

Shared Governance Survey Summary of Key Findings

Presented by:

Cheryl Beil, Senior Associate Provost for Academic Planning and Assessment and Assistant Research Professor of Psychology

Survey distribution and analysis:

Kim Dam, Director, Survey Research and Analysis

Ahleah Miles, Survey Research Analyst

Purpose of Survey

Charge to the committee

- Propose principles of shared governance, endorsed by faculty and administration
- Clarify expectations of the roles and responsibilities of trustees, faculty, and administration
- Recommend methods to improve communication among the parties directly involved in shared governance and with the faculty at large

Survey as Diagnostic Tool for Future State of Shared Governance

- Identify where there is agreement on the definition of shared governance
- Diagnose what is working well
- Identify where there is disagreement among the parties on the effectiveness of shared governance

Method

- Survey developed by Task Force and from faculty comments at four town halls
- Survey sent to all full-time faculty, including MFA faculty; administration, including president's leadership team, provost and vice provosts; vice presidents; academic deans, associate deans, and assistant deans, and department chairs; and all Board members; survey was open between February 3-17, 2022
- Data analyses include summary of distribution of the data, chi squares and t-tests comparing administration and faculty responses; faculty comparisons by school, age, university committee participation, gender previous administrative role, rank, and tenure status; and factor analyses to see what, if any of the variables clustered together

Response Rates

	Responses	Percentage
Administration	52 / 102	52%
Board	21 / 21	100%
Faculty	639 / 1577	41%
Total	712 / 1700	42%

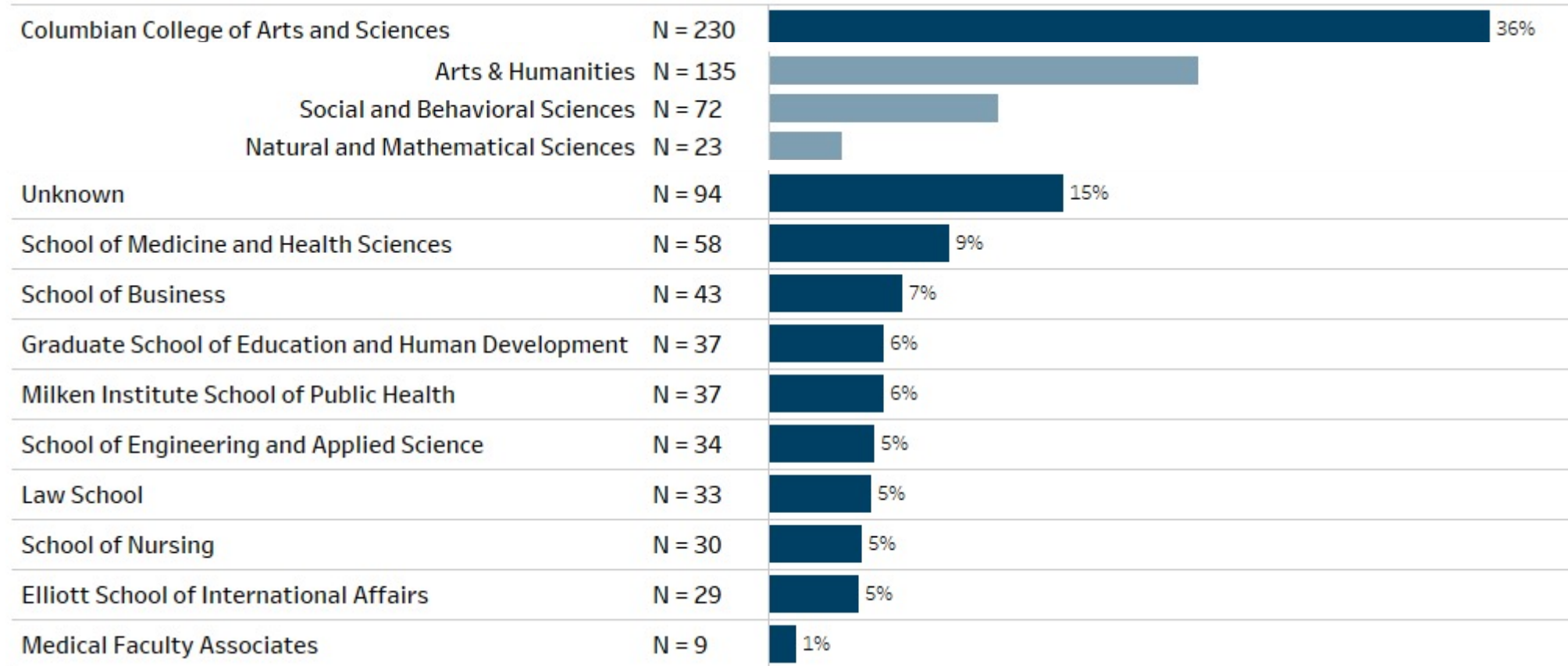
Faculty Demographics

(information asked of faculty, but not other groups)

Faculty Demographics

Primary School or Other Designation

Select a school to filter other demographics



Faculty Demographics (cont.)

Gender Identity

Woman	<i>N</i> = 244	<div><div></div></div>	38%
Man	<i>N</i> = 269	<div><div></div></div>	42%
Other/Unknown	<i>N</i> = 126	<div><div></div></div>	20%

Underrepresented Minority Status

URM	<i>N</i> = 45	<div><div></div></div>	7%
Non-URM	<i>N</i> = 419	<div><div></div></div>	66%
Other/Unknown	<i>N</i> = 175	<div><div></div></div>	27%

Age

44 or younger	<i>N</i> = 115	<div><div></div></div>	18%
45-54	<i>N</i> = 123	<div><div></div></div>	19%
55-64	<i>N</i> = 155	<div><div></div></div>	24%
65+	<i>N</i> = 113	<div><div></div></div>	18%
Unknown	<i>N</i> = 133	<div><div></div></div>	21%

Years at GW

5 years or less	<i>N</i> = 104	<div><div></div></div>	16%
6 to 10 years	<i>N</i> = 103	<div><div></div></div>	16%
11 to 15 years	<i>N</i> = 98	<div><div></div></div>	15%
16 to 20 years	<i>N</i> = 78	<div><div></div></div>	12%
21 years or more	<i>N</i> = 161	<div><div></div></div>	25%
Unknown	<i>N</i> = 95	<div><div></div></div>	15%

Tenure Status

Non-tenure accruing	<i>N</i> = 194	<div><div></div></div>	30%
Tenure-track	<i>N</i> = 54	<div><div></div></div>	8%
Tenured	<i>N</i> = 298	<div><div></div></div>	47%
Unknown	<i>N</i> = 93	<div><div></div></div>	15%

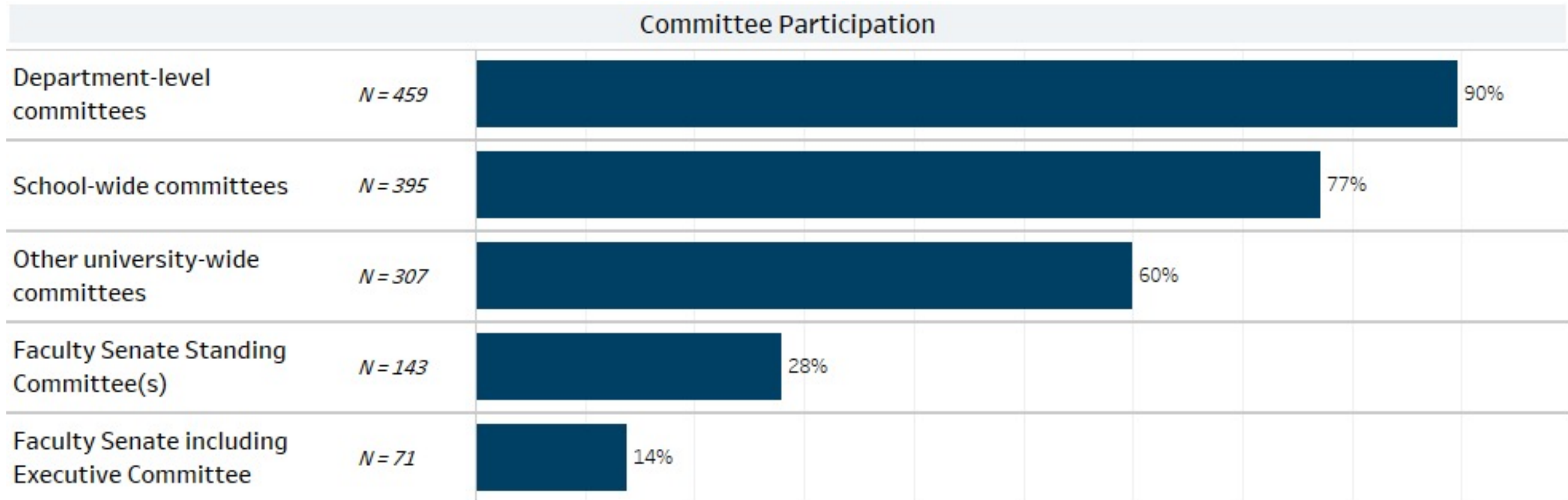
Ever served in an administrative position at GW

Yes	<i>N</i> = 264	<div><div></div></div>	41%
No	<i>N</i> = 280	<div><div></div></div>	44%
Unknown	<i>N</i> = 95	<div><div></div></div>	15%

Faculty Rank

Instructor or Assistant Professor	<i>N</i> = 140	<div><div></div></div>	22%
Associate Professor	<i>N</i> = 180	<div><div></div></div>	28%
Professor or University Professor	<i>N</i> = 227	<div><div></div></div>	36%
Unknown	<i>N</i> = 92	<div><div></div></div>	14%

Faculty Demographics (cont.)

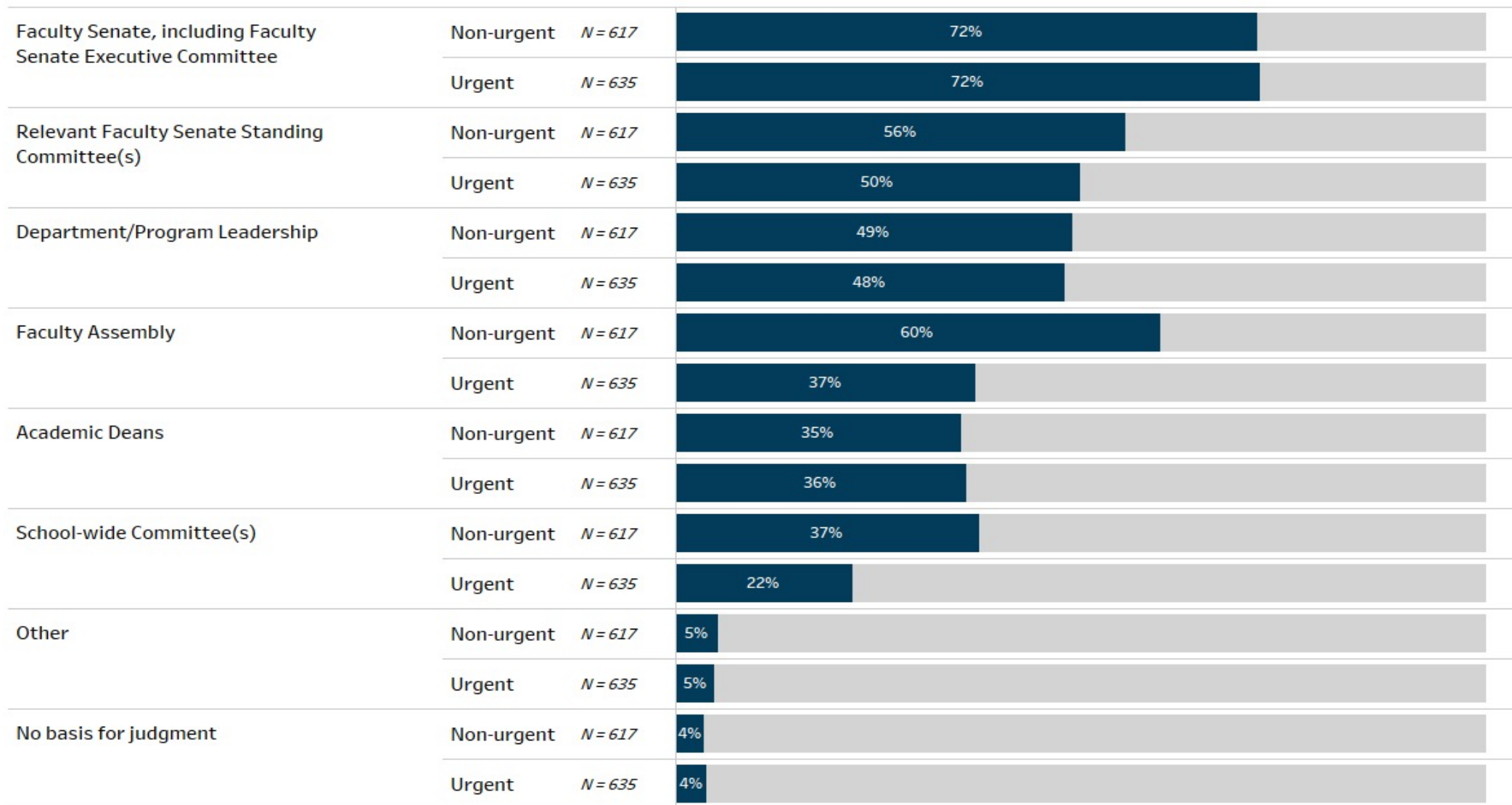


This was a “select all that apply” question, so the sum of percentages will not equal 100%.

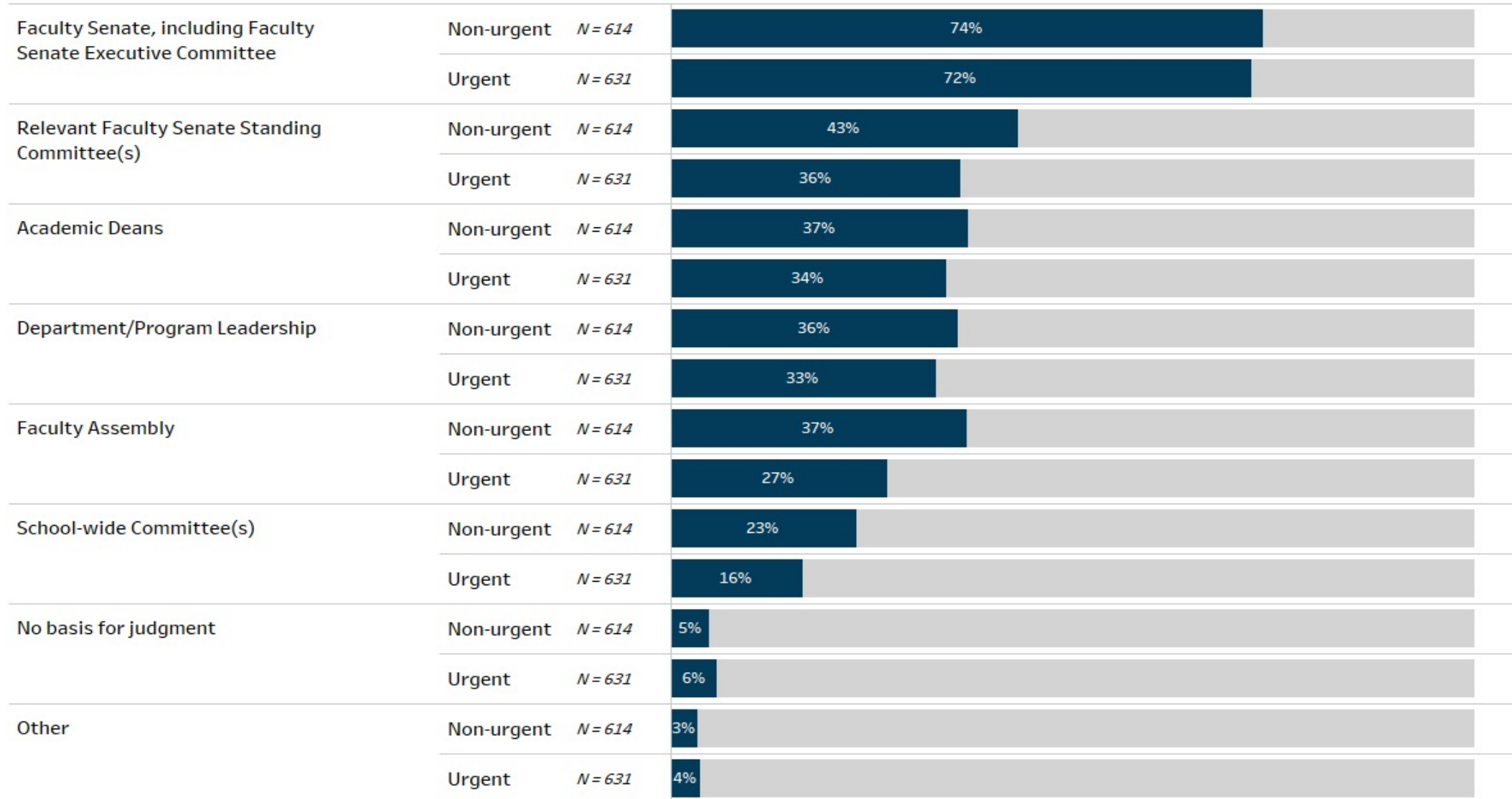
Which groups should represent the faculty?

(Question was asked only of faculty; it was not asked of the board or administration)

Which group(s) should represent faculty perspective to administration in shared governance issues when issue is not urgent or urgent?



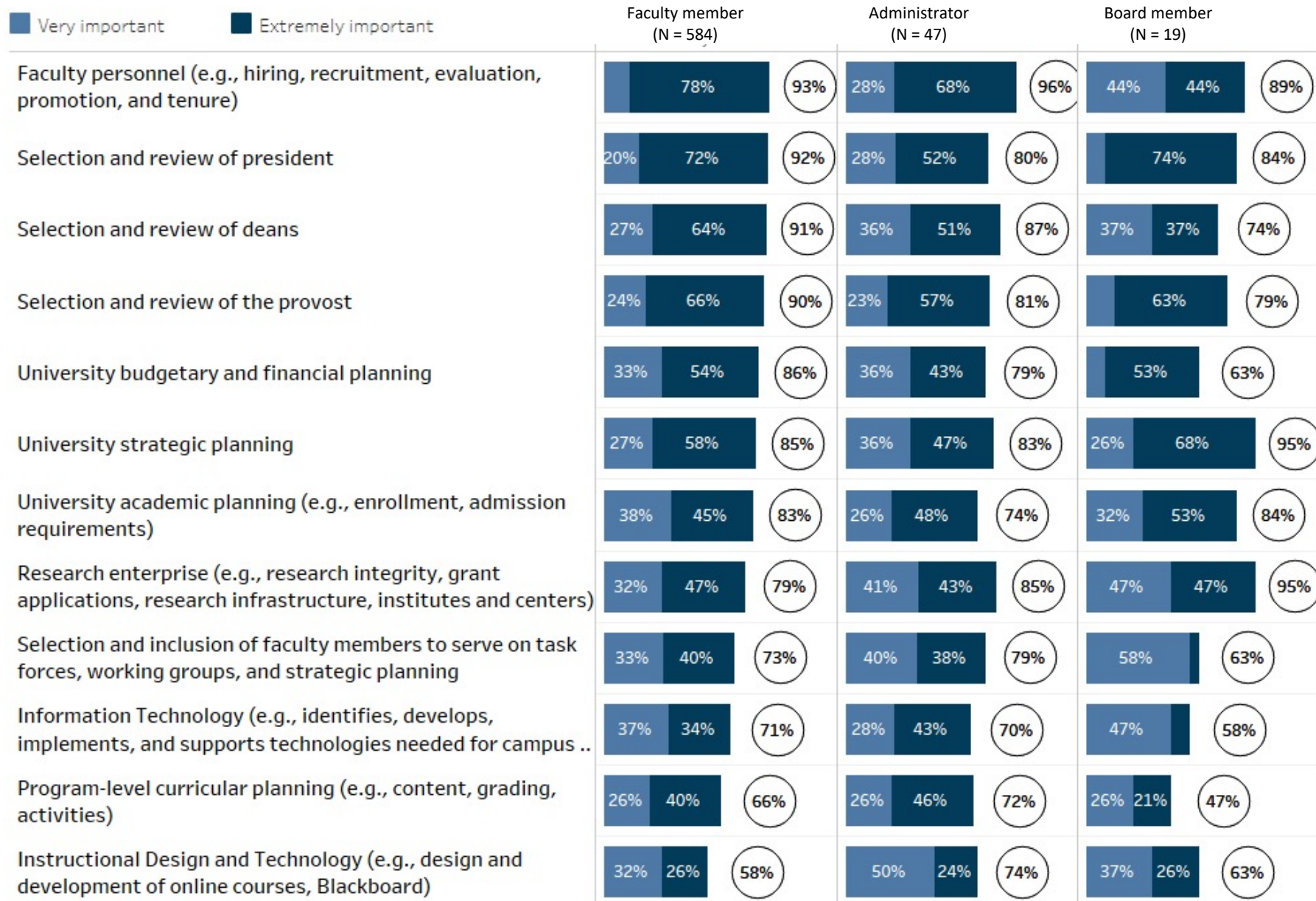
Which group(s) should be responsible for communicating to the administration once faculty makes their recommendations?



Level of Importance of Institutional Decision-Making Areas

(Question was asked of all groups)

Levels of Importance of Institutional Decision-Making Areas by Group

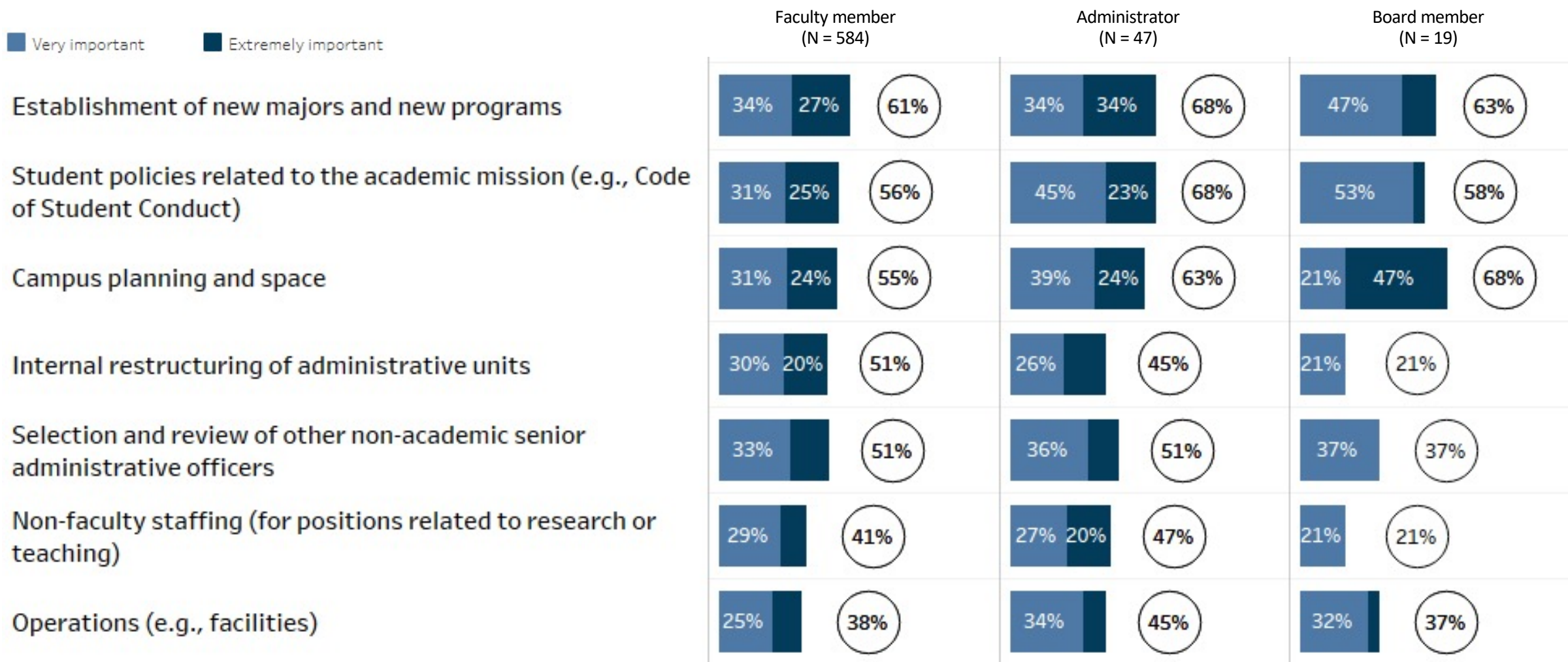


5-point scale of importance: 1= not at all important; 2= slightly important; 3= moderately important; 4= very important; 5= extremely important. Due to rounding, percentages in bars may not add up to percentages in circles.

Institutional Decision-Making (cont.)

Very important

Extremely important



15 of 42

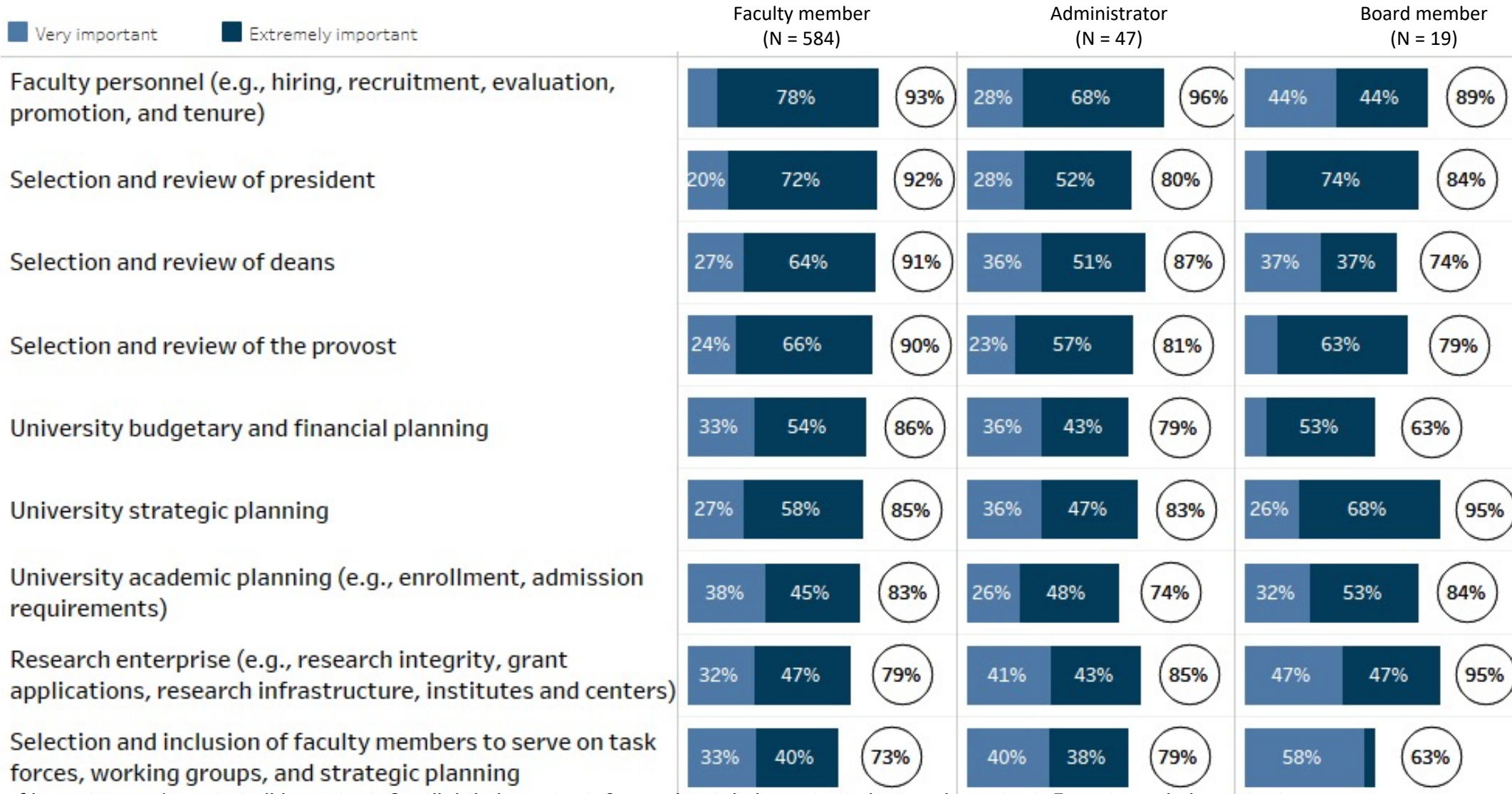
THE GEORGE
WASHINGTON
UNIVERSITY

WASHINGTON, DC

5-point scale of importance: 1= not at all important; 2= slightly important; 3= moderately important; 4= very important; 5= extremely important.
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Differences Among Groups in Importance of Decision-Making Areas

Top 9 Areas for Faculty



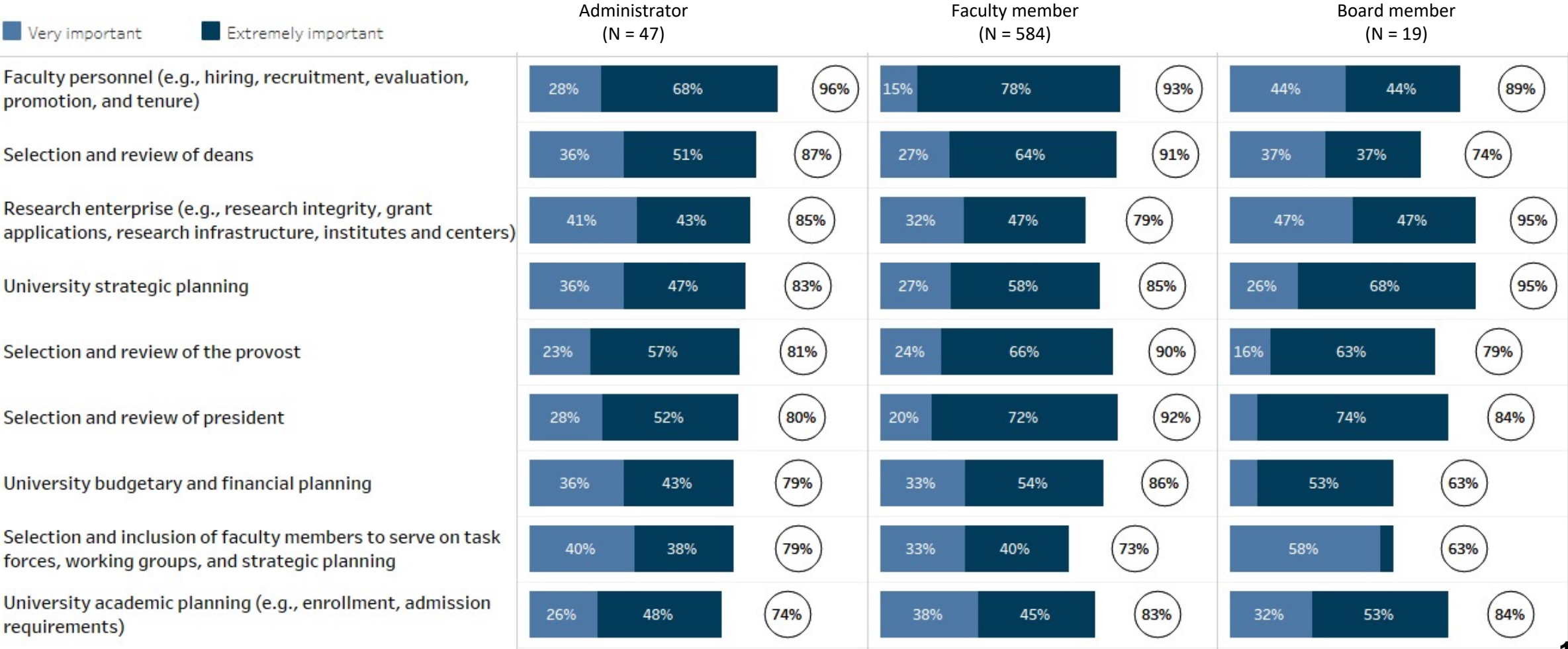
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Differences Among Groups in Importance of Decision-Making Areas

Top 9 Areas for Administration

Very important

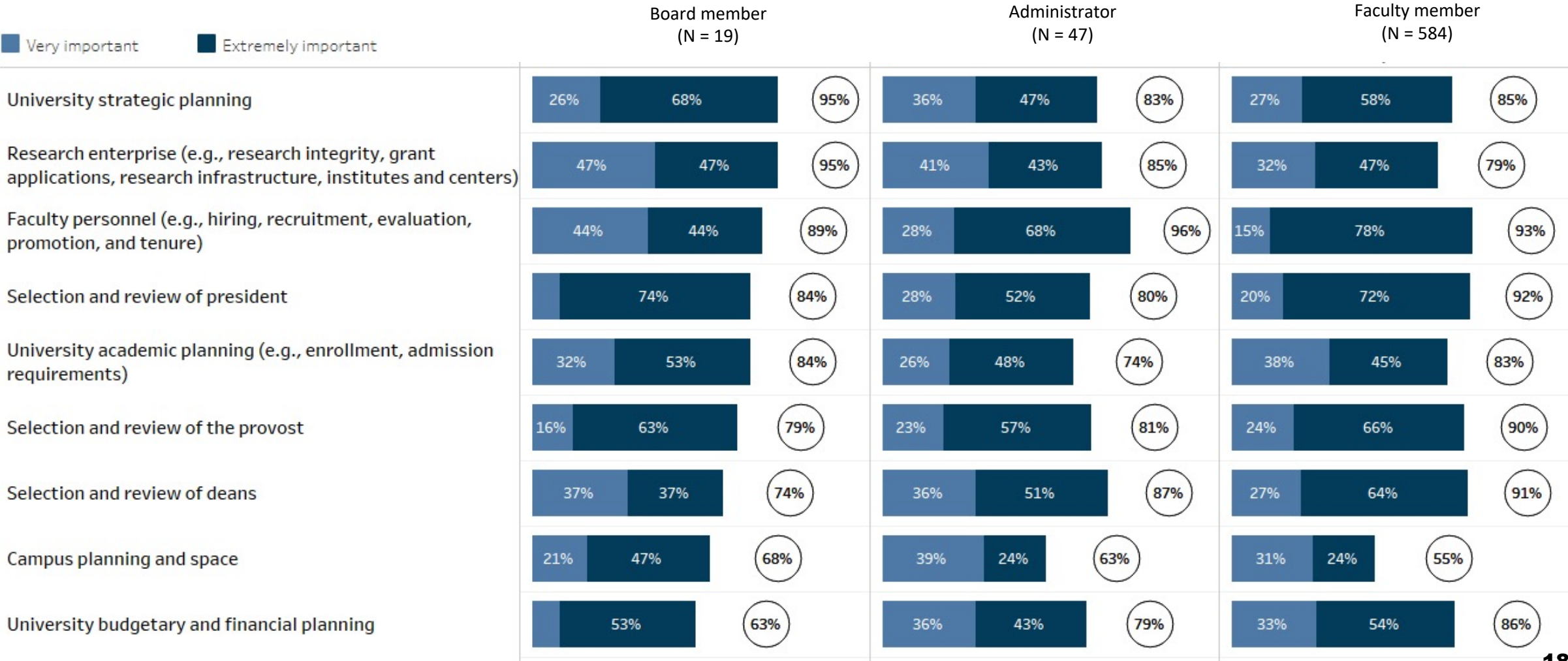
Extremely important



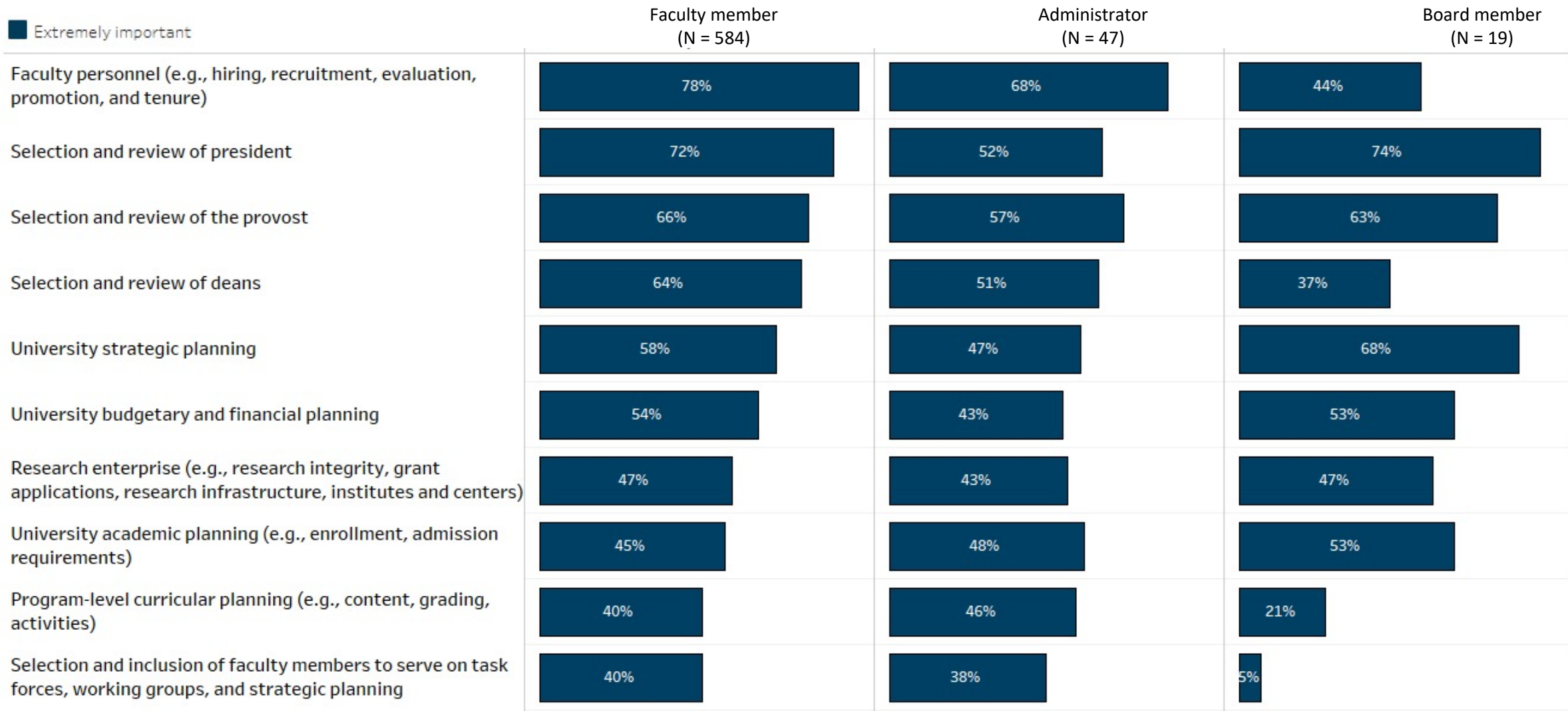
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Differences Among Groups in Importance of Decision-Making Areas

Top 9 Areas for Board



Differences among Groups in Rating Areas that are Extremely Important



Which group(s) should have primary responsibility for making decisions or recommendations in each of the areas?

Faculty
Administration
Board
Joint responsibility

Areas of Agreement and Differences about Which Group(s) Take Primary Responsibility

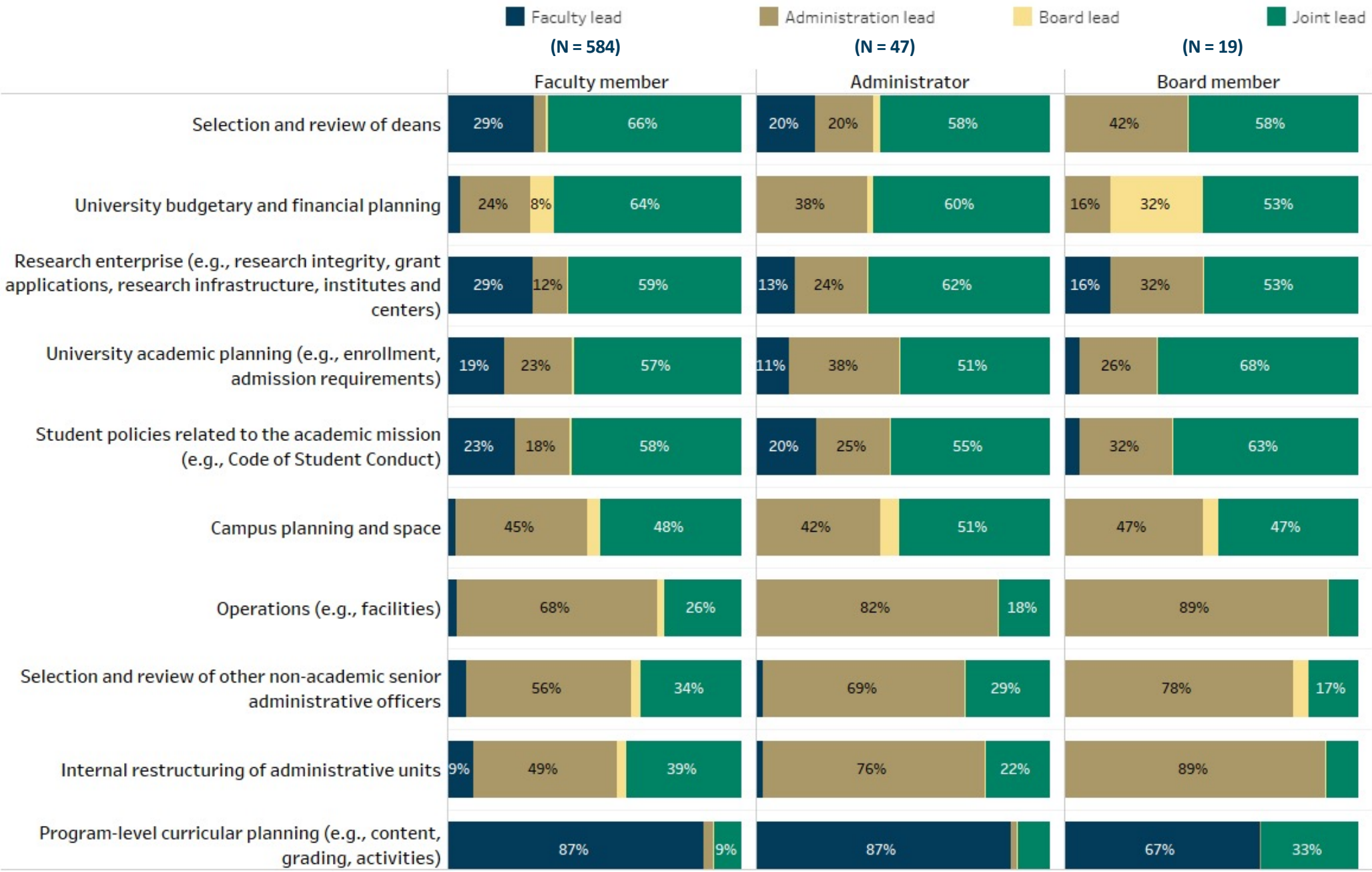
Areas of Agreement

- Selection of the deans (joint effort)
- Budgetary and financial planning (joint)
- Research enterprise (joint)
- University academic planning (joint)
- Operations/Facilities (administration)
- Selection/review of other non-academic senior administration (administration)
- Program-level curricular planning (faculty)
- Campus planning and space (joint)
- Internal restructuring of administrative units (Admin)
- Student policies related to academic mission (joint)

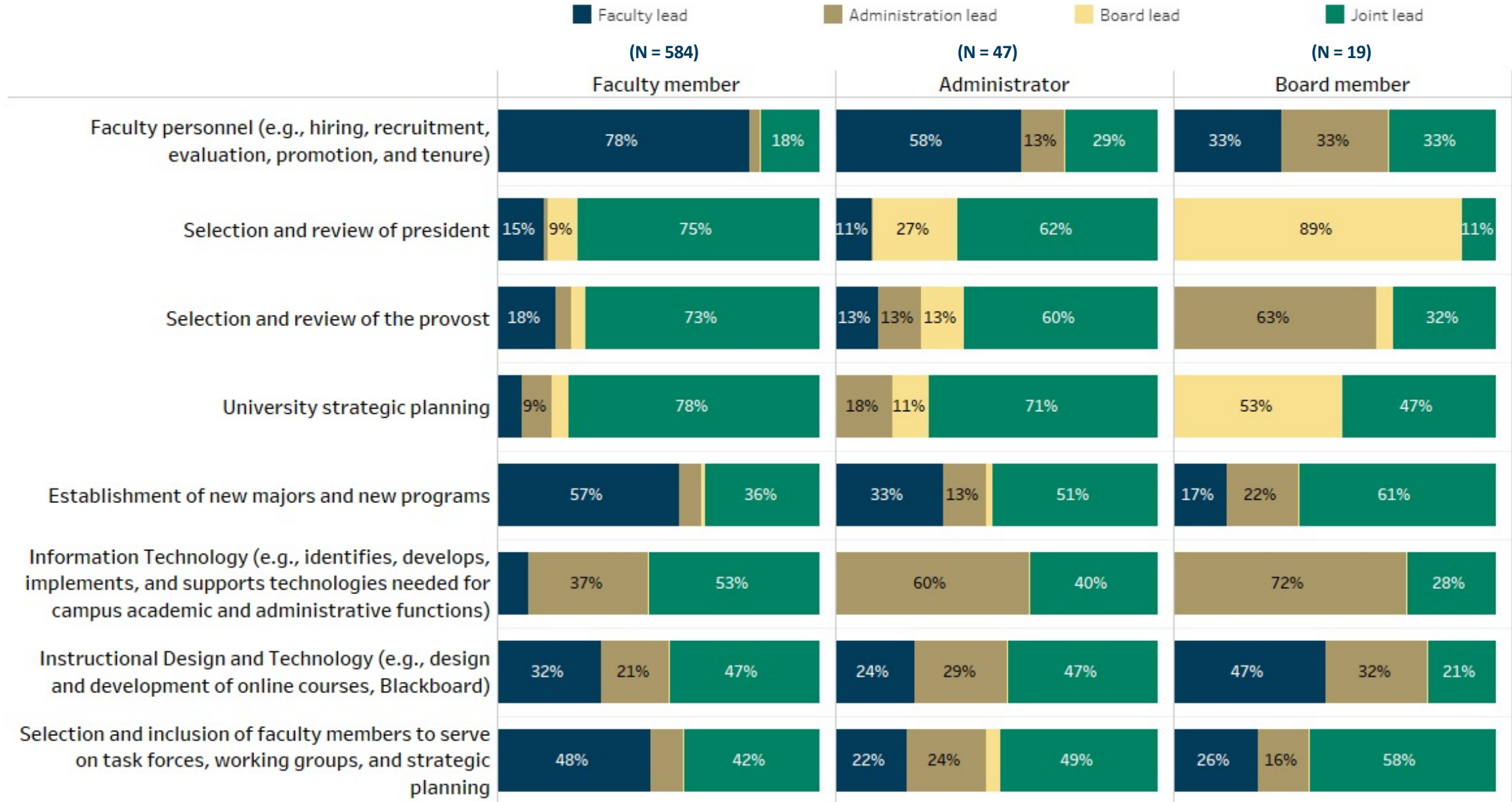
Area of Differences

- Faculty personnel (recruitment, hiring, etc.)
- Selection and review of the president
- Selection and review of provost
- University strategic planning
- Establishment of new majors/programs
- Information technology
- Instructional design
- Selection and inclusion of faculty members to serve on task forces, working groups, etc.

Percentage of Agreement on Which Groups Should Have Primary Responsibility: By Group

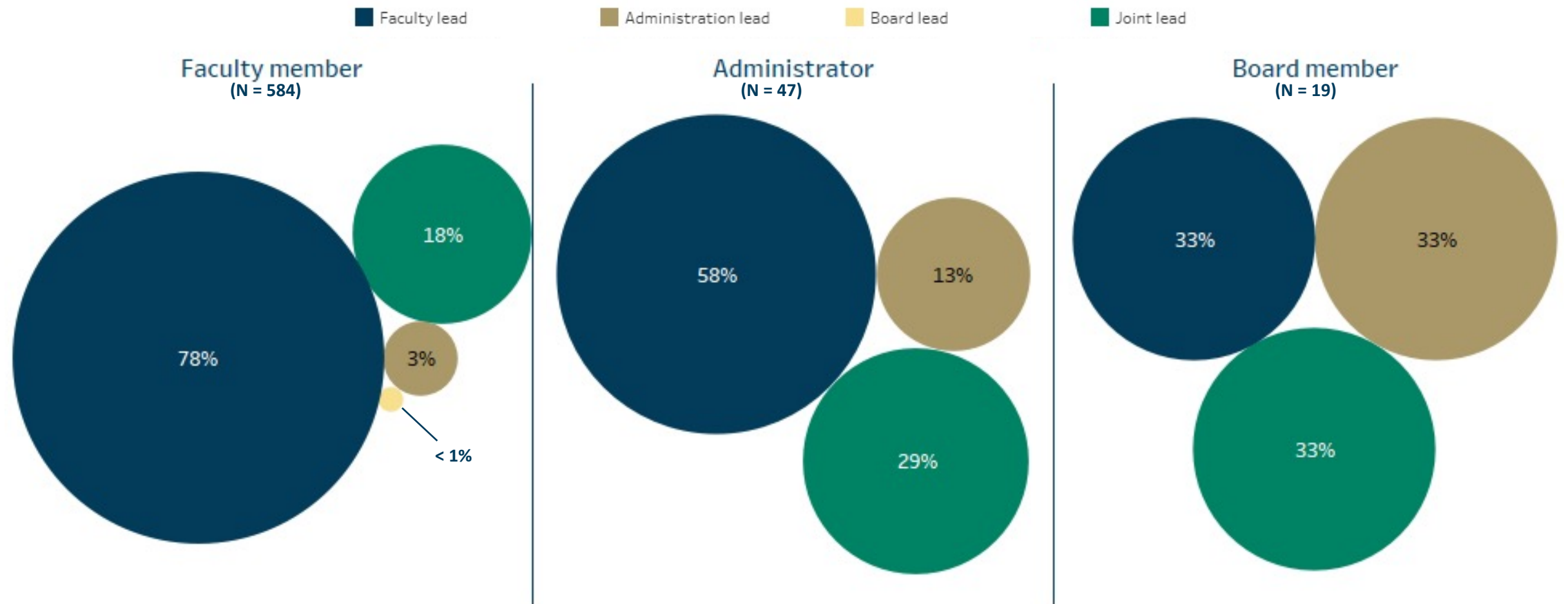


Percentage of Differences on Which Groups Should Have Primary Responsibility: Bv. Group

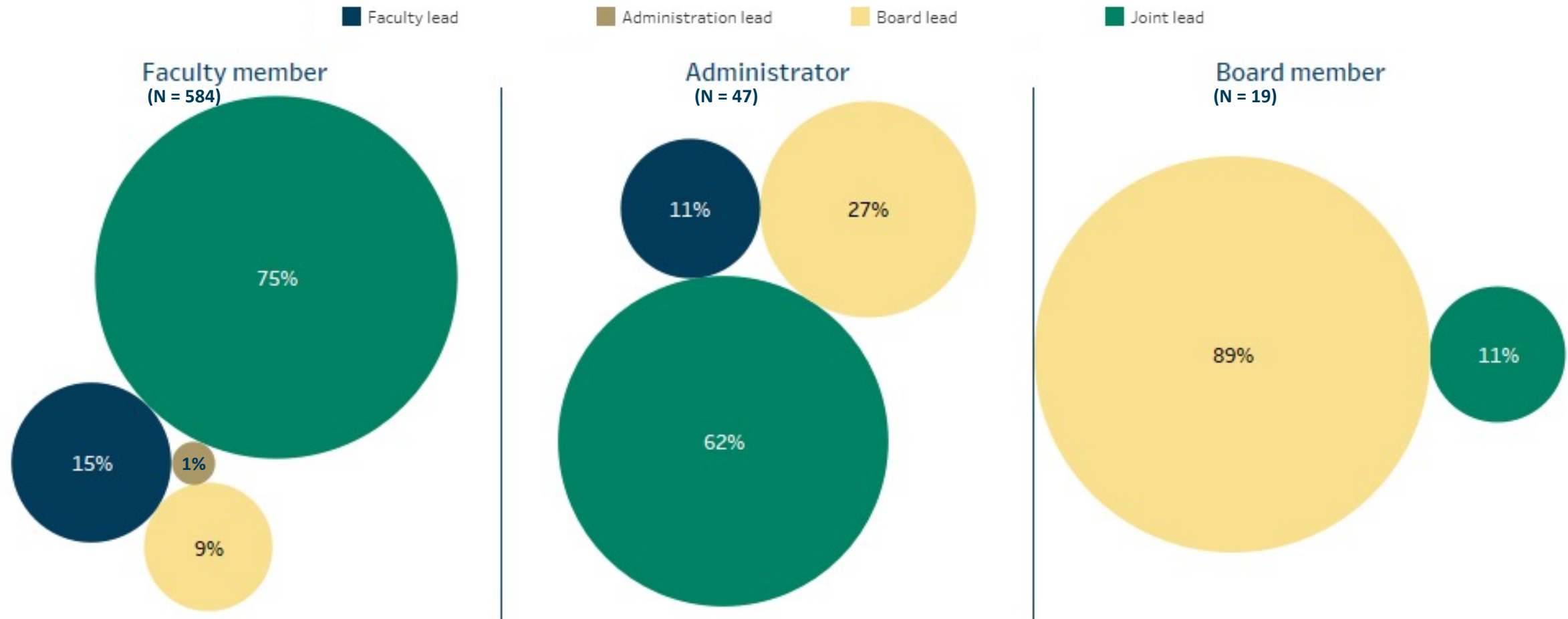


Which groups should have primary responsibility for making decisions or recommendations for areas that were rated as Top 9 Most Important?

Which group(s) should have primary responsibility for making decisions or recommendations for *Faculty personnel (e.g., hiring, recruitment, evaluation, promotion, and tenure)?*



Which group(s) should have primary responsibility for making decisions or recommendations for *Selection and review of the president?*



Which group(s) should have primary responsibility for making decisions or recommendations for *Selection and review of deans?*

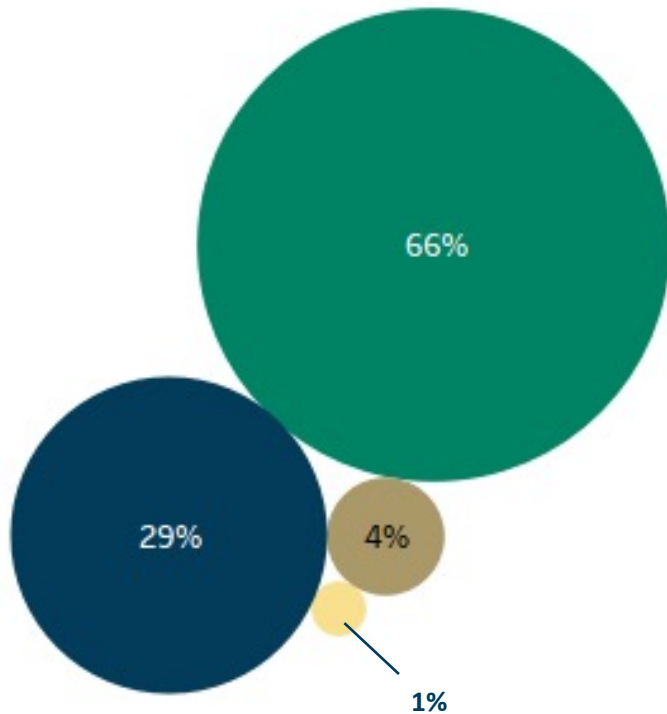
■ Faculty lead

■ Administration lead

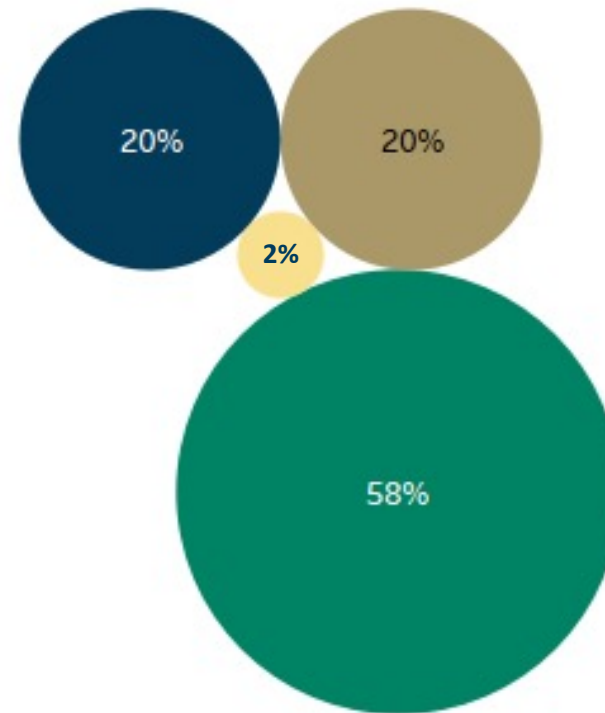
■ Board lead

■ Joint lead

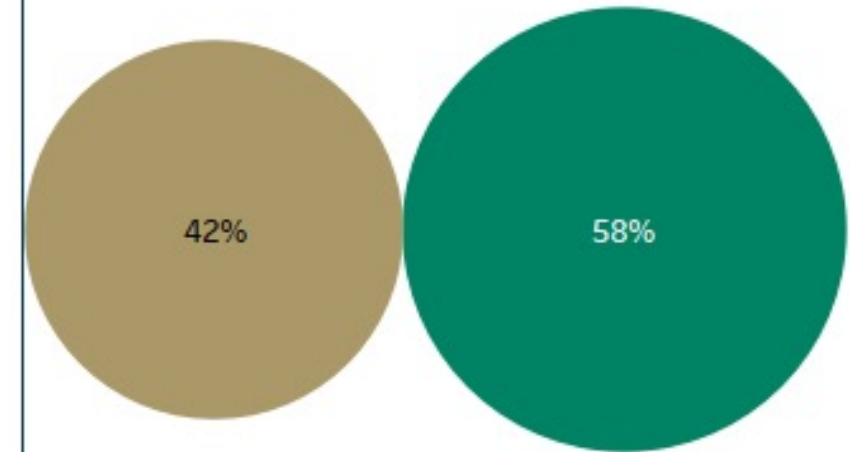
Faculty member
(N = 584)



Administrator
(N = 47)

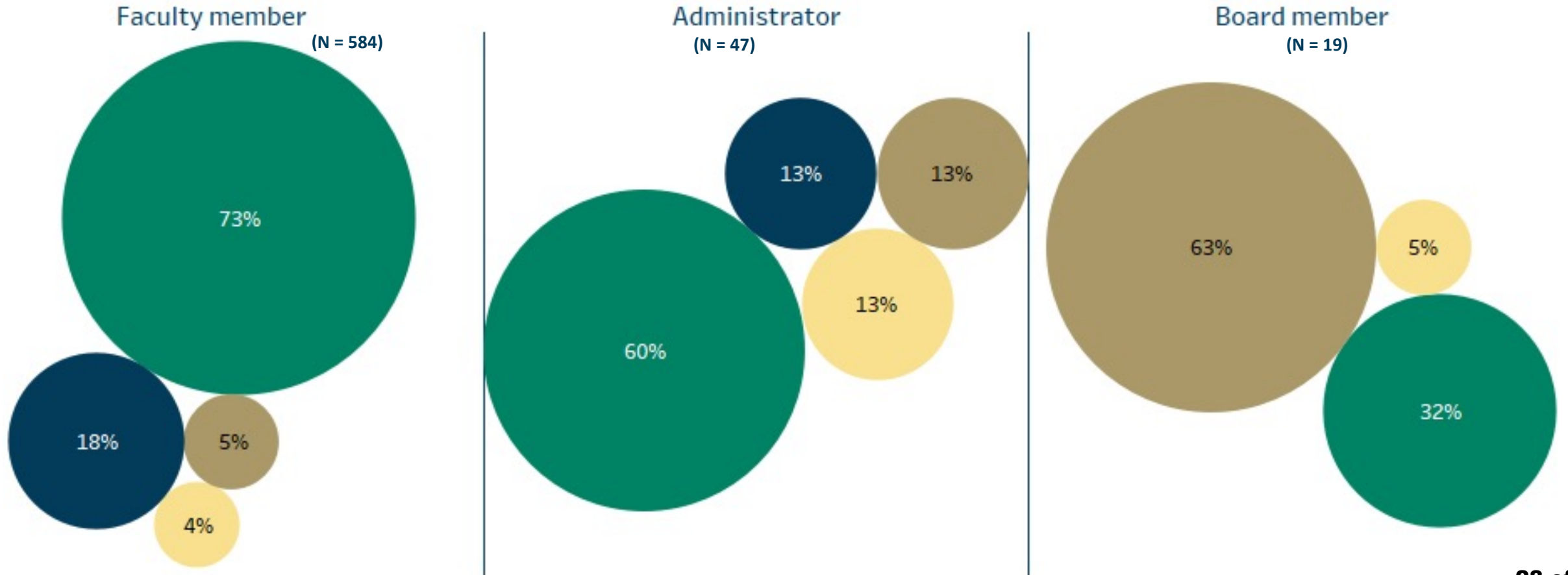


Board member
(N = 19)



Which group(s) should have primary responsibility for making decisions or recommendations for *Selection and review of the provost?*

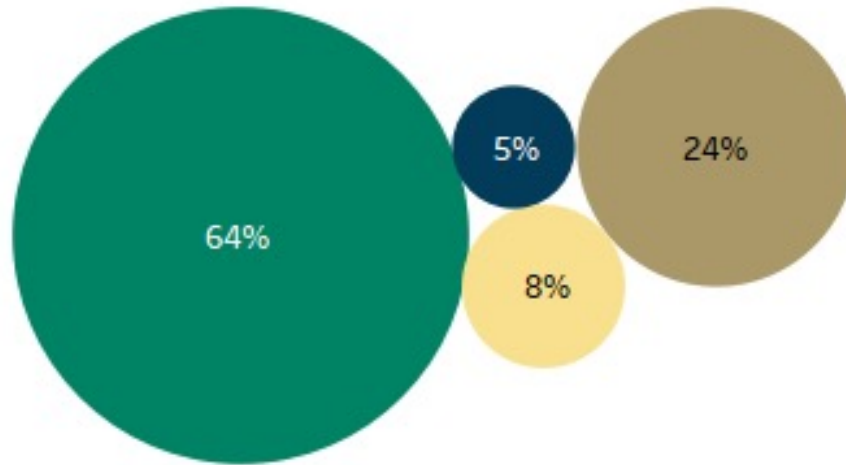
■ Faculty lead ■ Administration lead ■ Board lead ■ Joint lead



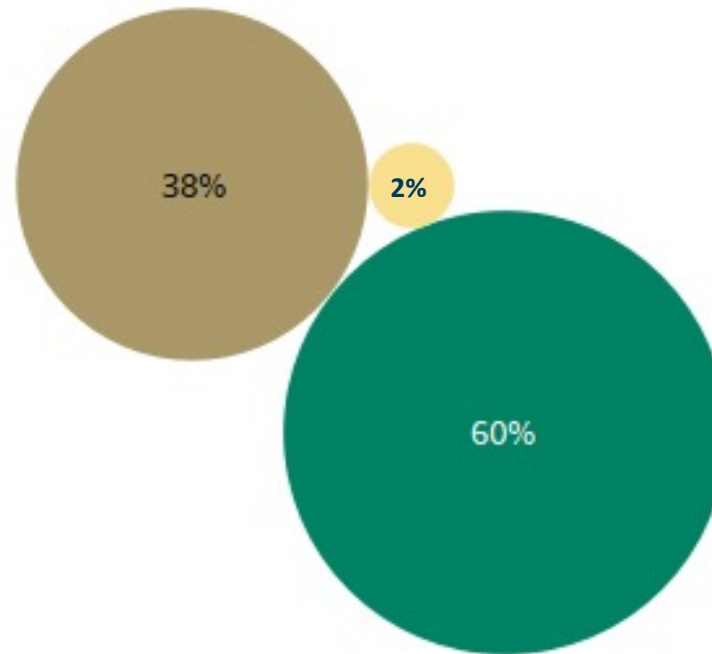
Which group(s) should have primary responsibility for making decisions or recommendations for *University budgetary and financial planning*?

■ Faculty lead ■ Administration lead ■ Board lead ■ Joint lead

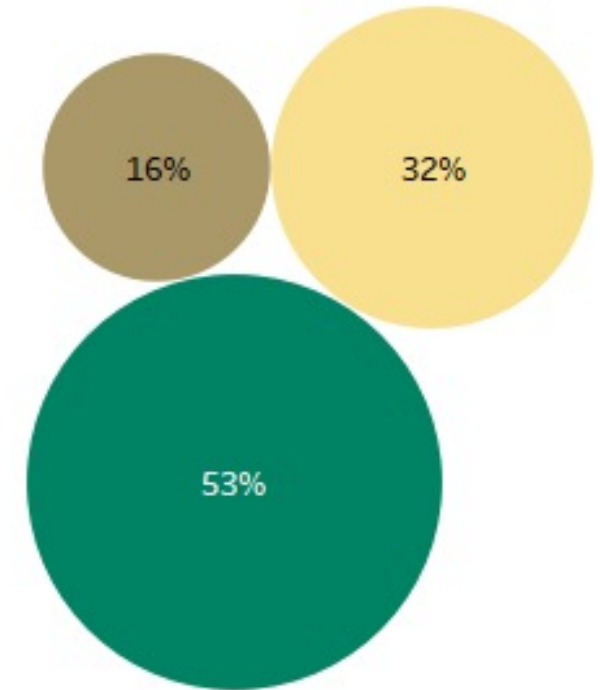
Faculty member
(N = 584)



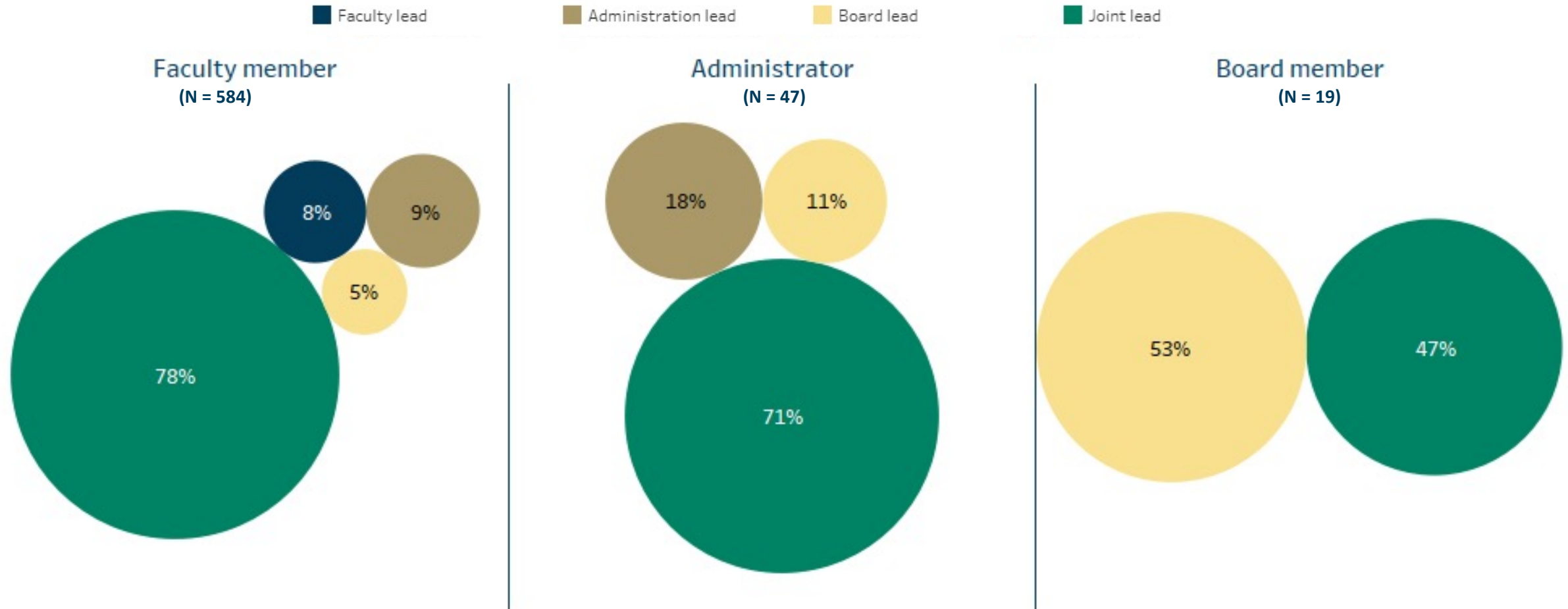
Administrator
(N = 47)



Board member
(N = 19)

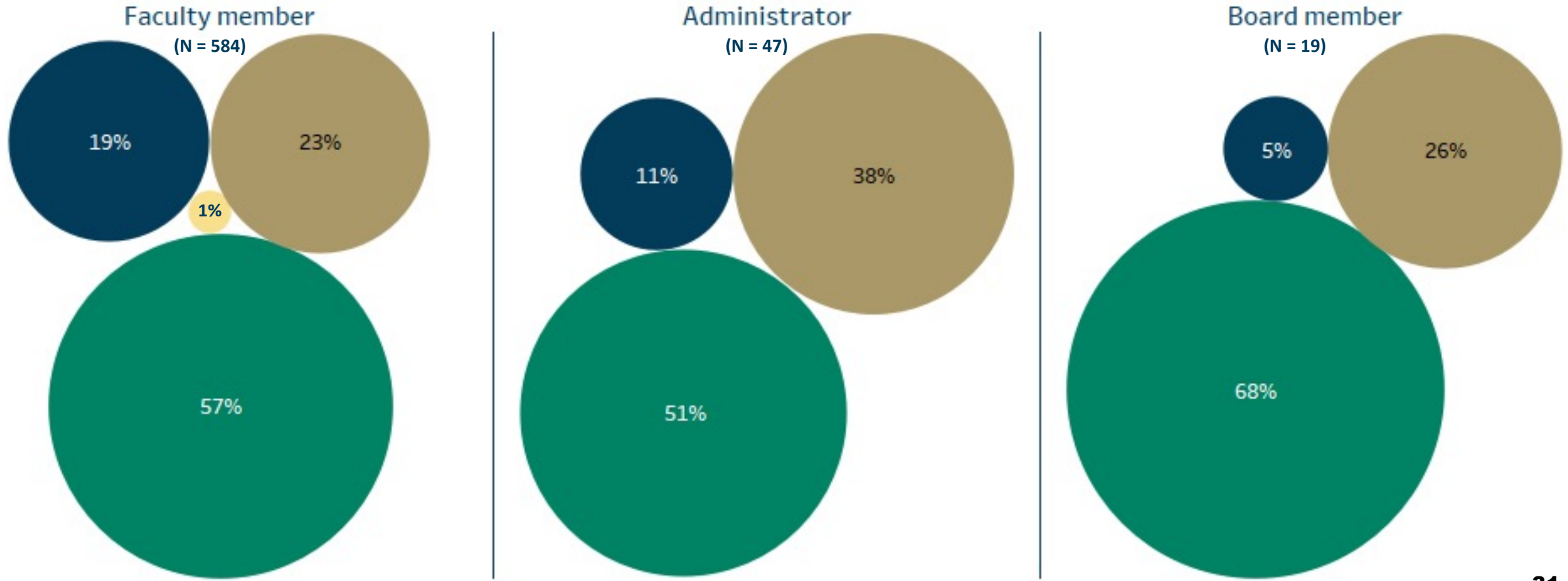


Which group(s) should have primary responsibility for making decisions or recommendations for *University strategic planning*?



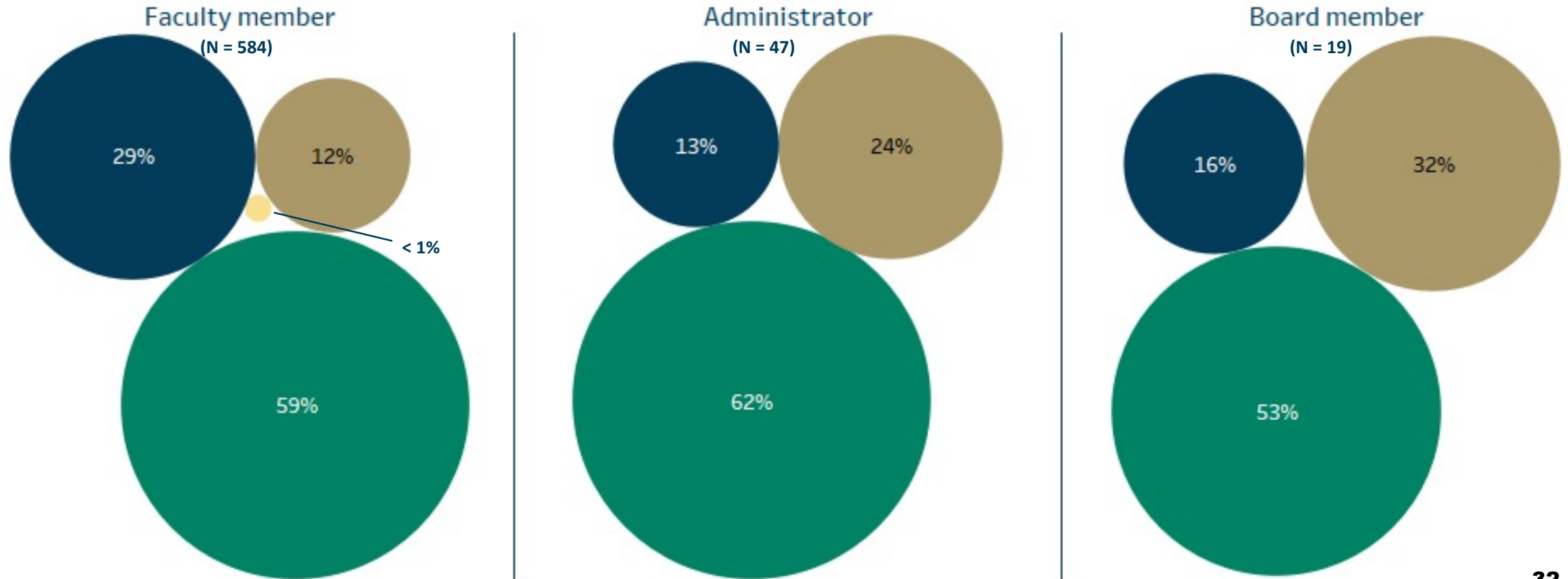
Which group(s) should have primary responsibility for making decisions or recommendations for *University academic planning (e.g., enrollment, admission requirements)*?

■ Faculty lead ■ Administration lead ■ Board lead ■ Joint lead



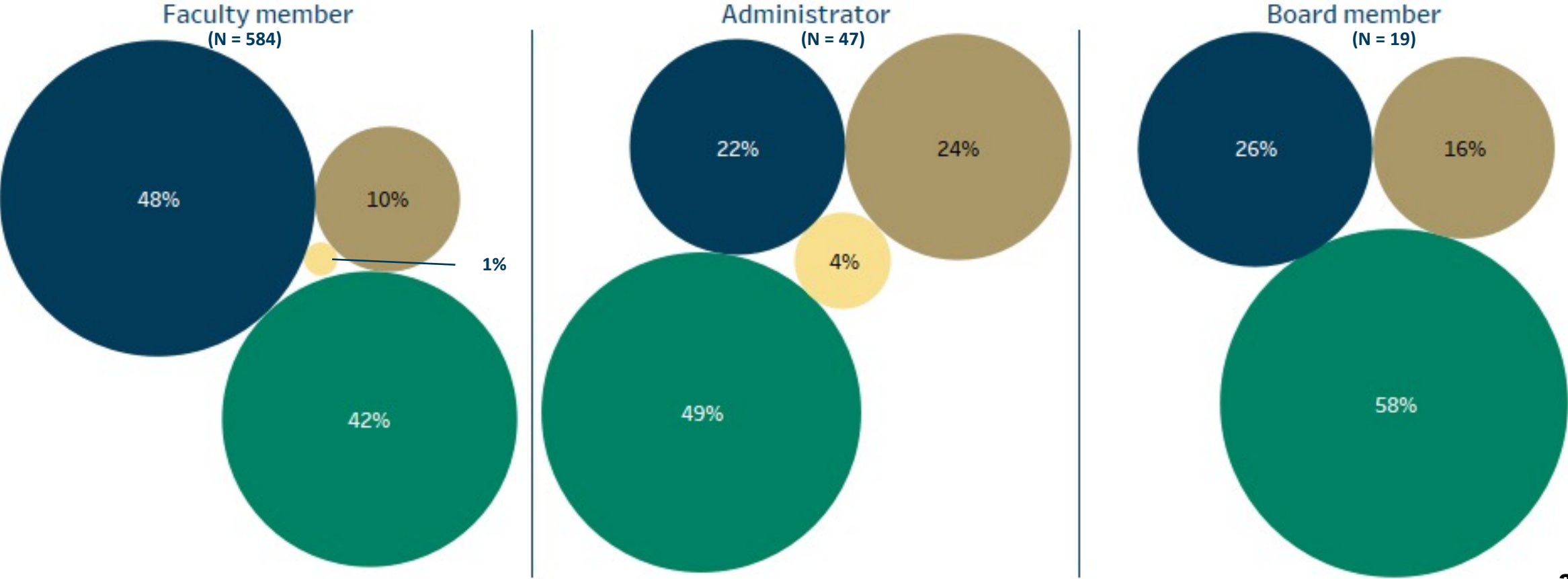
Which group(s) should have primary responsibility for making decisions or recommendations for *Research enterprise (e.g., research integrity, grant applications, research infrastructure, institutes and centers)*?

■ Faculty lead ■ Administration lead ■ Board lead ■ Joint lead



Which group(s) should have primary responsibility for making decisions or recommendations for *Selection and inclusion of faculty members to serve on task forces, working groups, and strategic planning?*

Faculty lead Administration lead Board lead Joint lead

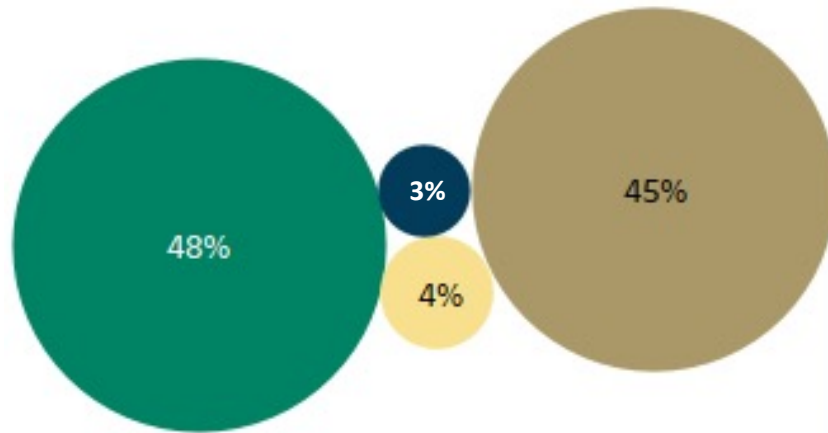


Which group(s) should have primary responsibility for making decisions or recommendations for *Campus planning and space*?

■ Faculty lead ■ Administration lead ■ Board lead ■ Joint lead

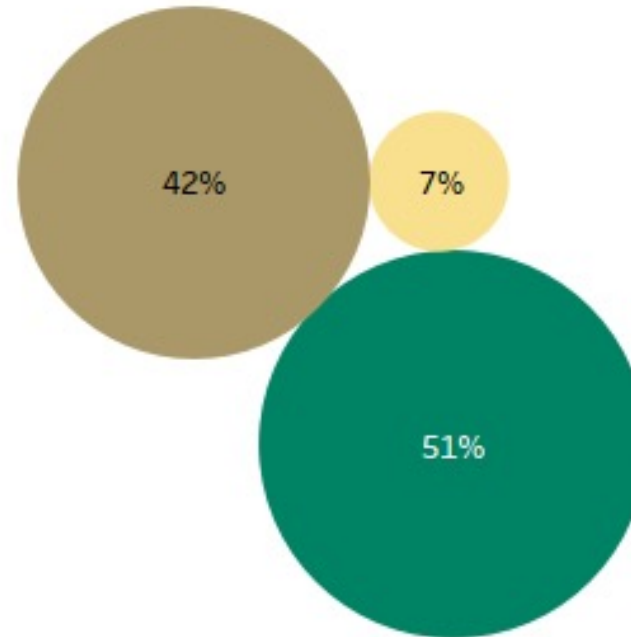
Faculty member

(N = 584)



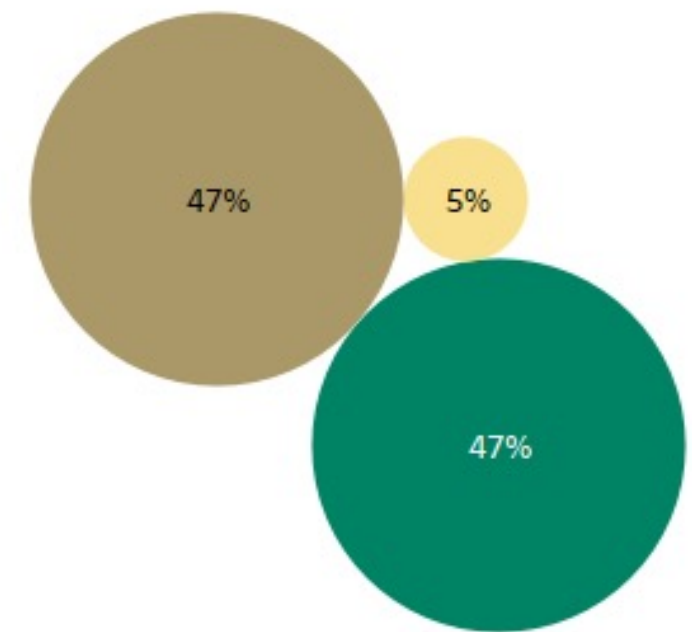
Administrator

(N = 47)



Board member

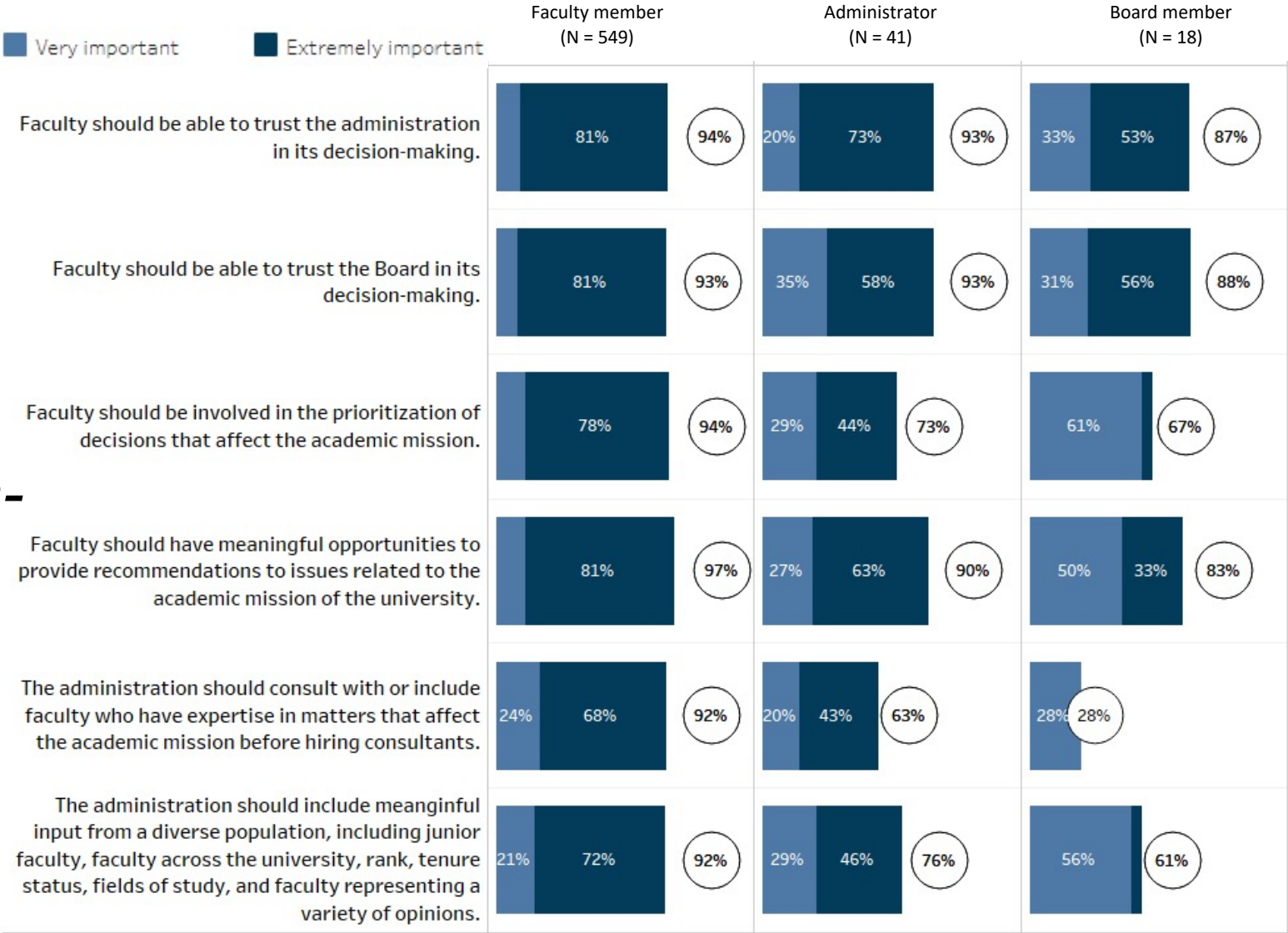
(N = 19)



Future State of Shared Governance

Future State of Shared Governance

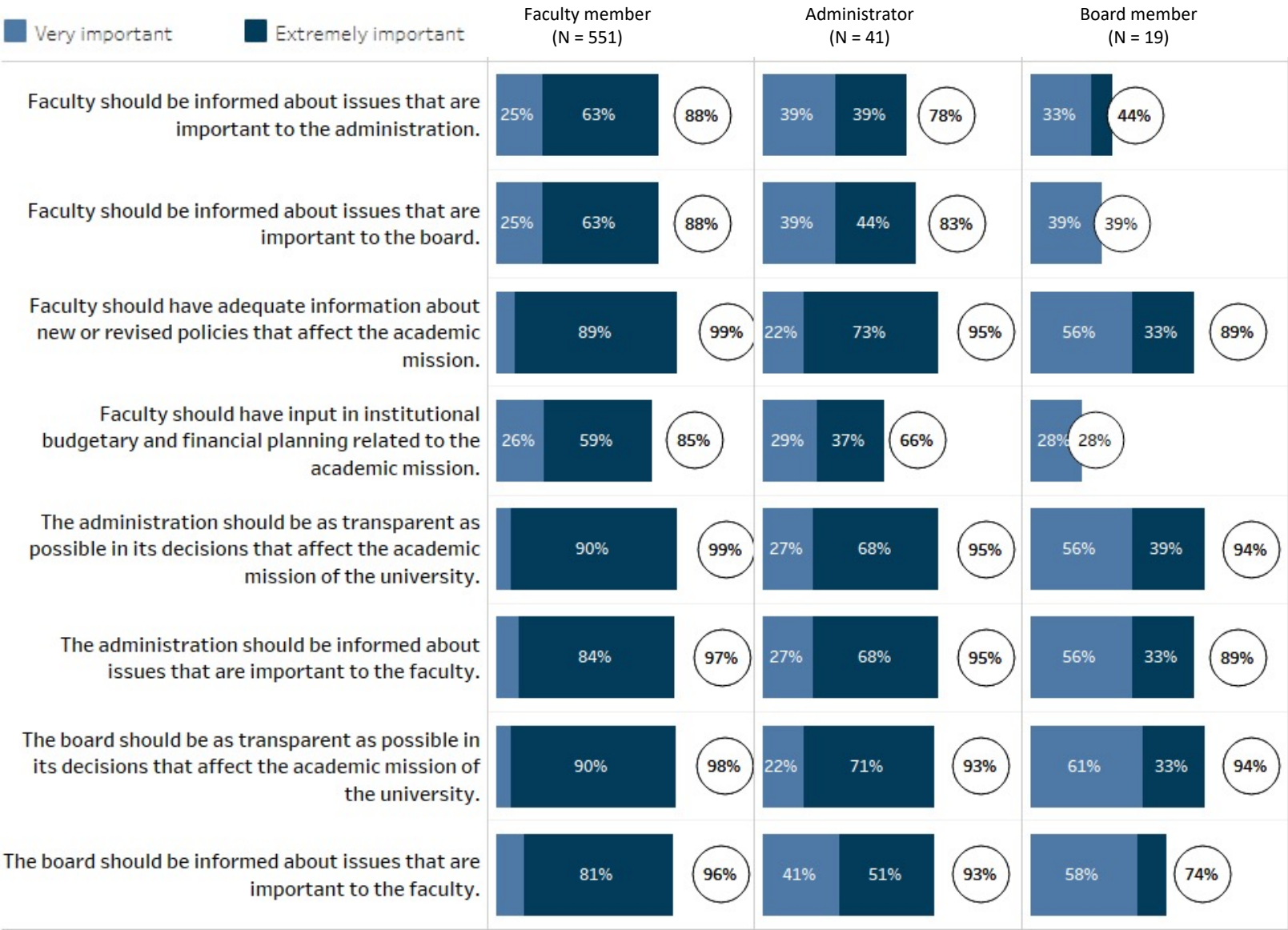
Importance of Shared Governance in Decision-making



5-point scale of importance: 1= not at all important; 2= slightly important; 3= moderately important; 4= very important; 5= extremely important. Due to rounding, percentages in bars may not add up to percentages in circles.

Future State of Shared Governance

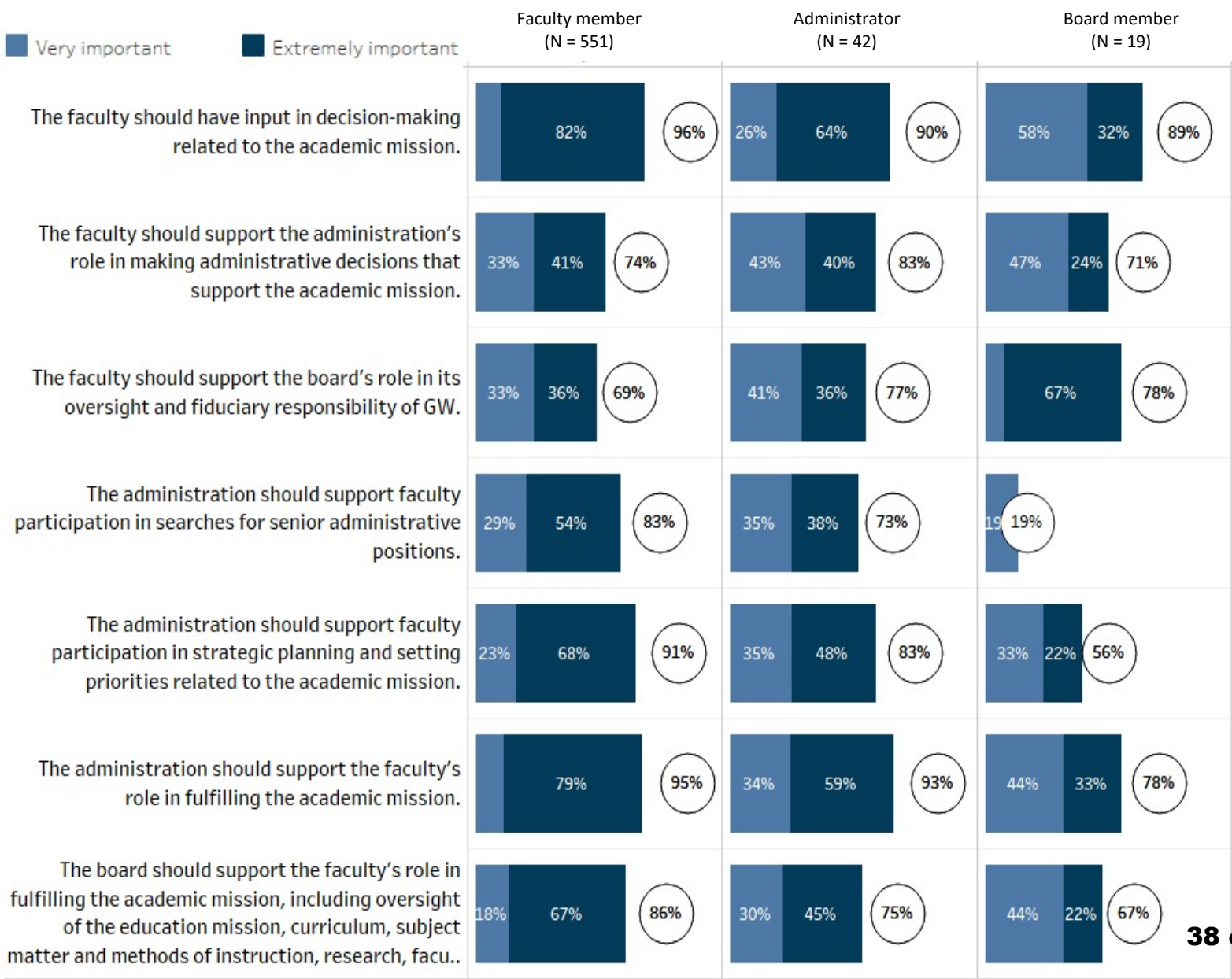
Importance of Shared Governance in Information-sharing



5-point scale of importance: 1= not at all important; 2= slightly important; 3= moderately important; 4= very important; 5= extremely important. Due to rounding, percentages in bars may not add up to percentages in circles.

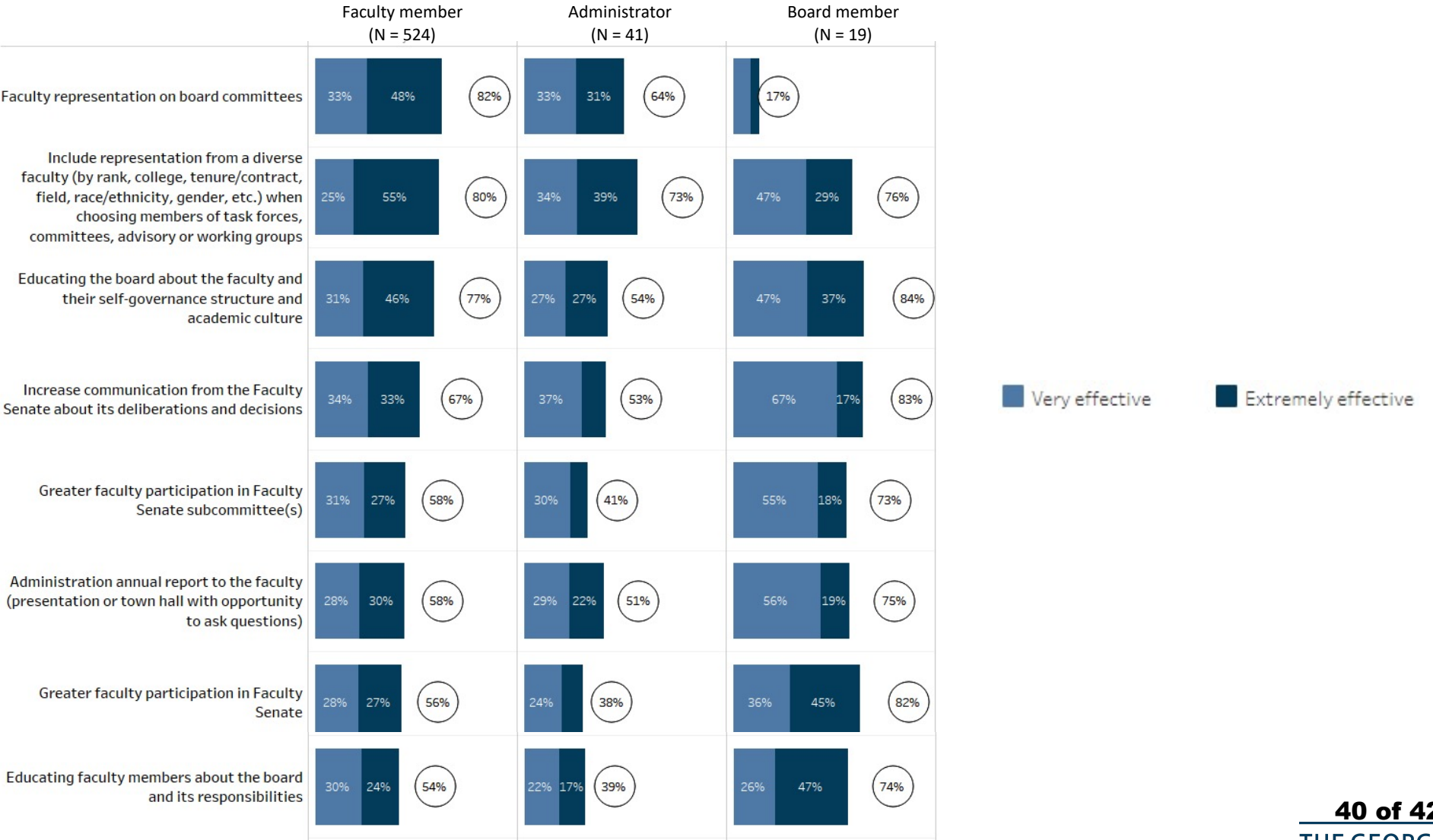
Future State of Shared Governance

Importance of Shared Governance in Roles and Responsibilities

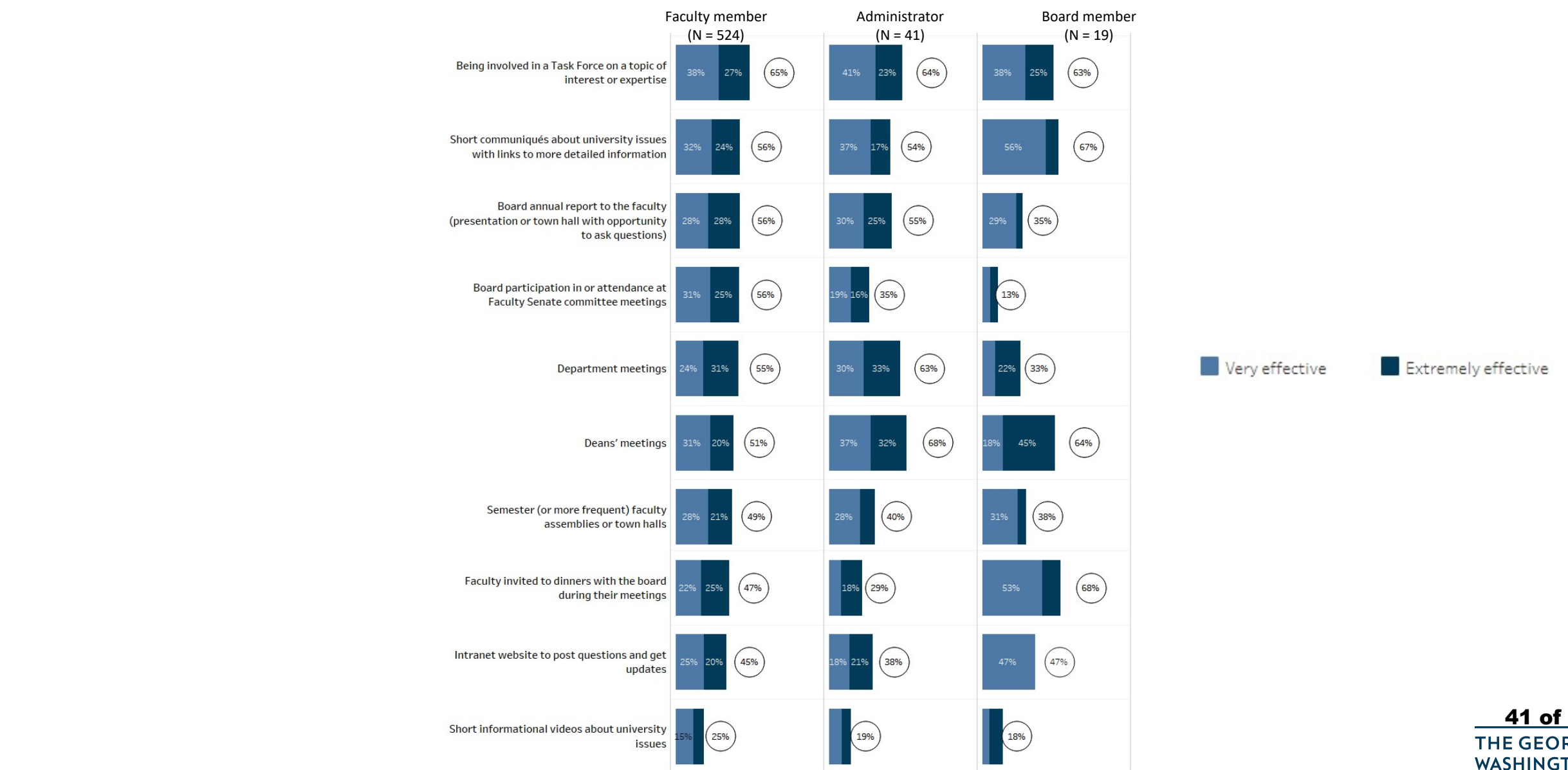


Effectiveness of Methods to Improve Information Sharing and Communication Among the Faculty, Administration, and Board

Levels of Effectiveness by Faculty, Administration, and Board



Levels of Effectiveness by Faculty, Administration, and Board (cont.)



5-point scale of effectiveness: 1= Not at all effective; 2= Slightly effective; 3= Moderately effective; 4= Very effective; 5= Extremely effective
Due to rounding, percentages in bars may not add up to percentages in circles.

Thank you.