Academic Senate Survey of Operations

Q1 How long have you served on the Academic Senate?

Answered: 13   Skipped: 0

Answer Choices	Responses	
Less than 1 year	**23.08%**	3
1-2 years	**30.77%**	4
3-4 years	**7.69%**	1
5 or more years	**38.46%**	5
Total		13

Q2 Please indicate your level of agreement with the following questions:

Answered: 13   Skipped: 0

	Strongly Disagree/Disagree	Neutral	Strongly Agree/Agree	Don't Know	Total
a. I understand the mission of the Academic Senate	**0.00%** 0	**7.69%** 1	**92.31%** 12	**0.00%** 0	13
b. The Academic Senate's mission supports the overall mission of the college, as well as student learning	**0.00%** 0	**15.38%** 2	**84.62%** 11	**0.00%** 0	13
c. The purpose of the Academic Senate is clearly defined	**0.00%** 0	**7.69%** 1	**92.31%** 12	**0.00%** 0	13
d. I understand the interconnectedness of the Academic Senate with other institutional committees	**0.00%** 0	**15.38%** 2	**84.62%** 11	**0.00%** 0	13
e. The workload for Academic Senate members outside of the meeting time is manageable	**0.00%** 0	**15.38%** 2	**84.62%** 11	**0.00%** 0	13
f. The Academic Senate achieves it stated priorities each year	**0.00%** 0	**0.00%** 0	**92.31%** 12	**7.69%** 1	13

Q3 Please describe how the Academic Senate evaluates progress towards its priorities.

Answered: 9   Skipped: 4

#	Responses	
1	The agenda each meeting shows unfinished business, new business, and what's currently moving through the Policy Committee. We also get updates from other senate subcommittees including Curriculum, Professional Development, etc. All of this tracking and reporting helps the senate evaluate progress.	
2	I'm not sure what is meant by the Senate's priorities, except for the 10+1. Otherwise, there are committee reports that help the Senate manage its priorities, along with time for discussion items, action items and new business on every agenda. Action items are voted upon to determine the direction Senate takes.	
3	Priorities and goals are discussed in Senate, Executive Senate, and Senate retreat and goals documented in Program Review. It would be helpful and appropriate to develop a regular instrument for evaluation.	

4	timely communication	
5	Academic senate completes a program review each year. Action items are considered nearly every senate meeting.	
6	As a brand-new member of the Academic Senate, I have no information about this matter upon which to form a response.	
7	Each session it is held accountable to its' members. There is also a Program Review.	
8	Committee reports, discussion items.	
9	Program Review. We also monitor progress in terms of what is moved forward via the Senate vs sitting on the "future business" area.	

Q4 Please use the space below to provide feedback on ways to improve the process by which the Academic Senate evaluates the degree to which priorities have been completed.

Answered: 8   Skipped: 5

#	Responses	
1	I think the Senate does this well. I think that receiving reports and other forms of feedback from subcommittees is something new that we're doing that is very helpful in allowing both Senate leadership and representatives to get a sense of what work has been completed.	
2	Priorities are 10+1 issues and the AS only focuses on 10+1. I believe the AS is very focused on its priorities but likely needs to prioritize its priorities due to the amount of workload that comes through Senate. Better use of sub-committees of Senate to complete work/recommendations that is then forwarded to the Senate to action would be helpful	
3	not sure	
4	Discuss the list of action taken, resolutions passed and other accomplishments at the last meeting of the semester or the year.	
5	As a brand-new member of the Academic Senate, I have no information about this matter upon which to form a response.	
6	It is doing well!	
7	Maybe a summary of accomplishments at the end of each year, with another list of "unfinished business" items?	
8	I'm not exactly sure I fully understand how Senate review of topics is prioritized. There is SO MUCH to review and two hours often seems like not enough time. I have observed that pressing issues that are time sensitive often take precedence over issues that might have been on the agenda for weeks/month. New items are often added that are not time sensitive, in lieu of pushing forth items that have been sitting on the agenda. I trust that this is necessary and that our Senate President chooses items for our agenda based on some sense of prioritization. But, this is not exactly transparent.	

Q5 Please describe how the Academic Senate's priorities are adjusted based on other priorities across the institution, including the degree to which the Academic Senate's structure is flexible and responsive to allow for modification of its priorities based on internal and external priorities.

Answered: 8   Skipped: 5

#	Responses	
1	As new and more pressing issues arise, they are added to upcoming agendas and discussed/addressed. Additionally, the senate has been responsive to statewide initiatives including the creation of a CTE Liaison, Advocacy Liaison, and Non-Credit Liaison.	
2	It's a juggling act, but how time sensitive the issue is and the department or area from which it was generated impacts where it ends up on the agenda and how quickly it can get through the process while allowing for productive discussion and representatives to take items to their schools for additional discussion.	
3	I have found the Senate flexible particularly when a grant or initiative needs the Senate's blessing we have had to bump agenda items to accommodate last minute requests.	
4	not sure	
5	Senate discusses a wide range of topics pertaining to 10+1 at its meetings. All of the committees underneath the senate tie priorities of the institution.	
6	As a brand-new member of the Academic Senate, I have no information about this matter upon which to form a response.	
7	All is good.	
8	I find that we are extremely flexible. As noted above, we often "squeeze in" things that are especially time sensitive so that review can take place and issues are not held up.	

Q6 Please indicate your level of agreement with the following questions:

Answered: 13   Skipped: 0

	Strongly Disagree/Disagree	Neutral	Strongly Agree/Agree	Don't Know	Total
a. Agendas are sent out with enough advance notice that I have time to prepare for the meeting	0.00% 0	7.69% 1	92.31% 12	0.00% 0	13
b. Sufficient backup materials are provided in advance of the meetings so Academic Senate members can prepare for meetings	0.00% 0	7.69% 1	92.31% 12	0.00% 0	13
c. Draft meeting minutes are sent out within 10 days of meetings	7.69% 1	0.00% 0	76.92% 10	15.38% 2	13

Q7 The frequency of meetings to accomplish Academic Senate work is:

Answered: 13   Skipped: 0

Answer Choices	Responses	
Too few	23.08%	3
Just right	61.54%	8
Too many	15.38%	2
Total		13

Q8 The duration of meetings to accomplish Academic Senate work is:

Answered: 13   Skipped: 0

Answer Choices	Responses	
Too short	**15.38%**	2
Just right	**46.15%**	6
Too long	**38.46%**	5
Total		**13**

Q9 The meeting day/time is conducive to my schedule.

Answered: 13   Skipped: 0

Answer Choices	Responses	
Yes	**69.23%**	9
No	**30.77%**	4
Total		**13**

Q10 Please indicate how the meeting day/time could be adjusted so that it works better for your schedule.

Answered: 3   Skipped: 10

#	Responses	
1	Slightly earlier start time, or shorten the meeting to 90 minutes (which may require reducing the agenda items for each meeting).	
2	Fridays	
3	A Friday meeting would be perfect. I know that we have a lot of things going on during Fridays. But, at the same time, I feel that two hours, every two weeks, is simply not enough time to do our job fully. However, to lengthen the meeting past 5pm is not workable for many, including myself. Personally, 2-5 would be much better, though I know that this would not work for several others. So, Friday mornings would be best - after 9am.	

Q11 Please indicate how you communicate the work of the Academic Senate to your constituency/department/division/school.

Answered: 12   Skipped: 1

Answer Choices	Responses	
Report out, written or oral, at Department/Division/School meetings	**83.33%**	10
Report out, written or oral at Union (COCFA, AFT, CSEA) meetings	**8.33%**	1
Report out, written or oral, at other college committees (e.g., College Planning Team, Management Advisory Committee, Enrollment Management, Technology Committee, etc.)	**8.33%**	1
Other (please specify)	**25.00%**	3
Total Respondents: 12		

#	Other (please specify)	
1	I send a written report to each faculty member in my school after each senate meeting. I also report out at School meetings.	
2	Written report only - dean will not grant sufficient time for reports.	
3	I've yet to report to the school that I represent.	

Q12 Please indicate the degree to which you feel you are effective at communicating the Academic Senate's work to your constituency/department/division/school.

Answered: 13   Skipped: 0

Answer Choices	Responses	
Strongly Disagree	0.00%	0
Disagree	0.00%	0
Neutral	46.15%	6
Agree	38.46%	5
Strongly Agree	15.38%	2
Total		13

Q13 Do you receive feedback from your constituency/department/division/school and bring that information back to the Academic Senate?

Answered: 13   Skipped: 0

Answer Choices	Responses	
Yes	69.23%	9
No	30.77%	4
Total		13

Q14 Please indicate the frequency with which you receive this feedback and bring it back to the Academic Senate.

Answered: 6   Skipped: 7

#	Responses	
1	The members of my school do not provide written or oral feedback often. Sometimes, we may have a short discussion on a topic at a school meeting.	
2	While I have a spot on the agenda at each school meeting, I have been asked to keep the reports relatively short so I have to select the "most important" 2-3 items to report. There often isn't much time for discussion of the items either, although I do also encourage faculty to send me additional feedback via e-mail.	

3	Usually monthly.	
4	About once a month.	
5	I send out minutes after every meeting and solicit feedback. Whenever feedback is given, and this feedback is then solicited in the next senate meeting, it is voiced.	
6	Once a month	

Q15 Please indicate how you gather feedback from your constituency/department/division/school.

Answered: 8   Skipped: 5

Answer Choices	Responses	
Standing agenda item at department/senate/union/other meeting	**50.00%**	4
Informal conversations	**50.00%**	4
Email	**37.50%**	3
Other (please specify)	**0.00%**	0
Total Respondents: 8		

#	Other (please specify)	
	There are no responses.	

Q16 Please indicate any assistance you need to be more effective at communicating the Academic Senate's work to your constituency/department/division/school.

Answered: 3   Skipped: 10

#	Responses	
1	Perhaps a list of items the Senate encourages us to take back to our schools could be generated with a few bullet points and it could be sent to all faculty and deans each month. This might help deans adjust their agendas accordingly each month and it would give faculty a "heads up" without having to read the entire Senate agenda.	
2	The dean needs to allow for faculty discussion and conversation at school meetings.	
3	Also, though the Senate is required to distributed minutes within 10 days of the meeting, in some cases this can seem like a very long time. The minutes get sent out and included in the NEXT meeting agenda. This is efficient. But, in terms of letting people have time to read them and consider the full meeting minutes before action might take place during the next meeting, the time is short. Thus, I try to get minutes out within three or four days of the meeting so that full consideration of an issue can take place. To this end, it is always VERY helpful when the President's report is sent out ahead of time or distributed in the meeting. Trying to summarize the report can be time consuming but waiting the full 10 days to recap seems too late. So, I personally would appreciate the report in writing.	

Q17 Please indicate which professional development topic(s) would help you be a more effective Academic Senate member.

Answered: 12   Skipped: 1

Answer Choices	Responses	
Academic Senate's 10+3 Responsibilities	**25.00%**	3
Academic Senate for California Community Colleges: What is Its Role?	**41.67%**	5
Accreditation	**41.67%**	5
Brown Act	**16.67%**	2
Faculty's role in budget development	**33.33%**	4
Minimum qualifications and equivalencies	**16.67%**	2
Peer review process for program review	**16.67%**	2
Tenure process	**25.00%**	3
Other (please specify)	**16.67%**	2
Total Respondents: 12		

#	Other (please specify)	
1	I'm not sure I fully understand the limitations placed upon the Senate in relation to the 10 +3. For instance, evaluation of administration seems in keeping with 10+3 but faculty voices are unsolicited. Evaluation of the BOT seems in keeping with 10+3, but this does not really exist. The Board does not come to senate meetings and the relationship seems artificial. Also, in terms of accreditation, there are some things that COC has been asked to do that I'm not sure are being effectively addressed. I guess I would like more training re: the breakdown of responsibilities between the Senate, BOT and Administration. These boundaries are not clear to me. The relatinships between these entities are not clear...	
2	procedures for establishing the academic calendar	

Q18 Please use the space below to provide comments on aspects of the Academic Senate that you think are working well.

Answered: 7   Skipped: 6

#	Responses	
1	The senate meetings and discussions are well managed.	
2	The release time for leaders has been very helpful. Senate meetings are wonderful examples of discussion and thoughtful decision making.	
3	Communication	
4	As a brand-new member of the Academic Senate, I do not have information upon which to respond in a meaningful manner.	
5	Lots of information being circulated; difficult to manage amount though, so people are left to review that which they feel pertains most to them or their school.	
6	Everyone is respectful of each other. The President very effectively allows all voices to be heard. I think we accomplish a lot in our time together and that every effort is made to be inclusive of various points of view. NOTHING seems to be done too quickly.	
7	Curriculum	

Q19 Please use the space below to provide suggestions or ideas on how the structure of the meetings and/or Academic Senate

operations could be expanded on or changed to help the Academic Senate be more effective.

Answered: 7   Skipped: 6

#	Responses	
1	Again, better use of subcommittee to do work and reports that are then brought to the full Senate for action.	
2	not sure	
3	Math, Science and Health Professions school has 33% of the faculty on the campus and only one standing seat on the senate. Senate seats should be proportionate to school size. Eliminate at large positions if this would make senate too crowded.	
4	Meetings need to be just a little shorter. People are "fried" after 90 minutes, especially with the heavy topics that are covered in AS.	
5	As a brand-new member of the Academic Senate, I do not have information upon which to respond in a meaningful manner.	
6	Time limits for speakers and presentations.	
7	As stated previously, it might be nice to have longer or more frequent meetings. It is certainly not what I WANT. But, I think it might be what is needed - esp as we start to review more committee reports and policies up for review. Also, with an actual report to look at, the President's report might take place more efficiently/quickly.	