

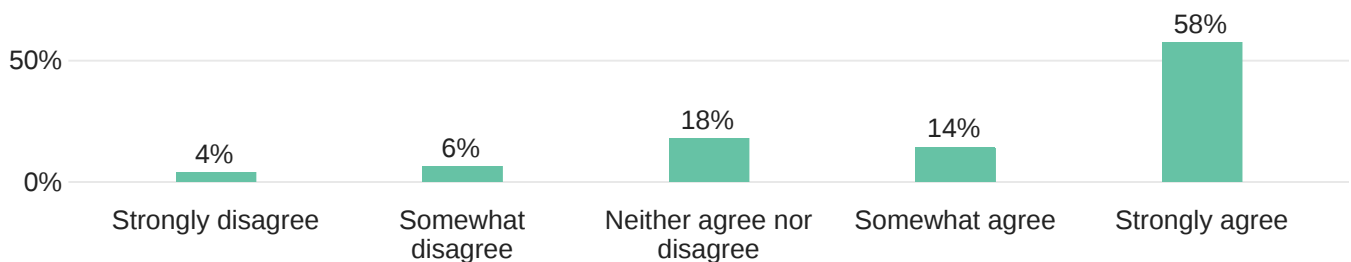
## Faculty Leadership Choices Survey Spring 2022

The Faculty Leadership Choices survey was administered in Spring 2022 to understand why it has recently been difficult to recruit faculty members to run for senate president and shared governance chair positions. In Fall 2021 (the closest time for which data is available), 165 full-time and 270 part-time faculty worked at Chabot. Eighty-one faculty members responded to the survey, 63 full-time and 16 part-time\* (roughly representing a little under a 20% response rate, with full-time faculty overrepresented in the survey). The top three responses--both for why faculty members are not running for senate president, and also, for why they are not running for shared governance positions--were: 1) not having enough time due to other professional responsibilities, 2) a belief that the CLPCCD district will just make the policies they want regardless of senate/shared governance recommendation, and 3) a belief that the senior leadership at Chabot will just make the policies they want regardless of senate/shared governance recommendation.

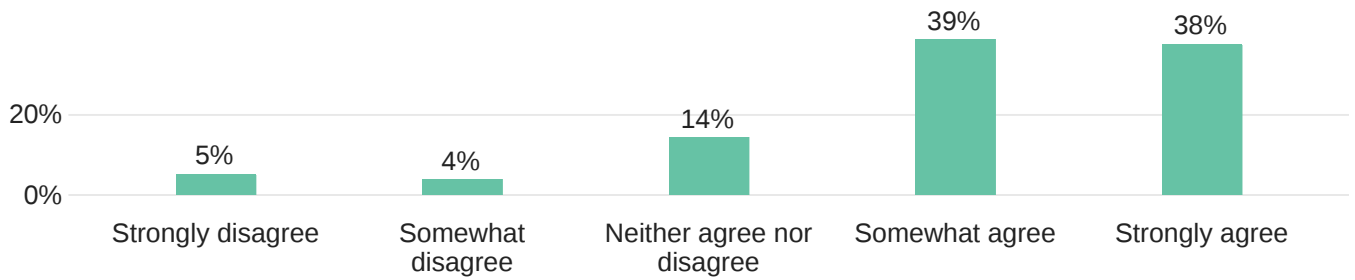
*\*Not all faculty completed demographic information.*

### Top Three Responses for, "I did not run for FACULTY SENATE PRESIDENT this past spring semester because..."

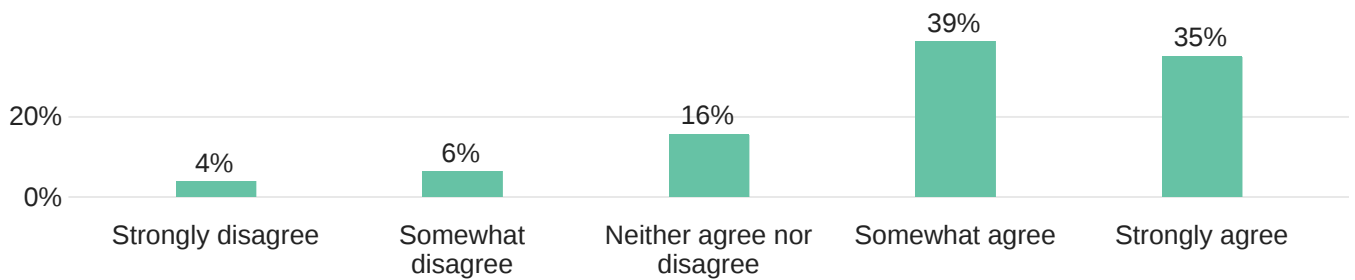
Most Popular Response: I don't have enough time because I have too many other professional responsibilities.



Second Most Popular Response: I believe the CLPCCD district will just make the policies they want, regardless of senate recommendation.



Third Most Popular Response: I believe the senior leadership at Chabot College will just make the policies they want, regardless of senate recommendation.

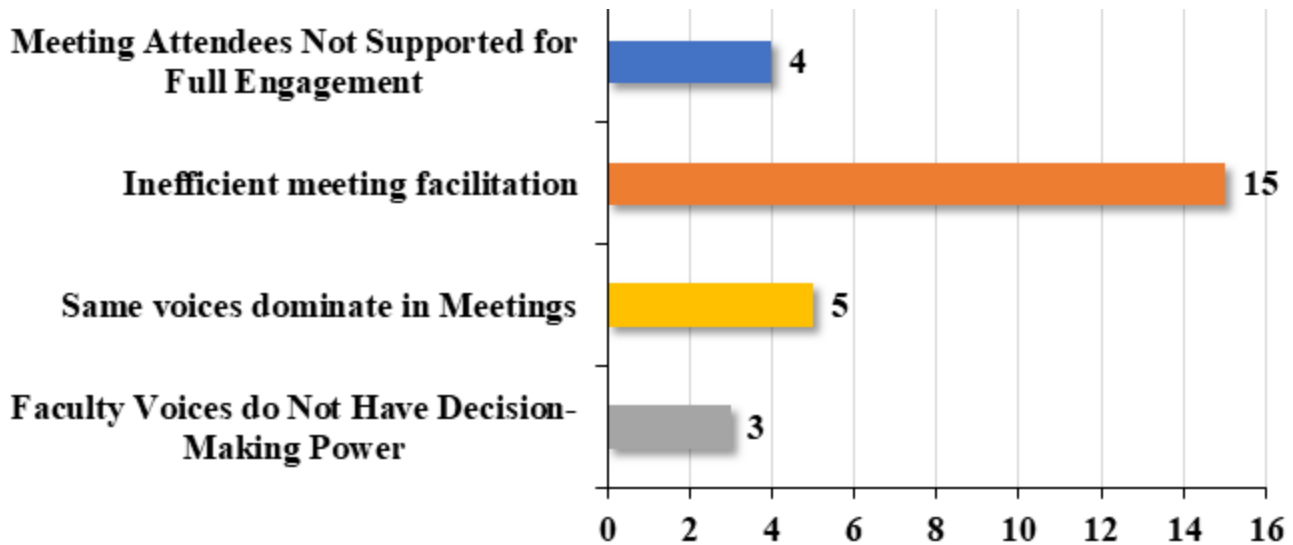


## Average Responses to Reasons why Faculty Members did not run for **Faculty Senate President** in Spring 2022

Response scale: 1 (strongly disagree) to 5 (strongly agree)

Field	Mean	Standard Deviation
I don't have enough time because I have too many other professional responsibilities.	4.15	1.16
I believe the CLPCCD district will just make the policies they want, regardless of senate recommendation.	4.00	1.07
I believe the senior leadership at Chabot College will just make the policies they want, regardless of senate recommendation.	3.95	1.06
The time it takes to be an equity-minded teacher/counselor/librarian means that I would need reassigned time to also be an equity-minded campus leader.	3.75	1.18
I am already involved in leadership within my area (e.g., discipline coordination, etc.) and do not have time for additional leadership roles.	3.54	1.53
I don't want to volunteer for anything that takes away from the amount of time I have to offer direct support to students.	3.52	1.16
At Chabot, the expectations for leadership roles are too high (e.g., timewise, complexity of role, quality of outputs, etc.).	3.51	0.93
Senate and shared governance meetings are not efficiently/effectively run. [Please feel free to fill in why in the box below: same voices dominate? Not enough collaboration? Other?]	3.39	1.13
I believe I can make more meaningful change from outside the formal governance structure.	3.31	1.22
I don't have enough time because of my personal responsibilities outside the college.	3.28	1.35
I believe I am not qualified. [Please feel free to fill in why in the box below. Do you need training on college governance, policies, leadership, something else?]	2.97	1.53

**Respondents who believe that senate/shared governance meetings are not efficiently/effectively run cited the following reasons:**

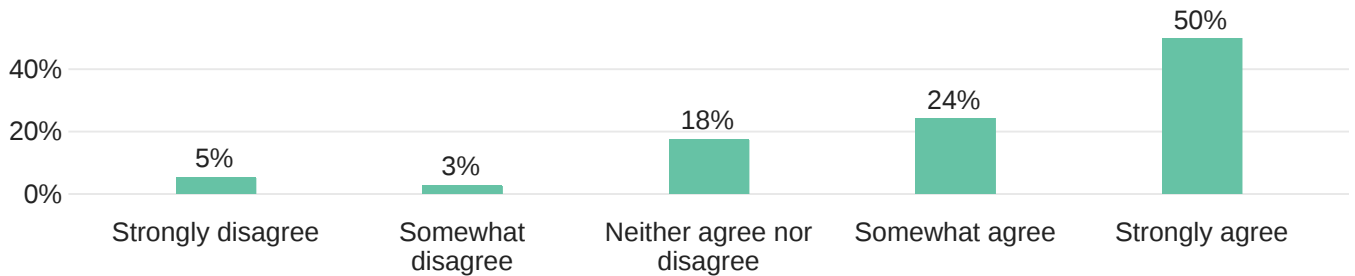


Among survey respondents who believed that senate/shared governance meetings were not efficiently/effectively run, the most frequently cited reason was inefficient or ineffective meeting facilitation (15). For example, one respondent wrote, “Time is wasted in the meeting. They run too long, don’t always begin on time or you can’t do anything if you don’t have quorum.” Another stated, “There is usually a lot of filler time and not enough time spent on producing results. ... usually we get to the core of the meeting in last 15-20 minutes of a two-hour time block.” Finally, a third respondent stated, “[There is] room for improvement in terms of... only covering things in meetings that need collaboration...”

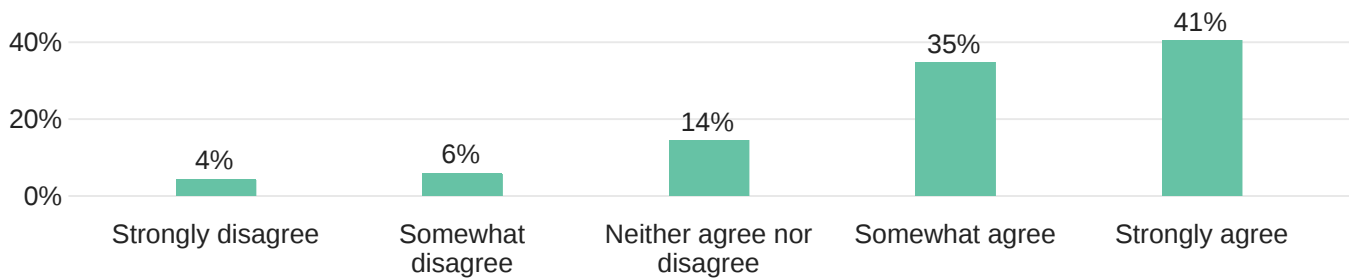
The three other reasons named by at least three faculty member respondents for inefficient/ineffective meetings were: the same voices dominate meetings (5), meeting attendees are not supported for full engagement (4), and faculty voices do not have decision-making power (3). For example, regarding voices dominating meetings, one person wrote, “[The] same voices dominate; the culture of the campus does not support and embrace all disciplines.” Pertaining to supporting members for full engagement, a respondent commented, “An orientation for new members of a committee would be helpful.” Regarding faculty voice, a respondent mentioned, “Often, ‘decisions’ made by shared governance committees are over-ridden by administration and district, leading to a sense of wasted time. Less about how [meetings] are ‘run,’ than how they are valued by leadership.” Overall, while respondents had diverse ideas about how to improve the efficiency of meetings, the most frequently mentioned response was improving meeting facilitation.

## Top Three Responses for, "In recent years, I have not run for SHARED GOVERNANCE FACULTY CHAIR positions because..."

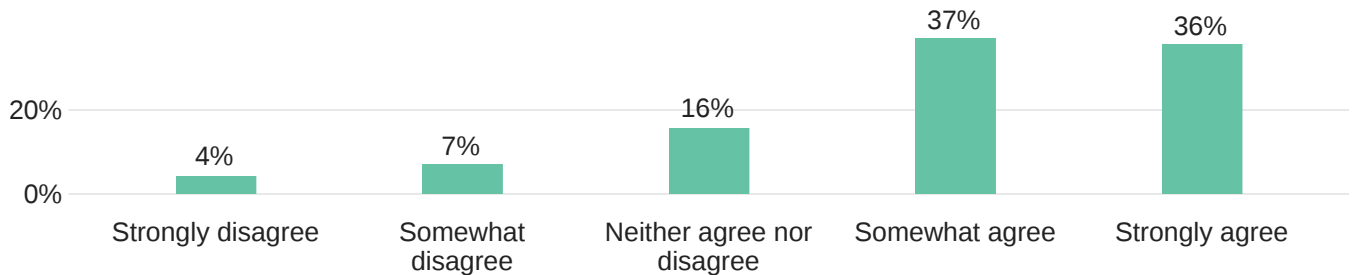
Most Popular Response: I don't have enough time because I have too many other professional responsibilities.



Second Most Popular Response: I believe the CLPCCD district will just make the policies they want, regardless of shared governance recommendation.



Third Most Popular Response: I believe the senior leadership at Chabot College will just make the policies they want, regardless of shared governance recommendation.



## Average Responses to Reasons why Faculty Members did not run for **Faculty Shared Governance Chair Positions** in Spring 2022

Response scale: 1 (strongly disagree) to 5 (strongly agree)

Field	Mean	Standard Deviation
I don't have enough time because I have too many other professional responsibilities.	4.11	1.12
I believe the CLPCCD district will just make the policies they want, regardless of shared governance recommendation.	4.01	1.08
I believe the senior leadership at Chabot College will just make the policies they want, regardless of shared governance recommendation.	3.93	1.09
At Chabot, the expectations for leadership roles are too high (e.g., timewise, complexity of role, quality of outputs, etc.).	3.67	1.10
I don't want to volunteer for anything that takes away from the amount of time I have to offer direct support to students.	3.61	1.16
I am already involved in leadership within my area (e.g., discipline coordination, etc.) and do not have time for additional leadership roles.	3.60	1.47
The time it takes to be an equity-minded teacher/counselor/librarian means that I would need reassigned time to also be an equity-minded campus leader.	3.55	1.22
I believe I can make more meaningful change from outside the formal governance structure.	3.43	1.23
Senate and shared governance meetings are not efficiently/effectively run. [Please feel free to fill in why in the box below: same voices dominate? Not enough collaboration? Other?]	3.28	1.19
I don't have enough time because of my personal responsibilities outside the college.	3.22	1.35
I believe I am not qualified. [Please feel free to fill in why in the box below. Do you need training on college governance, policies, leadership, something else?]	2.69	1.45

## Institutional Supports

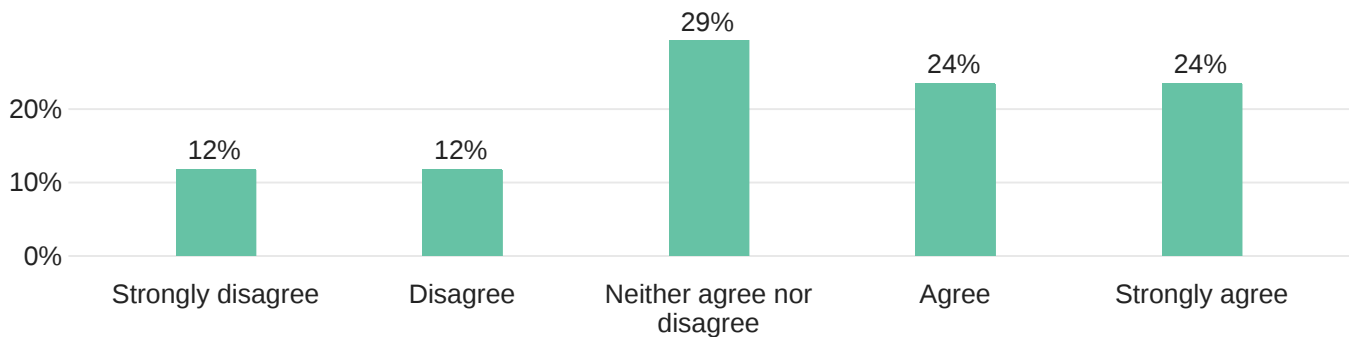
### The Impact of Institutional Supports on Faculty Members' Decisions to Run for Leadership Positions...

Response scale: 1 (strongly disagree) to 5 (strongly agree)

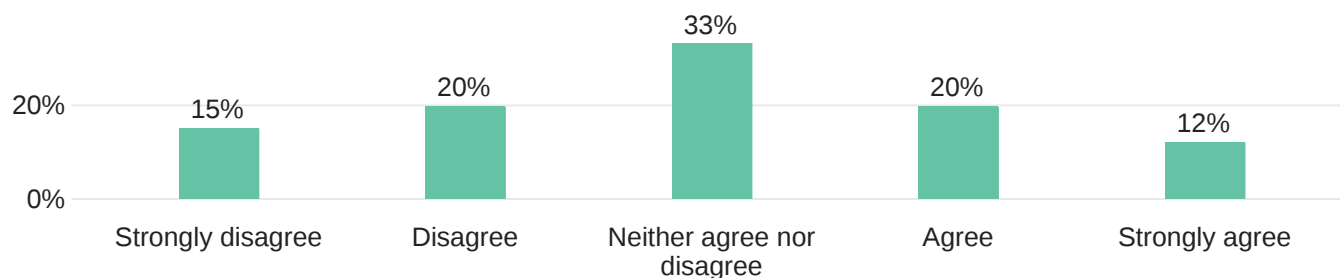
Field	Mean	Standard Deviation
If the compensation (CAH) were increased, I would consider running for a shared governance faculty chair position.	3.53	1.30
If there was a mentorship program to teach about college processes, practices, and leadership, I would consider running for a shared governance faculty chair position.	3.38	1.26
If the compensation (CAH) were increased, I would consider running for Academic Senate President.	3.08	1.33
If there was a mentorship program to teach about college processes, practices, and leadership, I would consider running for Academic Senate President.	3.04	1.40

### Faculty Member Interest in Running for Faculty Senate President or Shared Governance Chair Roles.

I am not interested in running for Faculty Senate President, regardless of institutional supports.



I am not interested in running for a shared governance faculty chair, regardless of institutional supports.



### How Chabot Could Provide Support to Encourage Faculty Members to Run for Senate President/Shared Governance Chair Roles

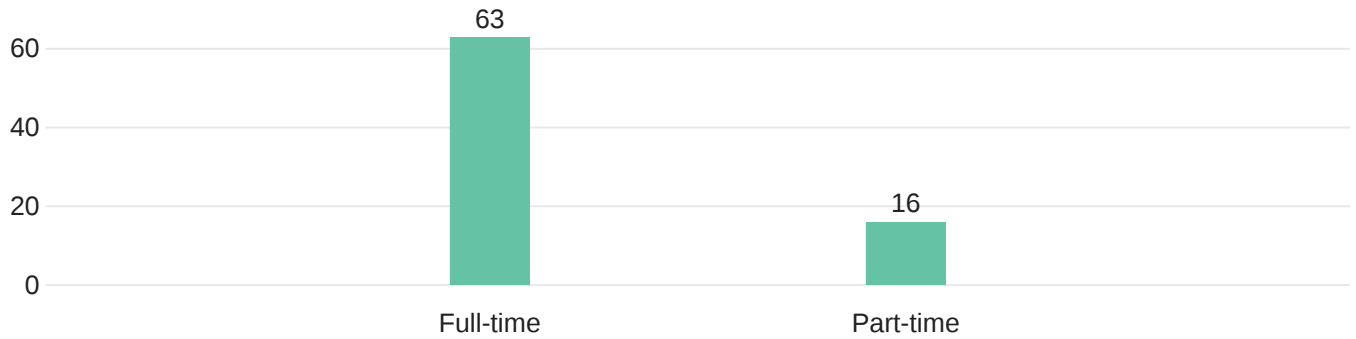
Sixteen faculty members responded to what sorts of support Chabot would need to provide in order for them to consider running for faculty senate president or a faculty tri-chair position. The two most frequently mentioned themes converged in the idea that **faculty members would need more support to complete their regular duties in order to have time to run for the senate president or a tri-chair position.**

More specifically, two themes were mentioned by multiple respondents for how Chabot could support them in running for senate president or shared governance chair roles. The most frequently mentioned theme was providing appropriate CAH compensation for faculty (6). For example, one faculty member wrote "Appropriate CAH compensation is essential. It is widely accepted ... that the workload for many of these positions is double what the CAH allotted is." Another wrote, "As a working parent with special needs kids, my biggest issues are time and schedule. CAH would allow me to serve in this capacity while still giving me much of the time I need to interact with students and provide timely feedback." The second most common answer among faculty members is the need to hire new full-time faculty members and/or replace lost full-time positions (4). Several faculty members expressed the inability to run because of their responsibilities as the sole or one of very few full-time faculty members within their department. One person wrote, "Many of us teach in disciplines where we are the sole full-time faculty member. It is extremely difficult to take on leadership roles within the college as your program will suffer and you fear enrollments will drop." Thus, to have time to run for senate president or a tri-chair position, **faculty members state they would need more support to complete their regular duties (in the form of CAH or people to complete discipline responsibilities).**

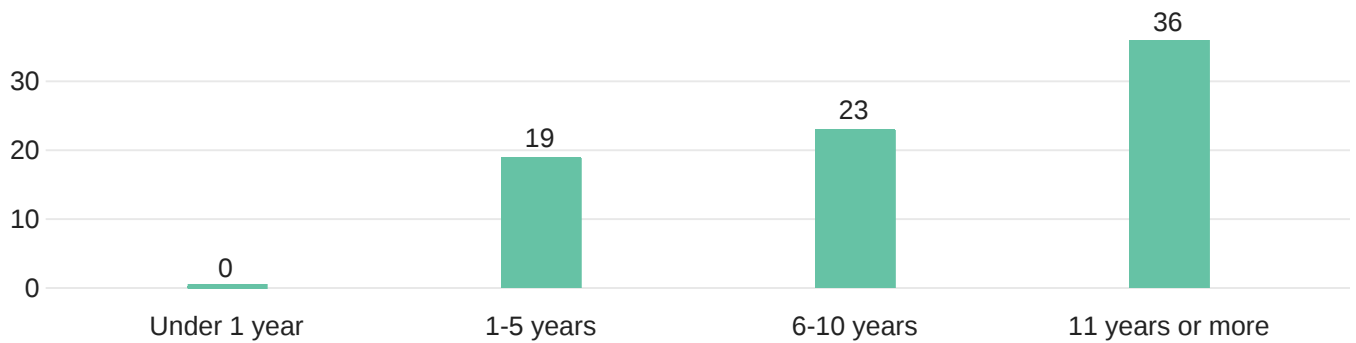


## Demographics of Survey Respondents

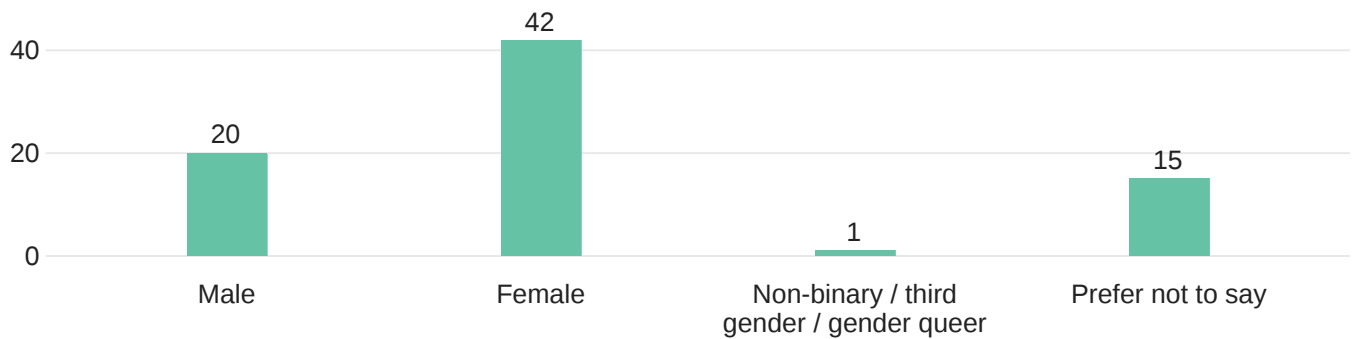
Are you a full-time or part-time faculty member?



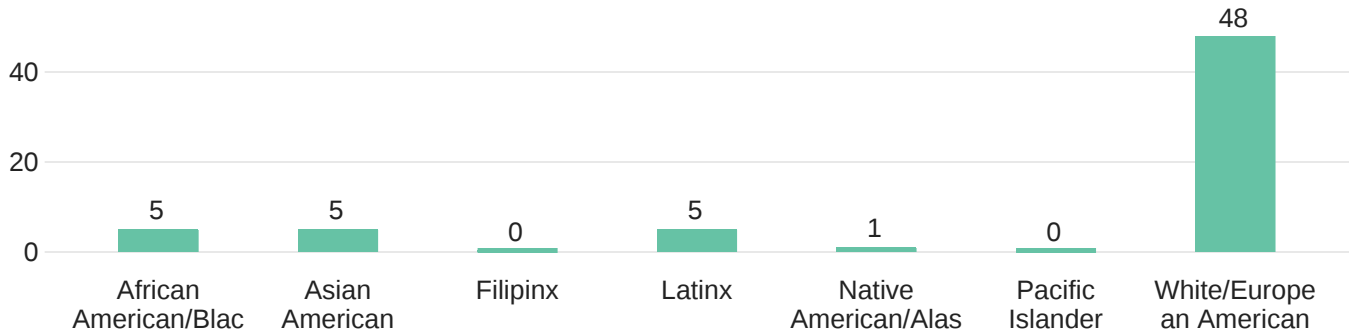
Years at Chabot



Gender



### Race/Ethnicity (check all that apply)



### Additional Demographic Information Faculty Members Believe Impact Participation in Faculty Senate/Shared Governance Leadership Roles

In addition to the frequently surveyed demographic characteristics--such as race/ethnicity, full-time part time status, and gender--survey respondents were asked if any additional demographics influenced their decisions about whether to run for faculty leadership positions. Ten faculty members responded to this open-ended question. The most frequently mentioned characteristic was a parent with childcare needs (4). A wide variety of other characteristics were mentioned once, such as concerns about whether women of color would be treated equitably in election and governance processes (1) and being in a program with just one full-time faculty member (1).