

2023-2024 Year-End Committee Report

Committee:	Secure Faculty Survey Committee
Charge:	The Committee works with the administration to implement the Secure Faculty Survey. The Committee also surveys the Faculty Senate with the goal to enhance the effectiveness of the Faculty Senate and in turn its impact within the University.
Chair:	Angela Lee
# of Meetings:	6

Completed Business and/or Accomplishments

The Committee fielded a survey among Senators to learn about their interactions with their faculty, their understanding of how the Senate operates, and their perception of the Senate's operations and interaction with the Central Administration. Senators also provided suggestions on various aspects of the Senate (e.g., orientation, meeting etiquette, information from Central Administration).

The Committee also followed up with the Associate Provost for Faculty regarding surveying the faculty – the last university-wide faculty survey was conducted in 2015. The recommendation was for NU to field our own survey (vs. the COACHE survey) to seek input from faculty on what's working and what's not. The goal is to field the survey by the end of Fall 2024.

Unfinished/Continuing Business

The Committee will continue coordinating with the Provost's Office (see contact below*) to design the Faculty Survey, using the 2015 survey instrument as a starting point. Additional topics to keep in mind in the design of the 2024 survey include:

- CTECs
- AI
- 20 for 20

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New Business for Next Year

Faculty Senate Survey 2024

Secure Faculty Senate Committee

Richard Cohn
Ian Horswill
Angela Lee (chair)
Feyce Peralta
Mark Alznauer



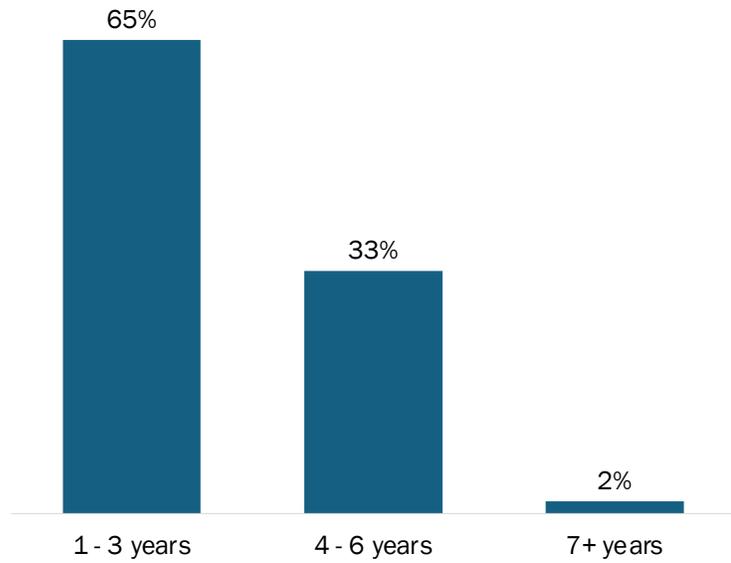
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Executive Summary

- The survey was opened from April 29 – May 4, 2024, with a 66% response rate.
- Senators perceive Faculty Senate to be somewhat efficient, somewhat effective, and the Central Administration to be somewhat responsive to issues raised by the Faculty Senate.
- Those who hold or have held Committee chair positions have a slightly more positive view on Senate effectiveness and Administration responsiveness; # of years on the Senate does not make a difference.
- There are learning opportunities among Senators on the process of bringing issues to the Senate for discussion, and of drafting and passing Senate resolutions.
- There is wide, enthusiastic support for an annual beginning-of-the-year orientation meeting.
- Many comments and suggestions on how to improve the efficiency and effectiveness of the Faculty Senate (please see Appendix).

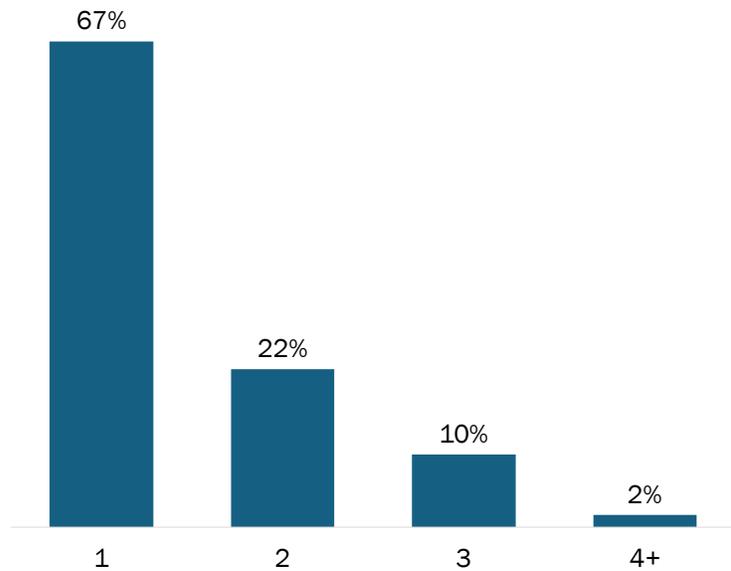
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**How many years
have you served
on the Senate?**



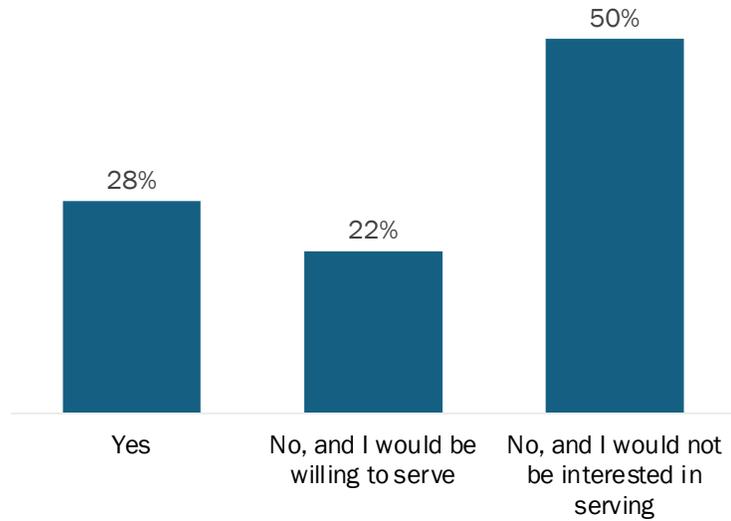
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**How many
Standing
Committees
have you served
on?**



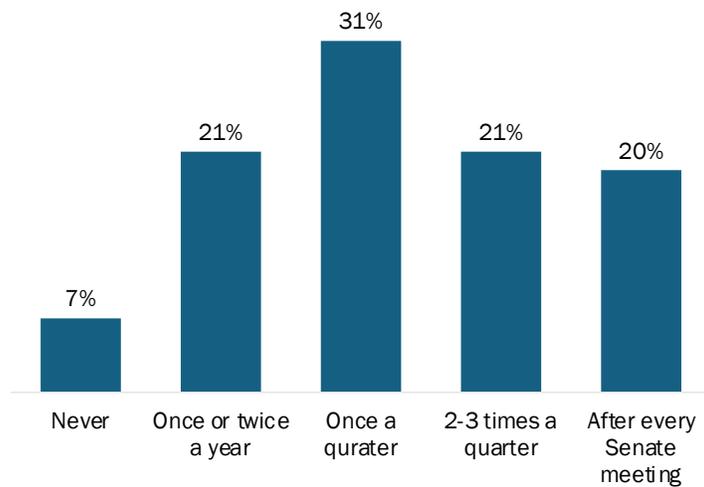
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Have you ever served as a Committee Chair?



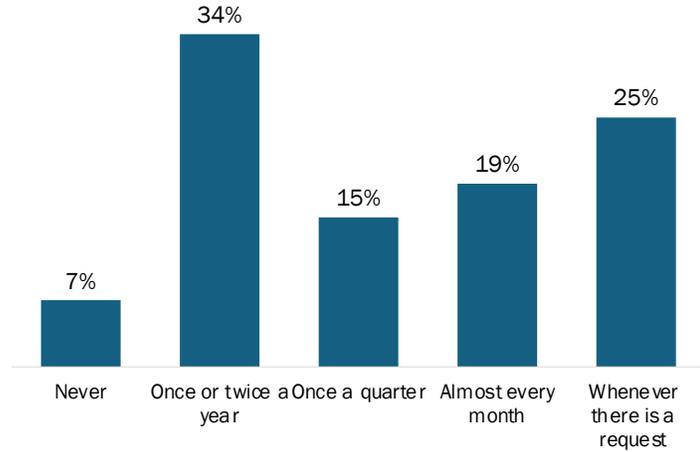
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How often do you update the faculty on Senate matters?



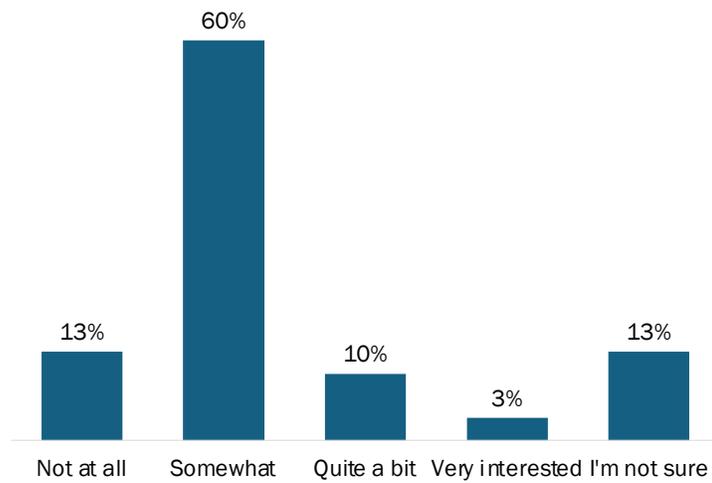
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How often do you solicit input from faculty you represent on Senate matters?



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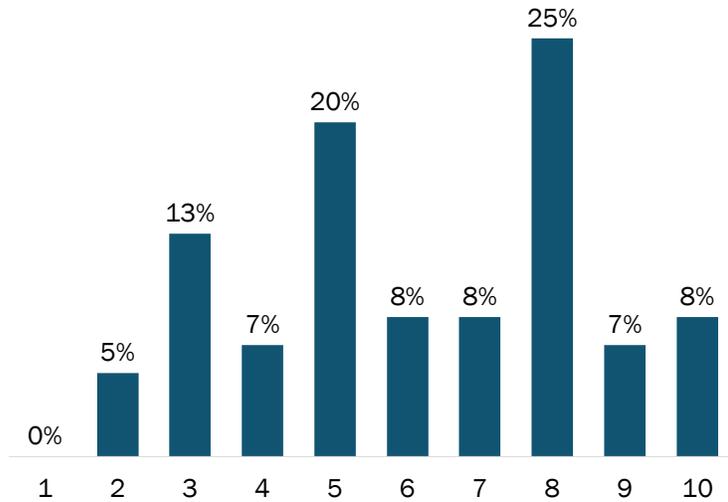
How interested is your faculty in being updated on Senate matters?



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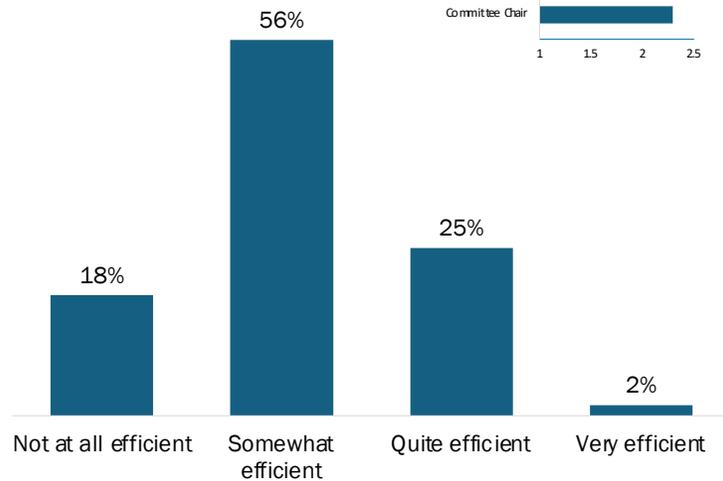
How do you see the time you spend on the Faculty Senate? (worthwhile score)

0 = a waste of time
 10 = very worthwhile
 Mean = 6.18



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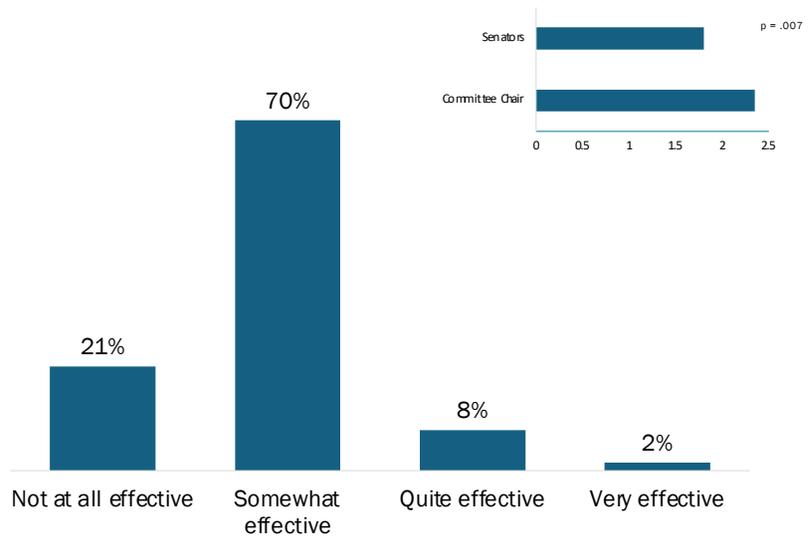
How efficient is the Faculty Senate as a vehicle for shared governance?



No. of years served on the Senate makes no difference.

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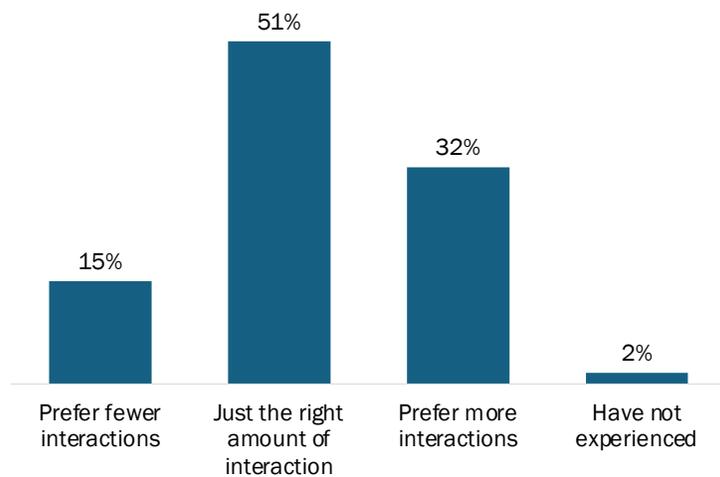
How effective is the Faculty Senate as a vehicle for shared governance?



No. of years served on the Senate makes no difference.

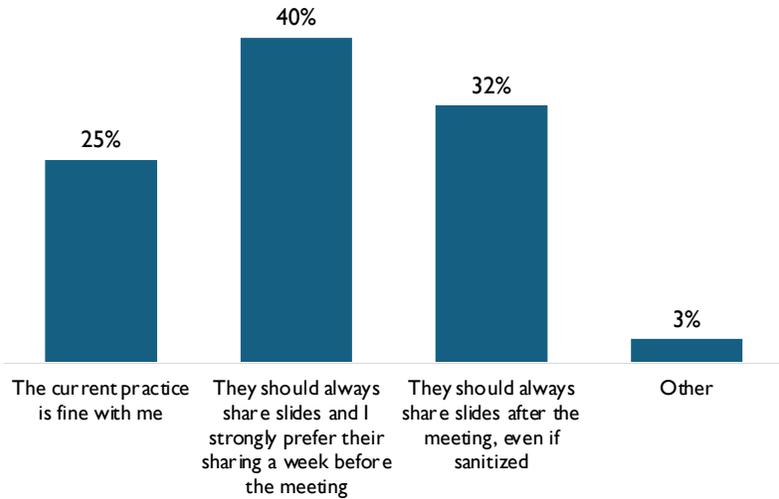
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What do you think about the Administration's interactions with the Senate?



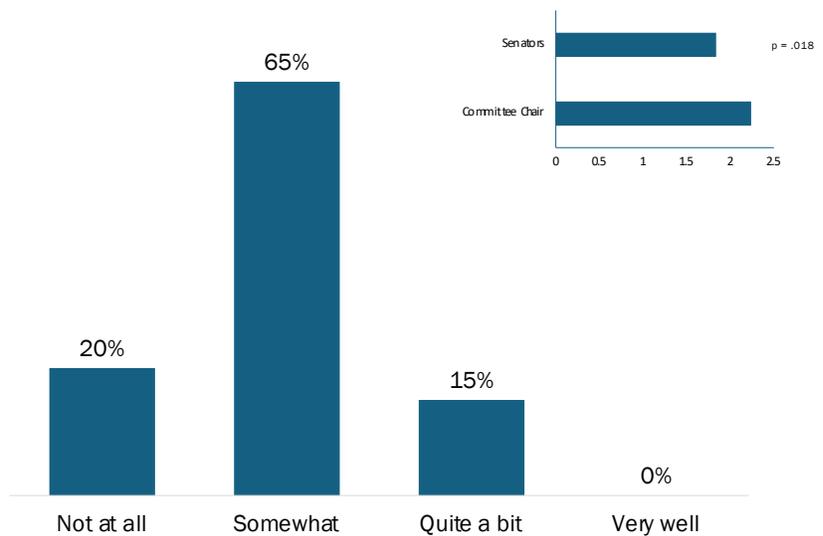
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What is your opinion about administration sharing slides?



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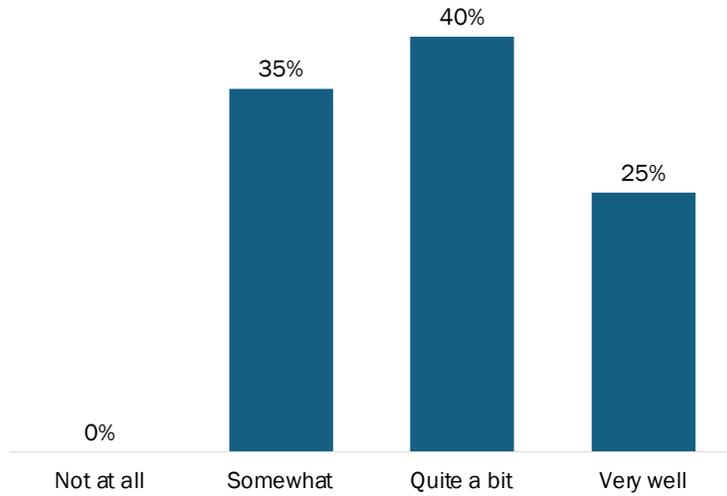
How responsive do you feel the Administration is toward issues raised by the Senate?



No. of years served on the Senate makes no difference.

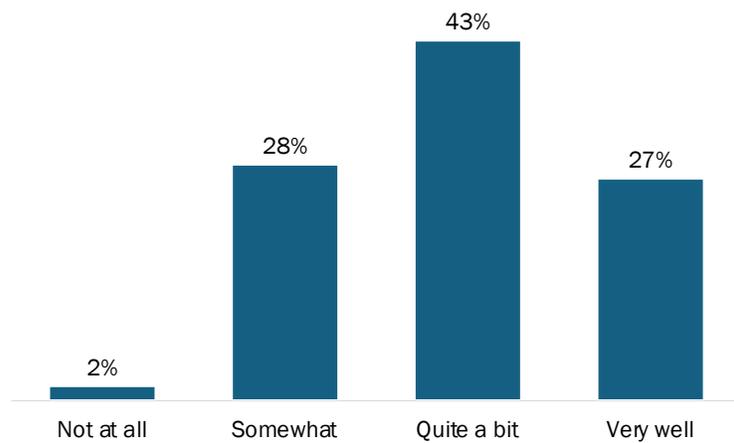
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How well do you understand your role as a Senator?



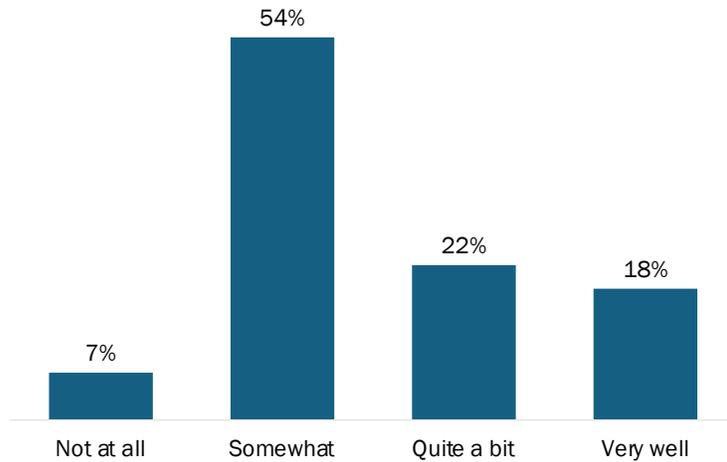
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How well do you understand the role of the Standing Committee you serve on?



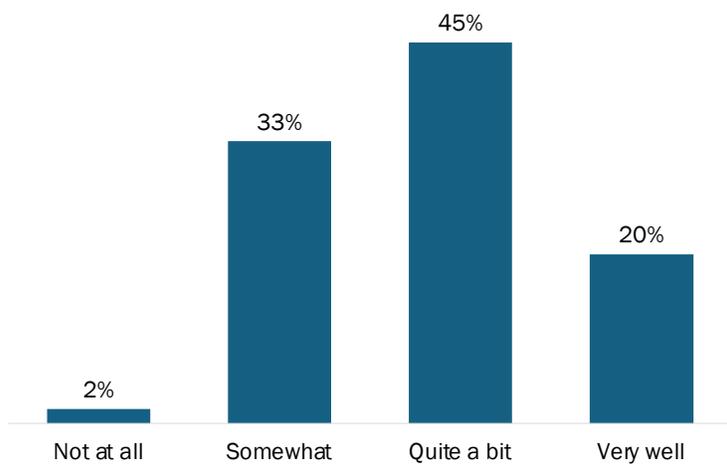
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How well do you understand the role of the Executive Committee?



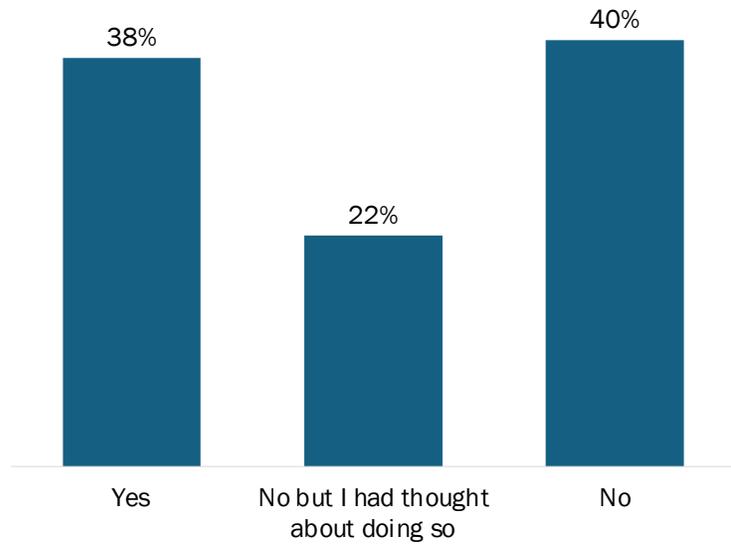
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How well do you understand the role of the Faculty Senate?



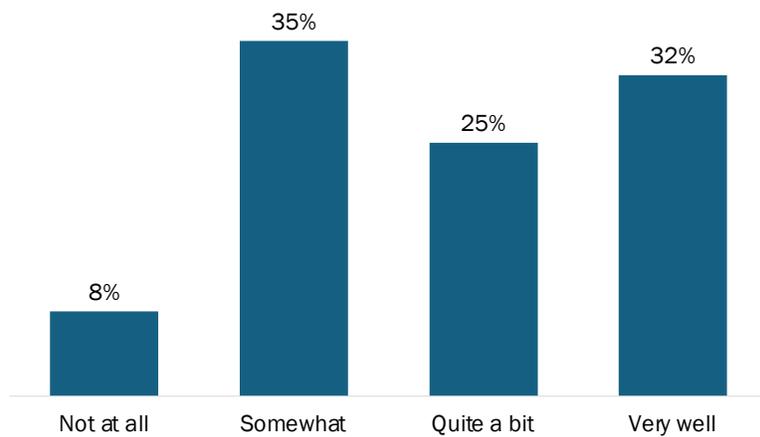
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Have you ever brought an issue or concern to the Senate for discussion?



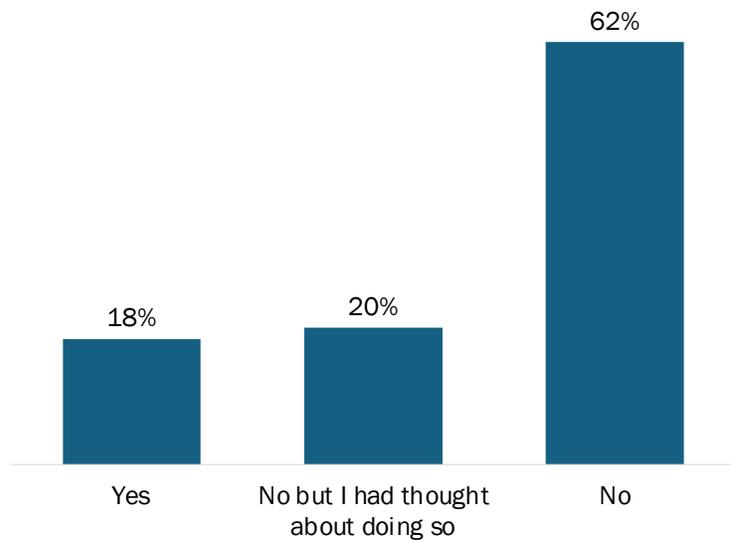
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Do you know how one may bring an issue or concern to the Senate for discussion?



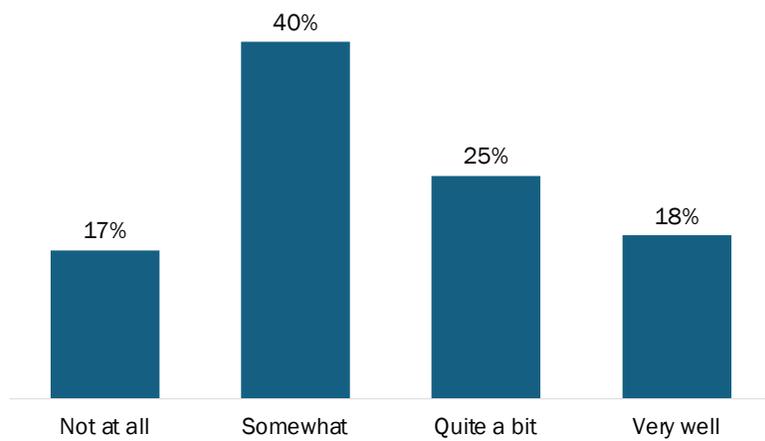
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Have you ever introduced a resolution to be discussed/voted on at the Senate?



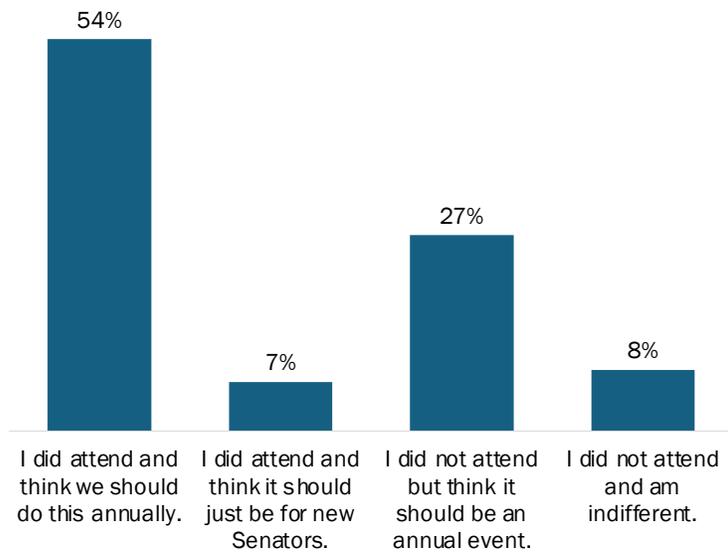
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How well do you understand the process of drafting and passing Senate resolutions?



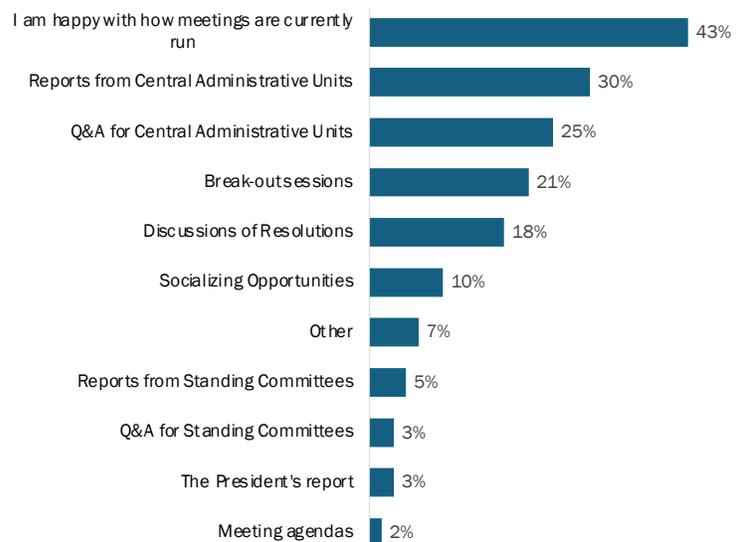
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Did you attend the Senate-wide meeting at the beginning of the 2023 academic year? What do you think about that practice?



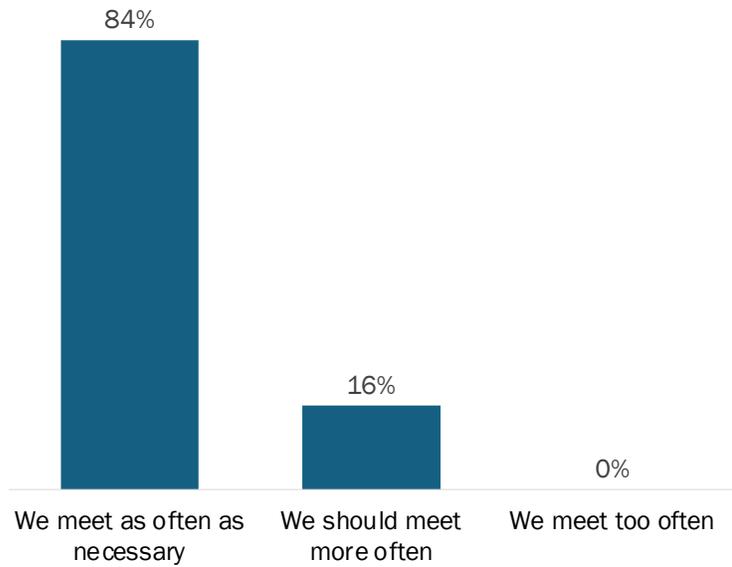
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Are there any aspects of the Faculty Senate Meetings that you wish were different?



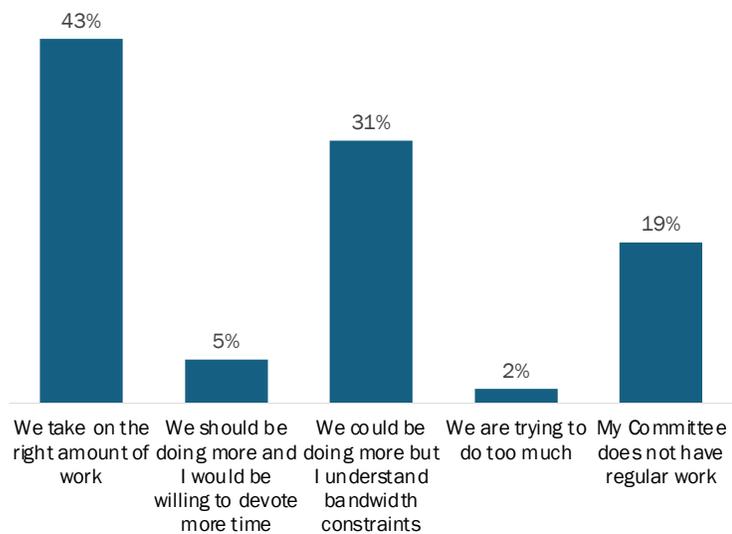
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How would you characterize the frequency of the Committee meetings?



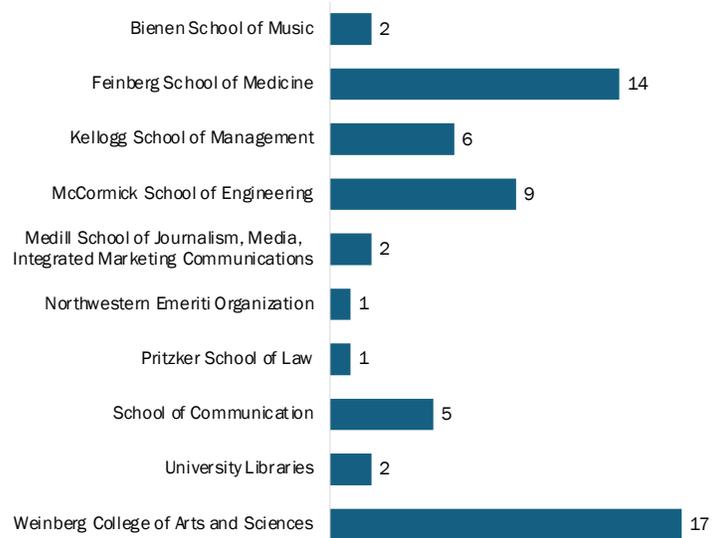
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How would you describe the workload of the Committee?



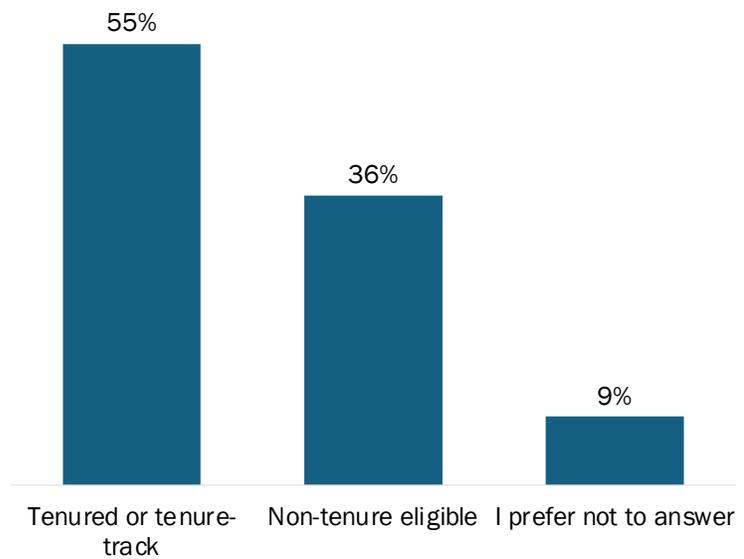
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School(s) or Centers represented



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Your status at Northwestern



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Appendix

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Appendices

- Appendix A: Things you have shared with your faculty
- Appendix B: Things you have solicited from your faculty
- Appendix C: Slide sharing practice by Administration
- Appendix D: Senate-wide meeting in the Fall
- Appendix E: Suggestions on welcome packet
- Appendix F: Changes for Faculty Senate meetings
- Appendix G: Improvement suggestions
- Appendix H: Any other comments

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APPENDIX

Appendix A: What are some of the things you have shared with your faculty, if any?

Most frequent mentions: Topics and discussions (18), minutes (13), Ryan Field (11), Budget & salaries (9), CTEC (8), health & wellbeing (5), Senate decisions/resolutions (4), Administration and guest presentations (4), Committee reports (3), student unionization (3), hazing/cheerleaders (2), Faculty Assembly (2), student demonstration (2), international co-lab – spy issues, OWF statement from last year, reminders and invitations to meetings, anything interesting, research related issues, Title IX.

- I share info on the main topics that appear on the Senate agenda. I also plan to query my faculty ahead of a decision in the Senate, but so far that hasn't happened in 2023-24.
- Mostly committee updates
- Information on salaries; on return of retirement funds taken in second half of 2020; on the hazing and cheer leading cases; on Ryan Field.
- Minutes, plus a summary on important matters
- I provide a summary of the items discussed in the meeting at our monthly faculty meetings plus the link to the minutes. A recent topic that have received more attention is the graduate student unionization.
- I and other representatives share the major things the Senate is working on, especially anything that directly affects students or faculty.
- Minutes and votes.
- "I share agendas prior to, and minutes after, all Faculty Senate meetings.
- meeting minutes
- updates on Ryan Field, graduate student unionization, overall topics of discussion
- This year I made and circulated a 1-page digest of the budget report (which I just had to hear for a second time); kept my colleagues updated on the controversies surrounding the hazing scandal and the Ryan Stadium rebuild; discussed the kerfuffle over CTEC revisions; and urged attendance at today's Faculty Assembly meeting. (I would not have done this if I had known that the president and the provost would refuse to take questions, even the written ones submitted beforehand.)
- I share minutes and sometimes additional comments about what went on at the meeting.
- I am a faculty senator from [REDACTED] Feinberg. Essentially all matters discussed during my current term on the senate have not impacted my department colleagues. Nevertheless, going forward during my next 3-year term, I plan to review senate proceedings 1-2 times annually with my colleagues [REDACTED]
- Minutes highlights
- "Upcoming changes to the CTECs
- Status of stadium / plans for temporary stadium"
- Typically the minutes of meetings.
- Stadium. CTECs. Open positions. Budget
- highlights of each meeting plus I forward the approved minutes to leaders of my department

- I share information about things that directly affect faculty (CTECs, faculty benefits, Faculty Handbook updates), about Title IX reporting, health and wellbeing resources, and University finances-- things I think are of general interest to faculty.
- Efforts to changes CTECs/Health Care policy issues that were recently brought up/
- "A strong encouragement to participate in the faculty assembly.
- An update on the football stadium developments.
- Support for student demonstrators."
- I've reported on the activities of the Senate and major issues like Ryan field, free speech and protest, and the work of my committee.
- Concerns from other parts of the University on different issues
- salary issue.
- Research related
- International co-lab-- spy issue
- Mostly issues discussed during the research affairs committee meetings. We are in Chicago so a lot of the other issues I do not discuss during our departmental meetings since they are not really on the top of everyone's minds.
- highlights of invited guest comments and committee reports
- The minutes
- Things that directly impact them (e.g. CTECs)
- I shared some information about the medical plan.
- General orientation to Faculty Senate functions/operations; resolutions proposed/passed; summaries of speakers' presentations and topics of discussion held at monthly Senate meetings; reminders of upcoming meetings/Assemblies...and ALWAYS, an invitation to reach out to senators and to attend Senate meetings.
- Information about major issues and votes. Information about benefits. Solicit faculty opinions.
- Reports of standing committees
- Invited presentations by University leadership, President/Provost/Chair, Board of Trustees..
- Resolutions proposed by Senators.
- More informal sharing - I represent a very small faculty, usually share topics of discussion more broadly.
- Ryan stadium demolition
- CTECs
- Budget
- I share the committee reports and resolutions.
- Actually, I reach out to my constituents every week, thanks to Tricia's news summary. I generally try to communicate about issues that are of direct importance to my constituents, like salary, benefits, and major financial issues.
- I have encouraged them to speak to me about issues that they are concerned with.
- Information about revision of CTECS. Motion on maltreatment of LGBTQ people by Qatar.
- shared the Association of Female faculty's statement last year.
- Research committee meetings mostly, budget presentation info

- I share the highlights of the topics discussed at the meetings. I do this once the minutes for the corresponding meeting become available.
- I send them the minutes, telling them which parts are likely to be of the most interest to them.
- Revisions to the CTECs we were informed of; Ryan Field things; budget and salary things. The first time we met our new President -- talked about that. Bylaws things
- I try to briefly summarize what was covered in the Senate meeting at the faculty meeting.
- student unionization
- General updates regarding recent meetings and issues being considered by the Senate.
- At the beginning of this year, Senate discussion and resolutions related to Ryan Field
- Anything interesting I learn. I think the senate most effectively right now serves as a means of propagating information.
- Stadium issues
- FS minutes and items I highlight from the minutes.

Appendix B: What are some of the things you have solicited from your faculty?

Most frequent mentions: Topics in minutes and any other issues (12), free speech and student protests (11), stadium & athletics (11), CTEC (8), Budget, salaries & benefits (8), research related (5). Other topics include building access, grading policy, quarter system, unionization, daycare, parking.

- I make sure the faculty know they can come to me if they have issues or views they want put before the Senate.
- Faculty come to me with issues to address.
- The same issues as just listed
- Other than specific requests, I try to keep the conversation open so that they can bring up topics through me.
- I invite feedback on the Senate topics shared with them at faculty meetings and rely on them to email me or other FS reps.
- Prior to the Faculty Senate meeting with the Presidential Advisory Committee on Free Speech and Institutional Expression, I sought input from [REDACTED] in two open sessions.
- Feedback on the proposed new CTEC instrument; comments on the apparent stifling of faculty emails protesting the new football stadium with rock concerts.
- I ask if there is any issue they want me to raise or any questions that they have.
- Opinions on the new football stadium.
- Academic freedom, construction of the stadium
- Do not remember
- When sending out the minutes I ask for comments and questions. We also had our first dedicated information gathering sessions in the last couple of weeks to get feedback on the work of the President's Advisory Committee on Free Expression and Institutional Speech, one virtual and one in-person.
- All of the above
- Most recently, the CTEC revision

- Thought on the football stadium and student demonstrators.
- My colleague presents faculty-senate updates at school-wide faculty meetings and requests input during those meetings.
- Feedback on the major issues listed above as well as concerns about building access.
- Grading policies during the pandemic. Ryan Field
- research related
- Faculty have come to me, which makes me believe that they know they can reach out with comments/points to raise during meetings. I do not regularly solicit input.
- responses to reports on senate meeting
- Their position on the plan that was put forward about changing the quarter system
- Discussion about authorship issues
- Support for student lead actions
- Things that directly impact them (e.g. CTECs)
- I've asked them their opinions about institutional neutrality.
- Opinions on upcoming resolutions; questions for invited speakers.
- Opinions on football stadium and NU athletics. Thoughts about the student protests.
- Feedback on functioning (or lack thereof) from IRB, OSR, ASRSP
- Opinions on the issues discussed in the Senate
- I try to ask weekly and keep it free response for whatever someone would like to talk about.
- CTECs
- Asked for feedback on new interim demonstration policy
- The offer to take information to faculty senate - but haven't gotten any requests yet
- Salaries, lack of restitution for the suspension of contributions to retirement plans at the onset of the pandemic, daycare on campus, parking.
- How do other schools judge promotions of research faculty.
- Bylaws.
- If the Senate is undertaking a project like revising the CTEC system, I ask them if they would like me to share any info with the Senate.
- how to better support research, open access publication costs, student unionization
- Feedback on the free speech language that was circulated
- Feedback on new versions of course evaluations. Priorities for benefits.
- Response to the stadium
- Their response to every item that's coming up for a vote.

Appendix C: When the Administration gave presentations to the Senate, sometimes they shared (sanitized) slides with the Senate afterwards and sometimes not. What is your opinion about their sharing slides? Text

- They should share but I wish they were not sanitized.
- They should spend less time on the presentation and more time for interactions with members of the Senate

Appendix D: Did you attend the Senate-wide meeting at the beginning of the 2023 academic year? What do you think about that practice? - Other (please elaborate) - Text

- I did attend. I think there was useful stuff for new senators. I think there should have been time for senators to interact and get to know one another
- I did not attend but am not indifferent. I was on leave and out of town.

Appendix E: If you have any suggestions on what additional information should be included in the welcome packet, please share them here:

- Robert's Rules of Order
- A discussion on what shared governance looks like at NU, kind of like defining the role of the Senate more clearly.
- Current open resolutions (resolutions that have not yet been addressed by the administration)
- I'd have preferred a choice between "somewhat" and "not at all." Many of the issues I answered with "somewhat" should have been "almost nothing."
- I have several things to say. First, the main reason that I checked the box for not wanting to chair a committee is that I think I will be retiring at the end of the next academic year so I won't be eligible. I have liked my time on the Senate and feel I have learned more about it this year than last and will probably know more next year. I wish that the timing of my appointment had not been so close to my retirement because I am pretty sure that if I continued I would learn more.
- I have not brought issues to the Senate as a whole but have brought them to the NTE Committee of which I am a member.
- I think most faculty at the law school don't care very much about the Senate or what it does. I think most faculty think it has no power and I am inclined to agree but I have found service useful because the NTE Committee is trying to get information and because I have learned a lot myself.
- I did not receive much of a welcome packet for my first year and since then have slowly gathered information simply by attending meetings. Perhaps some sort of mentorship of contacting new senators would bring people up to speed faster but I am not sure that Senators want to do this.
- Something to consider--have an orientation meeting for new Senators (and for other Senators who would like a refresher). Perhaps it could be connected with the Senate-wide meeting at the beginning of the academic year.
- Summaries of all resolutions passed in last decade.
- I'd like there to be information on how to draft a resolution in the welcome packet.
- I'd like there to be information on how you know if you should draft a resolution.
- Information on what a resolution, at most, can achieve. And, what a resolution, at the least can achieve in practical terms in regard to the administration making a change and/or the campus climate.
- I'd like there to be information about how to conduct research for your committee. How to draft inquiry letters to stakeholders in the community. And what power or role we have when we reach out to people from the faculty senate. Our chair clearly did a great deal of research on certain items, but I didn't understand how to go about doing my own research

and how to position myself when writing requests for information to different stakeholders in the community.

Appendix F: Are there any aspects of the Faculty Senate Meetings that you wish were different? Please select all that apply. - Other, please specify:

- Summaries
- I think that although I often agree with [REDACTED] takes too much of the Senate's time with [REDACTED] issues. I like the opportunity to get to know others and have liked the break outs where the tables discuss things. I think I have learned more as a result of the discussions. I don't like sanitized reports by administrators. They are kind of boring. Maybe others found it useful but all the financial reports this past year were way too hard for me to understand. I would like to feel that The Senate made a difference or could bring about actions but I don't think that's really the case.
- Would like more chance to socialize, but would have to get other senators onboard with this
- More meetings on Chicago campus and/or more fully remote meetings

Appendix G: Improvement suggestions

Central Administration

- The hardest part when we have some administrators present, particularly the president and chair of the BoT, is that they tend to give canned speeches that can be a little long-winded, which does not really allow for much room for discussion or addressing of the issues that matter to faculty. It's hard to know how to change this... since I am pretty sure they have been asked to focus on specific topics.
- I don't really have any ideas, especially regarding the apparent powerlessness of the Senate. I think an entirely different culture would be necessary and from 40 years at Northwestern I don't think that is in the cards.
- In some cases, the person from Central Administration gives prepared remarks, leaving little time for engaged Q&A.
- It would be great that with the distribution of the agenda we would also receive the presentations, or executive summaries, of what will be presented during the meeting.
- Meeting with Central Administrative Units should be interactive, not dry, boring presentations!
- I'd prefer shorter reports, and longer Q&A sessions, from Central Administrative Units.
- Admin representatives should have to take questions and have a real discussion, not overwhelm us with a lengthy information dump that takes up all the allotted time and/or refuse to take questions
- I think that there is some truth to the complaint that administrators often spend too much time on their presentation as opposed to taking questions. I also think that administrators with a general slide deck that isn't tailored to the Senate. I am not sure I have an easy solution to this. It would be nice to get the slides ahead of time, but that assumes that everyone will carefully try to digest them before the meeting. That seems unrealistic. It also

seems unrealistic to demand every speaker has a fresh, customized slide deck. Demand that, and the number of people willing to speak will drop dramatically.

- Reports from CA should be provided ahead of time, questions gathered, and more time spent with Q&A and discussion rather than the bulk of the time spent receiving lectures and progress reports. A brief summary of roles, definitions, updates, etc. to introduce the CA partners and their work should suffice. The remainder of their allotted time should be spent fielding questions that Senators deem relevant to issues and stakeholders at hand.
- Too much time with power points, not enough time for discussion. They could provide the power points in advance.
- The reports are a waste of time. Provide the slides and report in advance, and discuss at the meeting.
- More interaction with fellow senators develops understanding and ideas. Presentations from administration folks that don't all time for serious questions and discussion are mostly a waste of time.
- For example, we have had three visits from the CFO and COO. Each duplicated what we had before. There is no way to ask questions and get meaningful answers to questions that we might have raised. The presentations do not contain information that has been asked for or is presented in a requested format.
- Reports from Central Administrative Units - these reports seem to be performative rather than substantive. For the most part, the statistics that have been presented by the administration at these meetings do not make sense to me. I would need time to look them over, and time to analyze what they're showing us prior to the presentation. I believe that administrators should present at one meeting, and then return for the following meeting to be asked questions and to also bring answers to questions that we send them in advance of the second meeting. If we can't understand the implications of their presentations, then we really can't look for ways to advocate for faculty and make change. i.e. at meeting 1 the administrator presents; prior to meeting 2, we send them questions we'd like answers to; and then at meeting 2 they provide the answers and also answer any in-person questions.
- The above recommendation refers to how to change the Q&A for Central Administrative Units, as well.
- I don't know how to make this happen but if the senate is to be a part of "shared governance" that matters, central admin has to be accountable to us in some way and they are not.

[Discussions at meeting](#)

- We haven't had discussions on resolutions in a while, but I think that process can always be improved to streamline it and avoid unnecessary discussion.
- We hardly ever *have* resolutions and when we do, we waste endless time tinkering with the wording, only to have the administration ignore whatever we pass. I think we should spend a lot less time listening to reports from administrators and more time advancing our own agenda, i.e. through items proposed by our colleagues for discussion and action.
- As much as I don't like one person hogging the discussions, I also don't like to cut off speech, so I don't think there is a good solution for that either. If you say you can talk only three times a meeting, what if the fourth time was something really important?

- Despite admonitions to the contrary, the stated rules/guidance for speaking at the start of the meeting is consistently ignored by a few senators. Despite these repeated violations, the conduct continues. It is one of several reasons I will not seek re-election to the Senate.
- There are a few senators that dominate the discussion and often appear to be antagonistic / to assume the worst (without an understanding that there are other factors that may play a role in the University's position, ability to act, how to run an organization, etc.). I appreciate the (new) emphasis at the beginning of each meeting to think before you speak, etc. but it has only been (unfortunately) somewhat effective. I have no ideas of additional means to increase the level of thoughtfulness in the discussions.
- Discussions can get carried away and typically involve only a handful of senators. I think there should be a stated time limit on back and forth discussions at each meeting. Perhaps there could be more written back and forth of discussions in order to minimize repetition of viewpoints, etc. This might allow senators to be less reactive and allow them to step back and consider the other side's viewpoint before responding.
- Less control by the executive committee. Make it easier to introduce resolutions and do this earlier in the meetings.
- Socializing Opportunities - I'd love for the leaders of the FS to facilitate situations where senators move from the tables they're at and scatter to different tables during, say, breakout groups. In this way, the same folks wouldn't always be sitting together and new people could meet new folks. And, social bubbles could shift or be interrupted in a productive way that could lead to new connections and new collaborations for change.
- The nature of a group like the Senate is that a few outspoken people will dominate, and the silent majority will be silent. Some people love community and self-governance, and others do not. It is hard for people of the former kind to understand people of the latter kind (and vice versa).
- The procedure of having a question and then moving on does not allow for meaningful interaction.
- Sorry, haven't got any great ideas beyond announcing time before or after for people to meet. Maybe build in some time for tables to just talk about ideas for senate agenda or particular items in meeting to get people talking and break the ice?

[Break-out sessions](#)

- While the break-out sessions are good at getting folks talking in small groups, the ideas raised within these do not really make it to the larger group. The conversations remain within the small groups. I don't understand what the goal is with these break-out sessions.
- We need more of both [socializing opportunities & break-out sessions].
- I like the break-out sessions but I think we can do a better job with the prompts and sharing out to get more out of them in addition to senators meeting each other and sharing ideas.
- No more break-out sessions. Too many questions by the same people.
- I particularly like the break-out sessions where we discuss a specific issue with our colleagues.
- I'm not a huge fan of breakout sessions
- I don't know that breakout sessions tend to be very useful. It's good to discuss things at the table, but I can't think of a case where that has led to something happening beyond that table.

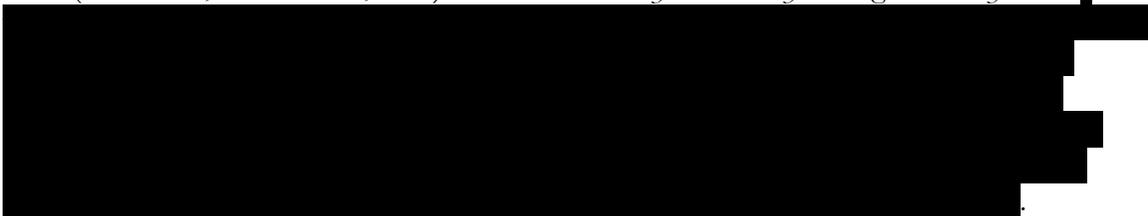
- Proposed Resolutions should be circulated to the full faculty a priori with instruction to contact their senator with any feedback. Reports from standing committees have been very informative and filled a need to learn and understand more the role and work of the Senate and the resources and leaders the committees are accessing. Break-out sessions have been great to identify and obtain consensus about faculty priorities.
- Breakout sessions are completely traumatizing. Who invented them, and why? A total waste of time.

Others

- I would like the acoustics to be better. Even with the microphone some people are hard to hear. And it is particularly hard to hear people who participate by zoom.
- Create ad hoc committee about these changes [Central Administration reports & Q&A, discussions of resolutions, socializing opportunities]
- I know that meeting minutes are shared and posted, but it would be really helpful if there was a higher level meeting summary that could be used as a starting board for sending updates to departments. Each senator could then use this documents as a spring board to send updates to the individual departments, expanding upon areas of high interest or soliciting feedback on these specific topics to take to the back to the senate.

Appendix H: Any other comments

- The Fac Sen should seek direct conversation with the tiny number of admin in whose hands power is concentrated at NU. That would be one way to strengthen and assess the "effectiveness" of the Fac Sen.
- The more involved a senator is, the more they learn about shared governance, the role of the Faculty Senate, both vis-a-vis the faculty and vis-a-vis the administration. At least that's been my experience.
- Although I do my best to keep my dept. updated and persuaded of the Senate's relevance, they think of it as largely pointless. When my term ends at the end of this year, I am unlikely to have a successor because no one will step forward.
- As far as the committee, I think we are doing as much as we could. The Assistant Provost has been helpful. Unfortunately, these things take a long time and often by the time something is ready for action the administration has changed and the goals and policies have changed with them.
- I would like the senate to look into the contributed service academic titles in Feinberg (ie, Clinical Asst. Prof, Clinical Assoc Prof, Clin Prof.). This track was eliminated for new faculty hires in Feinberg within the past ~1 decade. New faculty in Feinberg, and physicians who were employed by NMFF before rebranding to NMG ~2015, are in the Clinical Educator track (Asst. Prof, Assoc. Prof, Prof). *What would be a systematic way to merge the two systems?*



- Some of these questions didn't provide all possible options in the radio button answers (e.g. the question that asked what I “thought of” visits from central administration: it's not that I want either more or fewer visits from administration, I want better opportunities for substantive engagement; on the question of committee workload I think the workload is about right but we could do better setting priorities).
- I'm glad to be on the Senate!
- As a member of the Chicago campus, its often that the proceedings of the faculty senate do not feel inclusive of the wider university
- The stadium reconstruction and the student protests have clearly shown that there is no shared governance. In these two important issues, the Senate had zero meaningful input.
- I feel that there are a couple of insistent, very strong voices in the senate who appear to assume that all of us are in complete agreement on certain issues. They do a great deal of the speaking. I believe many of us feel intimidated speaking in front of the entire group, which includes these voices. Smaller groups, little break-out sessions, more socializing, might give more of a chance for other, perhaps dissenting voices to be heard.
- I think there could be more opportunities for people to send anonymous ideas to the Senate leadership. I don't know what to do about the fact that the meeting is dominated by a small number of outspoken people. I think it could be good to introduce more non-verbal chances for input and ideas.
- I enjoy my role as a faculty senator and appreciate the opportunity to learn more about the machinations of our university. I am not sure how effective we are at instigating change but I do think we have a voice at the table.
- thanks for gathering our feedback.