# Ventura College Academic Senate
## Survey on Faculty Professional Satisfaction
## Spring 2013

## Overview

During the last half of the spring 2013 semester, the Ventura College Academic Senate developed and conducted a survey of all full- and part-time faculty to gauge the temperature of professional life and satisfaction at Ventura College. This marks the fourth consecutive spring semester where the Ventura College Academic Senate has conducted a survey of this sort. The survey was modeled after an instrument originally distributed in the fall of 2009 to Moorpark College faculty by their Academic Senate that was then replicated (with some modifications) by the Ventura College Academic Senate in spring 2010. This year's iteration made significant changes to some of the questions we previously asked. The survey consisted of a series of questions in five main categories: 1.) Support as a professional; 2.) Access to resources; 3.) Breakdown between primary and secondary obligations as a faculty member; 4.) "Withdraw" deadline and 5.) Senate Operations. Fifty-eight (58) faculty began the survey, of which 49 completed it for a completion rate of almost 85%. Last year, 45 faculty completed the survey while in prior years as many as 110 faculty have completed the instrument.

## Part 1. Support as a Professional

In this first area of the survey, faculty were asked to rate how supported they felt as a professional. This year's survey asked the faculty to rate their feeling of support on a 0-10 point Likert scale ranging from "Not supported at all" (a "0") to "100% supported" (a "10'). The rating average for the 57 respondents was 6.26. Significantly, a majority of the respondents indicated that they felt more supported (i.e., they gave a score of 6, 7, 8, 9 or 10) than those who did not feel supported (i.e., those who gave a score of 1, 2, 3, 4 or 5). Perhaps even more importantly, the second question in this area asked if they felt "more supported this academic year (2012-13)" than they did last academic year. The rating average for the 55 respondents was 5.58. This decline is troubling but is also mitigated by the fact the response that received the highest number of responses was on the high end of the spectrum with a score of "8", which was followed in quick succession by the scores of "2" and "5" on the more negative end of the spectrum. Understanding why faculty felt less supported this academic year compared to last academic year may be an area of concern for all stakeholders and something that next year's Academic Senate Council should consider exploring in greater depth. An open-ended question followed this section and yielded 22 responses; these merit further inquiry as many comments focused on the increasing amount of paperwork required of faculty.

## Part 2. Access to Resources

This second area of the survey asked faculty to gauge on a 10 point Likert scale if they felt that this academic year they have any additional access to resources. A "0" indicated that "nothing had changed" since last year and a "10" indicated "increased access." Unfortunately, the average skewed negative on this question with the rating average of the 54 respondents being a 4.67. Even more troubling was the fact that the response that far and away received the most responses as the "0" score of "nothing's changed" followed next by a score of "6". The highly polarized results of this question are validated by the qualitative responses that this question yielded. Should Senate use this as a topic for future surveys, it should consider rewording the question.

Following the Access to Resources question (Q4), there was a logic-based question that asked if the faculty respondent was a counselor, instructional (full- or part-time) or librarian. All instructional faculty were led to questions 6-9; all librarians and counselors were directed to questions 10-13. The nature of these two groupings of questions were identical in concept but the wording was different based on the faculty member's position. Lastly, following question 9 for instructional faculty and question 13 for librarians/counselors, all respondents were then directed on to question 14.

## Part 3. Breakdown Between Primary and Secondary Obligations as a Faculty Member

In this section, faculty were asked to indicate what percentage of their CURRENT time as a faculty member is devoted to directly-related instructional activities and/or student support-related activities vs. outside-of-classroom/-student support service-related activities. In the aggregate, faculty currently view the breakdown is thus:

68.69%   Directly-Related Instruction/Student Support Services Activities

31.31%   Outside-of-classroom/-student support service-related Activities

Disaggregated, the results for instructional faculty are less than 1% different than the percentages listed above while for non-instructional faculty, the percentage differences are greater (e.g., up to a 4% differential) due primarily to a lower response rate in this section from counselors and librarians.

The next question was asked what the IDEAL breakdown between these two aspects of being a faculty member. In the aggregate, faculty currently view the breakdown is thus:

79.97%   Directly-Related Instruction/Student Support Services Activities

20.02%   Outside-of-classroom/-student support service-related Activities

Disaggregated, the results for instructional faculty are within a 2% differential from the percentages listed above while for non-instructional faculty, the percentages are wildly different (e.g., up to a 17% differential!). While it may be easy to write off this great difference between instructional and non-instructional faculty as merely due to a lower response rate from the counselors and librarians it might also bear exploration that the work schedule of librarians and counselors lends itself more to committee work in particular. The Senate and Administration should continue to work together and paying careful and mindful attention to the qualitative answered provided to questions 8 and 12 in this survey. These questions asked what the Senate can do to help "correct the balance" (if needed) between the two types of activities explored in these questions.
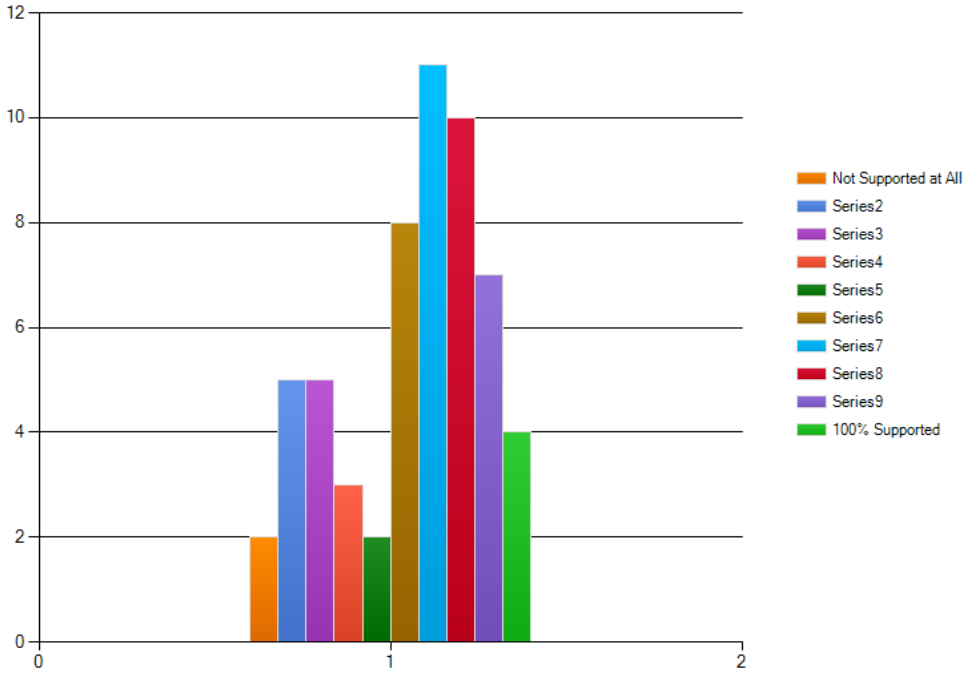
## Part 4. Withdraw Deadline

The fourth part of this survey asked the faculty what was their preference for the student Withdraw deadline. As noted in the question itself, our District currently has the "W" deadline at the latest point as permissible by law. This topic was a hotly debated question in Senate last year and one of this year's goals of the Senate was the further the conversation about possibly changing the "W" deadline. The question forced the respondents to pick which week the "W" deadline should be.  The response that netted the most results was to move the "W" deadline to the end of the $10^{th}$ week. Equal amounts of respondents also suggested moving the "W" deadline to the end of the $12^{th}$ and $14^{th}$ weeks (the current deadline) with only a few respondents saying the deadline should be moved the end of the $8^{th}$ week. Now that the Senate has further data, the discussion on if this deadline should be moved should begin again in earnest next academic year, in concert with the other District senates, both Academic and Student (i.e., ASG).

## 5. Senate Operations

Lastly, this section of the survey also asked faculty to rate their knowledge of Senate business and how individual faculty contact and are contacted by their representatives on this body. A real highlight in this section was in Q14 where all but one respondent noted that they "Sometimes" or "Always" review Senate agendas and minutes. An area of concern for Senate is how representatives communicate with their Senate reps and (to a lesser extent) how Senate reps communicate to their divisions. As in past years, these two areas merit further discussion by next year's Senate Council.

# Addendum: Actual Survey Results
## Part 1. <u>Support as a Professional</u>
### Question 1

**As a faculty member at Ventura College, do you feel that you are supported to perform your job as an instructor, counselor or librarian?**
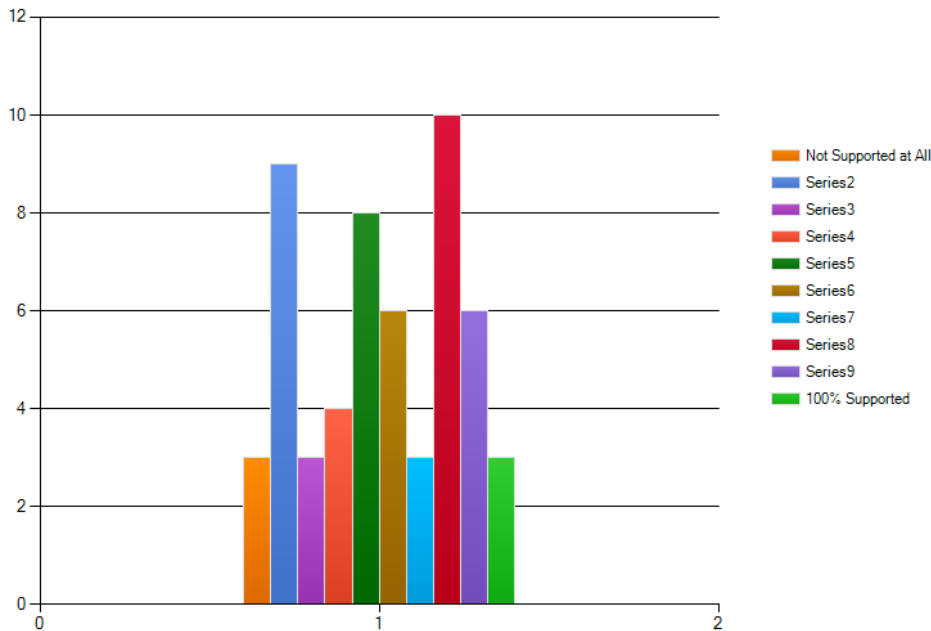


Legend:
- Not Supported at All
- Series2
- Series3
- Series4
- Series5
- Series6
- Series7
- Series8
- Series9
- 100% Supported

*x* axis = # of responses

*y* axis = **Likert rating scale of 0-10 (see key to right of chart)**

*n* = 57

### Question 2.

**Compared to last academic year (2011-12) do you feel that you are more supported this academic year (2012-13) to perform your job as an instructor, counselor or librarian?**
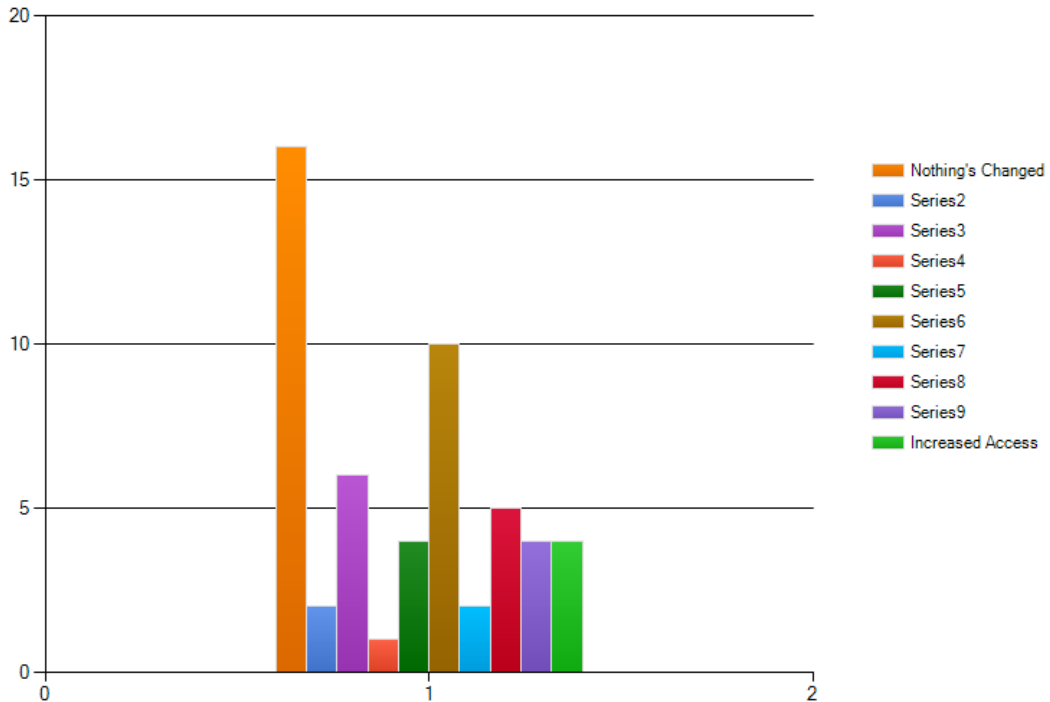


Legend:
- Not Supported at All
- Series2
- Series3
- Series4
- Series5
- Series6
- Series7
- Series8
- Series9
- 100% Supported

*x* axis = # of responses

*y* axis = **Likert rating scale of 0-10 (see key to right of chart)**

*n* = 55

## *Part 2.* <u>Access to Resources</u>
### *Question 4*

**Now moving on to RESOURCES, compared to last academic year (2011-12) do you feel that you have MORE ACCESS TO RESOURCES this academic year (2012-13) to perform your job as an instructor, counselor or librarian?**
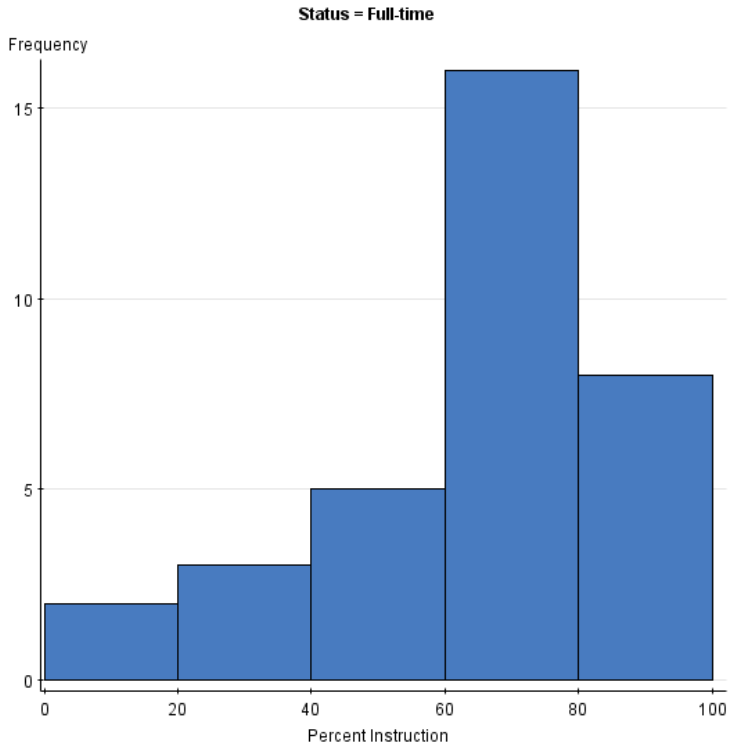


Legend:
- Nothing's Changed
- Series2
- Series3
- Series4
- Series5
- Series6
- Series7
- Series8
- Series9
- Increased Access

*x* **axis = # of responses**
*y* **axis = Likert rating scale of 0-10 (see key to right of chart)**
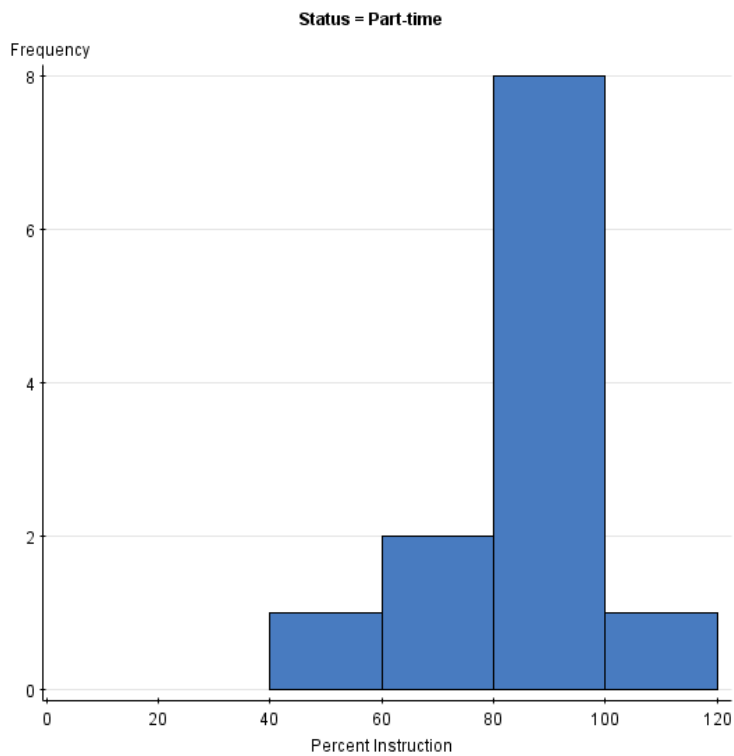
*n* **= 54**

## *Part 3.* **Breakdown Between Primary and Secondary Obligations as a Faculty Member**
## *Question 6. – Disaggregated by F/T & P/T status*
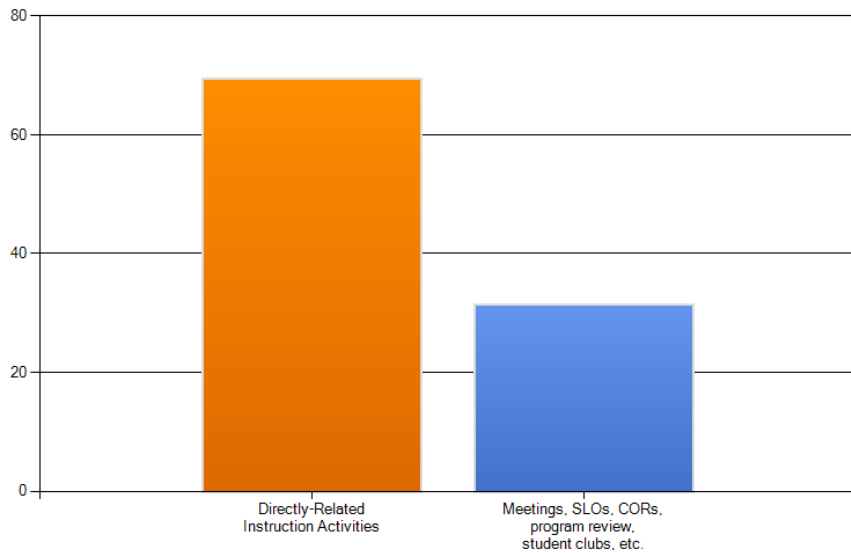


## *Current Balance – F/T*



## *Current Balance – P/T*

## *Part 3.* **Breakdown Between Primary and Secondary Obligations as a Faculty Member** *(Cont'd)*
### *Questions 6 & 7. – Disaggregated by Instructional faculty*

**What percentage of your time as a faculty member do you spend on directly-related instruction activities (i.e., prep, teaching, grading, etc.) versus outside-of-classroom/-student services related activities (i.e., meetings, SLOs, Course Outlines [CORs], program review, clubs, etc.)? Please provide your percentage estimate for each category below.**
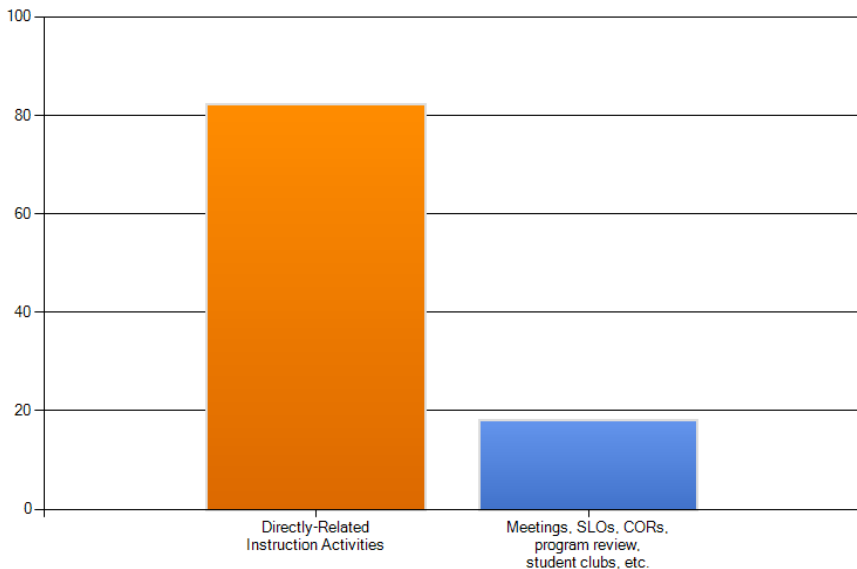


## *Current Balance*

*x* axis = aggregated per cent for each response

*y* axis = refer to labels on chart

*n* = 43

**Ideally, what should this percentage balance between directly-related instruction activities versus outside-of-classroom/-student service related activities be? Please provide your percentage ideals below.**



## *Ideal Balance*
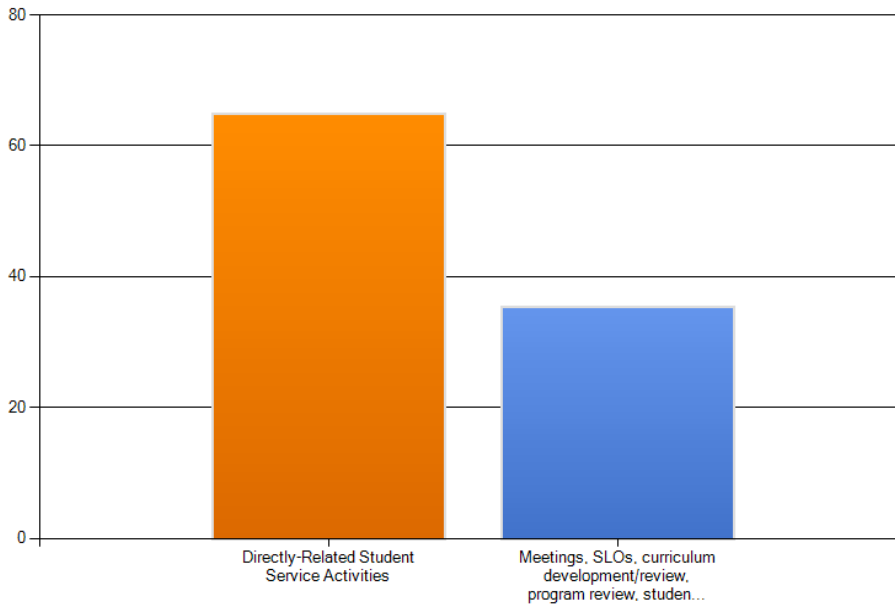
*x* axis = aggregated per cent for each response

*y* axis = refer to labels on chart

*n* = 42

## *Part 3.* Breakdown Between Primary and Secondary Obligations as a Faculty Member *(Cont'd)*
## *Questions 10 & 11. – Disaggregated by Non-instructional faculty*

**What percentage of your time as a faculty member do you spend on directly-related student service activities (i.e., helping students as a counselor/librarian) versus indirect student services related activities (i.e., meetings, SLOs, curriculum development/review, program review, clubs, etc.)?**
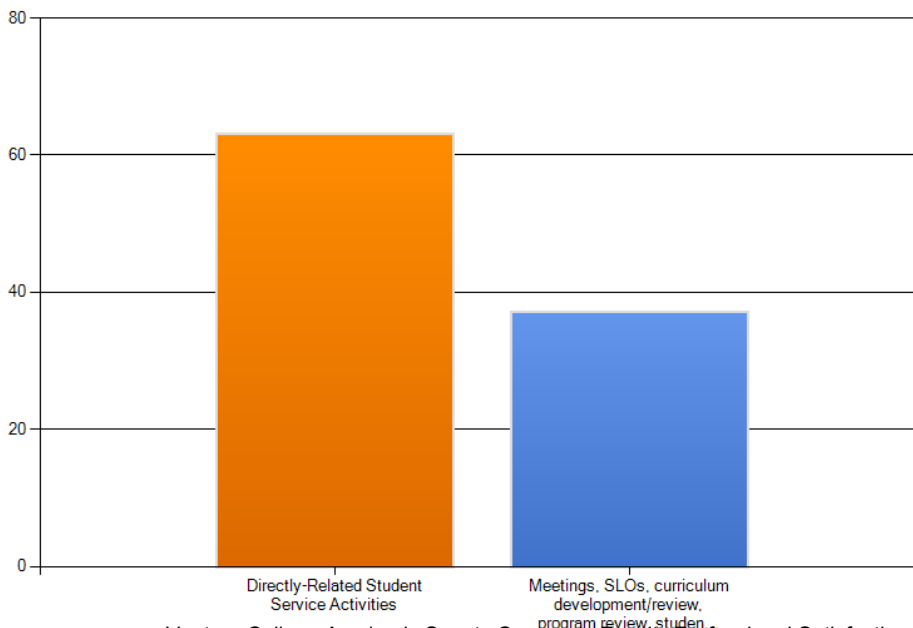


### *Current Balance*

*x* axis = aggregated per cent for each response

*y* axis = refer to labels on chart

*n* = 4

**Ideally, what should this percentage balance between directly-related student service activities versus indirect student service related activities? Please provide your percentage ideals below.**
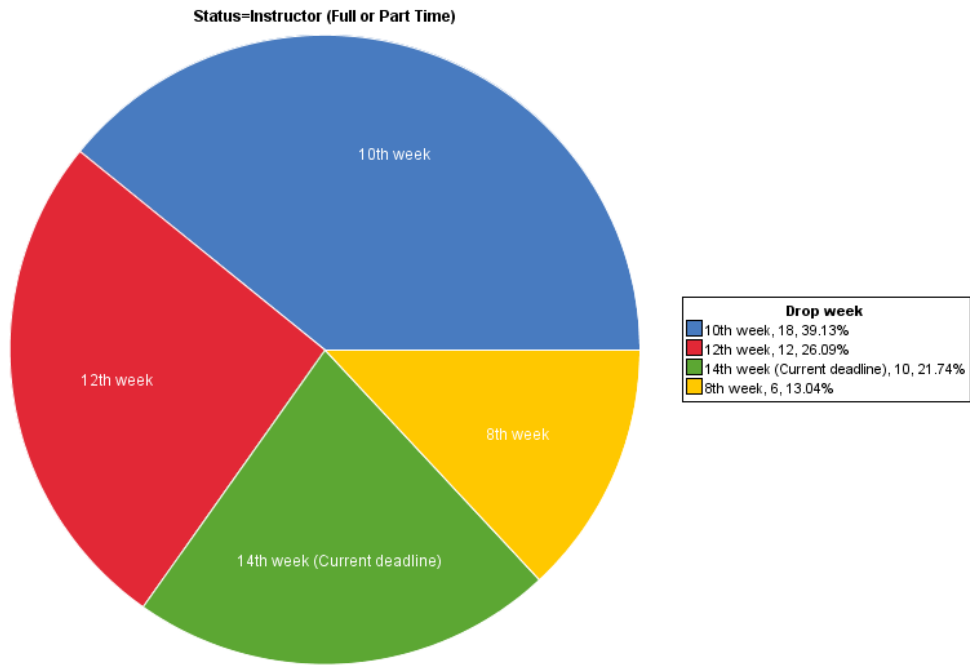


### *Ideal Balance*

*x* axis = aggregated per cent for each response

*y* axis = refer to labels on chart

*n* = 5

# Part 4. <u>Withdraw Deadline</u> – *Disaggregated.*
## Question 9. – Instructional faculty

**Status=Instructor (Full or Part Time)**



**Drop week**
- 10th week, 18, 39.13%
- 12th week, 12, 26.09%
- 14th week (Current deadline), 10, 21.74%
- 8th week, 6, 13.04%

*n = 46*

## Question 13. – Non-instructional faculty

**Status=Counselor**



**Drop week**
- 12th week, 1, 25%
- 14th week (Current deadline), 3, 75%
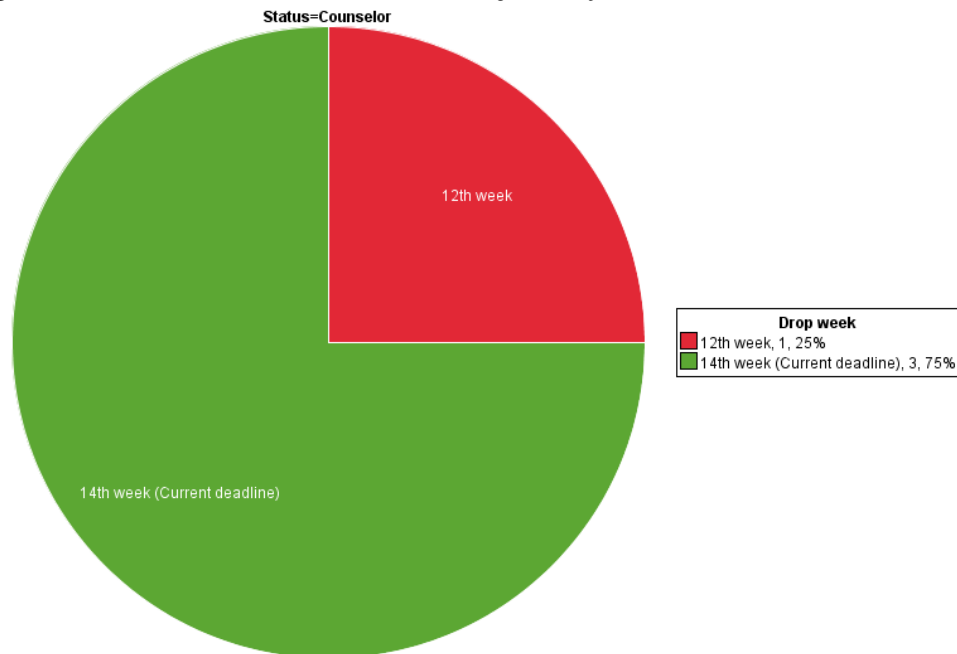
*n = 4*

# *Part 5.* <u>Senate Operations</u>
## *Question 14.*

**Do you review the Senate agendas and minutes?**



Legend:
- Always (orange)
- Sometimes (blue)
- Never (purple)
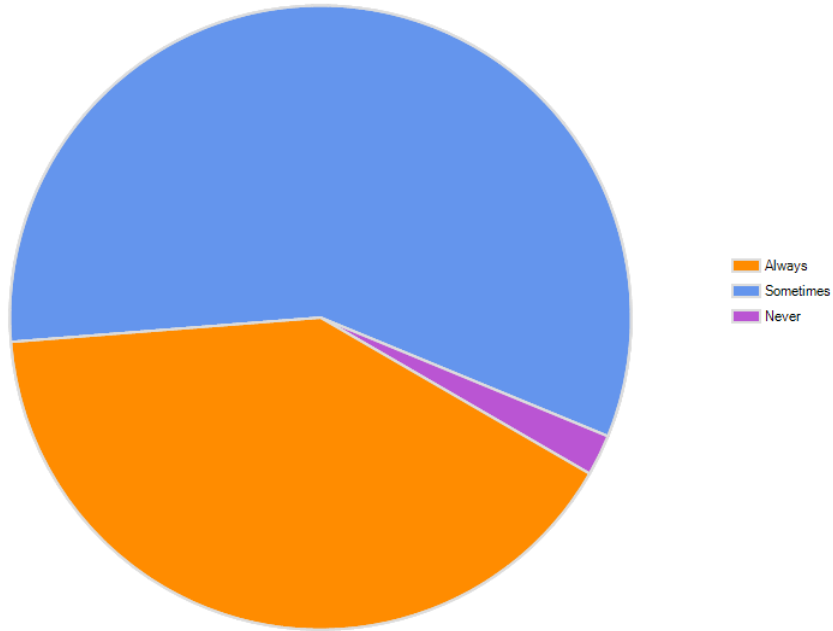
*n = 47*

## *Question 15.*

**Do you RECEIVE feedback from your Senate representative?**



Legend:
- Always (orange)
- Sometimes (blue)
- Never (purple)
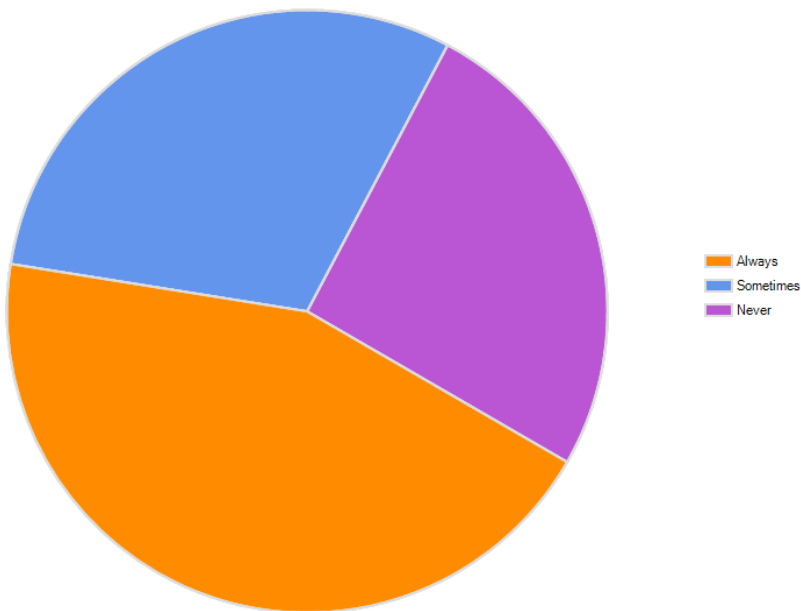
*n = 43*

## *Question 16.*

**Do you PROVIDE feedback to your Senate representative?**



- Always
- Sometimes
- Never
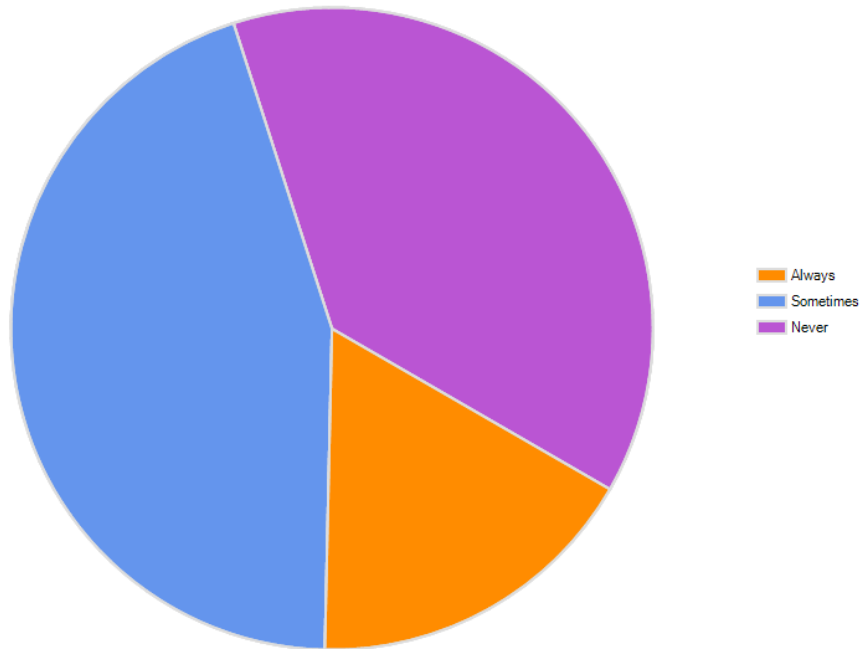
*n = 47*

# Demographics.
## *Question 5.*

**Are you a:**

60

40

20

0
      Counselor        Instructor (Full       Librarian
                  or Part Time)

*n* = 58

## *Question 18.*

**Please indicate your faculty status**

40

30

20

10

0
        Full-time              Part-time

*n* = 48

## Question 19.

**Please indicate your division:**



Bar chart with divisions:
- Career & Technical Education (K. Schraeder): 8
- Institutional Effectiveness, English & Learning Resources (K. Scott): 5
- Kinesiology, Foreign Languages, ESL, Athletics & Off-Campus Programs ...: 3
- Math & Sciences (D. Kumpf): 14
- Professional Development, Distance Education, Social Science, Arts & ...: 14
- Student Services (V. Lugo): 3

*n = 47*

## Question 20.

**Please indicate your length of service as a faculty member at Ventura College**



Bar chart by years of service:
- 1 year: 3
- 2 years: 3
- 3 years: 2
- 4 years: 2
- 6 years: 4
- 7 years: 3
- 8 years: 2
- 9 years: 1
- 10 years: 1
- 14 years: 1
- 15 years: 5
- 16 years: 1
- 17 years: 3
- 20 years: 4
- 21 years: 1
- 22 years: 1
- 23 years: 1
- 24 years: 1
- 25 years: 3
- 26 years: 1
- 30+ years: 4

*n= 47*

# Faculty Satisfaction

## 1. As a faculty member at Ventura College, do you feel that you are supported to perform your job as an instructor, counselor or librarian?

| | Not Supported at All | | | | | | | | | 100% Supported | Rating Average | Rating Count |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 3.5% (2) | 8.8% (5) | 8.8% (5) | 5.3% (3) | 3.5% (2) | 14.0% (8) | **19.3% (11)** | 17.5% (10) | 12.3% (7) | 7.0% (4) | 6.26 | 57 |

| | | Comments: | 14 |
|---|---|---|---|
| 57 | | answered question | 57 |
| 1 | | skipped question | 1 |

## 2. Compared to last academic year (2011-12) do you feel that you are more supported this academic year (2012-13) to perform your job as an instructor, counselor or librarian?

| | Not Supported at All | | | | | | | | | 100% Supported | Rating Average | Rating Count |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 5.5% (3) | 16.4% (9) | 5.5% (3) | 7.3% (4) | 14.5% (8) | 10.9% (6) | 5.5% (3) | **18.2% (10)** | 10.9% (6) | 5.5% (3) | 5.58 | 55 |

| | Comments: | 13 |
|---|---|---|
| | answered question | 55 |
| | skipped question | 3 |

## 3. Please list any concrete ideas that you think Academic Senate can do to support you as Ventura College faculty:

| | Response Count |
|---|---|
| | 22 |
| answered question | 22 |
| skipped question | 36 |

**4. Now moving on to RESOURCES, compared to last academic year (2011-12) do you feel that you have MORE ACCESS TO RESOURCES this academic year (2012-13) to perform your job as an instructor, counselor or librarian?**

| | Nothing's Changed | | | | | | | | | Increased Access | Rating Average | Rating Count |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **29.6% (16)** | 3.7% (2) | 11.1% (6) | 1.9% (1) | 7.4% (4) | 18.5% (10) | 3.7% (2) | 9.3% (5) | 7.4% (4) | 7.4% (4) | 4.67 | 54 |
| | | | | | | | | | | Comments: | | 17 |
| | | | | | | | | | | answered question | | 54 |
| | | | | | | | | | | skipped question | | 4 |

**5. Are you a:**

| | | Response Percent | Response Count |
|---|---|---|---|
| Counselor | | 8.6% | 5 |
| **Instructor (Full or Part Time)** | | **87.9%** | **51** |
| Librarian | | 3.4% | 2 |
| | answered question | | 58 |
| | skipped question | | 0 |

**6. What percentage of your time as a faculty member do you spend on directly-related instruction activities (i.e., prep, teaching, grading, etc.) versus outside-of-classroom/-student services related activities (i.e., meetings, SLOs, Course Outlines [CORs], program review, clubs, etc.)? Please provide your percentage estimate for each category below.**

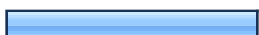| | Response Average | Response Total | Response Count |
|---|---|---|---|
| **Directly-Related Instruction Activities** | **69.35** | **2,982** | 43 |
| Meetings, SLOs, CORs, program review, student clubs, etc. | 31.38 | 1,318 | 42 |
| | answered question | | 43 |
| | skipped question | | 15 |

**7. Ideally, what should this percentage balance between directly-related instruction activities versus outside-of-classroom/-student service related activities be? Please provide your percentage ideals below.**

| | Response Average | Response Total | Response Count |
|---|---|---|---|
| **Directly-Related Instruction Activities** | **82.00** | **3,444** | 42 |
| Meetings, SLOs, CORs, program review, student clubs, etc. | 18.00 | 756 | 42 |
| | | answered question | 42 |
| | | skipped question | 16 |

**8. Given that faculty primacy in the development and updating of course outlines, determination and assessment of SLOs, involvement in the reflective self-evaluation and request for resources through program review, hiring of peer faculty, involvement with student clubs, etc., will all rightfully remain the right, responsibility and obligation of faculty, especially for full-time faculty, what concrete suggestions do you have to help correct the balance between directly-related instruction versus outside-of-classroom related activities if you think that we are currently out of balance?**

| | Response Count |
|---|---|
| | 27 |
| answered question | 27 |
| skipped question | 31 |

**9. Currently the Withdraw ("W") deadline in our District is at the end of the 14th week of instruction, the latest permissible by law. The "W" deadline varies at community colleges across the state, with some having it as early as the end of the 6th week. In your opinion, for a student who is struggling, after what point in your course would a student be unable to successfully complete your course with a grade of "C" (or Pass) or better? In light of this, when do you think the "W" deadline should be? At the end of the:**

| | | Response Percent | Response Count |
|---|---|---|---|
| 8th week | | 13.0% | 6 |
| **10th week** | | **39.1%** | **18** |
| 12th week | | 26.1% | 12 |
| 14th week (Current deadline) | | 21.7% | 10 |
| | | answered question | 46 |
| | | skipped question | 12 |

**10. What percentage of your time as a faculty member do you spend on directly-related student service activities (i.e., helping students as a counselor/librarian) versus indirect student services related activities (i.e., meetings, SLOs, curriculum development/review, program review, clubs, etc.)?**

| | Response Average | Response Total | Response Count |
|---|---|---|---|
| **Directly-Related Student Service Activities** | **64.75** | **259** | 4 |
| Meetings, SLOs, curriculum development/review, program review, student clubs, etc. | 35.25 | 141 | 4 |
| | answered question | | 4 |
| | skipped question | | 54 |

**11. Ideally, what should this percentage balance between directly-related student service activities versus indirect student service related activities? Please provide your percentage ideals below.**

|  | Response Average | Response Total | Response Count |
|---|---|---|---|
| **Directly-Related Student Service Activities** | **63.00** | **315** | 5 |
| Meetings, SLOs, curriculum development/review, program review, student clubs, etc. | 37.00 | 185 | 5 |
|  | answered question | | 5 |
|  | skipped question | | 53 |

**12. Given that faculty primacy in the development and updating of course outlines, determination and assessment of SUOs, involvement in the reflective self-evaluation and request for resources through program review, hiring of peer faculty, involvement with student clubs, etc., will all rightfully remain the right, responsibility and obligation of faculty, especially for full-time faculty, what concrete suggestions do you have to help correct the balance between directly-related student service activities versus outside of the library/counseling center related activities if you think that we are currently out of balance?**

| | Response Count |
|---|---|
| | 3 |
| answered question | 3 |
| skipped question | 55 |

**13. Currently the Withdraw ("W") deadline in our District is at the end of the 14th week of instruction, the latest permissible by law. The "W" deadline varies at community colleges across the state, with some having it as early as the end of the 6th week. In your opinion, for a student who is struggling, after what point in a course do you think would a student be unable to successfully complete the course with a grade of "C" (or Pass) or better? In light of this, when do you think the "W" deadline should be? At the end of the:**

|  | Response Percent | Response Count |
|---|---|---|
| 8th week | 0.0% | 0 |
| 10th week | 20.0% | 1 |
| 12th week | 20.0% | 1 |
| **14th week (Current deadline)** | **60.0%** | **3** |
|  | answered question | 5 |
|  | skipped question | 53 |
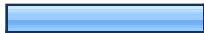
## 14. Do you review the Senate agendas and minutes?

| | | Response Percent | Response Count |
|---|---|---|---|
| Always | | 40.4% | 19 |
| **Sometimes** | | **57.4%** | **27** |
| Never | | 2.1% | 1 |
| | | answered question | 47 |
| | | skipped question | 11 |

## 15. Do you RECEIVE feedback from your Senate representative?

| | | Response Percent | Response Count |
|---|---|---|---|
| **Always** | | **44.2%** | **19** |
| Sometimes | | 30.2% | 13 |
| Never | | 25.6% | 11 |
| | | answered question | 43 |
| | | skipped question | 15 |
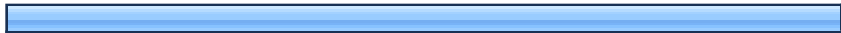
## 16. Do you PROVIDE feedback to your Senate representative?

| | | Response Percent | Response Count |
|---|---|---|---|
| Always | | 17.0% | 8 |
| **Sometimes** | | **44.7%** | **21** |
| Never | | 38.3% | 18 |
| | | answered question | 47 |
| | | skipped question | 11 |

## 17. Please provide any additional comments about your Academic Senate here. Thanks!

| | Response Count |
|---|---|
| | 11 |
| answered question | 11 |
| skipped question | 47 |
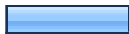
## 18. Please indicate your faculty status

| | | Response Percent | Response Count |
|---|---|---|---|
| **Full-time** | | **72.9%** | **35** |
| Part-time | | 27.1% | 13 |
| | | answered question | 48 |
| | | skipped question | 10 |

## 19. Please indicate your division:

| | Response Percent | Response Count |
|---|---|---|
| Career & Technical Education (K. Schraeder) | 17.0% | 8 |
| Institutional Effectiveness, English & Learning Resources (K. Scott) | 10.6% | 5 |
| Kinesiology, Foreign Languages, ESL, Athletics & Off-Campus Programs (T. Harrison) | 6.4% | 3 |
| **Math & Sciences (D. Kumpf)** | **29.8%** | **14** |
| **Professional Development, Distance Education, Social Science, Arts & Humanities (G. Lewis-Huddleston)** | **29.8%** | **14** |
| Student Services (V. Lugo) | 6.4% | 3 |
| | answered question | 47 |
| | skipped question | 11 |

## 20. Please indicate your length of service as a faculty member at Ventura College

| | | Response Percent | Response Count |
|---|---|---|---|
| 1 year | | 6.4% | 3 |
| 2 years | | 6.4% | 3 |
| 3 years | | 4.3% | 2 |
| 4 years | | 4.3% | 2 |
| 5 years | | 0.0% | 0 |
| 6 years | | 8.5% | 4 |
| 7 years | | 6.4% | 3 |
| 8 years | | 4.3% | 2 |
| 9 years | | 2.1% | 1 |
| 10 years | | 2.1% | 1 |
| 11 years | | 0.0% | 0 |
| 12 years | | 0.0% | 0 |
| 13 years | | 0.0% | 0 |
| 14 years | | 2.1% | 1 |
| **15 years** | | **10.6%** | **5** |
| 16 years | | 2.1% | 1 |

| | | | |
|---|---|---|---|
| 17 years | | 6.4% | 3 |
| 18 years | | 0.0% | 0 |
| 19 years | | 0.0% | 0 |
| 20 years | | 8.5% | 4 |
| 21 years | | 2.1% | 1 |
| 22 years | | 2.1% | 1 |
| 23 years | | 2.1% | 1 |
| 24 years | | 2.1% | 1 |
| 25 years | | 6.4% | 3 |
| 26 years | | 2.1% | 1 |
| 27 years | | 0.0% | 0 |
| 28 years | | 0.0% | 0 |
| 29 years | | 0.0% | 0 |
| 30+ years | | 8.5% | 4 |
| | | **answered question** | **47** |
| | | **skipped question** | **11** |

**21. Please provide any additional comments you may wish to add here. Thanks!**

| | Response Count |
|---|---|
| | 9 |
| | |
| answered question | 9 |
| skipped question | 49 |

| | **Page 2, Q1. As a faculty member at Ventura College, do you feel that you are supported to perform your job as an instructor, counselor or librarian?** | |
|---|---|---|
| 1 | I can think of very, very few times when I have not been supported by colleagues, co-workers or even administrators. Maybe not the answer you were looking for, but the truth as I see it in my professional life. | Apr 30, 2013 9:28 AM |
| 2 | Too much obstacles from administration | Apr 29, 2013 11:05 AM |
| 3 | By immediate colleagues yes. By administration - not so much. | Apr 26, 2013 1:59 PM |
| 4 | Part timers are mostly invisible. Activities do not take into consideration our unique needs and our need to have outside work. It does not consider the added worries we have about scheduling, scheduling in advance, last minute changes that can't be accommodated with our outside work, paying for healthcare, paying for retirement, and juggling many roles. Faculty is inclusive of part timers but have no recognition or understanding of our unique needs. | Apr 26, 2013 7:24 AM |
| 5 | Quite the contrary, I feel undermined by some elements of the leadership at the college. | Apr 21, 2013 4:02 PM |
| 6 | We need more admin assistants to help with the "necessary" paperwork and to over all help us track vital documents as they travel from point a to b. | Apr 17, 2013 10:43 PM |
| 7 | I feel very much supported by my colleagues and my dean. I do not feel supported by the VP;  in fact I feel that at times the administration (higher up), has conflicting values and agendas of their own. I have had some serious safety concerns that I brought to the attention of the VP, and they were not addressed as I had hoped | Apr 15, 2013 4:32 PM |
| 8 | There is an enormous void in the area of advocacy and leadership among the managers. None will provide the required advocacy and leadership for our respective discipline(s). | Apr 15, 2013 8:50 AM |
| 9 | Too much extra-currucular paperwork that interferes with class prep time | Apr 13, 2013 11:29 AM |
| 10 | 25 year part-timer is ignored in favor of a second year probationary full-timer | Apr 12, 2013 7:14 PM |
| 11 | The system makes it difficult for us to do our jobs. | Apr 12, 2013 4:35 PM |
| 12 | I have excellent support for the activities that relate to my classroom. These include support from my division office, my department, and I.T. There are some maintenance issues that take longer to resolve than should be the case (I think we all know why); for example, more than one-third of the light bulbs in some of my classrooms are burned out, and have been for weeks. I believe that committee work is less well supported by the administration; those committees that are supposed to accomplish the business of the college (senate, curriculum, etc.) have essentially been presented with an unfunded mandate to carry out their tasks without the necessary support for professional development, clerical support, and so on. The administration is also inflexible; as an example, because the president insists that all department chairs attend the Tuesday afternoon meetings, no one who teaches afternoon labs (particularly in the science departments) can | Apr 12, 2013 4:20 PM |

|    |                                                                                                                                                                              |                        |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
|    | be department chair. This robs the divisions of the services of the most senior and talented faculty, who are the logical candidates for department chairs on account of their experience at the college. |                        |
| 13 | The area dean had been the most helpful of all.  The department chair has been least effective with support.                                                                  | Apr 12, 2013 11:59 AM  |
| 14 | Teaching and education are qualitative, not quantitative. Emphasis on teaching and forming relationships with students is being replaced with an emphasis on assessment and accountability. | Apr 12, 2013 9:06 AM   |

**Page 2, Q2. Compared to last academic year (2011-12) do you feel that you are more supported this academic year (2012-13) to perform your job as an instructor, counselor or librarian?**

| | | |
|---|---|---|
| 1 | I feel that this hasnt changed at all. | Apr 30, 2013 9:28 AM |
| 2 | Less. The amount and number of clerical staff keeps decreasing, as does the list of things they can do for us. I find that I'm doing all of my own class copying (except maybe the very first day's materials), more data entry for the college, and I watch my dean and chair do more of that too. At the same time that we have been required to do more assessment-related reporting, our other non-classroom responsibilities have also grown but the number of full-time faculty to share them has grown little. Our adjuncts are now "contributing" hours of work on SLOs for which they are not compensated. This also means they too have less time to help or be involved with other types of activities. I think many of us are feeling pretty stretched and strained. | Apr 29, 2013 10:23 PM |
| 3 | More classes cut. Funding cut. Stop the bleeding. | Apr 26, 2013 1:59 PM |
| 4 | Actually, I believe the support has declined in the last year. | Apr 21, 2013 4:02 PM |
| 5 | Seems like each year brings new forms and procedures, but not much extra help with them. | Apr 17, 2013 10:43 PM |
| 6 | See comments above | Apr 15, 2013 4:32 PM |
| 7 | supported the same | Apr 15, 2013 12:38 PM |
| 8 | More support for distance education than last year. | Apr 15, 2013 10:37 AM |
| 9 | It is getting worse. | Apr 15, 2013 8:50 AM |
| 10 | The administration (largely the EVP office) is doing its best to continue cutting costs, which translates into even less support for classroom and committee activities than we already have. | Apr 12, 2013 4:20 PM |
| 11 | Not quite the right scale. I'd say I feel significantly better supported as we are starting to breathe with the SLO/Accreditation fiasco behind us and with Prop 30 holding back more massive cuts! | Apr 12, 2013 2:29 PM |
| 12 | no different | Apr 12, 2013 1:06 PM |
| 13 | With all of the extra duties from those in charge, there has a reduced amount of support. One semester yielded no department meetings at all. | Apr 12, 2013 11:59 AM |

| | **Page 2, Q3.  Please list any concrete ideas that you think Academic Senate can do to support you as Ventura College faculty:** | |
|---|---|---|
| 1 | The easy answer would be to say to get someone else to do what is properly my work. Namely, the completion of SLOs, course outlines, program review documentation. I think that there has to be a happy medium. It is not the highest and best use of my time to fill out seemingly mindless paperwork and forms but I dont see secretarial help coming anytime soon to help me with this aspect of being a faculty member in 2013. I think the Senate needs to gently remind the faculty that part of being a faculty member in this day and age is making one's peace that there is sometimes paperwork that simply needs to be done. We may not like it but this is the academic world as we now know it. | Apr 30, 2013 9:28 AM |
| 2 | That's a difficult question as the main problem above of workforce size seems to be one that the Senate cannot address directly. | Apr 29, 2013 10:23 PM |
| 3 | Encourage more faculty to be involved with campus committees. | Apr 29, 2013 9:51 PM |
| 4 | Train campus managers on the 10+ 1.  Area dean is not aware of the 10 + 1 thus making it difficult to work together as one voice. | Apr 29, 2013 9:13 AM |
| 5 | I think the senate has tried. Sadly, I'm not sure that there is much influence left from faculty. | Apr 26, 2013 1:59 PM |
| 6 | Discussions should always include effects on part timers as a separate consideration.  Some issues have no effect and others have a huge effect.  For example, the scheduling for finals never considers that part timers have to take time off with no pay from other jobs to attend the final scheduled at a time different from the regular class.  Same with meetings, flex activities, student consultations, makeup exams, etc. Usually it is the small things that cause us the most stress and worry.  I have never once been asked when a meeting would be convenient.  Instead it is scheduled around the staff and full timers schedule....and never at their inconvenience like a Friday afternoon. | Apr 26, 2013 7:24 AM |
| 7 | Perhaps to remind mid-managers and senior leadership that they should be slow in determining that any faculty member is a "problem" and that they should repress their personal feelings in dealing with their professional colleagues. | Apr 21, 2013 4:02 PM |
| 8 | Advocate for us to not have to do "extra" or "padded" paperwork. Example: the state required form for our extra contractual hours documentation and the one "required" by VC are very different... VC's is much more cumbersome than required. Brainstorm ways to track the flow of critical HR paperwork (many forms never even seem to make it to DO), and encourage DO to follow up when they receive and/or process such paperwork! | Apr 17, 2013 10:43 PM |
| 9 | Think more critically about the impact of our choice on our democratic process and on our students.  Question the consequences of our choice more thoroughly. | Apr 16, 2013 8:04 AM |
| 10 | Help make it possible for adjunct instructors to receive some funding for conference attendance | Apr 15, 2013 10:43 PM |
| 11 | I feel less supported this year than last year because of a different schedule and a different department head.  I don't | Apr 15, 2013 2:35 PM |

|    | think that it is something related to the Academic Senate. | |
|----|-----------------------------------------------------------|--|
| 12 | Work to ease the SLO and program review burdens. | Apr 15, 2013 11:18 AM |
| 13 | Part time faculty are expected to do all the extra work on SLOs, including meetings and trainings, yet are not compensated. Having no raise for 5 years makes that harder to swallow.  You could advocate for us. | Apr 15, 2013 10:37 AM |
| 14 | The Senate could review the 10 + 1 with all managers and faculty at a campus-wide in-service in which we learn about the mandated shared governance areas and understand the role of each other in the process of shared governance. The Senate is the leader in this area and it is the only body on campus that can be trusted to look after and advocate and represent faculty interests. | Apr 15, 2013 8:50 AM |
| 15 | The faculty needs more technical and clerical support, as discussed in our division meeting earlier. | Apr 13, 2013 11:45 AM |
| 16 | establish a team that writes the SLO mess & enters that data into TrakDat | Apr 13, 2013 11:29 AM |
| 17 | Classified staff was cut too deeply last year. | Apr 13, 2013 10:41 AM |
| 18 | Advocate for respect of faculty as the discipline to make decisions that most managers are less qualified to make. | Apr 12, 2013 4:35 PM |
| 19 | I am not sure if this is possible, given the current attitudes of the college administration. I know that Robin is retiring this summer, and there are a few other administrators who should be strongly encouraged to do the same. | Apr 12, 2013 4:20 PM |
| 20 | Administrators need to leave thier offices and see what is going on on campus. | Apr 12, 2013 1:10 PM |
| 21 | Make travel funds to conferences/workshops available to adjunct faculty. Make sabbaticals available to adjunct faculty, after 15 years or so, working 50% time. | Apr 12, 2013 12:33 PM |
| 22 | Lobby the Board and the administration to de-emphasize SLOs in any way possible, including protesting their prominance to accreditation teams. | Apr 12, 2013 9:06 AM |

**Page 2, Q4. Now moving on to RESOURCES, compared to last academic year (2011-12) do you feel that you have MORE ACCESS TO RESOURCES this academic year (2012-13) to perform your job as an instructor, counselor or librarian?**

| 1 | About the same. | Apr 29, 2013 10:23 PM |
|---|---|---|
| 2 | CTE funds are becoming available which helps alleviate some issues. But no general funds so it's worrisome. | Apr 29, 2013 9:13 AM |
| 3 | Fewer resources. | Apr 26, 2013 1:59 PM |
| 4 | Less support in the tutoring center, quality of support for students in the tutoring center is poor.  My students stopped using it. Hard to recommend something that is not effective? | Apr 26, 2013 7:24 AM |
| 5 | Caveat: my resources are thoroughly adequate so my saying nothing has changed is NOT a criticism. | Apr 18, 2013 2:17 PM |
| 6 | It is improving, but still has a way to go before it is equitable. | Apr 17, 2013 10:43 PM |
| 7 | More library resources are available this year | Apr 15, 2013 10:43 PM |
| 8 | Less resources | Apr 15, 2013 12:04 PM |
| 9 | Just the distance education increased staffing. | Apr 15, 2013 10:37 AM |
| 10 | Nope. In our division, there is less funds to distribute and more cuts to endure despite the passing of Prop. 30 | Apr 15, 2013 8:50 AM |
| 11 | If supplies are available in the division, the answer is yest.  If not, even for essential supplies it takes a long time. | Apr 13, 2013 11:45 AM |
| 12 | I suggest you change the spectrum of answers to "Decreased Access" on the left side, "Nothing's Changed" in the middle, and "Increased Access" (as it already is) on the right. My answer above is in the middle, but really indicates "Nothing's Changed". | Apr 12, 2013 4:20 PM |
| 13 | Program Review has led to some resources being received, but tight budgets still prevail.Foundation Grant's have helped over the past few years. What has really hurt is our departmental budget was zeroed out by accident (evidently) in the previous year and wasn't restored this year. So we've been trying to operate with a zero dollar budget for two years! | Apr 12, 2013 2:29 PM |
| 14 | The renovated music building provides a very nice learning environment. | Apr 12, 2013 1:06 PM |
| 15 | It may seem like a small thing, but I really appreciate having a copier in the staff resources area off the Beach--now I don't have to run up to the 3rd floor kitchen to copy on a regular basis. | Apr 12, 2013 12:12 PM |
| 16 | New facilities have yielded current equipment, but little departmental training with many instructors using the same | Apr 12, 2013 11:59 AM |

|  | equipment.  Many times the equipment has ended up unusable at times due to lack of knowledge on how to use the equipment. |  |
|----|----|----|
| 17 | The new Program Review gives instructors more information about and (slightly) more control over funding that will affect our teaching. | Apr 12, 2013 9:06 AM |

**Page 4, Q1. What percentage of your time as a faculty member do you spend on directly-related instruction activities (i.e., prep, teaching, grading, etc.) versus outside-of-classroom/-student services related activities (i.e., meetings, SLOs, Course Outlines [CORs], program review, clubs, etc.)? Please prov...**

| | Directly-Related Instruction Activities | |
|---|---|---|
| 1 | 70 | Apr 29, 2013 10:42 PM |
| 2 | 40 | Apr 29, 2013 9:57 PM |
| 3 | 65 | Apr 29, 2013 11:07 AM |
| 4 | 95 | Apr 26, 2013 8:44 PM |
| 5 | 75 | Apr 26, 2013 2:05 PM |
| 6 | 90 | Apr 26, 2013 8:38 AM |
| 7 | 90 | Apr 26, 2013 7:40 AM |
| 8 | 75 | Apr 26, 2013 7:12 AM |
| 9 | 70 | Apr 25, 2013 8:43 PM |
| 10 | 30 | Apr 22, 2013 10:12 PM |
| 11 | 80 | Apr 21, 2013 4:06 PM |
| 12 | 70 | Apr 18, 2013 2:22 PM |
| 13 | 75 | Apr 17, 2013 10:49 PM |
| 14 | 15 | Apr 16, 2013 8:06 AM |
| 15 | 90 | Apr 15, 2013 10:48 PM |
| 16 | 75 | Apr 15, 2013 4:34 PM |
| 17 | 30 | Apr 15, 2013 2:39 PM |

**Page 4, Q1.  What percentage of your time as a faculty member do you spend on directly-related instruction activities (i.e., prep, teaching, grading, etc.) versus outside-of-classroom/-student services related activities (i.e., meetings, SLOs, Course Outlines [CORs], program review, clubs, etc.)? Please prov...**

| | | |
|---|---|---|
| 18 | 95 | Apr 15, 2013 2:37 PM |
| 19 | 25 | Apr 15, 2013 1:17 PM |
| 20 | 40 | Apr 15, 2013 12:39 PM |
| 21 | 75 | Apr 15, 2013 12:02 PM |
| 22 | 95 | Apr 15, 2013 12:02 PM |
| 23 | 80 | Apr 15, 2013 11:31 AM |
| 24 | 75 | Apr 15, 2013 11:19 AM |
| 25 | 80 | Apr 15, 2013 9:56 AM |
| 26 | 80 | Apr 15, 2013 9:18 AM |
| 27 | 70 | Apr 15, 2013 7:31 AM |
| 28 | 70 | Apr 13, 2013 5:46 PM |
| 29 | 50 | Apr 13, 2013 11:45 AM |
| 30 | 60 | Apr 13, 2013 11:33 AM |
| 31 | 90 | Apr 13, 2013 10:45 AM |
| 32 | 80 | Apr 12, 2013 8:14 PM |
| 33 | 90 | Apr 12, 2013 8:11 PM |
| 34 | 100 | Apr 12, 2013 7:18 PM |
| 35 | 50 | Apr 12, 2013 4:45 PM |

**Page 4, Q1. What percentage of your time as a faculty member do you spend on directly-related instruction activities (i.e., prep, teaching, grading, etc.) versus outside-of-classroom/-student services related activities (i.e., meetings, SLOs, Course Outlines [CORs], program review, clubs, etc.)? Please prov...**

| | | |
|---|---|---|
| 36 | 75 | Apr 12, 2013 4:21 PM |
| 37 | 60 | Apr 12, 2013 2:43 PM |
| 38 | 50 | Apr 12, 2013 1:19 PM |
| 39 | 72 | Apr 12, 2013 1:11 PM |
| 40 | 85 | Apr 12, 2013 12:38 PM |
| 41 | 80 | Apr 12, 2013 12:14 PM |
| 42 | 80 | Apr 12, 2013 12:03 PM |
| 43 | 40 | Apr 12, 2013 9:17 AM |
| Meetings, SLOs, CORs, program review, student clubs, etc. | | |
| 1 | 30 | Apr 29, 2013 10:42 PM |
| 2 | 60 | Apr 29, 2013 9:57 PM |
| 3 | 35 | Apr 29, 2013 11:07 AM |
| 4 | 5 | Apr 26, 2013 8:44 PM |
| 5 | 25 | Apr 26, 2013 2:05 PM |
| 6 | 10 | Apr 26, 2013 8:38 AM |
| 7 | 10 | Apr 26, 2013 7:40 AM |
| 8 | 25 | Apr 26, 2013 7:12 AM |
| 9 | 30 | Apr 25, 2013 8:43 PM |

**Page 4, Q1. What percentage of your time as a faculty member do you spend on directly-related instruction activities (i.e., prep, teaching, grading, etc.) versus outside-of-classroom/-student services related activities (i.e., meetings, SLOs, Course Outlines [CORs], program review, clubs, etc.)? Please prov...**

| | | |
|---|---|---|
| 10 | 70 | Apr 22, 2013 10:12 PM |
| 11 | 20 | Apr 21, 2013 4:06 PM |
| 12 | 30 | Apr 18, 2013 2:22 PM |
| 13 | 25 | Apr 17, 2013 10:49 PM |
| 14 | 85 | Apr 16, 2013 8:06 AM |
| 15 | 10 | Apr 15, 2013 10:48 PM |
| 16 | 25 | Apr 15, 2013 4:34 PM |
| 17 | 70 | Apr 15, 2013 2:39 PM |
| 18 | 5 | Apr 15, 2013 2:37 PM |
| 19 | 75 | Apr 15, 2013 1:17 PM |
| 20 | 60 | Apr 15, 2013 12:39 PM |
| 21 | 25 | Apr 15, 2013 12:02 PM |
| 22 | 5 | Apr 15, 2013 12:02 PM |
| 23 | 20 | Apr 15, 2013 11:31 AM |
| 24 | 25 | Apr 15, 2013 11:19 AM |
| 25 | 20 | Apr 15, 2013 9:56 AM |
| 26 | 20 | Apr 15, 2013 9:18 AM |
| 27 | 30 | Apr 15, 2013 7:31 AM |

**Page 4, Q1.  What percentage of your time as a faculty member do you spend on directly-related instruction activities (i.e., prep, teaching, grading, etc.) versus outside-of-classroom/-student services related activities (i.e., meetings, SLOs, Course Outlines [CORs], program review, clubs, etc.)? Please prov...**

| 28 | 30 | Apr 13, 2013 5:46 PM |
|----|----|----------------------|
| 29 | 50 | Apr 13, 2013 11:45 AM |
| 30 | 40 | Apr 13, 2013 11:33 AM |
| 31 | 10 | Apr 13, 2013 10:45 AM |
| 32 | 20 | Apr 12, 2013 8:14 PM |
| 33 | 10 | Apr 12, 2013 8:11 PM |
| 35 | 50 | Apr 12, 2013 4:45 PM |
| 36 | 25 | Apr 12, 2013 4:21 PM |
| 37 | 40 | Apr 12, 2013 2:43 PM |
| 38 | 50 | Apr 12, 2013 1:19 PM |
| 39 | 28 | Apr 12, 2013 1:11 PM |
| 40 | 15 | Apr 12, 2013 12:38 PM |
| 41 | 20 | Apr 12, 2013 12:14 PM |
| 42 | 20 | Apr 12, 2013 12:03 PM |
| 43 | 60 | Apr 12, 2013 9:17 AM |

**Page 4, Q2. Ideally, what should this percentage balance between directly-related instruction activities versus outside-of-classroom/-student service related activities be? Please provide your percentage ideals below.**

| | Directly-Related Instruction Activities | |
|---|---|---|
| 1 | 87 | Apr 29, 2013 10:42 PM |
| 2 | 60 | Apr 29, 2013 9:57 PM |
| 3 | 80 | Apr 29, 2013 11:07 AM |
| 4 | 95 | Apr 26, 2013 8:44 PM |
| 5 | 85 | Apr 26, 2013 2:05 PM |
| 6 | 90 | Apr 26, 2013 8:38 AM |
| 7 | 80 | Apr 26, 2013 7:40 AM |
| 8 | 85 | Apr 26, 2013 7:12 AM |
| 9 | 70 | Apr 25, 2013 8:43 PM |
| 10 | 60 | Apr 22, 2013 10:12 PM |
| 11 | 80 | Apr 21, 2013 4:06 PM |
| 12 | 70 | Apr 18, 2013 2:22 PM |
| 13 | 85 | Apr 17, 2013 10:49 PM |
| 14 | 60 | Apr 16, 2013 8:06 AM |
| 15 | 95 | Apr 15, 2013 10:48 PM |
| 16 | 75 | Apr 15, 2013 4:34 PM |
| 17 | 80 | Apr 15, 2013 2:39 PM |
| 18 | 95 | Apr 15, 2013 2:37 PM |

**Page 4, Q2. Ideally, what should this percentage balance between directly-related instruction activities versus outside-of-classroom/-student service related activities be? Please provide your percentage ideals below.**

| | | |
|---|---|---|
| 19 | 100 | Apr 15, 2013 1:17 PM |
| 20 | 60 | Apr 15, 2013 12:39 PM |
| 21 | 75 | Apr 15, 2013 12:02 PM |
| 22 | 99 | Apr 15, 2013 12:02 PM |
| 23 | 90 | Apr 15, 2013 11:31 AM |
| 24 | 85 | Apr 15, 2013 11:19 AM |
| 25 | 95 | Apr 15, 2013 9:56 AM |
| 26 | 80 | Apr 15, 2013 9:18 AM |
| 27 | 80 | Apr 15, 2013 7:31 AM |
| 28 | 90 | Apr 13, 2013 5:46 PM |
| 29 | 80 | Apr 13, 2013 11:45 AM |
| 30 | 90 | Apr 13, 2013 11:33 AM |
| 31 | 80 | Apr 12, 2013 8:14 PM |
| 32 | 90 | Apr 12, 2013 8:11 PM |
| 33 | 85 | Apr 12, 2013 7:18 PM |
| 34 | 60 | Apr 12, 2013 4:45 PM |
| 35 | 85 | Apr 12, 2013 4:21 PM |
| 36 | 90 | Apr 12, 2013 2:43 PM |
| 37 | 95 | Apr 12, 2013 1:19 PM |

**Page 4, Q2. Ideally, what should this percentage balance between directly-related instruction activities versus outside-of-classroom/-student service related activities be? Please provide your percentage ideals below.**

| | | |
|---|---|---|
| 38 | 93 | Apr 12, 2013 1:11 PM |
| 39 | 90 | Apr 12, 2013 12:38 PM |
| 40 | 80 | Apr 12, 2013 12:14 PM |
| 41 | 60 | Apr 12, 2013 12:03 PM |
| 42 | 80 | Apr 12, 2013 9:17 AM |
| | Meetings, SLOs, CORs, program review, student clubs, etc. | |
| 1 | 13 | Apr 29, 2013 10:42 PM |
| 2 | 40 | Apr 29, 2013 9:57 PM |
| 3 | 20 | Apr 29, 2013 11:07 AM |
| 4 | 5 | Apr 26, 2013 8:44 PM |
| 5 | 15 | Apr 26, 2013 2:05 PM |
| 6 | 10 | Apr 26, 2013 8:38 AM |
| 7 | 20 | Apr 26, 2013 7:40 AM |
| 8 | 15 | Apr 26, 2013 7:12 AM |
| 9 | 30 | Apr 25, 2013 8:43 PM |
| 10 | 40 | Apr 22, 2013 10:12 PM |
| 11 | 20 | Apr 21, 2013 4:06 PM |
| 12 | 30 | Apr 18, 2013 2:22 PM |
| 13 | 15 | Apr 17, 2013 10:49 PM |

**Page 4, Q2.  Ideally, what should this percentage balance between directly-related instruction activities versus outside-of-classroom/-student service related activities be? Please provide your percentage ideals below.**

| 14 | 40 | Apr 16, 2013 8:06 AM |
|----|----|----------------------|
| 15 | 5 | Apr 15, 2013 10:48 PM |
| 16 | 25 | Apr 15, 2013 4:34 PM |
| 17 | 20 | Apr 15, 2013 2:39 PM |
| 18 | 5 | Apr 15, 2013 2:37 PM |
| 19 | 0 | Apr 15, 2013 1:17 PM |
| 20 | 40 | Apr 15, 2013 12:39 PM |
| 21 | 25 | Apr 15, 2013 12:02 PM |
| 22 | 1 | Apr 15, 2013 12:02 PM |
| 23 | 10 | Apr 15, 2013 11:31 AM |
| 24 | 15 | Apr 15, 2013 11:19 AM |
| 25 | 5 | Apr 15, 2013 9:56 AM |
| 26 | 20 | Apr 15, 2013 9:18 AM |
| 27 | 20 | Apr 15, 2013 7:31 AM |
| 28 | 10 | Apr 13, 2013 5:46 PM |
| 29 | 20 | Apr 13, 2013 11:45 AM |
| 30 | 10 | Apr 13, 2013 11:33 AM |
| 31 | 20 | Apr 12, 2013 8:14 PM |
| 32 | 10 | Apr 12, 2013 8:11 PM |

**Page 4, Q2. Ideally, what should this percentage balance between directly-related instruction activities versus outside-of-classroom/-student service related activities be? Please provide your percentage ideals below.**

| | | |
|---|---|---|
| 33 | 15 | Apr 12, 2013 7:18 PM |
| 34 | 40 | Apr 12, 2013 4:45 PM |
| 35 | 15 | Apr 12, 2013 4:21 PM |
| 36 | 10 | Apr 12, 2013 2:43 PM |
| 37 | 5 | Apr 12, 2013 1:19 PM |
| 38 | 7 | Apr 12, 2013 1:11 PM |
| 39 | 10 | Apr 12, 2013 12:38 PM |
| 40 | 20 | Apr 12, 2013 12:14 PM |
| 41 | 40 | Apr 12, 2013 12:03 PM |
| 42 | 20 | Apr 12, 2013 9:17 AM |

**Page 4, Q3.  Given that faculty primacy in the development and updating of course outlines, determination and assessment of SLOs, involvement in the reflective self-evaluation and request for resources through program review, hiring of peer faculty, involvement with student clubs, etc., will all rightfully re...**

| | | |
|---|---|---|
| 1 | Please note, I tried to give ranges for my above answers (because of the variation which occurs over a semester) which the fields would not allow (so I put in the averages). percentage estimate Directly-Related Instruction Activities: 60-80% Meetings, SLOs, CORs, program review, student clubs, etc.: 20-40% Ideally Directly-Related Instruction Activities: 85-90% Meetings, SLOs, CORs, program review, student clubs, etc.: 10-15%  The largest time-sinks in my recent experience seem to be determination and assessment of SLOs, involvement in the reflective self-evaluation and request for resources through program review.  These are large, cumbersome, multi-level processes that seem to require large amounts of extra effort for all involved.   Unfortunately I have no concrete suggestions at this time, other than a plea for collegial behavior. | Apr 29, 2013 10:42 PM |
| 2 | More classified staff that can help with the input of date for SLOs for the preparation of class schedule like we used to have per division. | Apr 29, 2013 9:57 PM |
| 3 | Where should I begin? | Apr 29, 2013 11:07 AM |
| 4 | It's not just the balance. We're pretty close in that regard. SLOs, Course Outlines, etc. are far different than spending time with students in the office, participating in student clubs, events, etc. The latter is far more valuable than the former. The amount of paperwork required has gotten out of hand. I especially sympathize with department chairs. | Apr 26, 2013 2:05 PM |
| 5 | I'm p/t. Seems to me the answer is to hire more f/t faculty. | Apr 26, 2013 8:38 AM |
| 6 | Part timers can not afford to spend time on these outside activities at their current pay and benefit rates. Practically speaking i would like to spend 0 time on outside activities since each hour will directly reduce my income. My healthcare cost alone is about 20% of my pay.  So for what takes a 20 hour week just for the instruction, my pay is less than $10,000 for the semester. I must watch and balance my time accordingly.  So all spare time is spent on student support not other college activities. | Apr 26, 2013 7:40 AM |
| 7 | SLO's need to be simplified.  Too much energy is devoted to trying to understand the forms, and what the forms mean to instructor/student review. | Apr 26, 2013 7:12 AM |
| 8 | It is hard to say as each faculty member strikes their own balance which puts them either in-line with institutional expectations or our of line with them.  Though there are efforts at a unified approach to these issues -- it is not reaching everyone.  It many never be able to do so. | Apr 21, 2013 4:06 PM |
| 9 | I don't have any complaint that these two are out of balance. Fall semester is pretty administrative/meeting-intense; but spring is typically much easier. So overall, it seems balanced to me. | Apr 18, 2013 2:22 PM |

**Page 4, Q3. Given that faculty primacy in the development and updating of course outlines, determination and assessment of SLOs, involvement in the reflective self-evaluation and request for resources through program review, hiring of peer faculty, involvement with student clubs, etc., will all rightfully re...**

| 10 | More admin assistant help processing and chasing paperwork; more data entry people; somebody (EVP?) to put together an actual schedule/ task list for the ENTIRE semester so that we know the due dates well in advance, to minimize surprise tasks, to aid us in planning our schedules and managing our time, and to improve transparency in process. | Apr 17, 2013 10:49 PM |
|----|----|----|
| 11 | There are WAY too many meetings that take away from our classrooms. Our focus should be more on student learning and community for student engagement. | Apr 16, 2013 8:06 AM |
| 12 | I feel comfortable with the way things are at this time | Apr 15, 2013 4:34 PM |
| 13 | More support staff to handle the mundane data collection and processing of paperwork in the non-classroom areas. | Apr 15, 2013 2:39 PM |
| 14 | classified and administrative assistance to complete these tasks | Apr 15, 2013 1:17 PM |
| 15 | Department chairs need increase release time. | Apr 15, 2013 11:19 AM |
| 16 | SLOs, while valid in theory, produce little if any valid data. It is a farce on the same level at the Emporer's New Clothes, and does little other than meet a bureaucratic need of having completed documents neatly piled on some shelf. The process distracts from classroom efforts. I find it an utter waste of my time. jc | Apr 15, 2013 9:56 AM |
| 17 | Easier systems that require less of a learning curve to navigate. | Apr 15, 2013 7:31 AM |
| 18 | have clerical folks do a lot of this busy work | Apr 13, 2013 5:46 PM |
| 19 | From the above list, those tasks that can be easily performed through clerical assistance, must be perfomred by clerks. This is one of the first requirements for efficiency. A faculty member with a much higher salary should not be doing the clerical work which can be handled at substantially lower cost. The assumption that additional tasks put on the shoulders of the faculty will only help the college by reducing its expenditures without any negative effect on the quality of education is simply eroneous. | Apr 13, 2013 11:45 AM |
| 20 | One possibility - assign a team to care for SLO/PR  Another possibility - Assign release time for full-time instructors to manage this data | Apr 13, 2013 11:33 AM |
| 21 | Reports to management should be more specific. For instance, the program review report should be a maximum of 15 pages of information. | Apr 13, 2013 10:45 AM |
| 22 | I will not go into it here in this forum due to the nature and sensitivity of my unique (I hope) situation in CTE | Apr 12, 2013 7:18 PM |

| | Page 4, Q3. Given that faculty primacy in the development and updating of course outlines, determination and assessment of SLOs, involvement in the reflective self-evaluation and request for resources through program review, hiring of peer faculty, involvement with student clubs, etc., will all rightfully re... | |
|---|---|---|
| 23 | The system requires too much quantification of student success. Evaluation is too involved and too frequent. Technical review of curriculum should be a full time position. There needs to be real shared governance and delegation of responsibility. The EVP has too much power. Deans responsibilities are generally too wide spread. Department chairs should have more release time. | Apr 12, 2013 4:45 PM |
| 24 | Faculty are asked to do far too much administrative work, and the percentage of time expected in this area has increased noticeably in my 20+ years with the district. I used to have time to prepare handouts with better explanations of difficult topics than were available in textbooks, go to meetings and conferences to keep current in my field, and so on. As SLOs, filling out flex-day and 87.5-hour college service documentation, and other activities of dubious value have been foisted upon us, there is no longer time for these additional activities; the time and energy that were once devoted to creativity and innovation are now sucked up by meaningless paperwork. As I need every classroom hour to cover all of the growing body of material in the course outlines, I can't afford to go to conferences because the district won't hire substitutes. I would actually prefer to have additional classroom time rather than the flex-day hours (which require me to both find activities, which are also often of dubious value, and then document my participation in them). Does anyone really think there aren't faculty who fabricate some or all of this information? If the administration really wants all this busywork, they should cut our teaching load to a number lower than 15 units per semester, and increase the required faculty service-to-campus requirement (the 87.5 hours per semester) by a concomitant amount. Of course, they won't, because the colleges don't receive apportionment for non-teaching activities. Realistically, true reform would have to come from the state level, and that can't happen until the state stops being insolvent and the politicians stop bad-mouthing faculty for being lazy and overpaid. | Apr 12, 2013 4:21 PM |
| 25 | Tired to indicate above that a department chair with one class release might be 70-80% in instructional duties and 20-30% in other activities (including department chair stuff). My indication of percent breakdown is for being a dept. chair. When I haven't been dept. chair, the break down has been about 80%-20%, though some of these latter semesters the SLO and other mandates seem to have pushed the non-teaching time up a bit. I am active in my committee work, but not beyond what should be normative (in my mind). We need to stop pushing tasks from Admin to instructors (and especially department chairs ... unless added reimbursement/release is offered). For processes that have taken arduous years of development (SLO and Program review) we need to stick with what we have and not make changes in how it works (except to streamline and automate). The quantification of the 87.5 extra hours is a joke and an annoying waste of time. We are not lawyers who can bill high rates for quantifying each small segments of time. Our tasks are not additionally compensated and are very intertwined (sometimes in the afternoon I am doing both personal and school stuff simultaneously, but then late at night am grading or filling out program review). Any instructor work his or her "salt" is doing way more than 87.5 hours. The few that may not be, can easily just turn in a form that looks like they are. There are perhaps more effective ways of assessing faculty involvement. For example, every committee should have a roster of attendance. These could be compiled and Deans should discuss this with faculty who either don't have a commitment or | Apr 12, 2013 2:43 PM |

| | | |
|---|---|---|
| | are not showing up. Many people are officially on FOG (and claim it as their committee involvement) but they are never there (very few faculty are participating at this point). | |
| 26 | The balance is dependent on the hours of teaching employment.  Therefore, to correct the balance for those with fewer teaching hours, some processes could be mitigated.  I have an unusual situation.  I teach only one student one hour per semester.  Although my load could increase, it hasn't in four years. | Apr 12, 2013 1:19 PM |
| 27 | Self evaluation is a normal part of teaching, and all good teachers do it automatically. Having to document our service and self-enrichment hours is insulting. Faculty should be involved in the ideas and directions of the rights and responsibilities in the questions, but, whenever possible, the implementation of such logistical tasks should be left to administration. That's what administration is supposed to be for, no? For example, the initiatives portion of Program Review seems like a faculty-driven process, but faculty should not waste their time evaluating the racial or gender makeup of their classess--something over which we have no control, and something which does not affect the actual instruction that happens in the classroom. Most importantly, we need to not lose sight of the fact that SLOs are a waste of time--since good instructors do a much better job of this in their heads every day. They're simply an attempt to quantify the unquantifyable, and they're the first stage of inappropriate legal and administrative intrusion into the classroom. Teachers need to be trusted, not held accountable. | Apr 12, 2013 9:17 AM |

**Page 5, Q1.  What percentage of your time as a faculty member do you spend on directly-related student service activities (i.e., helping students as a counselor/librarian) versus indirect student services related activities (i.e., meetings, SLOs, curriculum development/review, program review, clubs, etc.)?**

| | Directly-Related Student Service Activities | |
|---|---|---|
| 1 | 90 | Apr 29, 2013 9:17 AM |
| 2 | 0 | Apr 26, 2013 9:32 AM |
| 3 | 70 | Apr 24, 2013 11:22 PM |
| 4 | 99 | Apr 15, 2013 8:56 AM |
| | Meetings, SLOs, curriculum development/review, program review, student clubs, etc. | |
| 1 | 10 | Apr 29, 2013 9:17 AM |
| 2 | 100 | Apr 26, 2013 9:32 AM |
| 3 | 30 | Apr 24, 2013 11:22 PM |
| 4 | 1 | Apr 15, 2013 8:56 AM |

**Page 5, Q2. Ideally, what should this percentage balance between directly-related student service activities versus indirect student service related activities? Please provide your percentage ideals below.**

| | Directly-Related Student Service Activities | |
|---|---|---|
| 1 | 70 | Apr 30, 2013 9:32 AM |
| 2 | 80 | Apr 29, 2013 9:17 AM |
| 3 | 0 | Apr 26, 2013 9:32 AM |
| 4 | 75 | Apr 24, 2013 11:22 PM |
| 5 | 90 | Apr 15, 2013 8:56 AM |
| | Meetings, SLOs, curriculum development/review, program review, student clubs, etc. | |
| 1 | 30 | Apr 30, 2013 9:32 AM |
| 2 | 20 | Apr 29, 2013 9:17 AM |
| 3 | 100 | Apr 26, 2013 9:32 AM |
| 4 | 25 | Apr 24, 2013 11:22 PM |
| 5 | 10 | Apr 15, 2013 8:56 AM |

**Page 5, Q3.  Given that faculty primacy in the development and updating of course outlines, determination and assessment of SUOs, involvement in the reflective self-evaluation and request for resources through program review, hiring of peer faculty, involvement with student clubs, etc., will all rightfully re...**

| | | |
|---|---|---|
| 1 | * Work through the kinks in the program review and SLO processes to make these things more seamless and less klunky. * Find a way to have seasonal, part-time secretarial help with the inputting of SLO assessment results and program review boilerplate; this should (mind you I said SHOULD) lead to more time for faculty to devote to meaningful analysis of the data present in both SLO and program review documentation. If p/t sec help doesnt lead to better analysis from faculty, then Id recommend that the p/t sec help go away (i.e., carrot / stick approach). | Apr 30, 2013 9:32 AM |
| 2 | The issue for counselors is not the percentage necessarily but the fact we have to work on SLO, program review, and other such items in between students and never are given time to work on those during our work- week.   The time we get during "work" is for a weekly counseling meeting to discuss day-to-day issues that arise and committee updates and planning that 1.5 hr per week.  The rest of the time is booked with student appts.  Ideally we would have 20% of our work week dedicated to SLO's, program review,etc. | Apr 29, 2013 9:17 AM |
| 3 | No work-time is given to counseling faculty to engage, participate, work on the areas listed above.  If we are to volunteer and/or be required to do, it is to work on it in-between students, or take it home to work on it.  It is unfair to expect to do so much after already working a full-work week.   Deans need to give each counselor faculty time allotted in the work- week, say 10% of their work-time, to at least work on some of these activities.  To do quality work, you need to time to meet and discuss with colleagues, staff and other faculty. | Apr 15, 2013 8:56 AM |

| | **Page 6, Q4. Please provide any additional comments about your Academic Senate here. Thanks!** | |
|---|---|---|
| 1 | I think the last set of answers, is sort of a historical average. It depends on who is the current serving Senate member; some have notably not communicated much. Recently I've heard more in off-the-cuff conversations with Senate members who are not my area's rep than I have from the rep. | Apr 29, 2013 10:47 PM |
| 2 | Please provide a 10+1 training for all. | Apr 29, 2013 9:18 AM |
| 3 | I Appreciate your work. | Apr 26, 2013 7:41 AM |
| 4 | I do not know my Academic Senate representative. | Apr 26, 2013 7:13 AM |
| 5 | I really think that our Academic Senate is very effective and has the college and students at the center of decisions. I appreciate Peter's leadership style which I think has moved us forward and in a good working relationship with administration. He will be missed as our Senate President! | Apr 24, 2013 11:25 PM |
| 6 | :) | Apr 17, 2013 10:50 PM |
| 7 | I very much appreciate what the Academic Senate does. I fully support their efforts. I just wished we had more support from the higher ups. I am very disenchanted and frustrated with the very serious (safety) issues I have had to deal with, and I do not find they were addressed as needed by the VPs. If it hadn't been for my dean, I am not so sure what the outcome might have been. | Apr 15, 2013 4:37 PM |
| 8 | I am he and he is I. | Apr 15, 2013 11:20 AM |
| 9 | I think Senate is an important body, and I wish there were more time to get involved. But there are too many other tasks that require my attention, and I can't be involved in everything. The same people in the science departments who can't be department chairs because they can't make it to the chairs' meetings are also the ones who can't come to afternoon meetings of the senate, either. Have you noticed that the math/science division reps on other committees (for example, curriculum) almost always come from the math department, because they are the only math/science people who don't have afternoon labs? Unfortunately, I can't think of a practical solution to this problem, short of banning all afternoon classes (and we can't because there aren't enough classrooms available to reschedule everything for either mornings or evenings). | Apr 12, 2013 4:21 PM |
| 10 | I just started getting forwarded mail from my VC mail box, so this is the first I've heard of the Senate. If it can help reduce all the paper work, much of which doesn't apply well to private music instruction, I would be very grateful. | Apr 12, 2013 1:21 PM |
| 11 | I think the Academic Senate does a fine job. | Apr 12, 2013 12:04 PM |

**Page 8, Q1. Please provide any additional comments you may wish to add here. Thanks!**

| 1 | Keep up the good work! | Apr 30, 2013 9:32 AM |
|---|---|---|
| 2 | Hope to see more presence of the senators at campus forums and district meeting. All senators need to be more present as representatives. The Senate President cannot cover all critical meetings. | Apr 29, 2013 9:19 AM |
| 3 | Next time you might break out the f/t from p/t earlier. | Apr 26, 2013 8:39 AM |
| 4 | Retirement seems a long way away. | Apr 21, 2013 4:07 PM |
| 5 | Thanks for all the outstanding work and the long hours. You folks are great! | Apr 15, 2013 10:50 PM |
| 6 | I need to know how to do this for next year! | Apr 15, 2013 11:20 AM |
| 7 | Thank you for providing the survey, particularly given that the expense of doing so came from your own pocket. Please consider asking the senate to help you fund this out of the senate treasury; I am sure it would be approved.  Regarding the drop deadlines, I can predict with pretty good accuracy who is going to pass, and who isn't, after the first exam. It's not just the raw score; it's the types of errors that students make (indicating their previous level of preparation) as well as their ability to interpret and follow instructions (which can reflect reading-for-understanding skills and, for non-native-English speakers, their familiarity with the language). Most students who get into trouble early in the semester never recover, even with Early Alert, which I've given up on because it doesn't seem to make much of a difference. I would like to see students be encouraged to drop the classes they're not prepared for (or for which they haven't allocated enough study time in their schedules), so they at least have an opportunity to do well in their remaining courses.  On another topic, we need to stop rewarding counselors for pushing students to take the most advanced courses for which their transcripts suggest they are ready. For example, students who complete Algebra II in high school are almost never ready for chemistry or college algebra; they waste a semester or more trying to complete the more advanced courses (at the advice of their counselor) when the high schools have typically failed to give them adequate preparation. It seems that at the high schools, many students are passed for showing up every day, rather than for learning skills; students often report that their high school algebra courses were taught by gym teachers who needed one more course to make load. As long as this nonsense goes on at the high schools, we need to advise students to take things a little easy the first semester (while they adjust to the rigor of their college courses). Students do *not* graduate or transfer faster when they take courses that are too advanced for them.  What administration thinks happens to a student who had completed Algebra II in high school: ***Takes and passes college algebra during first fall semester ***Takes and passes trigonometry or business calculus during first spring semester ***Takes and passes a calculus course during second fall semester ***Takes and passes a second calculus course during second spring semester  What actually happens: ***Takes and flunks (or drops) college algebra during first fall semester ***Takes and passes (maybe) intermediate algebra during first spring semester ***Takes and passes (maybe) college algebra during second fall semester ***Continues like the student above, but graduates or transfers a full year later than the student described above (assuming they don't get discouraged and drop out of college completely)  Why is nobody noticing this (except math and science faculty)? Does getting | Apr 12, 2013 4:43 PM |

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|---|---|---|
| **Page 8, Q1.  Please provide any additional comments you may wish to add here. Thanks!** | | |
| | promoted to administration automatically knock off 20 I.Q. points? Maybe we need to consider granting tenure to junior administrators so they feel more free to speak out on the college's problems without fear of retribution from presidents, chancellors, and board members who are too concerned about looking good to want to listen to the truth. | |
| 8 | Peter, you have been a fantastic president and I hope before too long, you will be ready for another stint! | Apr 12, 2013 2:44 PM |
| 9 | Thank you for providing an opportunity to feed back. | Apr 12, 2013 1:22 PM |