

SHARED GOVERNANCE AT GW

Shared governance refers to the process whereby the faculty, administration, and board work together to make informed decisions for the university. Shared governance recognizes interdependencies of its various components (i.e., board, administration, and faculty). The purview of university shared governance at GW comprises matters that are of concern to more than one college, school, or division, or to the Faculty. The practice of shared governance is normally focused on the following issues:

- Institutional mission and goals
- Educational policy/academic programming
- Strategic direction/planning
- Resource allocation
- Institutional operating policies
- Personnel and appointments
- Physical plant

The purpose of this survey is to:

1. enhance the understanding of shared governance at GW by clarifying the expectations of the roles and responsibilities of board, faculty, and administration;
2. help guide the work of the Task Force; and
3. identify methods to improve communications among the parties directly involved in shared governance and with the faculty at large.

Your participation in completing this survey is voluntary. Responses are anonymous: no identifiers are used to track respondents. Your responses, comments, and demographic information requested in the 'demographics' section will be held in the strictest professional confidence. Findings will be reported in aggregate form, and material in the comments section will be redacted or reworded to ensure anonymity of the respondent while still preserving meaning.

Your feedback is important as it provides us with your unique perspective about shared governance. We hope you will take the time to complete the survey; it should take about 15 minutes to complete. Please read all instructions carefully prior to completing the survey. If you have any questions, please contact the Office of Survey Research and Analysis: sra@gwu.edu.

Definition of terms used in the survey: (See [Faculty Code](#))

Faculty include regular full-time and specialized faculty, including faculty in the MFA.

Administration includes the President; Provost and Vice Provosts; Vice Presidents; Deans, Associate, and Assistant Deans; and Department Chairs.

Board of Trustees are the university's 22-member governing board.

-
1. Using the definitions above, what is your primary affiliation with GW?
 - Board member
 - Administrator
 - Faculty member

Section 1. Who Represents the Faculty Perspective? (Faculty Only)

The questions below are designed to solicit your opinion about how best to represent and share faculty perspectives with the administration and the board.

Instructions: In this section, you will be asked to complete questions about the faculty component of shared governance that you would like to see in place as GW completes its transition to new leadership. Each question will be asked twice, depending upon whether the issue is urgent and needs to be decided quickly (e.g., moving all instruction to remote venues because of the pandemic) or when the issue is not pressing and there is time for faculty deliberation and discussion (e.g., strategic planning).

Answer Choices

- Faculty Assembly
- Faculty Senate, including Faculty Senate Executive Committee
- Relevant Faculty Senate Standing Committee(s)
- Academic Deans
- School-wide Committee(s)
- Department/Program Leadership
- Other (please specify): _____
- No basis for judgment

Please select all relevant options. If you do not think you have sufficient experience or information to answer any of these questions, select 'No basis for judgment'.

In urgent matters...

2. Which group(s) do you think should represent the faculty perspective to the administration in shared governance matters that are urgent and need to be decided quickly? (Check all that apply)
3. Which group(s) should be responsible for communicating to the administration once the faculty makes its recommendations in urgent matters? (Check all that apply)

In non-urgent matters...

4. Which group(s) do you think should represent the faculty perspective to the administration in shared governance matters that allow time for faculty deliberation and discussion? (Check all that apply)
5. Which group(s) should be responsible for communicating to the administration once the faculty makes its recommendations? (Check all that apply)

Section 2. Decision-Making at GW

Instructions: In this section, you will be asked to complete two questions about components of shared governance. The first question asks you to indicate the level of importance you place on shared governance relative to a variety of matters. The second question asks you to indicate your understanding of which group (faculty, administration, or board) should have the primary responsibility in making decisions or recommendations in the areas listed below.

If you think you do not have sufficient experience or information to answer any of the questions, select 'No basis for judgment'.

Answer Choices: Importance

- Not at all important
- Slightly important
- Moderately important
- Very important
- Extremely important
- No basis for judgment

Answer Choices: Primary Lead

- Faculty lead** means that faculty have the primary responsibility to make the decision or recommendation in this area. Faculty take the lead while other groups are informed and consulted and have the opportunity to participate meaningfully in the final decision.
- Administration lead** means that the administration has primary responsibility to make the decision or recommendation to the board in this area. The administration takes the lead while other groups are informed and consulted and have the opportunity to participate meaningfully in the final decision.
- Board lead** means that the board has primary responsibility to make the decision or approve a recommendation in this area, while the other groups have an opportunity to participate meaningfully in the final decision.
- Joint lead** means that the faculty and the administration, or the administration and the board, exercise equal influence in making decisions in an area.
- No basis for judgment

Areas of institutional decision-making:

6. Faculty personnel (e.g., hiring, recruitment, evaluation, promotion, and tenure)
7. University strategic planning
8. University budgetary and financial planning
9. University academic planning (e.g., enrollment, admission requirements)
10. Program-level curricular planning (e.g., content, grading, activities)
11. Establishment of new majors and new programs
12. Research enterprise (e.g., research integrity, grant applications, research infrastructure, institutes and centers)
13. Campus planning and space
14. Instructional Design and Technology (e.g., design and development of online courses, Blackboard)

15. Information Technology (e.g., identifies, develops, implements, and supports technologies needed for campus academic and administrative functions)
16. Selection and inclusion of faculty members to serve on task forces, working groups, and strategic planning
17. Selection and review of deans
18. Selection and review of the provost
19. Selection and review of president
20. Selection and review of other non-academic senior administrative officers
21. Internal restructuring of administrative units
22. Operations (e.g., facilities)
23. Non-faculty staffing (for positions related to research or teaching)
24. Student policies related to the academic mission (e.g., Code of Student Conduct)

Section 3. State of Shared Governance

Below is a list of general statements about what different components of shared governance should look like in the future.

Instructions: For each statement below indicate the level of importance you place on it. If you think you do not have sufficient experience or information to answer any of the questions, select 'No basis for judgment'.

Answer Choices: Importance

- Not at all important
- Slightly important
- Moderately important
- Very important
- Extremely important
- No basis for judgment

Roles and Responsibilities

25. The faculty should have input in decision-making related to the academic mission.
26. The board should support the faculty's role in fulfilling the academic mission including oversight of the education mission, curriculum, subject matter and methods of instruction, research, faculty hiring and promotion, and those aspects of student life that relate to the academic process.
27. The administration should support the faculty's role in fulfilling the academic mission.
28. The administration should support faculty participation in strategic planning and setting priorities related to the academic mission
29. The administration should support faculty participation in searches for senior administrative positions.
30. The faculty should support the administration's role in making administrative decisions that support the academic mission.
31. The faculty should support the board's role in its oversight and fiduciary responsibility of GW.

Information-sharing

32. The administration should be as transparent as possible in its decisions that affect the academic mission of the university.

33. The board should be as transparent as possible in its decisions that affect the academic mission of the university.
34. Faculty should have adequate information about new or revised policies that affect the academic mission.
35. Faculty should have input in institutional budgetary and financial planning related to the academic mission.
36. Faculty should be informed about issues that are important to the board.
37. Faculty should be informed about issues that are important to the administration.
38. The board should be informed about issues that are important to the faculty.
39. The administration should be informed about issues that are important to the faculty.

Decision-making

40. The administration should consult with or include faculty who have expertise in matters that affect the academic mission before hiring consultants.
41. The administration should include input from a diverse population, including junior faculty, faculty across the university, rank, tenure status, fields of study, and faculty representing a variety of opinions.
42. Faculty should have meaningful opportunities to provide recommendations to issues related to the academic mission of the university.
43. Faculty should be able to trust the Board in its decision-making.
44. Faculty should be able to trust the administration its decision-making.
45. Faculty should be involved in the prioritization of decisions that affect the academic mission.

Section 4: Communication

Instructions: For each item indicate how effective it is or could be in improving information sharing and communication among the administration, faculty, and the board.

Answer Choices: Effectiveness

- Not at all effective
- Slightly effective
- Moderately effective
- Very effective
- Extremely effective
- No basis for judgment

Types of Communication

46. Department meetings
47. Deans' meetings
48. Short communiqués about university issues with links to more detailed information
49. Short informational videos about university issues
50. Board annual report to the faculty (presentation or town hall with opportunity to ask questions)
51. Administration annual report to the faculty (presentation or town hall with opportunity to ask questions)
52. Semester (or more frequent) faculty assemblies or town halls
53. Greater faculty participation in Faculty Senate
54. Greater faculty participation in Faculty Senate subcommittee(s)
55. Increase communication from the faculty senate about its deliberations and decisions
56. Being involved in a Task Force on a topic of interest or expertise

- 57. Faculty representation on board committees
- 58. Faculty invited to dinners with the board during their meetings
- 59. Board participation in or attendance at faculty senate committee meetings
- 60. Educating faculty members about the board and its responsibilities
- 61. Educating the board about the faculty and their self-governance structure and academic culture
- 62. Include representation from a diverse faculty (by rank, college, tenure/contract, field, race/ethnicity, gender, etc.) when choosing members of task forces, committees, advisory or working groups
- 63. Intranet website to post questions and get updates
- 64. Other (please specify): _____

Section 5. Demographic Information (Faculty Only)

- 65. What is your primary school or other designation?
 - Columbian College of Arts and Sciences – Arts and Humanities
 - Columbian College of Arts and Sciences – Natural and Mathematical Sciences
 - Columbian College of Arts and Sciences – Social and Behavioral Sciences
 - College of Professional Studies
 - Elliott School of International Affairs
 - Graduate School of Education and Human Development
 - Law School
 - Milken Institute School of Public Health
 - School of Business
 - School of Engineering and Applied Science
 - School of Medicine and Health Sciences
 - School of Nursing
 - Medical Faculty Associates
 - Other (please specify): _____

- 66. What is your faculty rank?
 - Professor or University Professor
 - Assistant Professor
 - Associate Professor
 - Instructor

- 67. What is your tenure status?
 - Tenured
 - Tenure track
 - Non-tenure accruing

- 68. For how long have you been a faculty member at GW?
 - 5 years or less
 - 6 to 10 years
 - 11 to 15 years
 - 16 to 20 years
 - 21 years or more

69. During your years working at GW, have you ever worked on any of the committees listed below?
(Check all that apply)

- Faculty Senate including Executive Committee
- Faculty Senate Standing Committee(s)
- Other university-wide committees
- School-wide committees
- Department-level committee

70. Have you ever served in an administrative position (dean, department chair, other administrative position) at GW?

- Yes
- No

71. What is your gender identity?

- Man
- Woman
- Other identity

72. Are you Hispanic or Latino

- Yes
- No

73. Regardless of your answer to the previous question, please check one or more of the following groups in which you consider yourself a member

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Pacific Islander
- White
- Other (please specify): _____

74. What is your age?

- 34 or younger
- 35-44
- 45-54
- 55-64
- 65+

Section 6. Comments and other issues of concern.

75. Please use the box to add comments to any of the items above, inform us about what was left out, other issues that are of concern, and to share your experiences with and perspective on shared governance.

76. In your opinion, what are the top three current challenges facing institutions of higher education?

77. In your opinion, what are the top three current opportunities to strengthen the academic mission of the university?