighted administrative efforts to expand capacity and comply with third-party demands often lead to prescriptive as well as oppressive teaching/learning conditions. Such an administrative response contradicts the very premise of academia, where research is supposed to inform teaching and learning. Academic freedom flourishes best when leaders perceive themselves to play roles of builders and mentors in

addition to deciders and managers. Thoughtfully addressing social dimensions of learning, stewardship of knowledge, quality management, and potential for informational technology is part of the *intellectual development* point of the compass. Providing financial support for professional development that encourages and engages faculty in efforts that are in the arenas of research, teaching, and service will promote institutional intellectual development.

Protracted Innovation

Faculty and staff activities are frequently misaligned because of conflicting directives to different parts of the academic organization. Defining organizational identity, designing/refining key processes, learning/coaching best practices, and communicating intentions/outcomes are part of the *faculty development* point of the compass. Providing professional development that encourages and engages faculty in efforts to mentor fellow faculty will promote an overall sustainable culture of dynamic faculty development.

Conclusion

A new conceptual framework for academic leadership could ameliorate the evaluative culture, toxic work environment, limited roles for academic leadership, compromised academic freedom, and protracted innovation that typifies higher education today. The need for such a framework is illustrated through a pilot survey that is analyzed with a tri-squared model. The tri-squared model allows participant responses across a variety of similar survey items to be pooled and compared with other groups of survey items. In the pilot survey, faculty perceptions about the level of collegiality, the ability to influence academic policy, and the overall communication of key information were explored. The tri-squared statistic indicated that there

is a significant difference in the responses between each of these areas; a result that is counter-intuitive to what should be found in a thriving university setting.

The next stage of creating a framework for leadership and shared governance will be to refine the survey instrument. The refined survey will be used to investigate faculty development practices within each of the 'points' of the Compass of Higher Education found in the Process Education literature. Moreover, the survey will be repackaged to make it more engaging for participants and elicit a larger response rate. The data obtained from this survey will again allow for the application of the tri-squared model to allow for the success of faculty and administrator actions within each of the 'points' to be compared in a statistically rigorous manner.

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Data Collection

The Survey Instrument Used in the Initial Pilot Study

The following survey was designed to assess faculty attitudes and perceptions related to shared governance and leadership in higher institutions. The results will be used to develop means of improving institutional and faculty professional development. Your participation is voluntary and all answers are anonymous. If you choose to participate in the survey, you may withdraw your consent at any time. Please place an (X) in the box or space that best represents your response to the stated question. If you have any questions about the survey or any specific questions, please contact: Dr. Masila Mutisya (919-530-7689). This section of the survey is designed to assess the current level of collegially at your institution. Please place an (X) in the box that best represents your response to the statement.

No.	Items.	Strongly Disagree	Disagree	Agree	Strongly Agree
1.	The relationship between the administration and faculty senate / council is collegial.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	The relationship between non-senate faculty and faculty senators/ council representative is collegial.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	The relationship between the administration and staff senate is collegial.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	The relationship between the administration and non-senate staff is collegial.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	The relationship between the administration and undergraduate students is collegial.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	The relationship between the administration and graduate students is collegial.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.	The relationship between the faculty and undergraduate students was collegial.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.	The relationship between the faculty and graduate students was collegial.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.	Faculty senate has a powerful position in influencing the university's agenda.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.	Faculty senate has a powerful position in influencing educational policy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.	Faculty senate has a powerful position in enforcing administrative accountability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12.	Faculty senate has a powerful position in creating university mandates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13.	What are the three (3) most common issues that face your institution regarding shared governance?				
14.	What changes should be made in order to promote increased shared governance at your institution? Please write comments below.				

This section of the survey is designed to assess the current perceptions of administrative officers at your institution. Please place an (X) in the box or space that best represents your response to the stated question.

No.	Items.	Strongly Disagree	Disagree	Agree	Strongly Agree
15.	The administration is in touch with university problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16.	The administration consults faculty senate, faculty on university matters prior to making decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17.	The administration takes faculty senate/faculty concerns seriously.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18.	The administration has a genuine interest in shared governance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19.	The administration has a genuine respect for the faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20.	The university administrators are open to change.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21.	Faculty senate and the administration have mutual respect for one another.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22.	Faculty senate and the administration have mutual trust.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23.	Faculty senate and the administration have mutual openness with each other (Transparency).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24.	Faculty senate and the administration have an equal partnership in governance in protecting academic freedom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25.	As a faculty member, I am a leader within my department/academic unit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26.	As a faculty member, I am a leader within the university at large.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27.	As a faculty member, I am a leader within my academic discipline/ field.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Demographics

28.	Ethnicity	<input type="checkbox"/> African-American	<input type="checkbox"/> White	<input type="checkbox"/> Asian	<input type="checkbox"/> Hispanic	<input type="checkbox"/> Other
29.	Sex	<input type="checkbox"/> Female	<input type="checkbox"/> Male			
30.	Years in academia	_____	_____			
31.	Years at your institution	_____				
32.	Academic position	<input type="checkbox"/> Faculty- tenured	<input type="checkbox"/> Faculty- tenure track	<input type="checkbox"/> Faculty- adjunct	<input type="checkbox"/> Administrator and Faculty	
		<input type="checkbox"/> Administrator	<input type="checkbox"/> Other	_____		
33.	Faculty senator	<input type="checkbox"/> Yes	<input type="checkbox"/> No			
34.	Governance	<input type="checkbox"/> Governed by Faculty Senate	<input type="checkbox"/> Governed by Faculty Council	<input type="checkbox"/> Governed by other. (Specify) _____		
35.	Institution	<input type="checkbox"/> Public	<input type="checkbox"/> Private			
36.	Years in existence	_____				
37.	Has tenure and promotion processes	<input type="checkbox"/> Yes	<input type="checkbox"/> No			

Your participation is helping to improve shared governance for your institution.

THANK YOU

Results

Descriptive Data from the Academic Freedom and Shared Governance Research

Total Number of Items: 18	Frequency:	Total:
Agree	244	185
Disagree	128	82
Strongly Agree	68	49
Strongly Disagree	55	39

Ethnicity		Total:
African American		8
Asian		9
Hispanic		3
Gender		Total:
Female		12
Male		8
Number of Years in Academia		Total:
1—10		7
11—20		3
21—30		7
31—40		2
41+		1
Number of Years in at Your Institution		Total:
1—10		13
11—20		3
21—30		4
Your Academic Position		Total:
Administrator and Faculty		3
Tenured Faculty		9
Tenure Track Faculty		6
Non-Tenured Faculty		2
Your Faculty Rank		Total:
Professor		7
Associate Professor		3
Assistant Professor		5
Instructor		3
Other		2

Faculty Senator		Total:
Yes		5
No		15
Faculty Institutional Governing Body		Total:
Governed by Faculty Senate		13
Governed by Faculty Council		5
Governed by Other		2
Institutional Type		Total:
Public		18
Private		2
Years of Institutional Existence		Total:
1—100		15
100+		5
Institutional Tenure and Promotion Process in Existence		Total:
Yes		16
No		4