

2024-25 Academic Senate Self-Assessment Survey Report

INSTITUTIONAL RESEARCH & PLANNING

SEPTEMBER 16TH, 2025

Why this Self-Assessment?

- To **implement continuous self-assessment** as it is a need recognized and respected by our participatory governance framework
- To **create, adjust, and/or update the committee's** governance, decision-making, and communication **processes**
- To help committee members **formalize recommendations for change and their implementation**

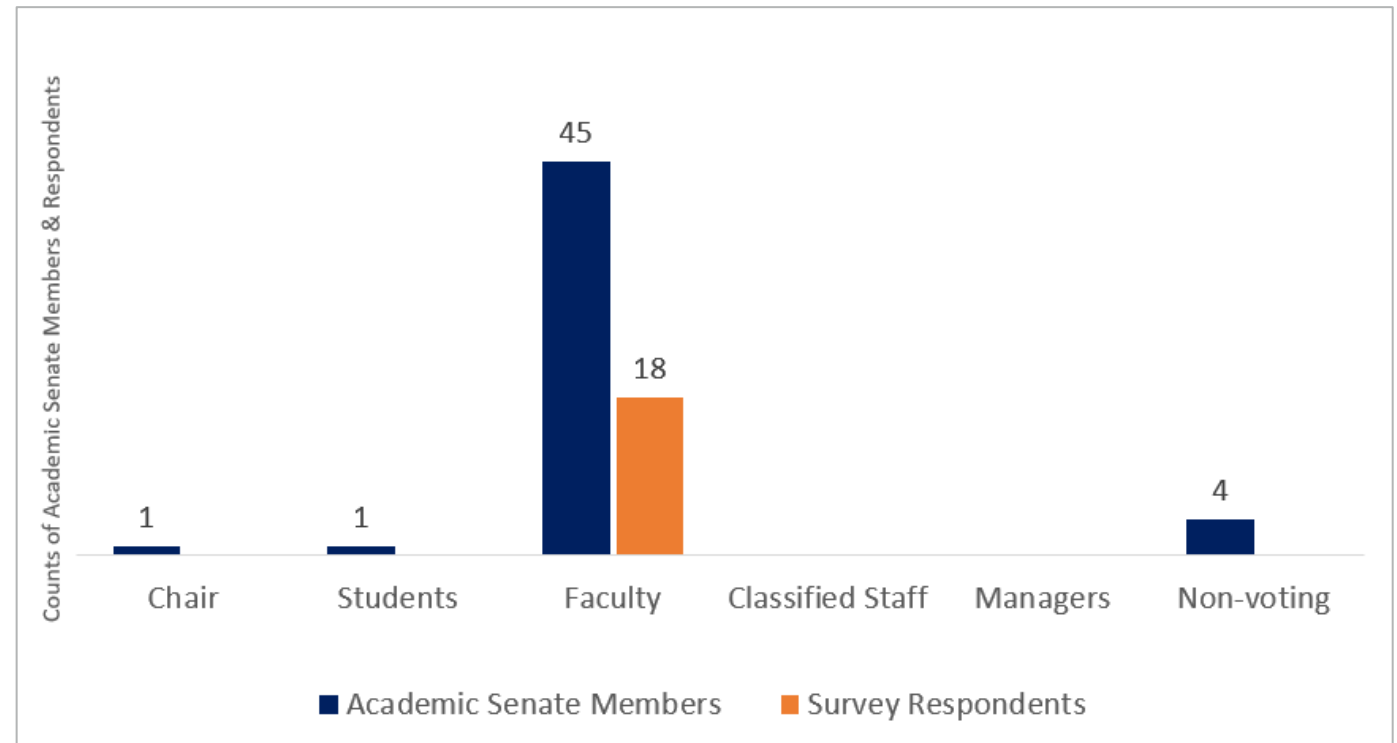
*Participatory governance recognizes and respects **the need for continuous self-assessment**. The committees' processes of governance, decision-making, and communication are **formally assessed at the end of every year**. **Committees use results to create, adjust and/or update these processes**. **Committee members commit to formalize recommendations for change and their implementation** (Participatory Governance, Planning & Decision-Making Handbook, p. 6).*

Who Participated in the Self-Assessment at the end of 2024-25?

Key Insights

- Low survey participation among faculty
- No survey responses from the Chair nor the student representative
- The 4 non-voting members did not respond to the survey.

Response Rate: 35% (18 out of 51)



Key Strengths

MULTIPLE CHOICE QUESTIONS

Senate is perceived to operate with **respectful dialogue** and to have a strong commitment to exercise **representative participation**.

Respondents expressed that they **largely fulfill core responsibilities** such as attending meetings, reviewing materials, and engaging in communication.

Senate **recommendations to College Council** are **recognized** and **valued**.

Respondents expressed **strong agreement with Senate implementing transparency practices** (meetings publicly disseminated and minutes posted).

Areas of Improvement

MULTIPLE CHOICE QUESTIONS

Low Confidence in Assessment Use

Respondents showed limited agreement that Senate uses assessments to improve its processes.

Mixed Perceptions on Governance Implementation

Responses were divided regarding the Senate's implementation of recommendations.

Uncertainty in Senate's Role on Planning Processes

"I don't know" was the most common response when evaluating Senate's role in the 4 types of planning processes included in the survey.

Limited Engagement in Goal Development & Self-Assessment

- Several respondents indicated they did not participate in Senate goal-setting and self-assessment work.
- No goals were submitted to be included in the 2024-25 self-assessment survey.

Uneven Senate Communication Efforts

Lower agreement from respondents on whether Senate used multiple modalities to keep the campus informed.

Perceptions of Lack of Innovation and Change

Lower agreement and higher neutrality on respondents welcoming change and innovation.

Topics from Open-Ended Questions

ACCOMPLISHMENTS & IMPROVEMENTS

ACCOMPLISHMENTS

Program Review Process

Process commended for being constructive, supportive, and collegial. Faculty appreciated the feedback and noted the follow-up to supervisors.

Policy Engagement

The Senate led the effective facilitation of Board Policy 3900.

Reviewed and provided input for APs and BPs.

Flex Day Planning

Faculty Development Committee was praised for delivering successful and impactful Fall and Spring Flex Day activities.

Collegial Consultation

Multiple working groups were established to collaborate on college-wide matters (from budget to AI).

AREAS OF IMPROVEMENT

Communication Inconsistency Across Divisions

Divisions receive regular updates, while others receive minimal or no information.

Lack of Senator's Role Clarity & Accountability

Concerns about unclear expectations, lack of participation, and limited responsiveness from some senators

Need for Goals and Clearer Senate Direction

Emphasis on the need for setting 2025-26 goals and have more direction

Bylaws & Governance Structure

Call for updating Senate bylaws, especially around voting eligibility for union-affiliated members

AREAS OF IMPROVEMENT

Part-Time Faculty Representation

Strong desire for a more formal structure (committee) to better represent part-time faculty

Disconnect from 10+1 Priorities

Frustration with time spent on topics beyond the Senate's purview and lack of follow-through on academic matters

Calls for More Training

Requests for onboarding, governance orientation, and faculty program review training and more dean involvement in program review

Leadership Responsiveness & Organization

Multiple comments about leadership communication gaps, slow responses, and disorganization

Desire for More Faculty-Focused Dialogue

Suggestions to reduce time spent on administrators' updates and increase intra-faculty conversations

Suggested Follow-up Actions

Governance & Decision-Making

- Establish a structured annual review to evaluate governance processes and follow through on recommendations

Committee Member Responsibilities

- Offer ongoing training for senators on communication, goal-setting & engagement
- Define clear expectations for all senators, including role in constituent communication

Transparency & Communication

- Document and communicate actions taken based on assessments to close feedback loop
- Implement a campus-wide communication plan, including written updates from senators to divisions
- Require posting bi-monthly Senate leadership reports on BoardDocs

Representation

- Create a part-time faculty committee within the Senate
- Ensure each division has part-time representation with clear expectations

Goal Setting & Self-Assessment

- Set a required timeline and process for developing annual Senate goals
- Facilitate goal-setting retreats/workshops with robust participation
- Make survey participation easier (e.g.: within a meeting) and highlight how feedback serves to continually improve

Participation on ECC Planning Processes

- Clarify Senate's role in each planning process (CIP, budget, SEA, etc.)

Leadership & Meeting Function

- Establish a procedure for responding to emails and agenda item tracking
- Revisit faculty feedback on meeting structure, reducing non-10+1 topics and emphasizing faculty dialogue (see slide 38)

Program Review

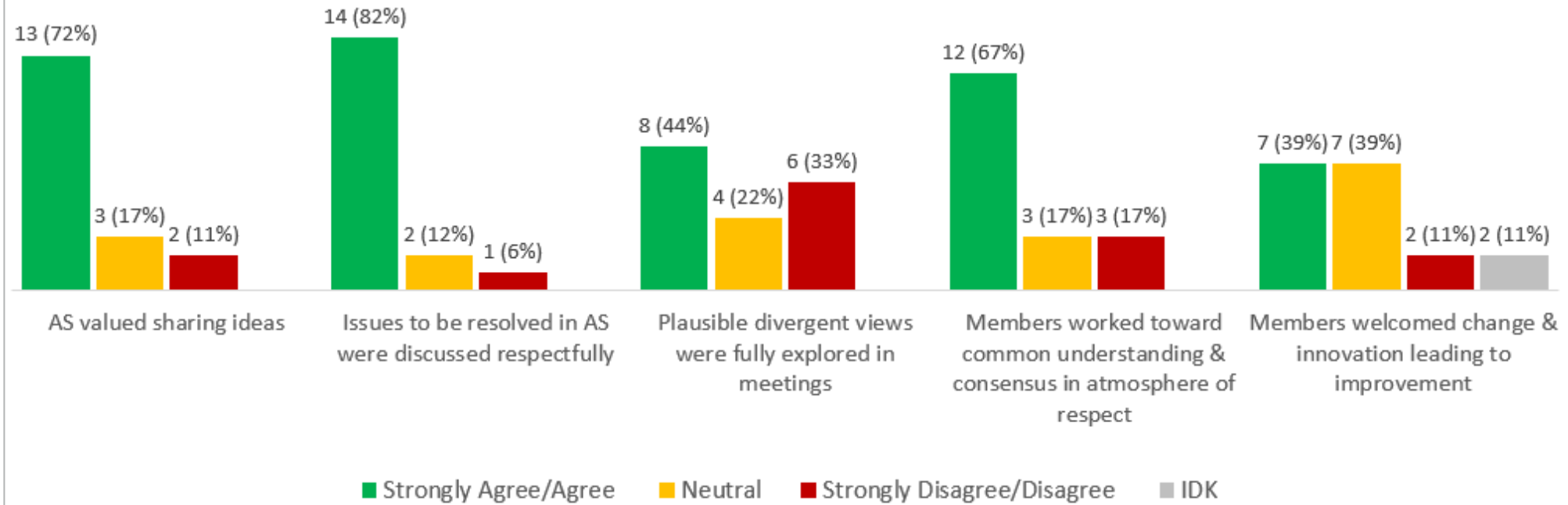
- Strengthen faculty program review training
- Facilitate dean involvement in program review

Detailed Survey Data Charts

Genuine Collaboration & Responsible Participation

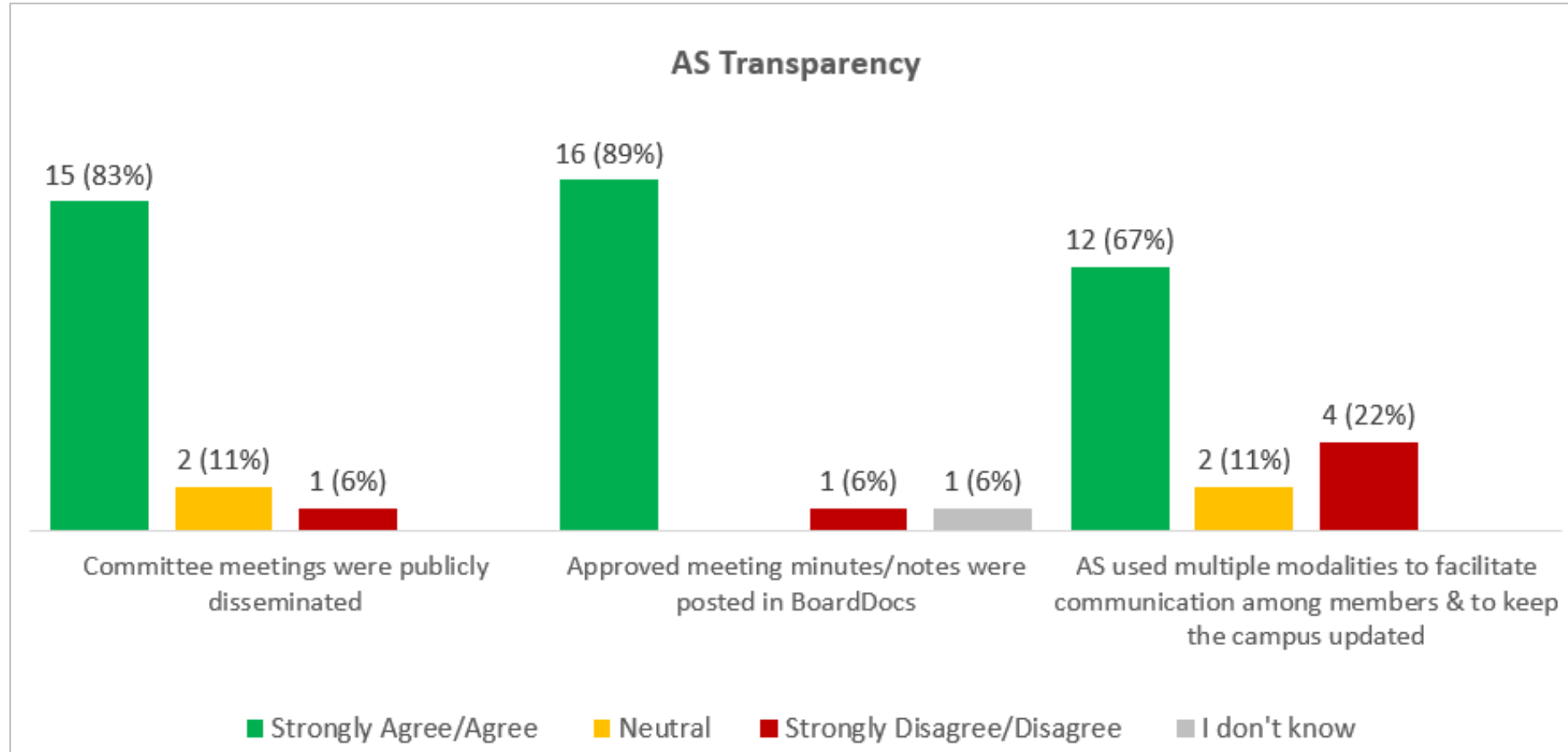
5 QUESTIONS

AS Genuine Collaboration & Responsible Participation



Transparency

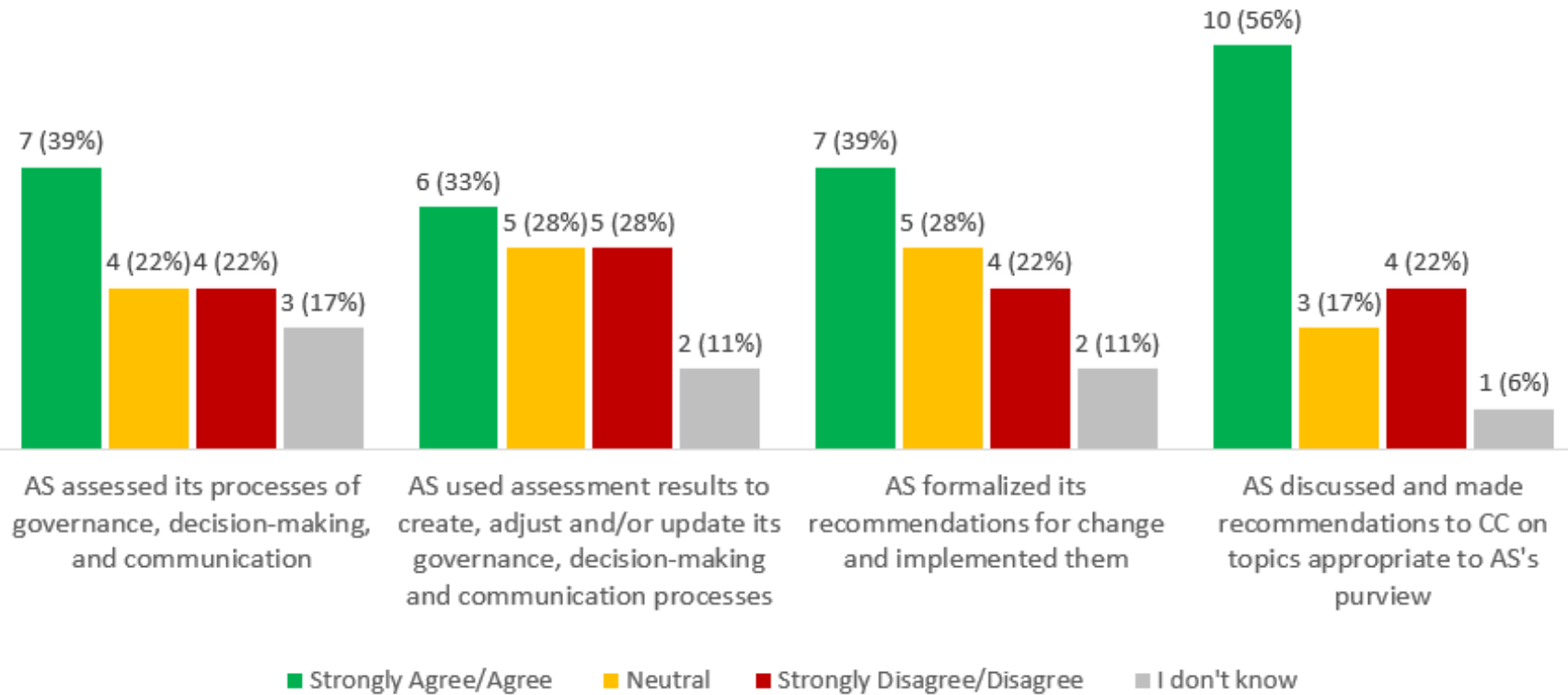
3 QUESTIONS



Committee Governance, Decision-Making & Communication Processes

4 QUESTIONS

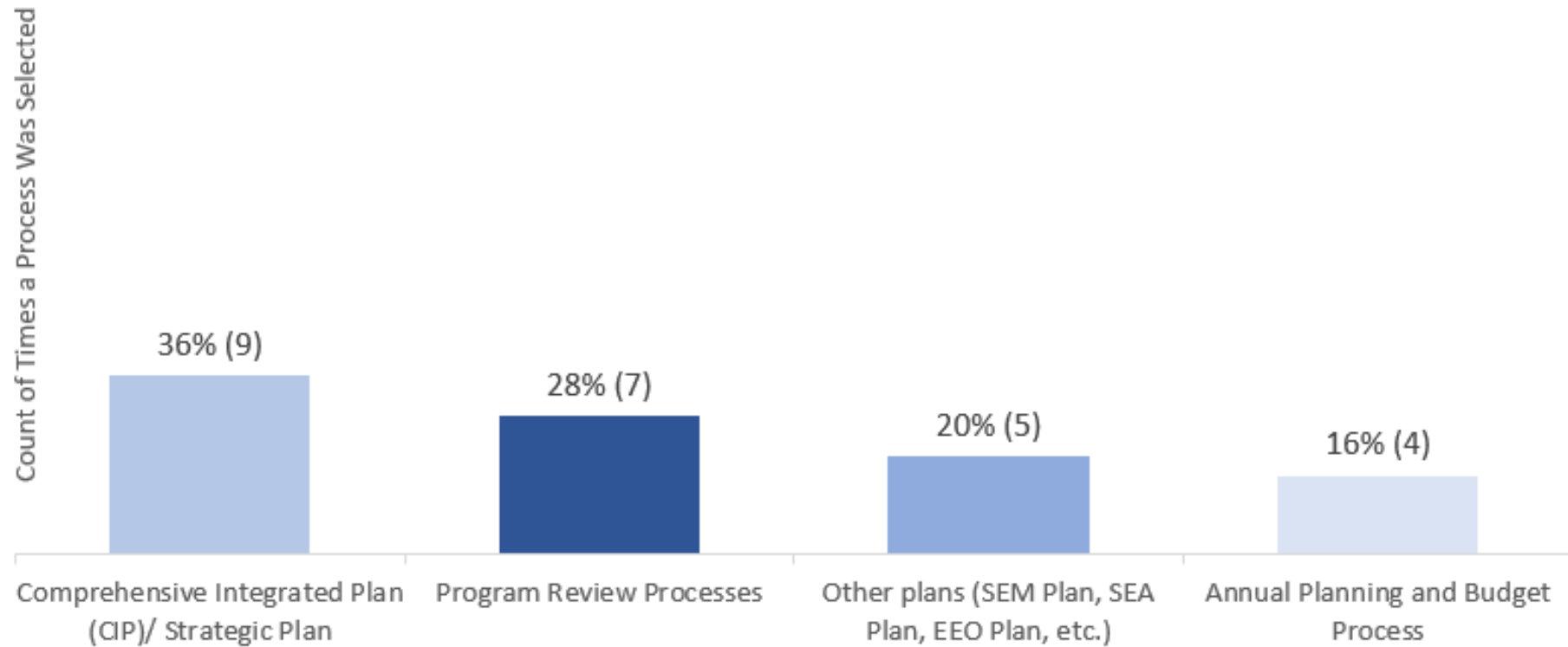
AS Governance, Decision-Making & Communication Processes



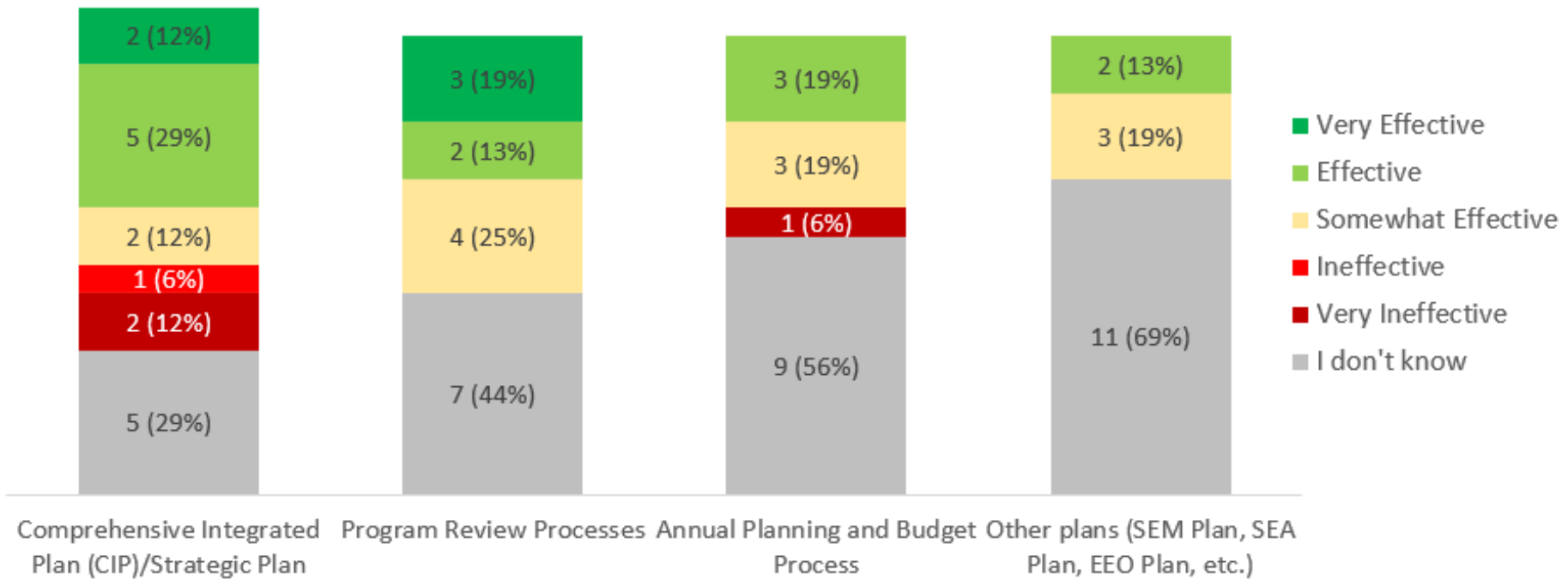
Assessment IEC's Role on Planning Processes

8 QUESTIONS

Respondents' Perception on AS's Level of Involvement on Planning Processes



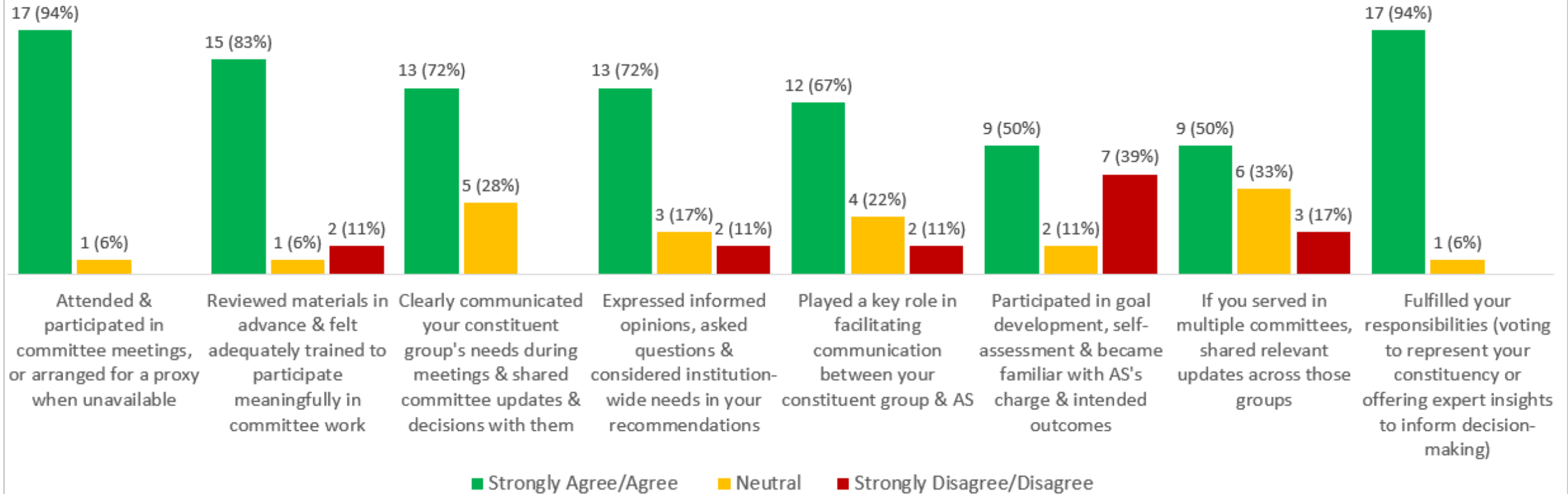
Assessment of AS's Role on Relevant Planning Processes



Committee Members' Responsibilities

8 QUESTIONS

AS Committee Members' Responsibilities



Chairs' Responsibilities

8 QUESTIONS

No response was received from the Academic
Senate Chair at the time of reporting

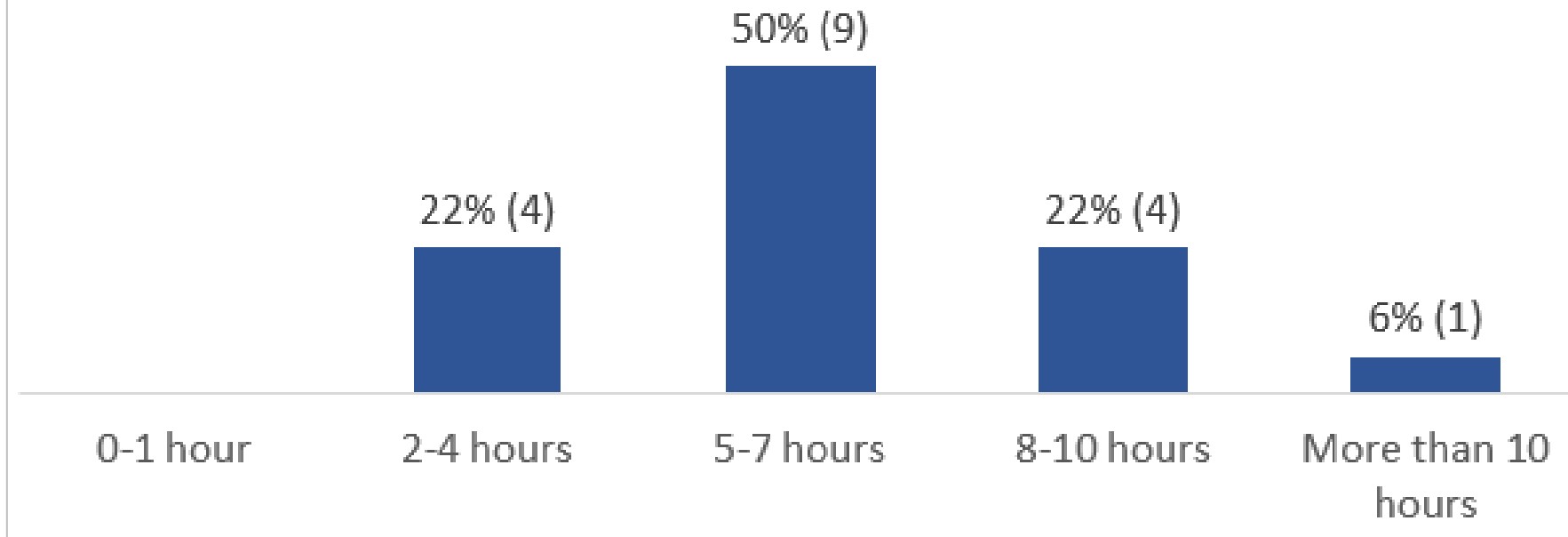
2024-25 Academic Senate's Goals Assessment

6 QUESTIONS

No goals were submitted by Academic Senate for
inclusion in the self-assessment survey

Monthly Time Spent on Academic Senate Related Work

Monthly Number of Hours Spent in AS's Related Work



Accomplishments Mentioned by Respondents

- Established multiple working groups to engage in collegial consultation with the broader campus on varied matters (from budget to AI).
- Reviewed and provided input on some APs/BPs.
- Led effective facilitation of the work on BP 3900.
- The Faculty Development Committee successfully planned and executed impactful Fall and Spring Flex Day activities.
- Program Review: Met with the majority of programs scheduled for review, provided constructive and supportive feedback, upheld a collegial and respectful environment throughout the process, and communicated program needs to supervising administrators for follow-up.

Improvements Mentioned by Respondents

Goal Setting

- Identify goals for 2025–2026

Senator Roles & Engagement

- Define senator role requirements and expectations
- Improve senator engagement and visibility at campus events
- Address low voting participation among senators
- Senators should be more actively involved and informed

Bylaws & Governance Structure

- Update the bylaws
- Include guidance on whether union executive members should serve as voting senators.
- Reassert the Senate's governance role relative to College Council (College Council replacing Academic Senate as central hub of decision making)

Communication & Transparency

- Address inconsistent communication practices across divisions; ensure that all faculty receive timely and detailed written updates, not just informal or infrequent verbal summaries.
- Increase senator's accountability for providing timely and detailed updates to divisions
- Ensure faculty receive information in time to provide meaningful input
- Senate leadership needs to improve communication and organization
- Respond to emails and manage agenda items more effectively
- Improve transparency, as most of the campus is unaware of what happens at Senate
- Senate leadership should post bi-monthly reports to BoardDocs
- Have administrators email their reports instead of attending meetings in person

Meeting Structure & Content

- Spend less time discussing non–10+1 issues.
- Focus more on idea-sharing and less on bureaucratic processes.
- Improve the organization and efficiency of Senate meetings.
- Foster more faculty-centered discussions with less administrative presence.
- Rebuild collaboration between the Senate and the faculty union.

Training & Orientation

- Provide training on community college systems, Senate roles, and collegial consultation.
- Provide training for faculty on completing program review documents.

Program Review & Institutional Effectiveness

- Strengthen the connection between program review and planning/budget processes.
- Involve deans more in the program review process.

Faculty Representation

- Establish a part-time faculty committee to address PT-specific issues
- Create a pool of potential part-time senators to avoid representation gaps
- Include a part-time representative from each division for broader representation (the majority of teaching faculty on this campus are part-time faculty)
- Clarify the reasoning behind changes to part-time faculty participation in division meetings.



Thank You Questions?