



CMI

College of the Marshall Islands

Accredited by the Western Association of Schools and Colleges

P.O. Box 1258
Ulige Campus
Majuro, Marshall Islands, MH 96960

Tel: (692) 625-3394/3291/4931
Fax: (692) 625-7203
Email: ilcommittee@cmi.edu



College of the Marshall Islands Faculty Senate Self-Assessment Report Academic Year 2025–2026

This self-assessment report evaluates the performance, governance engagement, institutional impact, attendance patterns, and committee participation of the College of the Marshall Islands (CMI) Faculty Senate from August 2025 through May 2026. The report synthesizes evidence from official Faculty Senate meeting minutes, standing committee discussions, policy deliberations, attendance sheets, governance resolutions, and the Faculty Senate Performance Record Table.

The findings indicate that the Faculty Senate evolved into an active participatory governance body characterized by substantial policy engagement, increasing institutional influence, strong analytical discourse, and sustained advocacy for transparency, accountability, instructional quality, faculty welfare, and institutional effectiveness.

Throughout the academic year, the Senate engaged with a wide range of major institutional issues, including faculty workload policy reform, management, instructional delivery models, labor law interpretation, faculty contract renewal concerns, financial accountability, governance transparency, data governance, and academic quality assurance. These discussions also revealed the complexity of the issues before the faculty, as well as the challenges created by the volume of information, the technical nature of institutional policies, and the need for clearer structures to support informed participation and the development of concrete alternatives.

Attendance records reflected stable quorum sustainability and meaningful hybrid participation through face-to-face and Zoom attendance structures. Participation rates generally remained moderate-to-high, particularly during high-impact policy discussions and periods of institutional transition. The implementation of a simple minority quorum structure significantly improved operational continuity and governance efficiency.

Standing committee engagement included regular interaction with the Human Resources Committee (HRC), Enrollment Management Committee (EMC), Institutional Effectiveness Committee (IEC), Information Technology Committee (ITC), Curriculum Committee, Executive Council (EC), LEAP Committee, and other institutional governance structures. The Senate also recognized and addressed weaknesses in communication pathways and committee reporting mechanisms through governance transparency initiatives.

Major accomplishments of the Faculty Senate during the review period included:

- Extensive review and critique of the faculty workload policy;
- Advocacy for evidence-based instructional reforms;
- Promotion of institutional transparency and accountability;
- Strengthening adjunct faculty governance inclusion;

- Increased focus on faculty welfare and financial concerns;
- Support for strategic planning and institutional research discussions;
- Expansion of governance participation through hybrid meeting systems.

The evidence strongly supports the conclusion that the Faculty Senate in general increasingly can function as a central institutional governance partner committed to shared governance, academic integrity, faculty representation, institutional accountability, and student-centered policy development.

While challenges remain—including communication inconsistencies, attendance variability, governance transparency gaps, and unresolved tensions between participatory governance and administrative authority—the overall trajectory of the Faculty Senate reflects substantial institutional growth, resilience, and governance maturation.

Links:

[FS Meeting Minutes](#) (Count: 18)

[FS Attendance and Performance Tables/Charts/Sheets](#)

[List of Documents Shared by the FS Representatives](#)

[November 14, 2025, April 24, 2026 Adapted FS Bylaws Revisions](#)

Attendance, Participation, and Governance Engagement

Attendance and Participation Analysis

Analysis of attendance sheets from the Faculty Senate Performance Record Table demonstrates that the Faculty Senate maintained stable operational continuity throughout Academic Year 2025–2026. Attendance ranged approximately between 20 and 33 participants per meeting, including faculty attending face-to-face, via Zoom, and from distance education centers.

Participation levels were strongest during discussions involving:

- Faculty workload policy;
- Labor law and repatriation concerns;
- Enrollment and Full-time Faculty Utilization;
- Contract renewal processes;
- Governance transparency;
- Academic quality assurance;
- Financial and faculty welfare matters.

The implementation of the simple minority quorum rule improved meeting efficiency, punctuality, and continuity of governance operations. Hybrid participation mechanisms consistently expanded faculty access to governance participation across campuses and instructional locations.

Despite operational pressures (early registration, multiple out-of-campus outreach etc.), scheduling conflicts, and concurrent institutional responsibilities, the Senate consistently maintained quorum sustainability and meaningful governance participation throughout the academic year.

Overall Institutional Assessment

While the Faculty Senate of the College of the Marshall Islands demonstrated a high level of institutional engagement, analytical participation, and evidence-based governance throughout Academic Year 2025-2026, a significant disconnect remained between participatory structures and administrative practice.

Although the Senate increasingly functioned as a deliberative and evidence-based body, many faculty recommendations and concerns supported by institutional evidence were only minimally acknowledged or incorporated into administrative decision-making processes. As a result, faculty members increasingly perceived participatory governance at CMI as largely procedural in form rather than genuinely influential in institutional decision-making.

The overall evidence therefore reflects both the strengthening of faculty organization and professional engagement, as well as the structural limitations affecting the Faculty Senate's actual influence within the institution. The Senate made substantive contributions through analytical discourse, committee participation, and institutional advocacy; however, the practical implementation of many faculty-driven recommendations remained limited.

This persistent gap between evidence-based faculty input and the lack of administrative's responsible action represents a significant institutional concern. If left unaddressed, it risks undermining trust in shared governance, discouraging faculty participation, weakening institutional accountability, and limiting the College's capacity for continuous improvement. Over time, the systematic disregard of informed faculty recommendations may have detrimental consequences for institutional effectiveness, employee morale, accreditation readiness, and the long-term sustainability of the institution.

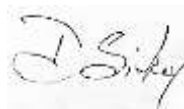
SUBMITTED TO THE FACULTY SENATE

College of the Marshall Islands

On this 25th day of JUNE, 2026



Dr. Viviana Uriona
Faculty Senate President



David Sinkey
Faculty Senate Vice President



Curtis Vila
Faculty Senate Secretary

