

ASCCC Local Senates Survey 2020-2021

Executive Summary

Every three years the Academic Senate for California Community Colleges (ASCCC) surveys its local senates on their structures and practices to understand the workings of its 126 member (116 colleges and 10 district) senates and learn ways to support their members in the work in the areas of the 10+1. The Local Senates Survey is sent out to each local and district senate president to complete. This executive summary will review the survey in general and provide information on specific themes. [Full survey results](#) including all of the qualitative answers can be found online.¹

What were the demographics of who filled out the survey?

The 2020-2021 survey was completed by 55 local senates (43% of the membership) 53 were college senates and 2 were district senates. The majority of respondents indicated that their senates were representative bodies (87%) and a smaller number were senates of the whole (11%). The majority of respondents (60%) were from multi-college districts. Respondents were a majority white (65%). Indicated racial groups included African American/Black (6%), American Indian/Alaskan Native (7%), Asian/Asian American (5%) and Latino/a/x (21%). Most respondents indicated that their sexual orientation was heterosexual/straight (72%). Respondents indicated asexual (7%), bisexual (2%) and gay or lesbian (2%). The majority of gender identity was cisgender women (56%) with cisgender men at 40%; 4% declined to answer.

How are local senates chosen?

The majority of senates (84%) stated that their faculty are selected through an election process and others were selected through appointments made by the senate president or departments. The average number of voting senators was 26 with a low of 6 and a high of 69 members.

What role do part-time faculty play in local senates?

The majority of respondents (81%) of senates have a designated seat for part time senators. Most senates had more than one seat available; 2 seats was the most common answer. Only 50% of respondents stated that these part time senators were compensated for their time. Of those who were compensated the majority were given a stipend. In addition, 53% of respondents stated that their academic senates allow part time senators to represent departments, areas and divisions. There are some colleges (23%) that do have specific criteria for part-time faculty serving as a senator. Most of these criteria are in the areas of current employment and years of service.

What strategies are being used to recruit diverse faculty to local service?

The ASCCC asked local senates what recruitment strategies they used to bring diverse faculty into the membership. The most common themes included: recruitment through affinity groups, outreach to new faculty, succession planning in departments, and professional development. The most effective strategy was personal and direct outreach to faculty. When asked if these strategies worked the results were mixed: Yes (27%), Somewhat (48%) and No (8%).

What is the role of local senates in faculty hiring and equivalency?

Respondents agreed or strongly agreed (76%) that their local senates recruited diverse faculty representation on faculty hiring committees. A small majority (57%) have also evaluated faculty hiring process for racial or gender bias. In changing processes local senates have: revised hiring procedures, revised job descriptions, updated local administrative procedures, passed resolutions and worked with district Human Resources on recruitment strategies. When asked how the ASCCC could support these efforts, suggestions were made for local senate visits, online tools about implicit bias, tools for leading difficult discussions and models of equitable and effective hiring processes. Local senates (66%) have also evaluated and updated their processes for determining equivalency. Changes included making the process more

¹ <https://www.surveymonkey.com/results/SM-8S5ZJ6QK9/#>

transparent, revising committee structures, making the process more flexible and working directly with Human Resources and Administration.

How are local senates implementing Guided Pathways?

Local senates have had strong participation in guided pathways efforts. Almost all (92%) respondents stated that they had separate committees leading Guided Pathway at their college and 73% of those committees had faculty as the majority of members. Of those in 66% faculty members were appointed by the academic senate. Local senates (62%) are working to integrate Guided Pathways into standing governance structures and committees.

What is the local senate's role in placement?

With the implementation of AB705 in Fall 2019 50% of senates have evaluated their college's mathematics and English placement models. Efforts have included: districtwide committee review, evaluation through program review, departmental review, and regular reports to the local senate. To support the implementation senates have aligned placement with their guided pathways work, provided professional development and assigned committees to support the work. Faculty have been supported by their local administrations with professional development funding, intuitional research support and release time for implementation leads.

How much release time is provided for local Senates?

When asked about release time for local senates most indicated that there was release time and that it was identified in a collective bargaining agreement. Most senates had release time for the senate president and the curriculum chair and some had release time for other senate officers. A few colleges had release time for other positions such as guided pathways lead, program review/SLO coordinators, and ASCCC liaisons (e.g. CTE, OER). When asked if faculty leaders are compensated for performing governance work in the summer the answers were varied: Yes-All (8%), Yes-Some 50% and No 41%.

How can ASCCC support local senates?

When respondents were asked what resources and support they wanted from the ASCCC the top answers were 1) Guided Pathways ensuring learning 2) Guided Pathways staying on the path and 3) information on placement models.

Thank you to all the respondents. The ASCCC appreciates your time and effort in sharing what is happening at your local senates.