



FULLERTON COLLEGE INSTITUTIONAL RESEARCH COMMITTEE

Institutional Research Committee Suggested Introspection/Self-Study

Senate: The following are questions designed to facilitate a self-study reflective dialog within the committees and groups on campus that take part in the planning process. These questions are not specific to the Senate only and some questions may not necessarily apply. However, there are questions that should generate a meaningful dialog.

The Senate's role and its effectiveness in the planning process are critical to shared governance. Thus, both the internal and external processes are significant. Actual written answers to the introspection/self-study questions are not necessary. However, open and frank group discussions are encouraged.

In addition to the self-study reflective questions, consider potential answers to the following questions. What is the role of the Senate in the planning process at Fullerton College? To what extent does this role align with the current planning process? Is the Senate provided with adequate information to efficiently and effectively take part in the planning process? Is this information effectively shared with the Senators (and subsequently their constituents)? Where does the Senate get its information to make planning decisions? Does the Office of Institutional Research and Planning provide the Senate with additional information upon request? When decisions are reached, how and where are they voiced? What is the strength of the Senate's voice in planning decisions? Is the Senate's voice adequate in terms of shared governance in the planning process?

There are other questions that should be considered when completing the Planning Process Survey. The questions above are just a few.

*I hope this information is useful.
Diana*

Section 1: Orientation

1. Is there an orientation for new members elected or appointed to this committee?
 - a. If there are both constituent members and resource members on this committee are there separate orientations for each group?
2. Is there an on-going process for training current committee members?
 - a. Is there a committee handbook?
 - b. Do you personally feel you were adequately trained about your role and responsibilities on this committee?

c. Do you personally understand what your responsibilities are relative to representing your constituent group on this committee?

Section 2: Committee Duties and Responsibilities

1. Has there been a discussion in your group about the role and responsibilities of members serving on the committee or task force?
2. Do you understand and are you able to explain the role of your committee in the college's planning process?
3. Are you familiar with each of the following?
 - a. Fullerton College's Mission Statement
 - b. Fullerton College's Core Values
 - c. Fullerton College's Strategic Plan
4. How has your committee used the above documents to guide discussion and make its recommendations?
5. Are there duties and/or responsibilities that you feel should be a part of your committee's responsibilities (but currently are not)? If so, what are they?
6. Are there aspects of the college's planning or decision-making processes that you feel your committee should be providing input to (but currently is not)? If so, what are they?
7. Do you report regularly back to your constituent group about your committee's activities and recommendations? If so, what process (e.g. oral report, written report, minutes of the group's meetings) do you use to report back? Are committee records stored online, a binder, etc.?

Section 3: Meetings

1. To what extent do you think the committee's meetings are held as often as needed?
2. To what extent do you think the length (duration) of the committee's meetings are adequate?
3. Do you feel you can be open, honest and/or frank in committee discussions and/or decisions?

Section 4: Committee Structure and Operations

1. Is there a designated chair for your committee?
2. Are you comfortable with the process used to select your committee chair?
3. Are you adequately informed in advance of committee meetings?
4. Is the committee provided sufficient information, including data, in a timely and comprehensive manner such that the committee can conduct business effectively?
5. To what degree is your committee satisfied with the data provided by the Office of Instructional Research?
6. Is an agenda for meetings provided in a timely manner?
7. Is attendance at meetings sufficient to adequately carry out the tasks of the committee?
8. Is a record of attendance maintained?
9. Is there a protocol in place for replacing non-attending/non-participating members?
10. Are adequate minutes reflecting the activities of the committee taken and kept?

Section 5: Committee Communication

1. To what degree are the comments and input from individuals on the committee valued and respected?

2. Are efforts made to elicit input from all members during a dialogue or discussion? (e.g. “What do you think Sally?”)
3. Does it seem that the input from some members seems to carry more weight than that from others?
4. To what degree are members able to keep the communication on task rather than wandering to other issues?

Section 6: Enhancing the Performance of the Committee

1. Describe the process by which committee members suggest improvements to committee purpose and procedures.
2. To what degree do you think the committee is open to change and improvement?
3. Are there opportunities to improve the overall effectiveness of the committee? If so, describe the opportunities in the space below.