

SENATE STANDING COMMITTEE ON CURRICULUM

Regular Meeting
Wednesday, October 14, 2020
4:15 p.m. – 7:15 p.m.
MS Teams Online

AGENDA

1. Call to Order David Burns 4:15
2. Approval of Agenda
3. Approval of Minutes, September 16, 2020
4. Chair's Report
5. Consent Agenda..... David Burns 4:25
6. Course Changes
 - 6.1. ACA Faculty and Department Name Changes..... Aimee Begalka 4:35
7. Program Changes
 - 7.1. Minor in Journalism Chad Skelton 4:40
 - 7.2. Graduate Certificate in Sustainable Food Systems and Security Kent Mullinix 4:50
8. Items for Discussion
 - 8.1. The Vice-Chair and the Chair of SSC Curriculum David Burns 5:05
 - 8.2. Mandate and Membership Annual Review..... 5:15
 - 8.3. Senate Effectiveness Survey Report..... 5:25
9. Adjournment

SENATE STANDING COMMITTEE ON CURRICULUM

MINUTES OF REGULAR MEETING

Wednesday, September 16, 2020

4:15 p.m. – 7:15 p.m.

MS Teams Online

Voting Member Quorum 7 members		
Jen Adams Nick Bransford Gregory Harris Nadia Henwood Anton Kietaihl Parthiphan Krishnan Ron Murray	Lindsay Norris Diane Purvey Randal Thiessen Leeann Waddington Elizabeth Worobec	
		Non-voting
		David Burns - Chair Zena Mitchell Melissa Krahn Sandy Vanderburgh
Regrets	Senate Office	Guests
Alan Davis Rajiv Jhangiani Harman Singh	Meredith Laird	Nirmal Dhaliwal Sharon Leitch Leanne MacKenzie Herraj Sandhu Chad Skelton Sherilyn Sweeney Yan Qu

1. Call to Order

The Chair called the meeting to order at 4:16 p.m.

2. Approval of Agenda

Changes:

- Move Item 7.2 to the agenda of the closed meeting.
- Remove courses IDEA 1400 and IDEA 3301 from the consent agenda.
- Add 8.1 Enabling courses to be online
- Add 8.2 General discussion of Course Outlines

Ron Murray moved the agenda be confirmed as amended.

The motion carried.

3. Approval of Minutes, June 10, 2020

Changes:

Item 8.1 Add “or not” so the sentence reads: “The committee discussed its membership composition and whether or not the Senator or representative, Co-op Education seat must be held by a faculty member.”

Remove the action item from the minutes.

Gregory Harris moved the minutes be accepted as amended.

The motion carried.

4. Chair’s Report

The Chair submitted his report. He highlighted that the Subcommittees on Quantitative Courses and on Writing-Intensive Courses have new memberships and will begin to meet.

5. Course Changes

5.1 Consent Agenda

The committee discussed the appropriate use of the Open Education Resources field on course outlines and that students are able to use Zero Textbook Cost as a search field in the University Calendar.

Gregory Harris moved that all PRTS courses return to the Trades and Technology FC for clarification.

The motion carried.

Diane Purvey moved that the Senate Standing Committee on Curriculum recommend that Senate approve the list of new, revised, and discontinued courses as amended.

The motion carried.

6. Program Changes

6.1. Minor in Journalism

Chad Skelton described the proposed changes and answered questions of the committee.

Diane Purvey moved that the “required for program field” in all JRNL course outlines be updated to reflect current requirements.

The motion carried.

Diane Purvey moved that the Senate Standing Committee on Curriculum recommend that Senate approve the program changes to the Minor in Journalism, effective September 1, 2021.

The motion carried.

6.2. Graduate Nurse Internationally Educated, Re-Entry

Herraj Sandhu, Sherilyn Sweeney, and Sharon Leitch described the proposed changes and answered the questions of the committee.

Parthiphan Krishnan moved that the Senate Standing Committee on Curriculum recommend that Senate approve the changes to the Graduate Nurse Internationally Educated Re-Entry (GNIE) Program, effective September 1, 2021.

Elizabeth Worobec moved that the Admissions Requirements be changed to remove the Criminal Record Check language for the GNIE program.

The motion carried.

Gregory Harris moved to postpone the item.

The motion carried.

6.3. Certificate in Health Care Assistant

Nirmal Dhaliwal provided background for the proposed changes and answered questions of the committee.

Gregory Harris moved the Senate Standing Committee on Curriculum recommend that Senate approve the changes to the Certificate in Health Care Assistant, effective September 1, 2021.

Gregory Harris moved that the motion be postponed.

The motion carried.

6.4. Traditional Chinese Medicine – Acupuncture

Sharon Leitch and Yan Qu provided background for the proposed changes and answered questions of the committee.

Nadia Henwood moved that Senate Standing Committee on Curriculum recommend that Senate approve the changes to the TCM -Acupuncture program, effective September 1, 2021.

Gregory Harris moved to postpone the item.

The motion carried.

7. New Business

7.1. Nominations to the Subcommittee on Writing-Intensive Courses

Parthiphan Krishnan moved that the Senate Standing Committee on Curriculum appoint Rachelle Hollaway and Michael Pope to the Subcommittee on Writing Intensive Courses.

The motion carried.

8. Items for Discussion

8.1. Online Course Designations

The committee discussed the need to submit courses for review if they did not previously list online as a delivery method, how course delivery information is used in Banner, the appropriate approval process for this field on the course outlines, and how this field will be programmed in CourseLeaf.

Action: Chair to communicate to curriculum committees that the course format field does not need to be updated until the course is scheduled for its regular review.

8.2. Course Outlines

The committee discussed the quality of submissions it receives to review, the use of the summary page on the Course Outline Database, the delegated authority for curricular reviews within the faculties, and the tracking of skills as well as learning outcomes. The committee discussed training that would be helpful for faculty and curriculum committees.

The chair requested that members submit their suggestions for how to address these issues.

8.3. Co-Op Seat

Leanne MacKenzie described the history of the Co-Op seat on this committee and asked that the committee revisit the purpose of a Co-Op seat.

9. Adjournment

The meeting adjourned at 6:45 p.m.

SENATE STANDING COMMITTEE ON CURRICULUM

Agenda Item: 5

Meeting Date: October 14, 2020

Presenter: David Burns

Agenda Item **Course Submissions**

Action Requested	Motion
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Recommended Resolution	THAT the Senate Standing Committee on Curriculum recommend that Senate approve the attached list of new, revised, and discontinued courses.
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Senate Standing Committee Report For Senate Office Use Only

Attachments 2020 10 14 Course Submissions

Submitted by *David Burns, Chair, Senate Standing Committee on Curriculum*

Date submitted *October 5, 2020*

Consent Agenda
October 14, 2020

[illegible]

Consent Agenda
October 14, 2020

[illegible]

SENATE STANDING COMMITTEE ON CURRICULUM

Agenda Item: 6.1

Meeting Date: October 14, 2020

Presenter: Aimee Begalka

Agenda Item **ACA Change of Name Motion**

Action Requested	Motion
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Recommended Resolution	THAT the Senate Standing Committee on Curriculum recommend that Senate approve the changes to the course outlines listed below be moved under the new Faculty name – Academic and Career Preparation with its new department names – English Upgrading Department and Access Programs Department effective September 1, 2021.
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Senate Standing Committee Report

For Senate Office Use Only

On September 24 2020 the Faculty of Academic and Career Advancement Curriculum Committee approved the relocation of its:

Academic Career Preparation (ACP) courses
English Language Studies (ELS) courses
Access Programs for People with Disabilities (APPD) courses

Context & Background

from the Faculty of Academic and Career Advancement (ACA) to the newly renamed Faculty of Academic and Career Preparation (ACP) as recommended in the GV9 report endorsed by Senate and approved by the Board of Governors in the spring of 2019.

The following course outlines have been updated with the Faculty of Academic and Career Preparation and the relevant departments which are newly named:

Key Messages

Academic Career Preparation Department (ACP) will become the English Upgrading Department (EU)

Access Programs for People with Disabilities Department (APPD) will become the Access Programs Department (AP)

Consultations

1. ACA Standing Committee for Curriculum

2. ACA Faculty Council
3. Stephen Yezerinac, Office of the Registrar

Attachments

ACA Change of Faculty and Department Names Changes Table

Submitted by

Aimee Begalka, Dean, Faculty of Academic and Career Advancement

Date submitted

29 September 2020

SSCC Cover Sheet 14 Oct 2020 meeting – ACA Change of Faculty and Department Names Table

Subject Code	Course No.	Title	Old Dept	Old Faculty	New Dept	New Faculty
ENGQ	0024	Detailed English Assessment	ACP	ACA	EU	ACP
ENGQ	0044	Basic Writing Skills 1A	ACP	ACA	EU	ACP
ENGQ	0045	Basic Reading Skills 1A	ACP	ACA	EU	ACP
ENGQ	0054	Basic Writing Skills 1B	ACP	ACA	EU	ACP
ENGQ	0055	Basic Reading Skills 1B	ACP	ACA	EU	ACP
ENGQ	0056	Phonetic Reading and Spelling Skills 1	ACP	ACA	EU	ACP
ENGQ	0064	Basic Writing Skills 2	ACP	ACA	EU	ACP
ENGQ	0065	Basic Reading Skills 2	ACP	ACA	EU	ACP
ENGQ	0066	Phonetic Reading and Spelling Skills 2	ACP	ACA	EU	ACP
ENGQ	0074	Directed Studies: Intermediate Writing and Communication	ACP	ACA	EU	ACP
ENGQ	0075	Directed Study: Intermediate Reading	ACP	ACA	EU	ACP
ENGQ	0084	Directed Studies: Advanced Writing	ACP	ACA	EU	ACP
ENGQ	0085	Directed Studies: Advanced Reading	ACP	ACA	EU	ACP
ENGQ	1078	Foundations of Academic Reading	ACP	ACA	EU	ACP
ENGQ	1079	Foundations of Academic Writing	ACP	ACA	EU	ACP
ENGQ	1088	Foundations of Academic Reading II	ACP	ACA	EU	ACP
ENGQ	1089	Foundations of Academic Writing II	ACP	ACA	EU	ACP
ENGQ	1091	Provincial Level English Literature (English 12)	ACP	ACA	EU	ACP
ENGQ	1092	Professional and Technical English 12	ACP	ACA	EU	ACP
ENGQ	1096	University Writing Workshop	ACP	ACA	EU	ACP
ENGQ	1099	Writing Skills with Readings	ACP	ACA	EU	ACP
LCOM	0101	Literacy for Students with Intellectual Disabilities	ACP	ACA	EU	ACP
APPD	0021	Work Exploration	APPD	ACA	AP	ACP
APPD	0031	Job Preparation	APPD	ACA	AP	ACP
APPD	0041	Strategies for Employment	APPD	ACA	AP	ACP
ELST	0041	Foundation Level – Reading and Writing	ELS	ACA	ELS	ACP
ELST	0043	Foundation Level – Listening and Speaking	ELS	ACA	ELS	ACP
ELST	0061	Intermediate Pronunciation	ELS	ACA	ELS	ACP
ELST	0162	Grammar I	ELS	ACA	ELS	ACP
ELST	0181	English for Academic Purposes – Level 1	ELS	ACA	ELS	ACP
ELST	0183	Academic Listening and Speaking Skills – Level 1	ELS	ACA	ELS	ACP
ELST	0261	Advanced Pronunciation	ELS	ACA	ELS	ACP
ELST	0262	Grammar II	ELS	ACA	ELS	ACP
ELST	0281	English for Academic Purposes – Level 2	ELS	ACA	ELS	ACP
ELST	0283	Academic Listening and Speaking Skills – Level 2	ELS	ACA	ELS	ACP
ELST	0381	English for Academic Purposes – Level 3	ELS	ACA	ELS	ACP
ELST	0383	Academic Listening and Speaking Skills – Level 3	ELS	ACA	ELS	ACP

SENATE STANDING COMMITTEE ON CURRICULUM

Agenda Item: 7.1

Meeting Date: October 14, 2020

Presenter: Chad Skelton

Agenda Item: Program Change – Minor in Journalism

Action Requested:	Motion
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Recommended Resolution	THAT the Senate Standing Committee on Curriculum recommend that Senate approve the program changes to the Minor in Journalism, effective September 1, 2021.
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Senate Standing Committee Report

For Senate Office Use Only

Context & Background

Program changes are designed to provide students more flexibility in completing the Minor and to reflect the addition of new Journalism (JRNL) courses since the Minor was first developed.

Key Messages

1. Removing the requirement to take JRNL 2230 Multimedia Storytelling and JRNL 2240 Beyond News in order to complete the Minor.
2. Adding a requirement to take 6 credits in Journalism (JRNL) numbered 2000 through 2999 in addition to JRNL 2120 Storytelling: Writing for Journalism.
3. As a result of this change, students may take any two of the following four courses to complete the Minor: JRNL 2230 Multimedia Storytelling, JRNL 2240 Beyond News, JRNL 2360 Photojournalism, JRNL 2370 Podcasting and Audio Storytelling.

Resource Requirements

No additional resources required.

Implications/Risks

Students wishing to complete the Minor under the “old” requirements may still do so (by taking JRNL 2230 and JRNL 2240). This simply provides additional flexibility for students going forward.

Consultations

1. Journalism and Communication Studies Department
2. Faculty of Arts Dean's Office
3. Academic Planning and Priorities
4. Arts Standing Committee on Curriculum
5. Arts Faculty Council
6. Office of the Registrar
7. Vice-Chair, Senate

Attachments:

1. D7 Minor in Journalism
2. List of Journalism Courses Required for Credential

Submitted by:

Meredith Laird, Administrative Assistant, University Senate

Date submitted:

30 September, 2020

PROGRAM DETAILS

Faculty:	Arts
Program Name:	Minor in Journalism
Department:	Journalism and Communication Studies
Effective date:	September 1, 2021
Dean/Associate Dean:	Diane Purvey
Chair/Coordinator:	Chad Skelton
Submission Date:	August 14, 2020

CONSULTATIONS

Consultations	Person Consulted	Consultation Date
Office of the Provost:	N/A	N/A
Vice Chair of Senate:	David Burns	March 11, 2020
Other(s)* (if applicable):	Naomi Ben-Yehuda, Arts Degree Advisor	March 6, 2020

OFFICE OF THE REGISTRAR PROPOSAL REVIEW

Review of Completed D-7 Form	Review Submission Date
Stephen Yezerinac	May 11, 2020

APPROVALS

	Proposal Approval Date
Faculty Curriculum Committee:	June 19, 2020
Faculty Council (if required):	June 26, 2020
SSC on Curriculum:	
SSC on University Budget (if required):	N/A
SSC on Academic Planning and Priorities (if required):	N/A
Senate:	

Proposed Change(s):	<p>Remove two courses from the Minor in Journalism requirements:</p> <ul style="list-style-type: none"> • JRNL 2230 Multimedia Storytelling • JRNL 2240 Beyond News: Feature Writing <p>and replace with a general requirement for any two JRNL courses at the 2000-level:</p> <ul style="list-style-type: none"> • “Select 6 additional credits from courses in Journalism (JRNL) numbered 2000 through 2999.” <p>JRNL 2120 Writing for Journalism would remain a specific course requirement for the Minor in addition to any other two 2000-level JRNL courses.</p> <p>JRNL 2230 Multimedia Storytelling and JRNL 2240 Beyond News would also remain required courses for the Bachelor of Journalism (Major).</p>
Rationale:	<p>The current requirements do not provide students with any credit towards the Minor for taking two popular 2000-level courses:</p> <ul style="list-style-type: none"> • JRNL 2360 Visual Storytelling (renamed Photojournalism starting in Fall 2020) • JRNL 2370 Audio Storytelling (renamed Podcasting and Audio Storytelling starting in Fall 2020) <p>Furthermore, both of these 2000-level courses are prerequisites for upper-level JRNL courses. JRNL 2360 is the prereq for JRNL 3270 Advanced Visual Storytelling (renamed Video Journalism starting in Fall 2020) and JRNL 2370 is the prereq for JRNL 3370 Advanced Audio Storytelling (renamed Audio Documentary starting in Fall 2020).</p> <p>After changes made to our upper-level course prereqs for Fall 2020, neither JRNL 2230 Multimedia Storytelling nor JRNL 2240 Beyond News are prereqs for any upper-level JRNL courses. (JRNL 2120 Writing for Journalism remains a prereq for several upper-level JRNL courses.) Requiring JRNL 2230 and JRNL 2240, which are not prereqs for upper-level courses, for the Minor while not giving credit for JRNL 2360 and JRNL 2370, which are prereqs, doesn't make sense. This change makes our program progression more clear to students.</p> <p>Allowing students to select any two 2000-level JRNL courses (in addition to JRNL 2120 Writing for Journalism) provides them with more flexibility in completing their Minor and makes it easier for them to take 2000-level courses that are prereqs for the upper-level JRNL courses they are most interested in taking. (The Minor in Journalism requires 12 JRNL credits, or four courses, at the 3000/4000 level.)</p>

URL(s):	https://calendar.kpu.ca/programs-az/arts/journalism/journalism-minor/#requirements-text

Impact on Students:	<p>Check all that apply:</p> <p><input type="checkbox"/> The changes alter the admission, declaration or continuance requirements <i>If yes, provide both the current calendar entry and new calendar entry in full. (see below)</i></p> <p><input checked="" type="checkbox"/> The changes alter the curricular requirements <i>If yes, provide both the current calendar entry and new calendar entry in full. (see below)</i></p> <p><input type="checkbox"/> The changes change the total number of required credits <i>If yes, state the current number of total credits: _____ and proposed number of total credits: _____</i></p> <p><input checked="" type="checkbox"/> The changes introduce new, revised or discontinued courses <i>If yes, indicate the Faculty approval date and list the courses below.</i></p> <p><input type="checkbox"/> The changes alter the credential awarded <i>If yes, indicate the proposed credential:</i> _____</p>
Transition Plan	The proposed changes will provide students with significantly more flexibility in completing the Minor and so should not impact any students negatively.

Current Requirements with Proposed Changes	New Requirements																																
<p>Admission Requirements Students pursuing a minor in Journalism must be admitted to KPU for undergraduate studies.</p> <p>Declaration Requirements Students pursuing this minor must declare their intention prior to graduation. A minor may only be declared as part of a bachelor's degree.</p> <p>Curricular Requirements Students must achieve a minimum grade of C in all required courses.</p> <p>The Minor in Journalism requires completion of a minimum of 27 credits as follows:</p> <table><tr><th>Course List</th><th>Code</th><th>Title</th><th>Credits</th></tr><tr><td></td><td>JRNL 1160</td><td>Introduction to Journalism</td><td>3</td></tr><tr><td></td><td>JRNL 1220</td><td>Citizen Journalism</td><td>3</td></tr><tr><td></td><td>JRNL 2120</td><td>Storytelling: Writing for Journalism</td><td>3</td></tr></table> <p>Select 6 additional credits from courses in Journalism (JRNL) numbered 2000 through 2999 6</p> <p>JRNL 2230 — Multimedia Storytelling 3</p> <p>JRNL 2240 — Beyond News: Feature Writing 3</p> <p>Select 12 credits from courses in Journalism (JRNL) numbered 3000 through 4999 12</p> <p>Total Credits 27</p> <p>Credential Awarded</p> <p>Upon successful completion of the minor as part of a bachelor's degree program, transcripts will indicate a Minor in Journalism.</p>	Course List	Code	Title	Credits		JRNL 1160	Introduction to Journalism	3		JRNL 1220	Citizen Journalism	3		JRNL 2120	Storytelling: Writing for Journalism	3	<p>Admission Requirements Students pursuing a minor in Journalism must be admitted to KPU for undergraduate studies.</p> <p>Declaration Requirements Students pursuing this minor must declare their intention prior to graduation. A minor may only be declared as part of a bachelor's degree.</p> <p>Curricular Requirements Students must achieve a minimum grade of C in all required courses.</p> <p>The Minor in Journalism requires completion of a minimum of 27 credits as follows:</p> <table><tr><th>Course List</th><th>Code</th><th>Title</th><th>Credits</th></tr><tr><td></td><td>JRNL 1160</td><td>Introduction to Journalism</td><td>3</td></tr><tr><td></td><td>JRNL 1220</td><td>Citizen Journalism</td><td>3</td></tr><tr><td></td><td>JRNL 2120</td><td>Storytelling: Writing for Journalism</td><td>3</td></tr></table> <p>Select 6 additional credits from courses in Journalism (JRNL) numbered 2000 through 2999 6</p> <p>Select 12 credits from courses in Journalism (JRNL) numbered 3000 through 4999 12</p> <p>Total Credits 27</p> <p>Credential Awarded</p> <p>Upon successful completion of the minor as part of a bachelor's degree program, transcripts will indicate a Minor in Journalism.</p>	Course List	Code	Title	Credits		JRNL 1160	Introduction to Journalism	3		JRNL 1220	Citizen Journalism	3		JRNL 2120	Storytelling: Writing for Journalism	3
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	JRNL 1220	Citizen Journalism	3																														
	JRNL 2120	Storytelling: Writing for Journalism	3																														

List any new, revised or discontinued courses associated with this program change			
Course Subject Code	Course Number	Descriptive Title, hyperlinked to course outline	New, Revised, or Discontinued
JRNL	1160	Introduction to Journalism	Revised (Minor added)
JRNL	1220	Citizen Journalism	Revised (Minor added)

JRNL	2120	Storytelling: Writing for Journalism	Revised (Minor added)
JRNL	2230	Multimedia Storytelling	No Change (Minor not currently listed)
JRNL	2240	Beyond News: Feature Writing	Revised (Minor not currently listed; Bachelor of Journalism added)
JRNL	3165	Data Visualization	Revision (added Bachelor of Journalism to Required for Credential Field)
JRNL	4190	Directed Study Honours I - Research	Revision (added Bachelor of Journalism – Honours to Required for Credential Field)
JRNL	4290	Honours Thesis	Revision (added Bachelor of Journalism – Honours to Required for Credential Field)
JRNL	4295	Journalism Honours Seminar	Revision (added Bachelor of Journalism – Honours to Required for Credential Field)

Department	Acronym	Number	Course Name	Type	Field Changed	Required For (Program)
Journalism & Communication Studies	JRNL	1160	Introduction to Journalism	Revision	Required For Credential	Bachelor of Journalism
Journalism & Communication Studies	JRNL	1220	Citizen Journalism	Revision	Required For Credential	Minor in Journalism
Journalism & Communication Studies	JRNL	2120	Storytelling: Writing for Journalism	Revision	Required For Credential	Bachelor of Journalism
Journalism & Communication Studies	JRNL	2240	Beyond News: Feature Writing	Revision	Required For Credential	Minor in Journalism
Journalism & Communication Studies	JRNL	3165	Data Visualization	Revision	Required For Credential	Bachelor of Journalism
Journalism & Communication Studies	JRNL	4190	Directed Study Honours I - Research	Revision	Required For Credential	Bachelor of Journalism
Journalism & Communication Studies	JRNL	4290	Honours Thesis	Revision	Required For Credential	Bachelor of Journalism (Honours)
Journalism & Communication Studies	JRNL	4295	Journalism Honours Seminar	Revision	Required For Credential	Bachelor of Journalism (Honours)

SENATE STANDING COMMITTEE ON CURRICULUM

Agenda Item: 7.2

Meeting Date: October 14, 2020

Presenter: Kent Mullinix

Agenda Item Graduate Certificate in Sustainable Food Systems and Security

Action Requested	Motion
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Recommended Resolution	THAT Senate Standing Committee on Curriculum recommends that Senate approves Admission Requirement revisions to the Sustainable Food Systems and Security Graduate Certificate effective September 1, 2021.
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Senate Standing Committee Report

For Senate Office Use Only

Context & Background

The change in the GPA admission requirement will make the Graduate Certificate in Sustainable Food Systems and Security accessible to more students. The Graduate Certificate in SFSS is designed to attract students from a broad range of professions, academic disciplines, and backgrounds who are seeking to acquire expertise in this dimension of the human enterprise. This includes students who intend to explore and demonstrate their academic abilities through a program such as this one as a pathway to future graduate degree programs at other post-secondary institutions. This change will, it is anticipated, result in encouraging more program inquiry and applications and improve our ability to consider and accept more students to this program. The change to the GPA admission requirement is in keeping with KPU's broader mandate as an open access, special purpose teaching university that welcomes students from diverse academic backgrounds.

The original admission requirements were hastily included in the FPP during the approval process, in response to an inquiry about admissions requirements. They were taken directly from Royal Roads University Master of Interdisciplinary Studies program- which the SFSS Certificate is articulated with). Upon further consideration and institutional discussion, the prudence of these requirements, from a KPU perspective, came into question.

Key Messages

1. GPA Requirements reduced from 3.33 to 3.0.

2. Acceptance with a GPA lower than 3.0 in consideration of other application materials/ factors (e.g. recommendations, community engagement).
3. Potential to increase inquiries and applications and accept a diverse range of students into this program.
4. GPA requirement of 3.0 for Graduate programs of study in BC is commonplace; and generally higher than for most graduate certificates.
5. Incorporating other considerations into the admissions acceptance scheme is commonplace among BCs universities.

Consultations

1. Sandy Vanderburgh, Provost & VP Academic
2. David Burns, Vice-Chair of Senate
3. Deepak Gupta, AVP Research
4. Nadia Henwood, Associate Registrar of Admissions

Attachments

D7 SFSS Grad Certificate

Submitted by

Kent Mullinix

Date submitted

September 28, 2020

PROGRAM DETAILS

Faculty:	Arts
Program Name:	Graduate Certificate in Sustainable Food Systems and Security (SFSS)
Department:	Institute for Sustainable Food Systems (ISFS)
Effective date:	September 1, 2021
Dean/Associate Dean:	Dean Diane Purvey / Associate Dean Shelley Boyd
Chair/Coordinator:	Kent Mullinix, Director of ISFS
Submission Date:	September 2, 2020

CONSULTATIONS

Consultations	Person Consulted	Consultation Date
Office of the Provost:	Sandy Vanderburgh	September 1, 2020
Vice Chair of Senate:	David Burns	September 2, 2020
Other(s)* (if applicable):	Deepak Gupta, AVP Research	August 20, 2020

OFFICE OF THE REGISTRAR PROPOSAL REVIEW

Review of Completed D-7 Form	Review Submission Date
Zena Mitchell was consulted in Summer, 2020 Nadia Henwood, Associate Registrar, Admissions	September 9, 2020

APPROVALS

	Proposal Approval Date
Faculty Curriculum Committee:	September 18, 2020
Faculty Council (if required):	September 25, 2020
SSC on Curriculum:	
SSC on University Budget (if required):	
SSC on Academic Planning and Priorities (if required):	
Senate:	

Proposed Change(s):	This proposal is to change the GPA admission requirement from 3.33 to 3.0. Applicants with a GPA lower than 3.0 may be considered for program suitability in conjunction with other stated admissions requirements.
Rationale:	The change in the GPA admission requirement will make the Graduate Certificate in Sustainable Food Systems and Security more accessible to students. The Graduate Certificate in SFSS is designed to attract students from a range of academic disciplines and backgrounds, especially students who are needing to demonstrate their abilities through this program as a pathway to future graduate degree programs at other post-secondary institutions. This change will create opportunities to attract and accept more students to this program and KPU graduate studies. The change to the GPA admission requirement is also in keeping with KPU's broader mandate as an open access, special purpose teaching university that welcomes students from diverse academic backgrounds.
URL(s):	https://calendar.kpu.ca/programs-az/arts/sustainable-food-systems-security/sustainable-food-systems-security-graduate-certificate/#requirementstext

Impact on Students:	<p>Check all that apply:</p> <p><input checked="" type="checkbox"/> The changes alter the admission, declaration or continuance requirements <i>If yes, provide both the current calendar entry and new calendar entry in full. (see below)</i></p> <p><input type="checkbox"/> The changes alter the curricular requirements <i>If yes, provide both the current calendar entry and new calendar entry in full. (see below)</i></p> <p><input type="checkbox"/> The changes change the total number of required credits <i>If yes, state the current number of total credits: _____</i> <i>and proposed number of total credits: _____</i></p> <p><input type="checkbox"/> The changes introduce new, revised or discontinued courses <i>If yes, indicate the Faculty approval date and list the courses below.</i></p> <p><input type="checkbox"/> The changes alter the credential awarded <i>If yes, indicate the proposed credential:</i> _____</p>
Transition Plan	Admission intakes for the Graduate Certificate in Sustainable Food Systems and Security have been cancelled for Fall 2020 and Spring 2021. There are currently no applicants to this program, so no students will be impacted by this change. We anticipate initiating program promotion as soon as this change is approved at all levels. Applications for the Summer semester 2021 are currently open, and while these

	changes would take effect for the Fall 2021 intake (which opens for admission October 1, 2020), applicants to the Summer 2021 intake who do not meet the currently approved admission requirements would be considered on a case-by-case basis for suitability if they do not meet the stated 3.33 GPA minimum, in conjunction with the other stated admission requirements.
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Current Requirements with Proposed Changes

Cut and paste the relevant section(s) in full from the current Calendar website. Use track changes to show the proposed changes.

For a new Minor degree for which a cognate Major program is currently offered at KPU, insert the following text below "This is a new Minor degree program for which a cognate Major degree program already exists at KPU. There is no existing curriculum for the minor, and as per Policy AC11 there is no requirement for a Concept Paper or FPP."

New Requirements

Provide a clean copy to show how the new Calendar entry will appear. List courses in alpha/numeric order.

Admission Requirements

In addition to the Faculty's Admission Requirements, which consist of KPU's [undergraduate English Proficiency Requirement](#), the following program admission requirements apply:

- Successful completion of a recognized undergraduate or graduate degree with a minimum cumulative GPA of 3.033. [Applicants with a GPA lower than 3.0 may be considered for program suitability in conjunction with other stated admissions requirements.](#)
- A statement of intent in the program, including relevant studies and work experience. Normally, a minimum of three years of professional experience is required. This statement should be 800 – 1000 words and cover the following:
 - Intellectual and creative interests
 - Personal goals related to the program
 - How one's background contributes to the program
 - Self-assessment of emotional intelligence with applied examples
 - Highlight interests in community involvement

Admission Requirements

In addition to the Faculty's Admission Requirements, which consist of KPU's [undergraduate English Proficiency Requirement](#), the following program admission requirements apply:

- Successful completion of a recognized undergraduate or graduate degree with a minimum cumulative GPA of 3.0. Applicants with a GPA lower than 3.0 may be considered for program suitability in conjunction with other stated admissions requirements.
- A statement of intent in the program, including relevant studies and work experience. Normally, a minimum of three years of professional experience is required. This statement should be 800 – 1000 words and cover the following:
 - Intellectual and creative interests
 - Personal goals related to the program
 - How one's background contributes to the program
 - Self-assessment of emotional intelligence with applied examples
 - Highlight interests in community involvement

- Three references (one academic, two professional) stating suitability for the program

All applicants are assessed by an admissions committee for maturity, fit to the academic program, educational background, and work experience, using the statement of intent and references. Applicants may also be interviewed by a member of the Admissions Committee as part of the application screening process. Meeting the minimum admission requirements does not guarantee admission into the program. For further details about the statement of intent, including submission specifics, visit the department's website at: kpu.ca/arts/sustainable-food-systems-security

Curricular Requirements

Course List

Code	Title	Credits
SFSS 6100	Our Food System and Sustainability	1
SFSS 6110	Environment & Food Systems	4
SFSS 6120	Food System Economics	3
SFSS 6130	Food System & Society	4
SFSS 6140	Creating Our Food Future	4
SFSS 6180	Community Food System- Capstone Project	2
Total Credits		18

Credential Awarded

Upon successful completion of this program, students are eligible to receive a **Graduate Certificate in Sustainable Food Systems and Security**.

- Three references (one academic, two professional) stating suitability for the program

All applicants are assessed by an admissions committee for maturity, fit to the academic program, educational background, and work experience, using the statement of intent and references. Applicants may also be interviewed by a member of the Admissions Committee as part of the application screening process. Meeting the minimum admission requirements does not guarantee admission into the program. For further details about the statement of intent, including submission specifics, visit the department's website at: kpu.ca/arts/sustainable-food-systems-security

Curricular Requirements

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SFSS 6130	Food System & Society	4
SFSS 6140	Creating Our Food Future	4
SFSS 6180	Community Food System- Capstone Project	2
Total Credits		18

Credential Awarded

Upon successful completion of this program, students are eligible to receive a **Graduate Certificate in Sustainable Food Systems and Security**.

List any new, revised or discontinued courses associated with this program change			
Course Subject Code	Course Numbe r	Descriptive Title, hyperlinked to course outline	New, Revised, or Discontinued

SENATE STANDING COMMITTEE ON CURRICULUM

Agenda Item: 8.1

Meeting Date: October 14, 2020

Presenter: David Burns

Agenda Item **The Vice-Chair and the Chair of SSCC Curriculum**

Action Requested	Motion
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Recommended Resolution	THAT the Senate Standing Committee on Curriculum recommend that the Senate Governance and Nominating Committee recommend that Senate make the role of “Chair, Senate Standing Committee on Curriculum” an ex officio role held by the Vice-Chair of Senate.
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Senate Standing Committee Report

For Senate Office Use Only

Context & Background

The Vice-Chair [VC] of Senate is the key point of contact at Senate for curricular business. The VC: signs courses and programs after Senate approval (to signify that approval and certify that any requested changes have been made); holds the ability to lock and unlock courses for editing; advises programs on Senate process; and is best suited to speak to the overall requirements for the approval of major curricular business. A division between the role of VC and Chair of SSCC is, therefore, unadvisable. To recognize this, the latter should be made an automatic appointment for the person holding the role of Vice-Chair, Senate.

Submitted by

David Burns, Chair, Senate Standing Committee on Curriculum and Vice-Chair, Senate

Date submitted

2 October, 2020

SENATE STANDING COMMITTEE ON CURRICULUM

Agenda Item: 8.2

Meeting Date: October 14, 2020

Presenter: David Burns

Agenda Item **2020 Mandate and Membership Review**

Action Requested	Motion
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Recommended Resolution	THAT the Senate Standing Committee on Curriculum recommend that the Senate Governance and Nominating Committee recommend that Senate approve the attached revisions to the mandate and membership.
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**Senate Standing
Committee Report**

For Senate Office Use Only

Key Messages

1. Each senate standing committee reviews its mandate and membership annually and recommends changes to the Senate Governance and Nominating Committee.
2. The Senate Governance and Nominating reviews and recommends that Senate approves the revisions.

Attachments

SSCCC 2020 Mandate and Membership

Submitted by

Rita Zamluk, Administrative Assistant, University Senate

Date submitted

September 1, 2020

SENATE STANDING COMMITTEE ON CURRICULUM

MANDATE

1. Review full program proposals for all programs seeking Senate approval.
2. Review general curricular guidelines or requirements for programs.
3. Review program revisions for all programs seeking Senate approval.
4. Report with recommendations to Senate on the status of full program proposals, program implementations, and program revisions in such a manner and at such times as the program approval/implementation process and Senate may require.
5. Receive and review all new, revised, and discontinued course outlines whose revisions require approval by the Senate and recommend approval to Senate, in accordance with the criteria defined in the Course Outline Manual.
6. Advise Senate Standing Committee on Policy on policies that impact curriculum as required, and report with recommendations to the committee and to Senate.
7. Oversee the Course Outline Manual and recommend approval of any non-operational revisions to the Senate.
8. Establish such subcommittees as needed to fulfill the committee's responsibilities.
9. Other duties as assigned by Senate.

MEMBERSHIP COMPOSITION

Voting Members

- Chancellor
- President
- University Registrar or designate
- Student Senator
- Senator or representative from each Faculty
- Two Deans or Associate Deans
- Academic Advisor

Ex Officio Non-Voting Members

- Vice-Chair of Senate
- University Registrar or designate
- Senator or representative, Co-operative Education
- Provost and Vice-President, Academic or designate
- Vice-Provost, Teaching and Learning or designate
- Educational Developer

SENATE STANDING COMMITTEE ON CURRICULM

Agenda Item: 8.3

Meeting Date: October 14, 2020

Presenter: David Burns

Agenda Item **2020 Senate Effectiveness Survey**

Action Requested	Discussion
Senate Standing Committee Report	On September 16, 2020 the Senate Governance and Nominating Committee passed a motion to forward the 2020 Senate Effectiveness Survey to Senate and its committees.
Context & Background	In 2017 Senate received a report from the Chair and Vice-Chair of Senate (via the Senate Governance and Nominating Committee) on the 2017 Senate Effectiveness survey. This report included the identification of areas for improvement. The 2020 survey is now complete, and the attached analysis includes both analysis of the 2020 results and an assessment of the achievement of the previous report's goals.
Key Messages	<ol style="list-style-type: none"> 1. Senate members view Senate much more positively today than they did 3 years ago. They are much more confident in its communication and information exchange and much more confident that it does what it should do. They are also much happier with Senate orientation (though this was improved from a low 2017 level, so more progress should be made). The preponderance of indices in this report denote progress, with many indicating significant progress. 2. Senate members are more conflicted today than they were 3 years ago about the interest of the University and the interests of their constituency, and they want to work on the academic plan between cycles. 3. <u>SSC Curriculum Results</u> SSCC members noted, as a motivation for joining the committee, an interest in seeing the broader workings of KPU and its programming and in providing representation for their area. The importance of SSCC's work was also noted. Challenges noted include time commitment (without release), orientation, better organized meeting documents, access to a better outline system (Courseleaf) and access to appropriate hardware.

It was suggested that the approval of courses and programs be split to divide the given work.

Several comments were made about strengthening the process at the level of the Faculties, to reduce the burden on SSCC.

- | | |
|--------------------|--|
| Attachments | <ol style="list-style-type: none">1. 2020 Senate Effectiveness Survey Package2. SCCC 2020 Senate Effectiveness Survey Results |
|--------------------|--|

Submitted by	<i>David Burns, Vice-Chair of Senate</i>
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Date submitted	<i>September 18, 2020</i>
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VICE-CHAIR OF SENATE MEMORANDUM

TO	Senate Governance and Nominating Committee
FROM	Alan Davis and David Burns
DATE	September 1, 2020
SUBJECT	2020 Senate Effectiveness Survey

OBJECTIVE 1. CONFUSION AROUND ROLES

An objective set in 2017 was to **reduce the confusion around the role** of Senate members vis-à-vis their responsibility to their constituency, the University and society at large.

To measure progress towards this objective, the survey included these three questions.

- My role is to represent a specific constituency within KPU.*
- My role is to represent the best interests of broader society.
- My role is to represent the best interests of the University.

*An important methodological note: The second and third questions refer to the “interests” of the stated communities while the first refers only to representation.

My KPU constituency	SD=Strongly Disagree, D=Disagree				A = Agree, SA=Strongly Agree			
	SD	D	SD + D	Neither	A	SA	A + SA	
2017	17.90%	15.40%	33.30%	7.70%	28.20%	30.80%	59.00%	
2020	9.00%	12.00%	21.00%	12.00%	33.00%	33.00%	66.00%	
Change over 3 years			-12.30%				7.00%	

Broader society	SD	D	SD + D	Neither	A	SA	A + SA
	SD	D	SD + D	Neither	A	SA	A + SA
2017	2.60%	2.60%	5.20%	23.10%	51.30%	20.50%	71.80%
2020	3.00%	3.00%	6.00%	16.00%	41.00%	36.00%	77.00%
Change over 3 years			0.80%				5.20%

University

	SD	D	SD + D	Neither	A	SA	A + SA
2017	0.00%	0.00%	0.00%	5.10%	17.90%	76.90%	94.80%
2020	0.00%	2.00%	2.00%	4.00%	30.00%	65.00%	95.00%
Change in 3 years			2.00%				0.20%

Conflict

	SD	D	SD + D	Neither	A	SA	A + SA
2017	2.60%	33.30%	35.90%	30.80%	23.10%	10.30%	33.40%
2020	9.00%	40.00%	49.00%	25.00%	19.00%	7.00%	26.00%
Change over 3 years			13.10%				-7.40%

Assessment:

Senate members are today modestly more likely to feel committed to their constituency group (7%) and more likely to experience conflict between the interests of that constituency and the University (13%). Their role is clearer, therefore, but not in the way originally intended (which would have been to increase commitment to the University as a whole, which is unchanged). We are, in sum, a bit more divided today than we were 3 years ago.

Action over 3 years:

- Explicit reference to this issue is made in the Vice-Chair's orientation for incoming Senators.
- This is often a point of contribution from the Vice-Chair during standing committee meetings and visits to Faculty Councils.

New or suggested practices:

Reference to this issue has been added to the written orientation materials for all members and for chairs of standing committees.

OBJECTIVE 2. COMMUNICATION

An objective set in 2017 was **to improve communication** between Senate and the rest of KPU.

These two questions were asked:

- (to what extent do you agree that) Senate facilitates the exchange of information across the University.
- (to what extent do you agree that) Senate communicates its deliberations and outcomes effectively to the University community.

Information exchange	SD=Strongly Disagree, D=Disagree			A = Agree, SA=Strongly Agree			
	SD	D	SD + D	Neither	A	SA	A + SA
2017	9.10%	36.40%	45.50%	7.70%	22.70%	13.60%	36.30%
2020	5.00%	14.00%	19.00%	19.00%	33.00%	29.00%	62.00%
Change in 3 years			-26.50%				25.70%

Communicates effectively							
	SD	D	SD + D	Neither	A	SA	A + SA
2017	0.00%	38.10%	38.10%	7.70%	19.00%	38.10%	57.10%
2020	0.00%	10.00%	10.00%	24.00%	38.00%	29.00%	67.00%
Change in 3 years			-28.10%				9.90%

Assessment:

Significant progress has been made in improving information exchange and communication. Agreement that Senate does these things well is up significantly, and disagreement is down even more significantly. Disagreement with the statement that Senate communicates effectively, for example, was down from 28% to 10%.

Action over 3 years:

- The Notes from Senate were switched to a more engaging tone, and were made narrative.
- The Vice-Chair site includes video content and more frequently updated material is added for support purposes (i.e., Senate Teams video and Senate Television Network videos).
- The Course Outline Manual was made digital to facilitate updating and encourage engagement with curricular reference materials.
- Governance retreats are held (irregularly).
- An increase was made (relative to the first year of the survey period) in Vice-Chair visits to Faculty Councils and other committees.
- The office housing the Senate support staff was moved and now enables more “walk through” traffic (pre-COVID).

New practices:

- We have for one year been issuing monthly news about Senate's curriculum decisions and rules for stakeholders (curriculum support, Dean's offices, etc.).
- The switch to MS Teams has enabled stakeholders to contact the Vice-Chair and Senate support staff more easily. This level of access should be maintained.

Proposed practices:

- A way to track motions and items across the Senate system.
- The draft minutes from a recent meeting should be posted (watermarked) so members have easier access to them prior to the following meeting.

OBJECTIVE 3. ORIENTATION

In 2017 it was made an objective **to improve orientation** for Senate members.

This question was asked:

- (to what extent do you agree that) The orientation I received for Senate adequately prepared me for my work on Senate.

Orientation	SD=Strongly Disagree, D=Disagree			A = Agree, SA=Strongly Agree			
	SD	D	SD + D	Neither	A	SA	A + SA
2017	8.70%	39.10%	47.80%	21.70%	26.10%	4.30%	30.40%
2020	0.00%	23.00%	23.00%	27.00%	36.00%	14.00%	50.00%
Change in 3 years			24.80%				19.60%

Net disagreement at the standing committee level was 37% in 2017, and is 18% today.

Assessment:

Significant progress has been made at Senate and its standing committees but this progress has been from a low starting point and more needs to be done.

Action over 3 years:

- As a result of the 2017 feedback, the Vice-Chair increased access to in-person meetings **for new Senators**.

New Practices:

- New members receive a welcome letter and orientation package.
- A tips sheet for Robert's Rules of Order is available for members and committee chairs.
- New student Senators are given two onboarding meetings – one to understand their motivations and interests and to assist with the needed access to SharePoint, and another to discuss their committee portfolios and role.
- The Vice-Chair and Senate office should support standing committee chairs in providing committee-level orientation.
- The governance retreats should be more regular.
- Senators should be given exit interviews to preserve institutional knowledge for successors.

DOES SENATE DO WHAT IT IS SUPPOSED TO DO?

In a series of questions, members were asked to what extent Senate should do something, and to what extent it really does that thing. By subtracting the agree and strongly agree values for the should questions from the same values for the does questions we get a value measuring the “walk-the-walk” gap. A large value, here, is bad – indicating that we have a large gap between purpose and action.

Question	2020 % Gap	2017 % Gap	% Change
Review performance	18.00	36.40	18.40
Final policy authority	5.00	9.10	4.10
Only Academic matters	5.00	9.00	4.00
Defend autonomy	45.00	36.40	-8.60
Determine future direction	18.00	22.80	4.80
Establish research priorities	41.00	63.70	22.70
Establish research directions	32.00	53.90	21.90
Establish academic plan	18.00	4.90	-13.10
Directions for Teaching/Learning	36.00	44.40	8.40
Set budget process	0.00	-8.00	-8.00
Influence government policy	21.00	54.10	33.10
Discuss important issues	13.00	29.10	16.10
Average	21.00	29.65	8.65

Assessment:

The gap between what members think Senate should do and what it actually does has closed by 8.65%, with substantial improvement in academic performance review, research priorities and directions, influence on government policy, and discussion of important issues.

Three regressions were found, only the third of which is potentially problematic. The first was an 8.6% increase in the gap with respect to defending the University’s autonomy. This gap is explicable by a large increase in the belief that the Senate *should* do this (from 82% in 2017 to 95% in 2020) relative to a modest improvement in Senate’s rating for actually acting (about 5%). We improved in this regard, in other words, but our expectations grew more quickly. The same is true for the setting of the budget process, wherein a large increase in responses that Senate *should* (18.3%) was offset by a significant but smaller increase in responses that it *does* (10.3%).

The third area, which deals with setting of the academic plan, saw a 13% regression that isn’t explicable by an increase in interest (as was the case with autonomy and budget). It is possible, however, that this reflects the timing of the survey. At the point of the 2017 survey the previous academic plan was ending and the discussion of the new plan was beginning. At the point of this survey we are 2 years past the end of the previous strategic planning cycle. We are, in other words, not working as much on the academic plan. These answers might, on the other hand, represent concern about the Academic Continuity Plan (which was under discussion during the survey period).

New or suggested practices:

- These data should be forwarded to SSCAPP for action.

HOW IS SENATE DOING, MORE BROADLY?

The members were asked a series of more general questions about the quality, focus, and effectiveness of Senate. By subtracting the positive responses (Agree and Strongly Agree) in 2017 from the 2020 positive responses, we derive a measure of improvement.

Question	% Change
Is an effective decision-making body	4
Has an effective standing committee structure	8
Is appropriately informed by its standing committees (no change)	0
Acts appropriately on the recommendations of its standing committees (no change)	0
Avoids being involved in decisions about day to day operations	-2
Is effective in making decisions involving significant change	-16
Facilitates the exchange of information across the University	27
Plays an important role as a forum for discussing important matters	28
Meetings are conducted in a manner that maximized collegial discussion	21
Meetings are conducted in a manner that maximized effective decision making	11
Is effectively structured to accomplish its goals	16
Receives the support it needs to be successful	19
Provides leadership for the academic community	19
Communicates its deliberations and outcomes effectively to the University community	10

Assessment:

Members are more confident in Senate's committee structure, information exchange, importance as a forum, collegiality, conduct of meetings, general structure, support, academic leadership, and communication. While they are also more confident in Senate's decision-making, they are less so about its decision making about truly significant change.

New:

- The SEC is now opening more of its urgent decisions to participation from all Senators.

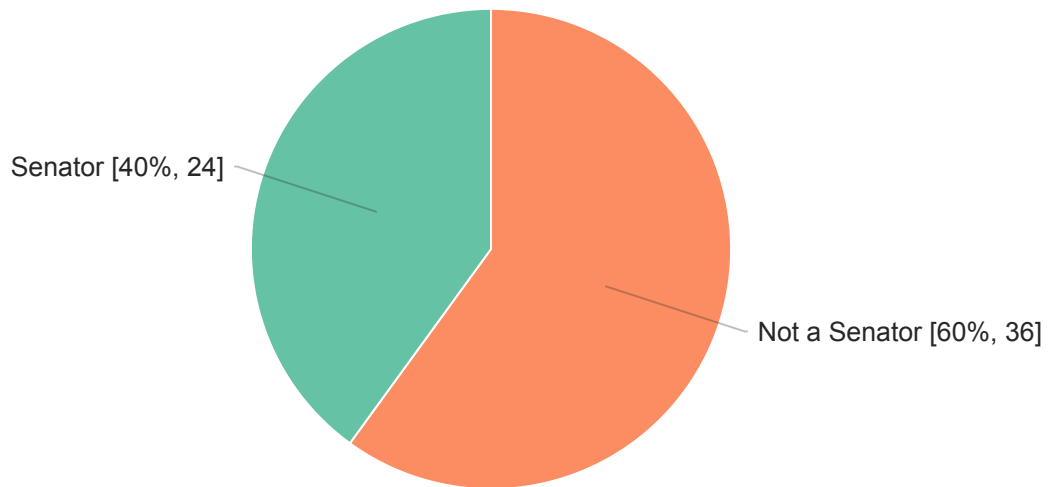
Proposed:

- More time is desired at Senate to discuss the big issues the University faces, and the presence of senior executives at these meetings is valued.
- Senate effectiveness survey questions should be asked as part of an exit interview for members leaving between cycles of the survey.

2020 Senate Effectiveness Survey

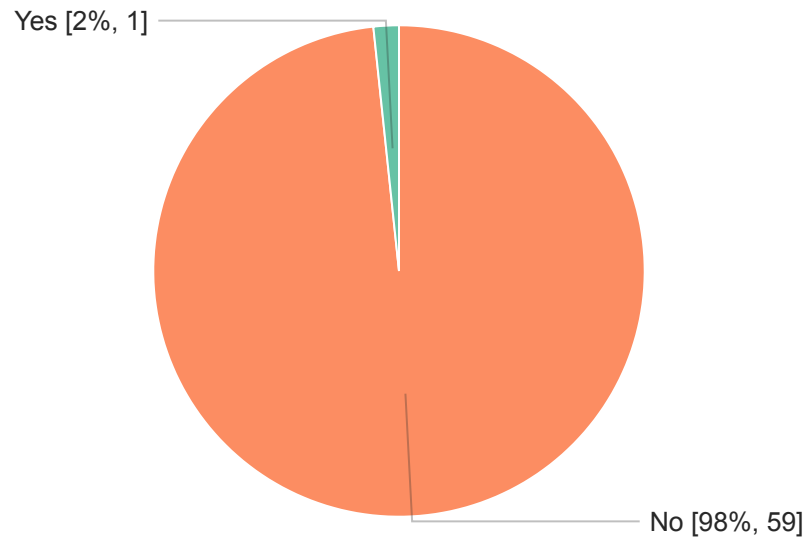
The survey was sent to 115 Senate members and this report presents the answers from the 60 respondents who answered the survey between May 4th and June 1st, 2020; this is a 52% response rate.

Q1 - Please indicate your Senate membership:



Field	Choice Count	
Senator	40%	24
Not a Senator, but a member of a Senate Committee or Standing Committee	60%	36
Total		60

Q2 - Are you a student?



Q3 - Which of the following Senate Committees were you a member of in the 2019/20 academic year?

Only select committees that you were an active member of for at least 4 months. These are the committees on which you will be asked to provide feedback.

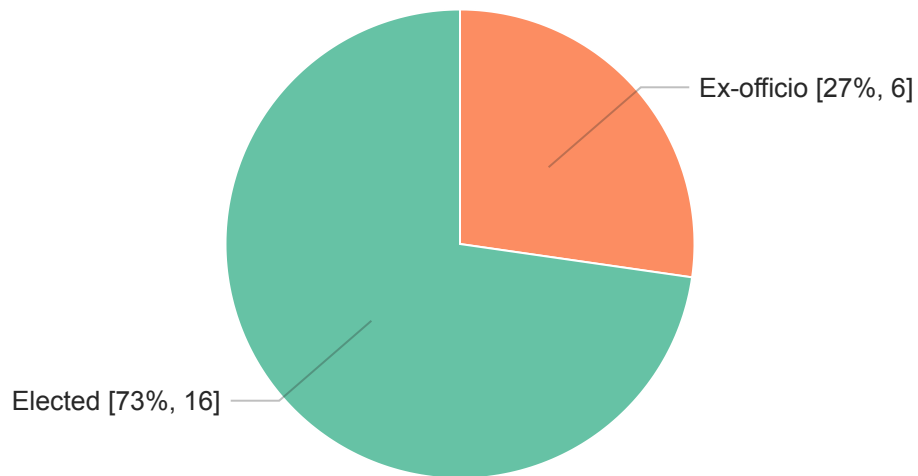
Field	Choice Count	
Senate Executive Committee (SEC)	5%	5
Senate Governance and Nominating Committee (SGNC)	5%	5
Senate Standing Committee on Academic Planning & Priorities (SSCAPP)	14%	15
Senate Standing Committee on Appeals (SSCA)	4%	4
Senate Standing Committee on Curriculum (SSCC)	12%	13
Senate Subcommittee on Quantitative Courses (SQC)	1%	1
Senate Standing Committee on the Library (SSCL)	10%	11
Senate Standing Committee on Policy (SSC Policy)	9%	10
Senate Standing Committee on Program Review (SSCPR)	10%	11
Senate Standing Committee on Research and Graduate Studies (SSCRGS)	6%	6
Senate Standing Committee on Teaching and Learning (SSCTL)	10%	11
Senate Standing Committee on Tributes (SSCT)	5%	5
Senate Standing Committee on University Budget (SSCUB)	8%	9
Total		106

Q4 - Rate the extent to which you agree or disagree with each of the following statements.

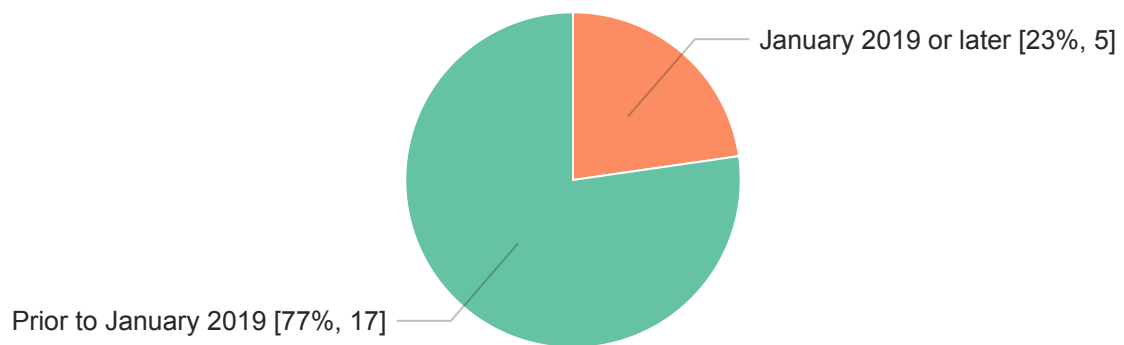
Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
I prepare in advance for meetings	0%	0	0%	0	0%	0	31%	18	69%	41	59
I am provided with sufficient information to make decisions	0%	0	0%	0	0%	0	38%	22	62%	36	58
I have the knowledge to influence decisions	0%	0	4%	2	5%	3	49%	28	42%	24	57
I have the ability to influence decisions	0%	0	2%	1	7%	4	48%	28	43%	25	58
Serving on the Senate is important	0%	0	0%	0	9%	5	11%	6	80%	45	56
Serving on the Senate Standing Committees is important	0%	0	0%	0	2%	1	12%	7	86%	50	58
My role is to represent a specific constituency within KPU	9%	5	12%	7	12%	7	33%	19	33%	19	57
My role is to represent the best interests of broader society	3%	2	3%	2	16%	9	41%	24	36%	21	58
My role is to represent the best interests of the university	0%	0	2%	1	4%	2	30%	17	65%	37	57
The course of action that is in the best interest of KPU is always clear	9%	5	28%	16	26%	15	22%	13	16%	9	58
Members do not experience conflict in supporting the interests of the university and those of their constituency	9%	5	40%	23	25%	14	19%	11	7%	4	57

Survey branching: Q5 to Q16 were displayed for those respondents who selected "Senator" for Q1.

Q5 - Please indicate how you became a member of Senate:



Q6 - When did you begin your Senate term?



Q8 - Rate the extent to which you agree or disagree with each of the following statements.

Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
The orientation I received for Senate adequately prepared me for my work on Senate	0%	0	18%	4	23%	5	45%	10	14%	3	22
The division of responsibilities between the governing board and Senate are clear	0%	0	9%	2	0%	0	64%	14	27%	6	22
Processes are in place to assure Senate that the academic quality of KPU is being maintained	0%	0	5%	1	10%	2	24%	5	62%	13	21
Senate members are kept informed of decisions and actions of the Board of Governors	0%	0	23%	5	27%	6	36%	8	14%	3	22

Q9 - For each of the following, rate the extent to which you agree or disagree that this is something Senate should do (whether or not it does).

Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
Regularly review the performance of the university in academic areas	5%	1	0%	0	5%	1	27%	6	64%	14	22
Be the final authority for approving major academic policies	0%	0	0%	0	9%	2	23%	5	68%	15	22
Confine itself mainly to academic matters	9%	2	23%	5	9%	2	41%	9	18%	4	22
Defend and protect the autonomy of the university	0%	0	0%	0	5%	1	62%	13	33%	7	21
Play a role in determining the future direction of the university	0%	0	0%	0	0%	0	41%	9	59%	13	22
Play a role in establishing research policies	0%	0	0%	0	14%	3	36%	8	50%	11	22

Q10 - For each of the following, rate the extent to which you agree or disagree that this is something Senate should do (whether or not it does).

Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
Play a role in establishing strategic research directions	5%	1	5%	1	9%	2	50%	11	32%	7	22
Play a role in establishing the academic plan	0%	0	0%	0	0%	0	41%	9	59%	13	22
Play a role in establishing strategic directions for teaching and learning	0%	0	0%	0	9%	2	36%	8	55%	12	22
Play a role in setting the university's budget process	5%	1	0%	0	14%	3	27%	6	55%	12	22
Play an active role in trying to influence government policy	9%	2	0%	0	27%	6	27%	6	36%	8	22
Play an important role for discussing important issues	0%	0	0%	0	5%	1	18%	4	77%	17	22

Q11 - For each of the following, rate the extent to which you agree or disagree that this is something Senate actually does.

Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
Regularly review the performance of the university in academic areas	0%	0	9%	2	18%	4	41%	9	32%	7	22
Be the final authority for approving major academic policies	5%	1	5%	1	5%	1	41%	9	45%	10	22
Confine itself mainly to academic matters	9%	2	18%	4	18%	4	45%	10	9%	2	22
Defend and protect the autonomy of the university	0%	0	9%	2	41%	9	41%	9	9%	2	22
Play a role in determining the future direction of the university	0%	0	9%	2	9%	2	55%	12	27%	6	22
Play a role in establishing research policies	0%	0	18%	4	36%	8	27%	6	18%	4	22

Q12 - For each of the following, rate the extent to which you agree or disagree that this is something Senate actually does.

Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
Play a role in establishing strategic research directions	0%	0	36%	8	14%	3	45%	10	5%	1	22
Play a role in establishing the academic plan	0%	0	9%	2	9%	2	32%	7	50%	11	22
Play a role in establishing strategic directions for teaching and learning	5%	1	23%	5	18%	4	32%	7	23%	5	22
Play a role in setting the university's budget process	5%	1	5%	1	9%	2	41%	9	41%	9	22
Play an active role in trying to influence government policy	23%	5	18%	4	18%	4	32%	7	9%	2	22
Play an important role for discussing important issues	0%	0	9%	2	9%	2	50%	11	32%	7	22

Q13 - Rate the extent to which you agree or disagree with each of the following statements.

The Senate...

Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
is an effective decision-making body	0%	0	10%	2	10%	2	35%	7	45%	9	20
has an effective standing committee structure	0%	0	0%	0	10%	2	33%	7	57%	12	21
is appropriately informed by its standing committees	0%	0	0%	0	10%	2	43%	9	48%	10	21
acts appropriately on the recommendations of its standing committees	0%	0	0%	0	5%	1	38%	8	57%	12	21
avoids being involved in decisions about day-to-day operations	0%	0	10%	2	19%	4	38%	8	33%	7	21
is effective in making decisions involving significant change	5%	1	10%	2	24%	5	33%	7	29%	6	21
facilitates the exchange of information across the university	5%	1	14%	3	19%	4	33%	7	29%	6	21

Q14 - Rate the extent to which you agree or disagree with each of the following statements.

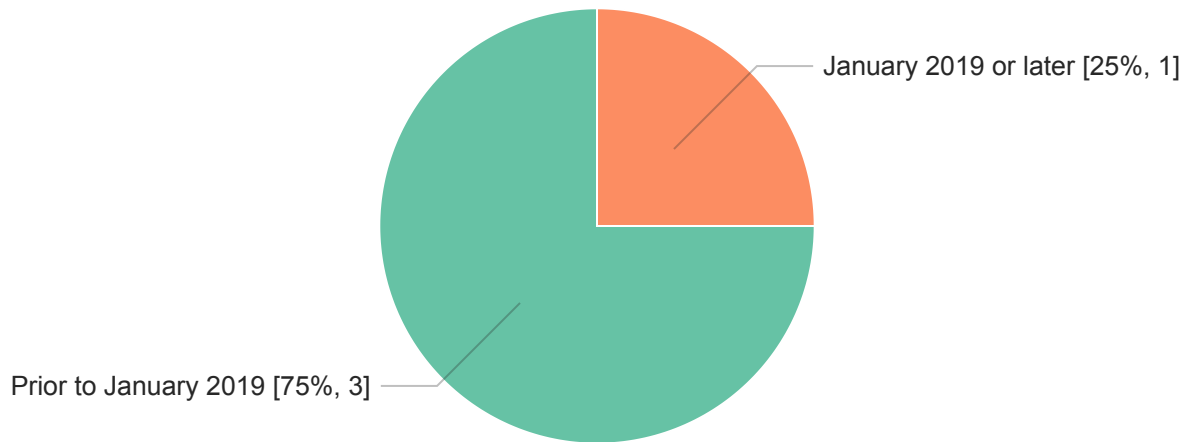
The Senate...

Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
plays an important role as a forum for discussing important matters	0%	0	5%	1	5%	1	38%	8	52%	11	21
meetings are conducted in a manner that maximized collegial discussion	0%	0	10%	2	10%	2	33%	7	48%	10	21
meetings are conducted in a manner that maximized effective decision making	0%	0	5%	1	14%	3	43%	9	38%	8	21
is effectively structured to accomplish its goals	0%	0	5%	1	14%	3	38%	8	43%	9	21
receives the support it needs to be successful	0%	0	0%	0	24%	5	33%	7	43%	9	21
provides leadership for the academic community	0%	0	0%	0	24%	5	24%	5	52%	11	21
communicates its deliberations and outcomes effectively to the university community	0%	0	10%	2	24%	5	38%	8	29%	6	21

The following questions pertain to the Senate Executive Committee (SEC).

Survey branching: Q17 was displayed for those respondents who selected “Senate Executive Committee (SEC)” for Q3

Q17A - When did your term on the Senate Executive Committee (SEC) begin?



Q17C - Rate the extent to which you agree or disagree with each of the following statements.

The Senate Executive Committee (SEC)...

Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
is an effective decision-making body	0%	0	0%	0	0%	0	50%	2	50%	2	4
meetings are conducted in a manner that maximized collegial discussion	0%	0	0%	0	0%	0	25%	1	75%	3	4
meetings are conducted in a manner that maximized effective decision making	0%	0	0%	0	0%	0	25%	1	75%	3	4
is effectively structured to accomplish its goals	0%	0	0%	0	0%	0	25%	1	75%	3	4
receives the support it needs to be successful	0%	0	0%	0	0%	0	25%	1	75%	3	4
has a clearly defined mandate	0%	0	0%	0	25%	1	25%	1	50%	2	4
has agenda where what the committee is required to do is clear	0%	0	0%	0	25%	1	25%	1	50%	2	4
has agenda packages that are well-organized	0%	0	0%	0	0%	0	50%	2	50%	2	4

Q17D - Rate the extent to which you agree or disagree with each of the following statements.

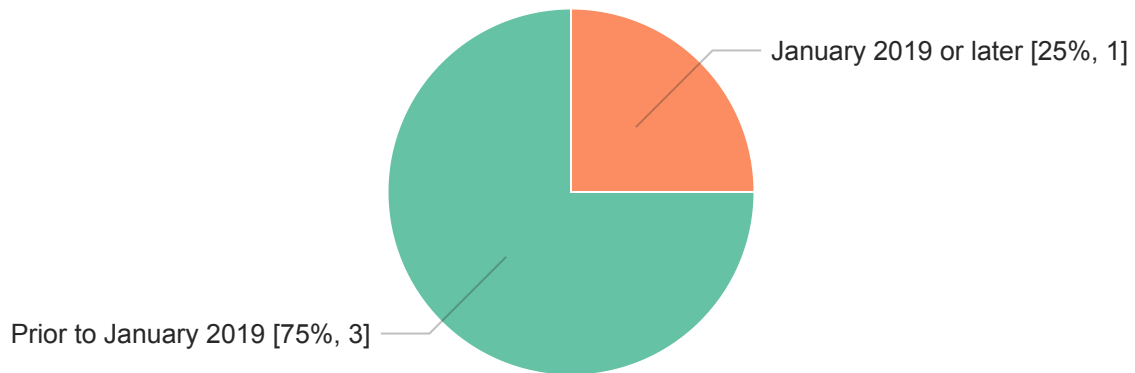
The Senate Executive Committee (SEC)...

Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
has minutes that are accurate and clear	0%	0	0%	0	0%	0	25%	1	75%	3	4
provides its members with information required to perform their role	0%	0	0%	0	25%	1	25%	1	50%	2	4
allows for open and productive discussion of issues	0%	0	0%	0	0%	0	25%	1	75%	3	4
generally functions effectively	0%	0	0%	0	0%	0	25%	1	75%	3	4
makes appropriate decisions	0%	0	0%	0	0%	0	50%	2	50%	2	4
clearly communicates the rationale for their recommendations to Senate	0%	0	0%	0	25%	1	25%	1	50%	2	4
provides orientation to its members so they are adequately prepared to work on the committee	25%	1	0%	0	50%	2	0%	0	25%	1	4

The following questions pertain to the Senate Governance and Nominating Committee (SGNC).

Survey branching: Q18 was displayed for those respondents who selected “Senate Governance and Nominating Committee (SGNC)” for Q3

Q18A - When did your term on the Senate Governance and Nominating Committee (SGNC) begin?



Q18C - Rate the extent to which you agree or disagree with each of the following statements.

The Senate Governance and Nominating Committee (SGNC)...

Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
is an effective decision-making body	0%	0	0%	0	0%	0	0%	0	100%	4	4
meetings are conducted in a manner that maximized collegial discussion	0%	0	0%	0	0%	0	25%	1	75%	3	4
meetings are conducted in a manner that maximized effective decision making	0%	0	0%	0	0%	0	25%	1	75%	3	4
is effectively structured to accomplish its goals	0%	0	0%	0	0%	0	50%	2	50%	2	4
receives the support it needs to be successful	0%	0	0%	0	0%	0	25%	1	75%	3	4
has a clearly defined mandate	0%	0	0%	0	0%	0	25%	1	75%	3	4
has agenda where what the committee is required to do is clear	0%	0	0%	0	0%	0	25%	1	75%	3	4
has agenda packages that are well-organized	0%	0	0%	0	0%	0	0%	0	100%	4	4

Q18D - Rate the extent to which you agree or disagree with each of the following statements.

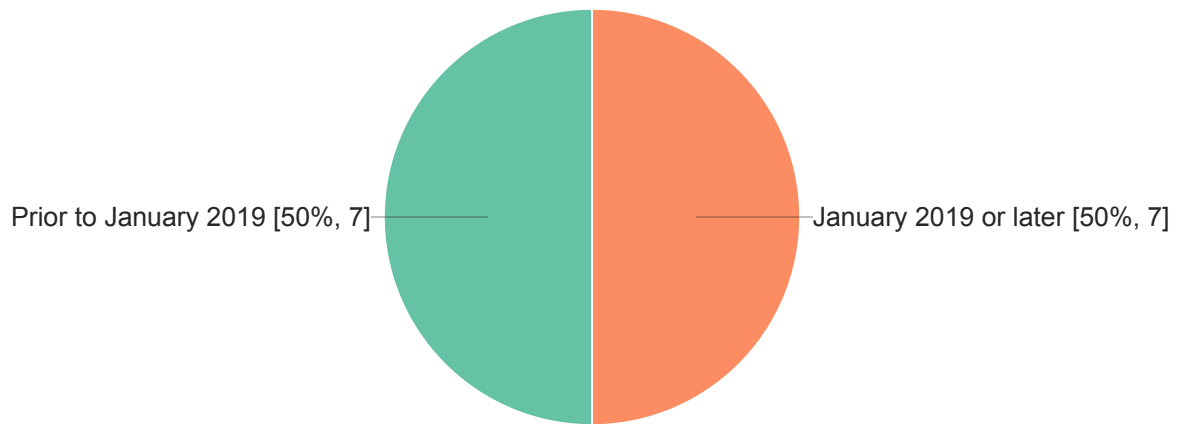
The Senate Governance and Nominating Committee (SGNC)...

Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
has minutes that are accurate and clear	0%	0	0%	0	0%	0	0%	0	100%	4	4
provides its members with information required to perform their role	0%	0	0%	0	25%	1	0%	0	75%	3	4
allows for open and productive discussion of issues	0%	0	0%	0	0%	0	0%	0	100%	4	4
generally functions effectively	0%	0	0%	0	0%	0	25%	1	75%	3	4
makes appropriate decisions	0%	0	0%	0	0%	0	25%	1	75%	3	4
clearly communicates the rationale for their recommendations to Senate	0%	0	0%	0	0%	0	50%	2	50%	2	4
provides orientation to its members so they are adequately prepared to work on the committee	0%	0	0%	0	25%	1	0%	0	75%	3	4

The following questions pertain to the Senate Standing Committee on Academic Planning & Priorities (SSCAPP).

Survey branching: Q19 was displayed for those respondents who selected “Senate Standing Committee on Academic Planning & Priorities (SSCAPP)” for Q3

Q19A - When did your term on the Senate Standing Committee on Academic Planning & Priorities (SSCAPP) begin?



Q19C - Rate the extent to which you agree or disagree with each of the following statements.

The Senate Standing Committee on Academic Planning & Priorities (SSCAPP)...

Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
is an effective decision-making body	0%	0	0%	0	0%	0	50%	7	50%	7	14
meetings are conducted in a manner that maximized collegial discussion	0%	0	0%	0	7%	1	29%	4	64%	9	14
meetings are conducted in a manner that maximized effective decision making	0%	0	7%	1	14%	2	36%	5	43%	6	14
is effectively structured to accomplish its goals	0%	0	0%	0	7%	1	50%	7	43%	6	14
receives the support it needs to be successful	0%	0	7%	1	14%	2	36%	5	43%	6	14
has a clearly defined mandate	0%	0	0%	0	15%	2	46%	6	38%	5	13
has agenda where what the committee is required to do is clear	0%	0	0%	0	14%	2	29%	4	57%	8	14
has agenda packages that are well-organized	0%	0	7%	1	0%	0	21%	3	71%	10	14

Q19D - Rate the extent to which you agree or disagree with each of the following statements.

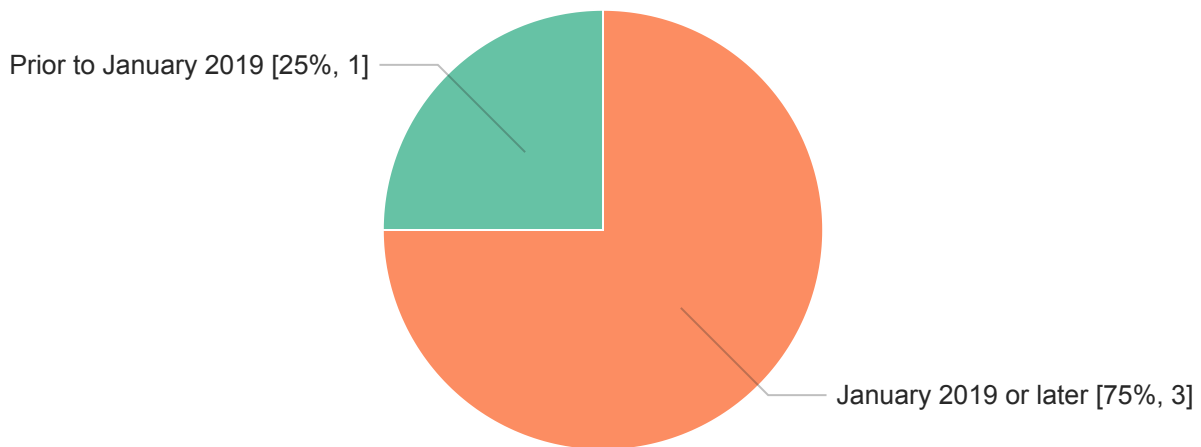
The Senate Standing Committee on Academic Planning & Priorities (SSCAPP)...

Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
has minutes that are accurate and clear	0%	0	0%	0	14%	2	0%	0	86%	12	14
provides its members with information required to perform their role	0%	0	0%	0	21%	3	21%	3	57%	8	14
allows for open and productive discussion of issues	0%	0	0%	0	0%	0	29%	4	71%	10	14
generally functions effectively	0%	0	0%	0	0%	0	36%	5	64%	9	14
makes appropriate decisions	0%	0	0%	0	7%	1	50%	7	43%	6	14
clearly communicates the rationale for their recommendations to Senate	0%	0	0%	0	0%	0	43%	6	57%	8	14
provides orientation to its members so they are adequately prepared to work on the committee	0%	0	29%	4	29%	4	7%	1	36%	5	14

The following questions pertain to the Senate Standing Committee on Appeals (SSCA).

Survey branching: Q20 was displayed for those respondents who selected “Senate Standing Committee on Appeals (SSCA)” for Q3

Q20A - When did your term on the Senate Standing Committee on Appeals (SSCA) begin?



Q20C - Rate the extent to which you agree or disagree with each of the following statements.

The Senate Standing Committee on Appeals (SSCA)...

Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
is an effective decision-making body	0%	0	0%	0	33%	1	33%	1	33%	1	3
meetings are conducted in a manner that maximized collegial discussion	0%	0	0%	0	67%	2	0%	0	33%	1	3
meetings are conducted in a manner that maximized effective decision making	0%	0	0%	0	67%	2	0%	0	33%	1	3
is effectively structured to accomplish its goals	0%	0	33%	1	0%	0	0%	0	67%	2	3
receives the support it needs to be successful	0%	0	33%	1	33%	1	0%	0	33%	1	3
has a clearly defined mandate	0%	0	0%	0	67%	2	0%	0	33%	1	3
has agenda where what the committee is required to do is clear	0%	0	33%	1	33%	1	0%	0	33%	1	3
has agenda packages that are well-organized	0%	0	0%	0	67%	2	0%	0	33%	1	3

Q20D - Rate the extent to which you agree or disagree with each of the following statements.

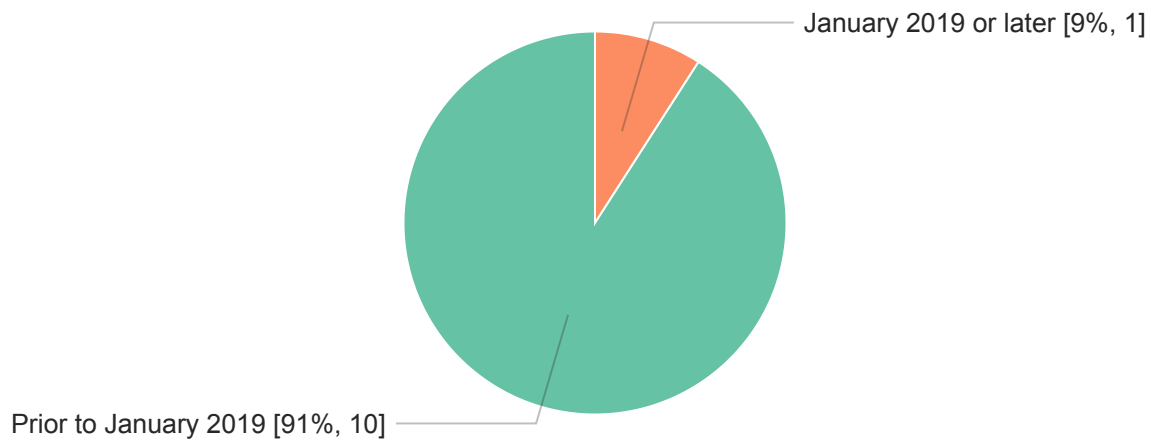
The Senate Standing Committee on Appeals (SSCA)...

Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
has minutes that are accurate and clear	0%	0	0%	0	67%	2	0%	0	33%	1	3
provides its members with information required to perform their role	0%	0	0%	0	67%	2	0%	0	33%	1	3
allows for open and productive discussion of issues	0%	0	0%	0	67%	2	0%	0	33%	1	3
generally functions effectively	0%	0	0%	0	33%	1	0%	0	67%	2	3
makes appropriate decisions	0%	0	0%	0	50%	1	0%	0	50%	1	2
clearly communicates the rationale for their recommendations to Senate	0%	0	0%	0	33%	1	33%	1	33%	1	3
provides orientation to its members so they are adequately prepared to work on the committee	0%	0	33%	1	33%	1	0%	0	33%	1	3

The following questions pertain to the Senate Standing Committee on Curriculum (SSCC).

Survey branching: Q21 was displayed for those respondents who selected “Senate Standing Committee on Curriculum (SSCC)” for Q3

Q21A - When did your term on the Senate Standing Committee on Curriculum (SSCC) begin?



Q21C - Rate the extent to which you agree or disagree with each of the following statements.

The Senate Standing Committee on Curriculum (SSCC)...

Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
is an effective decision-making body	0%	0	0%	0	9%	1	36%	4	55%	6	11
meetings are conducted in a manner that maximized collegial discussion	0%	0	0%	0	0%	0	18%	2	82%	9	11
meetings are conducted in a manner that maximized effective decision making	0%	0	0%	0	9%	1	36%	4	55%	6	11
is effectively structured to accomplish its goals	0%	0	0%	0	0%	0	55%	6	45%	5	11
receives the support it needs to be successful	9%	1	18%	2	0%	0	36%	4	36%	4	11
has a clearly defined mandate	0%	0	0%	0	9%	1	36%	4	55%	6	11
has agenda where what the committee is required to do is clear	0%	0	0%	0	0%	0	18%	2	82%	9	11
has agenda packages that are well-organized	0%	0	0%	0	9%	1	9%	1	82%	9	11

Q21D - Rate the extent to which you agree or disagree with each of the following statements.

The Senate Standing Committee on Curriculum (SSCC)...

Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
has minutes that are accurate and clear	0%	0	0%	0	9%	1	9%	1	82%	9	11
provides its members with information required to perform their role	0%	0	9%	1	0%	0	36%	4	55%	6	11
allows for open and productive discussion of issues	0%	0	0%	0	0%	0	18%	2	82%	9	11
generally functions effectively	0%	0	0%	0	0%	0	27%	3	73%	8	11
makes appropriate decisions	0%	0	9%	1	0%	0	36%	4	55%	6	11
clearly communicates the rationale for their recommendations to Senate	0%	0	9%	1	18%	2	9%	1	64%	7	11
provides orientation to its members so they are adequately prepared to work on the committee	27%	3	18%	2	18%	2	27%	3	9%	1	11

The following questions pertain to the Senate Subcommittee on Quantitative Courses (SQC).

Survey branching: Q22 was displayed for those respondents who selected “Senate Subcommittee on Quantitative Courses (SQC)” for Q3

Q22A - When did your term on the Senate Subcommittee on Quantitative Courses (SQC) begin?

Field	Choice Count	
Prior to January 2019	100%	1
January 2019 or later	0%	0
Total		1

Q22C - Rate the extent to which you agree or disagree with each of the following statements.

The Senate Subcommittee on Quantitative Courses (SQC)...

Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
is an effective decision-making body	0%	0	0%	0	0%	0	100%	1	0%	0	1
meetings are conducted in a manner that maximized collegial discussion	0%	0	0%	0	0%	0	0%	0	100%	1	1
meetings are conducted in a manner that maximized effective decision making	0%	0	0%	0	0%	0	0%	0	100%	1	1
is effectively structured to accomplish its goals	0%	0	0%	0	0%	0	0%	0	100%	1	1
receives the support it needs to be successful	0%	0	0%	0	0%	0	100%	1	0%	0	1
has a clearly defined mandate	0%	0	0%	0	100%	1	0%	0	0%	0	1
has agenda where what the committee is required to do is clear	0%	0	0%	0	100%	1	0%	0	0%	0	1
has agenda packages that are well-organized	0%	0	0%	0	0%	0	0%	0	100%	1	1

Q22D - Rate the extent to which you agree or disagree with each of the following statements.

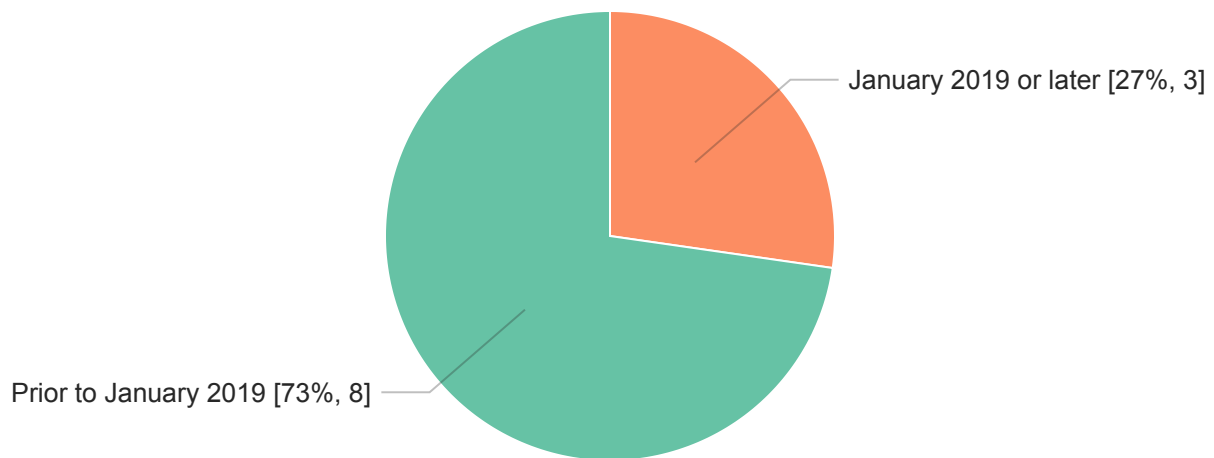
The Senate Subcommittee on Quantitative Courses (SQC)...

Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
has minutes that are accurate and clear	0%	0	0%	0	0%	0	0%	0	100%	1	1
provides its members with information required to perform their role	0%	0	0%	0	0%	0	0%	0	100%	1	1
allows for open and productive discussion of issues	0%	0	0%	0	0%	0	0%	0	100%	1	1
generally functions effectively	0%	0	0%	0	0%	0	0%	0	100%	1	1
makes appropriate decisions	0%	0	0%	0	0%	0	0%	0	100%	1	1
clearly communicates the rationale for their recommendations to Senate	0%	0	0%	0	0%	0	0%	0	100%	1	1
provides orientation to its members so they are adequately prepared to work on the committee	0%	0	0%	0	0%	0	0%	0	100%	1	1

The following questions pertain to the Senate Standing Committee on the Library (SSCL).

Survey branching: Q23 was displayed for those respondents who selected “Senate Standing Committee on the Library (SSCL)” for Q3

Q23A - When did your term on the Senate Standing Committee on the Library (SSCL) begin?



Q23C - Rate the extent to which you agree or disagree with each of the following statements.

The Senate Standing Committee on the Library (SSCL)...

Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
is an effective decision-making body	0%	0	0%	0	33%	3	56%	5	11%	1	9
meetings are conducted in a manner that maximized collegial discussion	0%	0	0%	0	0%	0	0%	0	100%	9	9
meetings are conducted in a manner that maximized effective decision making	0%	0	0%	0	0%	0	33%	3	67%	6	9
is effectively structured to accomplish its goals	0%	0	0%	0	0%	0	44%	4	56%	5	9
receives the support it needs to be successful	0%	0	0%	0	11%	1	33%	3	56%	5	9
has a clearly defined mandate	0%	0	0%	0	0%	0	44%	4	56%	5	9
has agenda where what the committee is required to do is clear	0%	0	0%	0	0%	0	33%	3	67%	6	9
has agenda packages that are well-organized	0%	0	0%	0	0%	0	22%	2	78%	7	9

Q23D - Rate the extent to which you agree or disagree with each of the following statements.

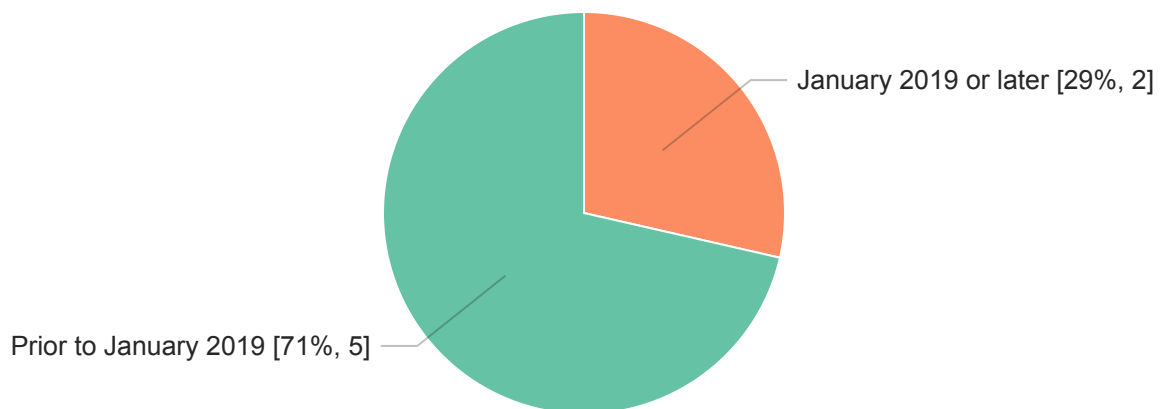
The Senate Standing Committee on the Library (SSCL)...

Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
has minutes that are accurate and clear	0%	0	0%	0	0%	0	0%	0	100%	9	9
provides its members with information required to perform their role	0%	0	0%	0	0%	0	11%	1	89%	8	9
allows for open and productive discussion of issues	0%	0	0%	0	0%	0	0%	0	100%	9	9
generally functions effectively	0%	0	0%	0	0%	0	22%	2	78%	7	9
makes appropriate decisions	0%	0	0%	0	0%	0	22%	2	78%	7	9
clearly communicates the rationale for their recommendations to Senate	0%	0	0%	0	22%	2	11%	1	67%	6	9
provides orientation to its members so they are adequately prepared to work on the committee	0%	0	11%	1	11%	1	33%	3	44%	4	9

The following questions pertain to the Senate Standing Committee on Policy (SSC Policy).

Survey branching: Q24 was displayed for those respondents who selected “Senate Standing Committee on Policy (SSC Policy)” for Q3

Q24A - When did your term on the Senate Standing Committee on Policy (SSC Policy) begin?



Q24C - Rate the extent to which you agree or disagree with each of the following statements.

The Senate Standing Committee on Policy (SSC Policy)...

Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
is an effective decision-making body	0%	0	0%	0	14%	1	57%	4	29%	2	7
meetings are conducted in a manner that maximized collegial discussion	0%	0	0%	0	0%	0	57%	4	43%	3	7
meetings are conducted in a manner that maximized effective decision making	0%	0	0%	0	14%	1	29%	2	57%	4	7
is effectively structured to accomplish its goals	0%	0	0%	0	14%	1	43%	3	43%	3	7
receives the support it needs to be successful	0%	0	0%	0	14%	1	29%	2	57%	4	7
has a clearly defined mandate	0%	0	0%	0	0%	0	71%	5	29%	2	7
has agenda where what the committee is required to do is clear	0%	0	0%	0	0%	0	29%	2	71%	5	7
has agenda packages that are well-organized	0%	0	0%	0	0%	0	14%	1	86%	6	7

Q24D - Rate the extent to which you agree or disagree with each of the following statements.

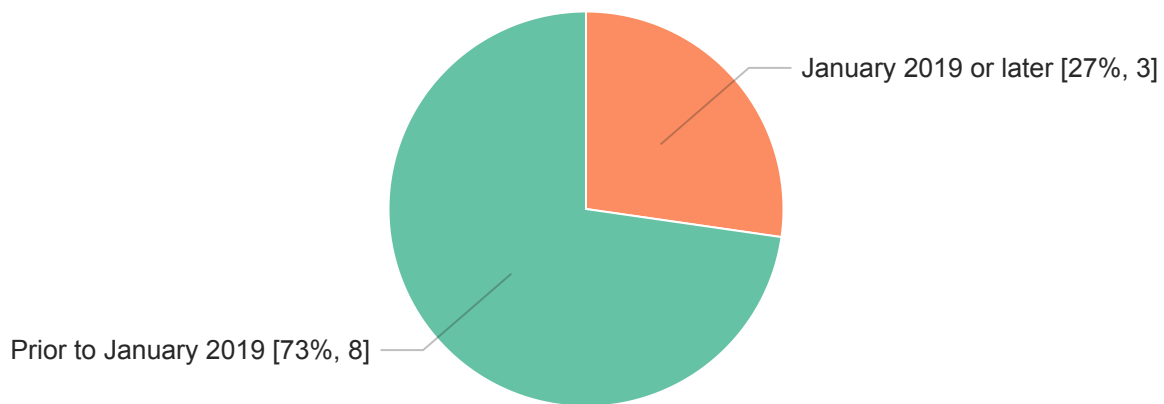
The Senate Standing Committee on Policy (SSC Policy)...

Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
has minutes that are accurate and clear	0%	0	0%	0	17%	1	0%	0	83%	5	6
provides its members with information required to perform their role	0%	0	0%	0	0%	0	17%	1	83%	5	6
allows for open and productive discussion of issues	0%	0	0%	0	0%	0	17%	1	83%	5	6
generally functions effectively	0%	0	0%	0	0%	0	33%	2	67%	4	6
makes appropriate decisions	0%	0	0%	0	0%	0	17%	1	83%	5	6
clearly communicates the rationale for their recommendations to Senate	0%	0	0%	0	17%	1	0%	0	83%	5	6
provides orientation to its members so they are adequately prepared to work on the committee	0%	0	17%	1	33%	2	33%	2	17%	1	6

The following questions pertain to the Senate Standing Committee on Program Review (SSCPR).

Survey branching: Q25 was displayed for those respondents who selected “Senate Standing Committee on Program Review (SSCPR)” for Q3

Q25A - When did your term on the Senate Standing Committee on Program Review (SSCPR) begin?



Q25C - Rate the extent to which you agree or disagree with each of the following statements.

The Senate Standing Committee on Program Review (SSCPR)...

Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
is an effective decision-making body	0%	0	0%	0	0%	0	18%	2	82%	9	11
meetings are conducted in a manner that maximized collegial discussion	0%	0	0%	0	0%	0	27%	3	73%	8	11
meetings are conducted in a manner that maximized effective decision making	0%	0	0%	0	0%	0	9%	1	91%	10	11
is effectively structured to accomplish its goals	0%	0	0%	0	0%	0	18%	2	82%	9	11
receives the support it needs to be successful	0%	0	0%	0	9%	1	36%	4	55%	6	11
has a clearly defined mandate	0%	0	0%	0	0%	0	18%	2	82%	9	11
has agenda where what the committee is required to do is clear	0%	0	0%	0	0%	0	27%	3	73%	8	11
has agenda packages that are well-organized	0%	0	0%	0	0%	0	0%	0	100%	11	11

Q25D - Rate the extent to which you agree or disagree with each of the following statements.

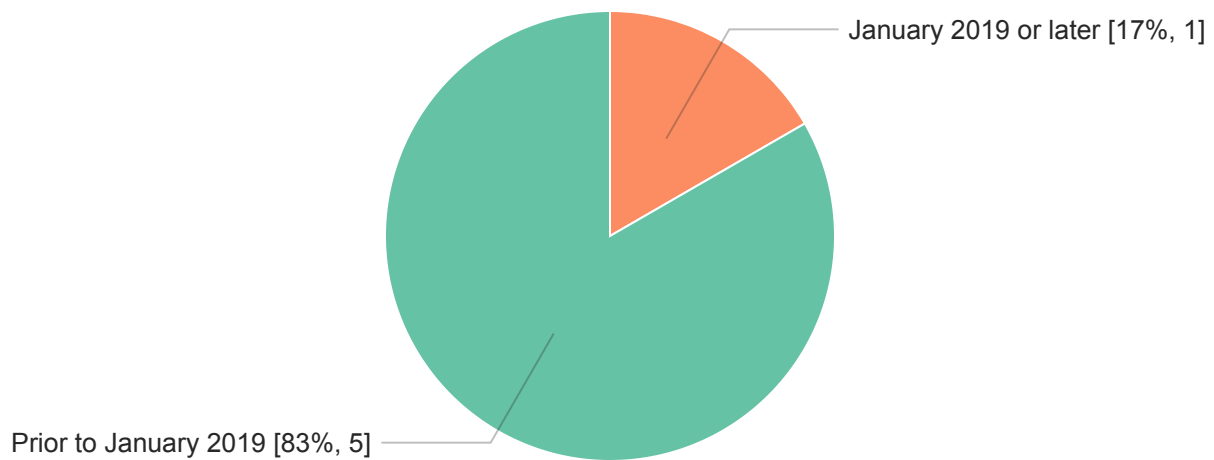
The Senate Standing Committee on Program Review (SSCPR)...

Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
has minutes that are accurate and clear	0%	0	0%	0	9%	1	18%	2	73%	8	11
provides its members with information required to perform their role	0%	0	0%	0	9%	1	9%	1	82%	9	11
allows for open and productive discussion of issues	0%	0	0%	0	0%	0	0%	0	100%	11	11
generally functions effectively	0%	0	0%	0	0%	0	0%	0	100%	11	11
makes appropriate decisions	0%	0	0%	0	0%	0	18%	2	82%	9	11
clearly communicates the rationale for their recommendations to Senate	0%	0	9%	1	9%	1	9%	1	73%	8	11
provides orientation to its members so they are adequately prepared to work on the committee	0%	0	0%	0	9%	1	36%	4	55%	6	11

The following questions pertain to the Senate Standing Committee on Research and Graduate Studies (SSCRGS).

Survey branching: Q26 was displayed for those respondents who selected “Senate Standing Committee on Research and Graduate Studies (SSCRGS)” for Q3

Q26A - When did your term on the Senate Standing Committee on Research and Graduate Studies (SSCRGS) begin?



Q26C - Rate the extent to which you agree or disagree with each of the following statements.

The Senate Standing Committee on Research and Graduate Studies (SSCRGS)...

Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
is an effective decision-making body	0%	0	0%	0	0%	0	50%	3	50%	3	6
meetings are conducted in a manner that maximized collegial discussion	0%	0	0%	0	0%	0	33%	2	67%	4	6
meetings are conducted in a manner that maximized effective decision making	0%	0	0%	0	0%	0	33%	2	67%	4	6
is effectively structured to accomplish its goals	0%	0	0%	0	0%	0	50%	3	50%	3	6
receives the support it needs to be successful	0%	0	0%	0	0%	0	50%	3	50%	3	6
has a clearly defined mandate	0%	0	17%	1	17%	1	33%	2	33%	2	6
has agenda where what the committee is required to do is clear	0%	0	0%	0	0%	0	33%	2	67%	4	6
has agenda packages that are well-organized	0%	0	0%	0	0%	0	33%	2	67%	4	6

Q26D - Rate the extent to which you agree or disagree with each of the following statements.

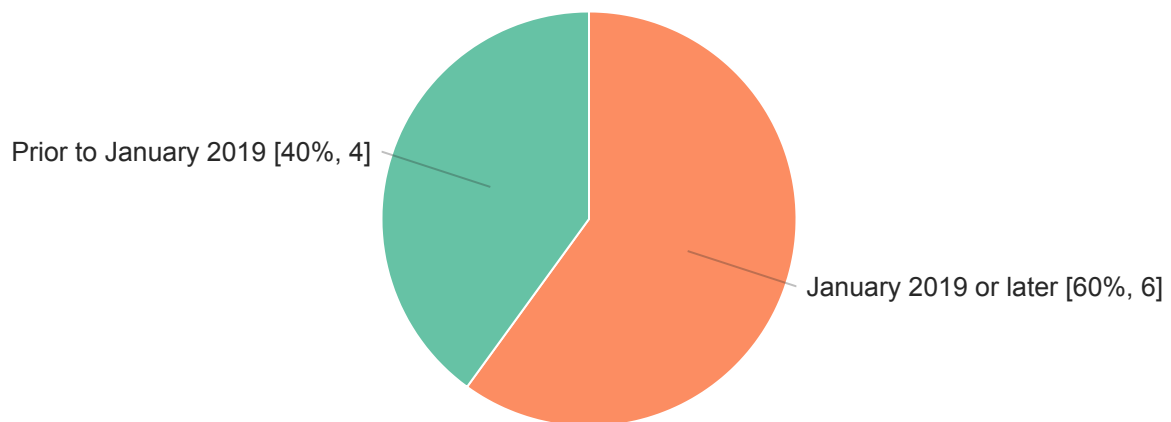
The Senate Standing Committee on Research and Graduate Studies (SSCRGS)...

Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
has minutes that are accurate and clear	0%	0	0%	0	0%	0	17%	1	83%	5	6
provides its members with information required to perform their role	0%	0	0%	0	0%	0	17%	1	83%	5	6
allows for open and productive discussion of issues	0%	0	0%	0	0%	0	33%	2	67%	4	6
generally functions effectively	0%	0	0%	0	0%	0	33%	2	67%	4	6
makes appropriate decisions	0%	0	0%	0	0%	0	33%	2	67%	4	6
clearly communicates the rationale for their recommendations to Senate	0%	0	0%	0	17%	1	33%	2	50%	3	6
provides orientation to its members so they are adequately prepared to work on the committee	17%	1	0%	0	33%	2	0%	0	50%	3	6

The following questions pertain to the Senate Standing Committee on Teaching and Learning (SSCTL).

Survey branching: Q27 was displayed for those respondents who selected “Senate Standing Committee on Teaching and Learning (SSCTL)” for Q3

Q27A - When did your term on the Senate Standing Committee on Teaching and Learning (SSCTL) begin?



Q27C - Rate the extent to which you agree or disagree with each of the following statements.

The Senate Standing Committee on Teaching and Learning (SSCTL)...

Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
is an effective decision-making body	0%	0	0%	0	0%	0	80%	8	20%	2	10
meetings are conducted in a manner that maximized collegial discussion	0%	0	0%	0	0%	0	20%	2	80%	8	10
meetings are conducted in a manner that maximized effective decision making	0%	0	0%	0	10%	1	20%	2	70%	7	10
is effectively structured to accomplish its goals	0%	0	0%	0	10%	1	50%	5	40%	4	10
receives the support it needs to be successful	0%	0	0%	0	10%	1	40%	4	50%	5	10
has a clearly defined mandate	0%	0	10%	1	20%	2	60%	6	10%	1	10
has agenda where what the committee is required to do is clear	0%	0	0%	0	10%	1	50%	5	40%	4	10
has agenda packages that are well-organized	0%	0	0%	0	0%	0	40%	4	60%	6	10

Q27D - Rate the extent to which you agree or disagree with each of the following statements.

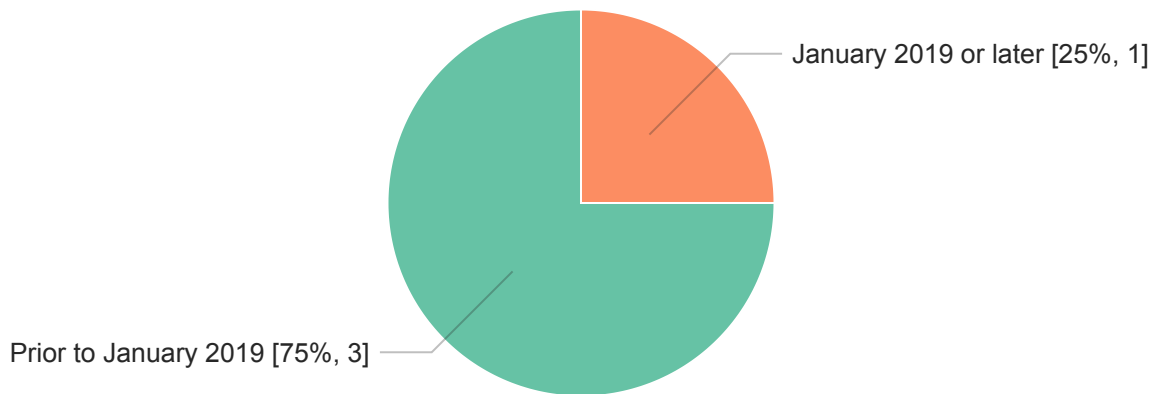
The Senate Standing Committee on Teaching and Learning (SSCTL)...

Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
has minutes that are accurate and clear	0%	0	0%	0	0%	0	10%	1	90%	9	10
provides its members with information required to perform their role	0%	0	0%	0	0%	0	50%	5	50%	5	10
allows for open and productive discussion of issues	0%	0	0%	0	0%	0	0%	0	100%	10	10
generally functions effectively	0%	0	0%	0	0%	0	0%	0	100%	10	10
makes appropriate decisions	0%	0	0%	0	0%	0	20%	2	80%	8	10
clearly communicates the rationale for their recommendations to Senate	0%	0	0%	0	0%	0	30%	3	70%	7	10
provides orientation to its members so they are adequately prepared to work on the committee	0%	0	20%	2	20%	2	30%	3	30%	3	10

The following questions pertain to the Senate Standing Committee on Tributes (SSCT).

Survey branching: Q28 was displayed for those respondents who selected “Senate Standing Committee on Tributes (SSCT)” for Q3

Q28A - When did your term on the Senate Standing Committee on Tributes (SSCT) begin?



Q28B - Rate the extent to which you agree or disagree with each of the following statements.

The Senate Standing Committee on Tributes (SSCT)...

Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
is an effective decision-making body	0%	0	0%	0	0%	0	25%	1	75%	3	4
meetings are conducted in a manner that maximized collegial discussion	0%	0	0%	0	0%	0	25%	1	75%	3	4
meetings are conducted in a manner that maximized effective decision making	0%	0	0%	0	0%	0	25%	1	75%	3	4
is effectively structured to accomplish its goals	0%	0	0%	0	0%	0	25%	1	75%	3	4
receives the support it needs to be successful	0%	0	0%	0	0%	0	0%	0	100%	4	4
has a clearly defined mandate	0%	0	0%	0	0%	0	25%	1	75%	3	4
has agenda where what the committee is required to do is clear	0%	0	0%	0	0%	0	0%	0	100%	4	4
has agenda packages that are well-organized	0%	0	0%	0	0%	0	25%	1	75%	3	4

Q28C - Rate the extent to which you agree or disagree with each of the following statements.

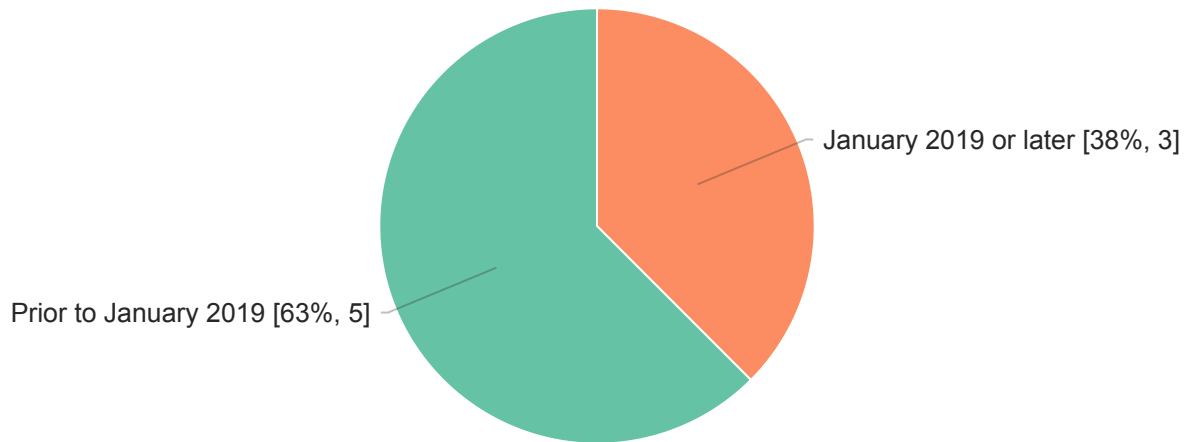
The Senate Standing Committee on Tributes (SSCT)...

Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
has minutes that are accurate and clear	0%	0	0%	0	0%	0	25%	1	75%	3	4
provides its members with information required to perform their role	0%	0	0%	0	0%	0	0%	0	100%	4	4
allows for open and productive discussion of issues	0%	0	0%	0	0%	0	0%	0	100%	4	4
generally functions effectively	0%	0	0%	0	0%	0	25%	1	75%	3	4
makes appropriate decisions	0%	0	0%	0	0%	0	25%	1	75%	3	4
clearly communicates the rationale for their recommendations to Senate	0%	0	0%	0	25%	1	0%	0	75%	3	4
provides orientation to its members so they are adequately prepared to work on the committee	0%	0	25%	1	25%	1	25%	1	25%	1	4

The following questions pertain to the Senate Standing Committee on University Budget (SSCUB).

Survey branching: Q29 was displayed for those respondents who selected “Senate Standing Committee on University Budget (SSCUB)” for Q3

Q29A - When did your term on the Senate Standing Committee on University Budget (SSCUB) begin?



Q29C - Rate the extent to which you agree or disagree with each of the following statements.

The Senate Standing Committee on University Budget (SSCUB)...

Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
is an effective decision-making body	0%	0	0%	0	0%	0	38%	3	63%	5	8
meetings are conducted in a manner that maximized collegial discussion	0%	0	0%	0	13%	1	25%	2	63%	5	8
meetings are conducted in a manner that maximized effective decision making	0%	0	0%	0	13%	1	25%	2	63%	5	8
is effectively structured to accomplish its goals	0%	0	0%	0	13%	1	25%	2	63%	5	8
receives the support it needs to be successful	0%	0	0%	0	13%	1	25%	2	63%	5	8
has a clearly defined mandate	0%	0	0%	0	0%	0	25%	2	75%	6	8
has agenda where what the committee is required to do is clear	0%	0	0%	0	0%	0	38%	3	63%	5	8
has agenda packages that are well-organized	0%	0	0%	0	0%	0	13%	1	88%	7	8

Q29D - Rate the extent to which you agree or disagree with each of the following statements.

The Senate Standing Committee on University Budget (SSCUB)...

Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
has minutes that are accurate and clear	0%	0	13%	1	13%	1	0%	0	75%	6	8
provides its members with information required to perform their role	0%	0	13%	1	0%	0	25%	2	63%	5	8
allows for open and productive discussion of issues	0%	0	13%	1	0%	0	25%	2	63%	5	8
generally functions effectively	0%	0	0%	0	0%	0	38%	3	63%	5	8
makes appropriate decisions	0%	0	0%	0	13%	1	25%	2	63%	5	8
clearly communicates the rationale for their recommendations to Senate	0%	0	0%	0	13%	1	13%	1	75%	6	8
provides orientation to its members so they are adequately prepared to work on the committee	0%	0	13%	1	25%	2	25%	2	38%	3	8

To: Senate Governance Committee

From: Alan Davis and David Burns

Date: September 25, 2017

Re: Senate Effectiveness Survey Results and Recommendations

This survey was issued to all Senate and Senate Standing Committee members in May/June, 2017. 83 people were surveyed, with 42 responding: a 51% response rate from across all governance bodies.

While the numbers replying for any one committee are not staggering (22 for Senate and 6 or more for the committees) three themes emerged that seem worthy of attention.

Roles: members seemed unclear of their roles, especially in relation to the distinction between the constituencies they represent and their own opinions. This ambiguity was articulated by one committee member thusly, "Am I there to vote according to my constituency, or to vote for what I think is best for KPU as a whole?"

Orientation: related to the above, the survey suggests that members did not feel well oriented to their roles.

Communication: members believe that more could be done to communicate Senate decisions to the KPU community, and to receive more feedback on the impact or fate of their recommendations.

Recommendations:

1. While this is covered in the annual governance retreat, chairs of Senate and the standing committees should be encouraged to discuss these roles, and to invite the Chair and Vice Chair of Senate to meetings.
2. Likewise, the terms of reference for each committee should be reviewed at the start of the governance year.
3. Building on the work of previous Vice Chairs, the Senate office is asked to develop new and effective ways to communicate the nature and impact of Senate's work.
4. Senators and committee members should be encouraged to communicate with their constituencies on what is coming up on committee and Senate agendas and what decisions they have made.

Actions so far:



- 1) There is a channel in Kaltura (media.kpu.ca) for Senate tutorial videos. These videos can be embedded elsewhere, including the new website (see below).
- 2) There is a Senate vice-chair site to collect the various materials to be developed this year, the first of which is (3)
- 3) There is a wiki style site for all things course outline, which includes videos embedded from Kaltura.

<https://our.kpu.ca/sites/committees/senate/vicechair/SitePages/Home.aspx>

2017 Senate Effectiveness Survey











The survey was sent to 83 members and this report presents the answers from the 42 respondents who answered the survey; this is a 51% response rate.

Q1. Please indicate your Senate membership:

Response	Chart	Percentage	Count
Senator		57.1%	24
Not a Senator, but a member of a Senate Committee or Standing Committee		42.9%	18
		Total Responses	42

Survey branching: if chose "Not a Senator, but a member of a Senate Committee or Standing Committee," ask Q2 and Q3 then skip Q4 to Q11.

Q2. Which of the following Senate Committees were you a member of in the 2016/17 academic year? Only select committees that you were an active member of for at least 4 months. These are the committees on which you will be asked to provide feedback.

Response	Chart	Percentage	Count
Senate Executive Committee (SEC)		14.6%	6
Senate Governance Committee (SGC)		14.6%	6
Senate Nominating Committee (SNC)		14.6%	6
Senate Standing Committee on Academic Planning & Priorities (SSCAPP)		19.5%	8
Senate Standing Committee on Curriculum (SSCC)		14.6%	6
Senate Standing Committee on the Library (SSCL)		26.8%	11
Senate Standing Committee on Policy Review (SSC Policy Review)		17.1%	7
Senate Standing Committee on Program Review (SSCPR)		22.0%	9
Senate Standing Committee on Tributes (SSCT)		12.2%	5
Senate Standing Committee on University Budget (SSCUB)		22.0%	9
		Total Responses	41

Totals vary and may exceed 100% as respondents are able to select all options that apply.

Q3. Rate the extent to which you agree with each of the following statements.

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total Responses
I prepare in advance for meetings	0 (0.0%)	0 (0.0%)	0 (0.0%)	17 (43.6%)	22 (56.4%)	39
I am provided with sufficient information to make decisions	0 (0.0%)	0 (0.0%)	2 (5.1%)	17 (43.6%)	20 (51.3%)	39
I have the knowledge to influence decisions	0 (0.0%)	3 (7.9%)	3 (7.9%)	17 (44.7%)	15 (39.5%)	38
I have the ability to influence decisions	0 (0.0%)	1 (2.6%)	8 (20.5%)	17 (43.6%)	13 (33.3%)	39
Serving on the Senate and its standing committees is important	0 (0.0%)	0 (0.0%)	1 (2.6%)	7 (17.9%)	31 (79.5%)	39
My role is to represent a specific constituency within KPU	7 (17.9%)	6 (15.4%)	3 (7.7%)	11 (28.2%)	12 (30.8%)	39
My role is to represent the best interests of broader society	1 (2.6%)	1 (2.6%)	9 (23.1%)	20 (51.3%)	8 (20.5%)	39
My role is to represent the best interests of the university	0 (0.0%)	0 (0.0%)	2 (5.1%)	7 (17.9%)	30 (76.9%)	39
The course of action that is in the best interest of KPU is always clear	0 (0.0%)	8 (20.5%)	8 (20.5%)	20 (51.3%)	3 (7.7%)	39
Members do not experience conflict in supporting the interests of the university and those of their constituency	1 (2.6%)	13 (33.3%)	12 (30.8%)	9 (23.1%)	4 (10.3%)	39

Q4. Rate the extent to which you agree with each of the following statements.

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total Responses
The orientation I received for Senate adequately prepared me for my work on Senate	2 (8.7%)	9 (39.1%)	5 (21.7%)	6 (26.1%)	1 (4.3%)	23
The division of responsibilities between the governing board and Senate are clear	1 (4.3%)	3 (13.0%)	4 (17.4%)	11 (47.8%)	4 (17.4%)	23
Processes are in place to assure Senate that the academic quality of KPU is being maintained	1 (4.3%)	3 (13.0%)	2 (8.7%)	11 (47.8%)	6 (26.1%)	23
Senate members are kept informed of decisions and actions of the Board of Governors	1 (4.3%)	5 (21.7%)	6 (26.1%)	7 (30.4%)	4 (17.4%)	23

Q5. For each of the following, rate the extent to which you agree that this is something Senate should do (whether or not it does).

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total Responses
Regularly review the performance of the university in academic areas	0 (0.0%)	0 (0.0%)	0 (0.0%)	5 (22.7%)	17 (77.3%)	22
Be the final authority for approving major academic policies	0 (0.0%)	0 (0.0%)	1 (4.5%)	4 (18.2%)	17 (77.3%)	22
Confine itself mainly to academic matters	1 (4.5%)	3 (13.6%)	4 (18.2%)	7 (31.8%)	7 (31.8%)	22
Defend and protect the autonomy of the university	0 (0.0%)	0 (0.0%)	4 (18.2%)	6 (27.3%)	12 (54.5%)	22
Play a role in determining the future direction of the university	0 (0.0%)	0 (0.0%)	2 (9.1%)	4 (18.2%)	16 (72.7%)	22
Play a role in establishing research policies	1 (4.5%)	1 (4.5%)	3 (13.6%)	9 (40.9%)	8 (36.4%)	22

Q6. For each of the following, rate the extent to which you agree that this is something Senate should do (whether or not it does).

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total Responses
Play a role in establishing strategic research directions	0 (0.0%)	3 (13.6%)	4 (18.2%)	8 (36.4%)	7 (31.8%)	22
Play a role in establishing the academic plan	0 (0.0%)	1 (4.5%)	0 (0.0%)	7 (31.8%)	14 (63.6%)	22
Play a role in establishing strategic directions for teaching and learning	0 (0.0%)	3 (13.6%)	2 (9.1%)	7 (31.8%)	10 (45.5%)	22
Play a role in setting the university's budget process	0 (0.0%)	5 (22.7%)	3 (13.6%)	6 (27.3%)	8 (36.4%)	22
Play an active role in trying to influence government policy	1 (4.5%)	3 (13.6%)	4 (18.2%)	8 (36.4%)	6 (27.3%)	22
Play an important role for discussing important issues	0 (0.0%)	0 (0.0%)	2 (9.1%)	8 (36.4%)	12 (54.5%)	22

Q7. For each of the following, rate the extent to which you agree that this is something Senate actually does:

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total Responses
Regularly review the performance of the university in academic areas	1 (4.5%)	2 (9.1%)	5 (22.7%)	10 (45.5%)	4 (18.2%)	22
Be the final authority for approving major academic policies	0 (0.0%)	1 (4.5%)	2 (9.1%)	11 (50.0%)	8 (36.4%)	22
Confine itself mainly to academic matters	1 (4.5%)	8 (36.4%)	1 (4.5%)	10 (45.5%)	2 (9.1%)	22
Defend and protect the autonomy of the university	0 (0.0%)	2 (9.1%)	10 (45.5%)	7 (31.8%)	3 (13.6%)	22
Play a role in determining the future direction of the university	1 (4.5%)	0 (0.0%)	6 (27.3%)	12 (54.5%)	3 (13.6%)	22
Play a role in establishing research policies	2 (9.1%)	7 (31.8%)	10 (45.5%)	3 (13.6%)	0 (0.0%)	22

Q8. For each of the following, rate the extent to which you agree that this is something Senate actually does:

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total Responses
Play a role in establishing strategic research directions	2 (9.5%)	10 (47.6%)	6 (28.6%)	3 (14.3%)	0 (0.0%)	21
Play a role in establishing the academic plan	0 (0.0%)	1 (4.8%)	1 (4.8%)	16 (76.2%)	3 (14.3%)	21
Play a role in establishing strategic directions for teaching and learning	1 (4.8%)	5 (23.8%)	6 (28.6%)	8 (38.1%)	1 (4.8%)	21
Play a role in setting the university's budget process	0 (0.0%)	1 (4.8%)	5 (23.8%)	12 (57.1%)	3 (14.3%)	21
Play an active role in trying to influence government policy	3 (14.3%)	9 (42.9%)	7 (33.3%)	1 (4.8%)	1 (4.8%)	21
Play an important role for discussing important issues	1 (4.8%)	4 (19.0%)	3 (14.3%)	10 (47.6%)	3 (14.3%)	21

Q9. Rate the extent to which you agree with each of the following statements.

The Senate...

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total Responses
is an effective decision-making body	0 (0.0%)	2 (9.1%)	1 (4.5%)	14 (63.6%)	5 (22.7%)	22
has an effective standing committee structure	0 (0.0%)	3 (13.6%)	1 (4.5%)	12 (54.5%)	6 (27.3%)	22
is appropriately informed by its standing committees	0 (0.0%)	2 (9.1%)	0 (0.0%)	8 (36.4%)	12 (54.5%)	22
acts appropriately on the recommendations of its standing committees	0 (0.0%)	0 (0.0%)	1 (4.5%)	9 (40.9%)	12 (54.5%)	22
avoids being involved in decisions about day-to-day operations	0 (0.0%)	3 (13.6%)	3 (13.6%)	9 (40.9%)	7 (31.8%)	22
is effective in making decisions involving significant change	0 (0.0%)	3 (13.6%)	2 (9.1%)	13 (59.1%)	4 (18.2%)	22

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total Responses
facilitates the exchange of information across the university	2 (9.1%)	8 (36.4%)	4 (18.2%)	5 (22.7%)	3 (13.6%)	22

Q10. Rate the extent to which you agree with each of the following statements.

The Senate...

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total Responses
plays an important role as a forum for discussing important matters	1 (4.8%)	5 (23.8%)	2 (9.5%)	9 (42.9%)	4 (19.0%)	21
meetings are conducted in a manner that maximized collegial discussion	2 (9.5%)	2 (9.5%)	4 (19.0%)	6 (28.6%)	7 (33.3%)	21
meetings are conducted in a manner that maximized effective decision making	0 (0.0%)	4 (19.0%)	2 (9.5%)	7 (33.3%)	8 (38.1%)	21
is effectively structured to accomplish its goals	0 (0.0%)	4 (19.0%)	3 (14.3%)	6 (28.6%)	8 (38.1%)	21
receives the support it needs to be successful	2 (9.5%)	2 (9.5%)	5 (23.8%)	4 (19.0%)	8 (38.1%)	21
provides leadership for the academic community	0 (0.0%)	6 (28.6%)	3 (14.3%)	8 (38.1%)	4 (19.0%)	21
communicates its deliberations and outcomes effectively to the university community	0 (0.0%)	8 (38.1%)	1 (4.8%)	4 (19.0%)	8 (38.1%)	21

Q11. Please provide specific suggestions for improving the effectiveness of Senate. Note, your verbatim comments will be provided to the Senate Governance Committee.

The 3 responses to this question can be found in the appendix.

Q12. The following questions pertain to the Senate Executive Committee (SEC).

Survey branching: Q12 is only asked if respondent chose "Senate Executive Committee (SEC)" for Q2.

Q12a. Rate the extent to which you agree with each of the following statements.

The Senate Executive Committee (SEC)...

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total Responses
is an effective decision-making body	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (50.0%)	2 (50.0%)	4
meetings are conducted in a manner that maximized collegial discussion	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (50.0%)	2 (50.0%)	4
meetings are conducted in a manner that maximized effective decision making	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (50.0%)	2 (50.0%)	4
is effectively structured to accomplish its goals	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (50.0%)	2 (50.0%)	4
receives the support it needs to be successful	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (25.0%)	3 (75.0%)	4
has a clearly defined mandate	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (50.0%)	2 (50.0%)	4
has agenda where what the committee is required to do is clear	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (50.0%)	2 (50.0%)	4
has agenda packages that are well-organized	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (25.0%)	3 (75.0%)	4

Q12b. Rate the extent to which you agree with each of the following statements.

The Senate Executive Committee (SEC)...

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total Responses
has minutes that are accurate and clear	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	4 (100.0%)	4
provides its members with information required to perform their role	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (33.3%)	2 (66.7%)	3

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total Responses
allows for open and productive discussion of issues	0 (0.0%)	1 (25.0%)	0 (0.0%)	1 (25.0%)	2 (50.0%)	4
generally functions effectively	0 (0.0%)	0 (0.0%)	1 (25.0%)	1 (25.0%)	2 (50.0%)	4
makes appropriate decisions	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (33.3%)	2 (66.7%)	3
clearly communicates the rationale for their recommendations to Senate	0 (0.0%)	0 (0.0%)	1 (25.0%)	2 (50.0%)	1 (25.0%)	4
provides orientation to its members so they are adequately prepared to work on the committee	1 (25.0%)	1 (25.0%)	0 (0.0%)	2 (50.0%)	0 (0.0%)	4

Q12c. Please provide specific suggestions for improving the effectiveness of the Senate Executive Committee (SEC). Note, your verbatim comments will be provided to the Senate Governance Committee.

There are no responses to this question.

Q13. The following questions pertain to the Senate Governance Committee (SGC).

Survey branching: Q13 is only asked if respondent chose "Senate Governance Committee (SGC)" for Q2.

Q13a. Rate the extent to which you agree with each of the following statements.

The Senate Governance Committee (SGC)...

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total Responses
is an effective decision-making body	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (60.0%)	2 (40.0%)	5
meetings are conducted in a manner that maximized collegial discussion	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (20.0%)	4 (80.0%)	5
meetings are conducted in a manner that maximized effective decision making	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (60.0%)	2 (40.0%)	5

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total Responses
is effectively structured to accomplish its goals	0 (0.0%)	0 (0.0%)	1 (20.0%)	2 (40.0%)	2 (40.0%)	5
receives the support it needs to be successful	0 (0.0%)	0 (0.0%)	0 (0.0%)	4 (80.0%)	1 (20.0%)	5
has a clearly defined mandate	0 (0.0%)	0 (0.0%)	1 (20.0%)	3 (60.0%)	1 (20.0%)	5
has agenda where what the committee is required to do is clear	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (40.0%)	3 (60.0%)	5
has agenda packages that are well-organized	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	5 (100.0%)	5

Q13b. Rate the extent to which you agree with each of the following statements.

The Senate Governance Committee (SGC)...

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total Responses
has minutes that are accurate and clear	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (20.0%)	4 (80.0%)	5
provides its members with information required to perform their role	0 (0.0%)	0 (0.0%)	1 (20.0%)	1 (20.0%)	3 (60.0%)	5
allows for open and productive discussion of issues	0 (0.0%)	0 (0.0%)	1 (20.0%)	1 (20.0%)	3 (60.0%)	5
generally functions effectively	0 (0.0%)	0 (0.0%)	1 (20.0%)	1 (20.0%)	3 (60.0%)	5
makes appropriate decisions	0 (0.0%)	0 (0.0%)	1 (20.0%)	2 (40.0%)	2 (40.0%)	5
clearly communicates the rationale for their recommendations to Senate	0 (0.0%)	0 (0.0%)	1 (20.0%)	3 (60.0%)	1 (20.0%)	5
provides orientation to its members so they are adequately prepared to work on the committee	0 (0.0%)	1 (20.0%)	2 (40.0%)	1 (20.0%)	1 (20.0%)	5

Q13c. Please provide specific suggestions for improving the effectiveness of the Senate Governance Committee (SGC). Note, your verbatim comments will be provided to the Senate Governance Committee.

There are no responses to this question.

Q14. The following questions pertain to the Senate Nominating Committee (SNC).

Survey branching: Q14 is only asked if respondent chose "Senate Nominating Committee (SNC)" for Q2.

Q14a. Rate the extent to which you agree with each of the following statements.

The Senate Nominating Committee (SNC)...

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total Responses
is an effective decision-making body	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (16.7%)	5 (83.3%)	6
meetings are conducted in a manner that maximized collegial discussion	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	6 (100.0%)	6
meetings are conducted in a manner that maximized effective decision making	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (33.3%)	4 (66.7%)	6
is effectively structured to accomplish its goals	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (33.3%)	4 (66.7%)	6
receives the support it needs to be successful	0 (0.0%)	2 (33.3%)	1 (16.7%)	1 (16.7%)	2 (33.3%)	6
has a clearly defined mandate	0 (0.0%)	0 (0.0%)	0 (0.0%)	4 (66.7%)	2 (33.3%)	6
has agenda where what the committee is required to do is clear	0 (0.0%)	0 (0.0%)	1 (16.7%)	1 (16.7%)	4 (66.7%)	6
has agenda packages that are well-organized	0 (0.0%)	0 (0.0%)	0 (0.0%)	4 (66.7%)	2 (33.3%)	6

Q14b. Rate the extent to which you agree with each of the following statements.

The Senate Nominating Committee (SNC)...

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total Responses
has minutes that are accurate and clear	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (33.3%)	4 (66.7%)	6
provides its members with information required to perform their role	0 (0.0%)	1 (16.7%)	0 (0.0%)	2 (33.3%)	3 (50.0%)	6
allows for open and productive discussion of issues	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	6 (100.0%)	6
generally functions effectively	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	6 (100.0%)	6
makes appropriate decisions	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (16.7%)	5 (83.3%)	6
clearly communicates the rationale for their recommendations to Senate	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (16.7%)	5 (83.3%)	6
provides orientation to its members so they are adequately prepared to work on the committee	0 (0.0%)	2 (33.3%)	1 (16.7%)	2 (33.3%)	1 (16.7%)	6

Q14c. Please provide specific suggestions for improving the effectiveness of the Senate Nominating Committee (SNC). Note, your verbatim comments will be provided to the Senate Governance Committee.

The 1 response to this question can be found in the appendix.

Q15. The following questions pertain to the Senate Standing Committee on Academic Planning & Priorities (SSCAPP).

Survey branching: Q15 is only asked if respondent chose "Senate Standing Committee on Academic Planning & Priorities (SSCAPP)" for Q2.

Q15a. Rate the extent to which you agree with each of the following statements.

The Senate Standing Committee on Academic Planning & Priorities (SSCAPP)...

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total Responses
is an effective decision-making body	1 (12.5%)	0 (0.0%)	0 (0.0%)	5 (62.5%)	2 (25.0%)	8
meetings are conducted in a manner that maximized collegial discussion	0 (0.0%)	1 (12.5%)	0 (0.0%)	4 (50.0%)	3 (37.5%)	8
meetings are conducted in a manner that maximized effective decision making	0 (0.0%)	0 (0.0%)	2 (25.0%)	4 (50.0%)	2 (25.0%)	8
is effectively structured to accomplish its goals	0 (0.0%)	2 (28.6%)	0 (0.0%)	3 (42.9%)	2 (28.6%)	7
receives the support it needs to be successful	1 (12.5%)	1 (12.5%)	1 (12.5%)	4 (50.0%)	1 (12.5%)	8
has a clearly defined mandate	1 (12.5%)	1 (12.5%)	4 (50.0%)	1 (12.5%)	1 (12.5%)	8
has agenda where what the committee is required to do is clear	1 (12.5%)	0 (0.0%)	0 (0.0%)	3 (37.5%)	4 (50.0%)	8
has agenda packages that are well-organized	0 (0.0%)	0 (0.0%)	0 (0.0%)	4 (50.0%)	4 (50.0%)	8

Q15b. Rate the extent to which you agree with each of the following statements.

The Senate Standing Committee on Academic Planning & Priorities (SSCAPP)...

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total Responses
has minutes that are accurate and clear	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (42.9%)	4 (57.1%)	7

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total Responses
provides its members with information required to perform their role	0 (0.0%)	1 (12.5%)	1 (12.5%)	4 (50.0%)	2 (25.0%)	8
allows for open and productive discussion of issues	0 (0.0%)	1 (12.5%)	1 (12.5%)	4 (50.0%)	2 (25.0%)	8
generally functions effectively	0 (0.0%)	1 (12.5%)	1 (12.5%)	3 (37.5%)	3 (37.5%)	8
makes appropriate decisions	0 (0.0%)	1 (12.5%)	2 (25.0%)	2 (25.0%)	3 (37.5%)	8
clearly communicates the rationale for their recommendations to Senate	0 (0.0%)	1 (12.5%)	2 (25.0%)	2 (25.0%)	3 (37.5%)	8
provides orientation to its members so they are adequately prepared to work on the committee	0 (0.0%)	4 (50.0%)	4 (50.0%)	0 (0.0%)	0 (0.0%)	8

Q15c. Please provide specific suggestions for improving the effectiveness of the Senate Standing Committee on Academic Planning & Priorities (SSCAPP). Note, your verbatim comments will be provided to the Senate Governance Committee.

The 2 responses to this question can be found in the appendix.

Q16. The following questions pertain to the Senate Standing Committee on Curriculum (SSCC).

Survey branching: Q16 is only asked if respondent chose "Senate Standing Committee on Curriculum (SSCC)" for Q2.

Q16a. Rate the extent to which you agree with each of the following statements.

The Senate Standing Committee on Curriculum (SSCC)...

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total Responses
is an effective decision-making body	0 (0.0%)	1 (20.0%)	0 (0.0%)	2 (40.0%)	2 (40.0%)	5
meetings are conducted in a manner that maximized collegial discussion	0 (0.0%)	1 (20.0%)	0 (0.0%)	1 (20.0%)	3 (60.0%)	5
meetings are conducted in a manner that maximized effective decision making	0 (0.0%)	1 (20.0%)	0 (0.0%)	3 (60.0%)	1 (20.0%)	5
is effectively structured to accomplish its goals	1 (20.0%)	0 (0.0%)	0 (0.0%)	2 (40.0%)	2 (40.0%)	5
receives the support it needs to be successful	0 (0.0%)	1 (20.0%)	2 (40.0%)	0 (0.0%)	2 (40.0%)	5
has a clearly defined mandate	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (20.0%)	4 (80.0%)	5
has agenda where what the committee is required to do is clear	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (60.0%)	2 (40.0%)	5
has agenda packages that are well-organized	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (40.0%)	3 (60.0%)	5

Q16b. Rate the extent to which you agree with each of the following statements.

The Senate Standing Committee on Curriculum (SSCC)...

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total Responses
has minutes that are accurate and clear	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	5 (100.0%)	5
provides its members with information required to perform their role	1 (20.0%)	0 (0.0%)	0 (0.0%)	2 (40.0%)	2 (40.0%)	5
allows for open and productive discussion of issues	0 (0.0%)	1 (20.0%)	0 (0.0%)	1 (20.0%)	3 (60.0%)	5
generally functions effectively	0 (0.0%)	1 (20.0%)	0 (0.0%)	2 (40.0%)	2 (40.0%)	5
makes appropriate decisions	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (60.0%)	2 (40.0%)	5
clearly communicates the rationale for their recommendations to Senate	0 (0.0%)	0 (0.0%)	1 (25.0%)	1 (25.0%)	2 (50.0%)	4
provides orientation to its members so they are adequately prepared to work on the committee	1 (20.0%)	1 (20.0%)	1 (20.0%)	2 (40.0%)	0 (0.0%)	5

Q16c. Please provide specific suggestions for improving the effectiveness of the Senate Standing Committee on Curriculum (SSCC). Note, your verbatim comments will be provided to the Senate Governance Committee.

The 1 response to this question can be found in the appendix.

Q17. The following questions pertain to the Senate Standing Committee on the Library (SSCL).

Survey branching: Q17 is only asked if respondent chose "Senate Standing Committee on the Library (SSCL)" for Q2.

Q17a. Rate the extent to which you agree with each of the following statements.

Senate Standing Committee on Library (SSCL)...

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total Responses
is an effective decision-making body	1 (10.0%)	0 (0.0%)	2 (20.0%)	5 (50.0%)	2 (20.0%)	10
meetings are conducted in a manner that maximized collegial discussion	0 (0.0%)	0 (0.0%)	0 (0.0%)	5 (50.0%)	5 (50.0%)	10
meetings are conducted in a manner that maximized effective decision making	0 (0.0%)	0 (0.0%)	3 (30.0%)	3 (30.0%)	4 (40.0%)	10
is effectively structured to accomplish its goals	1 (11.1%)	1 (11.1%)	2 (22.2%)	1 (11.1%)	4 (44.4%)	9
receives the support it needs to be successful	0 (0.0%)	0 (0.0%)	3 (33.3%)	4 (44.4%)	2 (22.2%)	9
has a clearly defined mandate	1 (11.1%)	0 (0.0%)	3 (33.3%)	3 (33.3%)	2 (22.2%)	9
has agenda where what the committee is required to do is clear	1 (11.1%)	0 (0.0%)	2 (22.2%)	2 (22.2%)	4 (44.4%)	9
has agenda packages that are well-organized	0 (0.0%)	0 (0.0%)	2 (22.2%)	3 (33.3%)	4 (44.4%)	9

Q17b. Rate the extent to which you agree with each of the following statements.

Senate Standing Committee on Library (SSCL)...

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total Responses
has minutes that are accurate and clear	0 (0.0%)	0 (0.0%)	1 (11.1%)	3 (33.3%)	5 (55.6%)	9
provides its members with information required to perform their role	1 (11.1%)	0 (0.0%)	1 (11.1%)	2 (22.2%)	5 (55.6%)	9
allows for open and productive discussion of issues	0 (0.0%)	0 (0.0%)	0 (0.0%)	4 (44.4%)	5 (55.6%)	9
generally functions effectively	1 (11.1%)	0 (0.0%)	1 (11.1%)	3 (33.3%)	4 (44.4%)	9
makes appropriate decisions	1 (11.1%)	0 (0.0%)	1 (11.1%)	2 (22.2%)	5 (55.6%)	9
clearly communicates the rationale for their recommendations to Senate	0 (0.0%)	0 (0.0%)	2 (22.2%)	2 (22.2%)	5 (55.6%)	9
provides orientation to its members so they are adequately prepared to work on the committee	1 (11.1%)	2 (22.2%)	3 (33.3%)	2 (22.2%)	1 (11.1%)	9

Q17c. Please provide specific suggestions for improving the effectiveness of the Senate Standing Committee on the Library (SSCL). Note, your verbatim comments will be provided to the Senate Governance Committee.

The 6 responses to this question can be found in the appendix.

Q18. The following questions pertain to the Senate Standing Committee on Policy Review (SSC Policy Review).

Survey branching: Q18 is only asked if respondent chose "Senate Standing Committee on Policy Review (SSC Policy Review)" for Q2.

Q18a. Rate the extent to which you agree with each of the following statements.

Senate Standing Committee on Policy Review (SSC Policy Review)...

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total Responses
is an effective decision-making body	0 (0.0%)	1 (20.0%)	0 (0.0%)	4 (80.0%)	0 (0.0%)	5
meetings are conducted in a manner that maximized collegial discussion	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (60.0%)	2 (40.0%)	5
meetings are conducted in a manner that maximized effective decision making	0 (0.0%)	0 (0.0%)	1 (20.0%)	3 (60.0%)	1 (20.0%)	5
is effectively structured to accomplish its goals	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (60.0%)	2 (40.0%)	5
receives the support it needs to be successful	0 (0.0%)	0 (0.0%)	2 (40.0%)	3 (60.0%)	0 (0.0%)	5
has a clearly defined mandate	0 (0.0%)	1 (20.0%)	0 (0.0%)	2 (40.0%)	2 (40.0%)	5
has agenda where what the committee is required to do is clear	0 (0.0%)	1 (20.0%)	0 (0.0%)	2 (40.0%)	2 (40.0%)	5
has agenda packages that are well-organized	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (40.0%)	3 (60.0%)	5

Q18b. Rate the extent to which you agree with each of the following statements.

Senate Standing Committee on Policy Review (SSC Policy Review)...

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total Responses
has minutes that are accurate and clear	0 (0.0%)	1 (20.0%)	0 (0.0%)	2 (40.0%)	2 (40.0%)	5
provides its members with information required to perform their role	0 (0.0%)	0 (0.0%)	1 (20.0%)	2 (40.0%)	2 (40.0%)	5
allows for open and productive discussion of issues	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (60.0%)	2 (40.0%)	5
generally functions effectively	0 (0.0%)	1 (20.0%)	0 (0.0%)	3 (60.0%)	1 (20.0%)	5
makes appropriate decisions	0 (0.0%)	0 (0.0%)	1 (20.0%)	2 (40.0%)	2 (40.0%)	5
clearly communicates the rationale for their recommendations to Senate	0 (0.0%)	0 (0.0%)	2 (40.0%)	0 (0.0%)	3 (60.0%)	5
provides orientation to its members so they are adequately prepared to work on the committee	1 (20.0%)	1 (20.0%)	3 (60.0%)	0 (0.0%)	0 (0.0%)	5

Q18c. Please provide specific suggestions for improving the effectiveness of the Senate Standing Committee on Policy Review (SSC Policy Review). Note, your verbatim comments will be provided to the Senate Governance Committee.

The 1 response to this question can be found in the appendix.

Q19. The following questions pertain to the Senate Standing Committee on Program Review (SSCPR).

Survey branching: Q19 is only asked if respondent chose "Senate Standing Committee on Program Review (SSCPR)" for Q2.

Q19a. Rate the extent to which you agree with each of the following statements.

Senate Standing Committee on Program Review (SSCPR)...

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total Responses
is an effective decision-making body	0 (0.0%)	2 (22.2%)	0 (0.0%)	2 (22.2%)	5 (55.6%)	9
meetings are conducted in a manner that maximized collegial discussion	0 (0.0%)	1 (11.1%)	1 (11.1%)	1 (11.1%)	6 (66.7%)	9
meetings are conducted in a manner that maximized effective decision making	0 (0.0%)	2 (22.2%)	0 (0.0%)	0 (0.0%)	7 (77.8%)	9
is effectively structured to accomplish its goals	0 (0.0%)	1 (11.1%)	1 (11.1%)	0 (0.0%)	7 (77.8%)	9
receives the support it needs to be successful	0 (0.0%)	1 (11.1%)	0 (0.0%)	1 (11.1%)	7 (77.8%)	9
has a clearly defined mandate	0 (0.0%)	1 (11.1%)	1 (11.1%)	2 (22.2%)	5 (55.6%)	9
has agenda where what the committee is required to do is clear	0 (0.0%)	1 (11.1%)	1 (11.1%)	0 (0.0%)	7 (77.8%)	9
has agenda packages that are well-organized	0 (0.0%)	0 (0.0%)	2 (22.2%)	0 (0.0%)	7 (77.8%)	9

Q19b. Rate the extent to which you agree with each of the following statements.

Senate Standing Committee on Program Review (SSCPR)...

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total Responses
has minutes that are accurate and clear	0 (0.0%)	0 (0.0%)	1 (11.1%)	5 (55.6%)	3 (33.3%)	9
provides its members with information required to perform their role	0 (0.0%)	0 (0.0%)	2 (22.2%)	2 (22.2%)	5 (55.6%)	9
allows for open and productive discussion of issues	0 (0.0%)	2 (22.2%)	0 (0.0%)	1 (11.1%)	6 (66.7%)	9
generally functions effectively	0 (0.0%)	2 (22.2%)	0 (0.0%)	0 (0.0%)	7 (77.8%)	9
makes appropriate decisions	0 (0.0%)	1 (11.1%)	1 (11.1%)	0 (0.0%)	7 (77.8%)	9
clearly communicates the rationale for their recommendations to Senate	0 (0.0%)	2 (22.2%)	1 (11.1%)	1 (11.1%)	5 (55.6%)	9
provides orientation to its members so they are adequately prepared to work on the committee	0 (0.0%)	2 (22.2%)	2 (22.2%)	4 (44.4%)	1 (11.1%)	9

Q19c. Please provide specific suggestions for improving the effectiveness of the Senate Standing Committee on Program Review (SSCPR). Note, your verbatim comments will be provided to the Senate Governance Committee.

The 1 response to this question can be found in the appendix.

Q20. The following questions pertain to the Senate Standing Committee on Tributes (SSCT).

Survey branching: Q20 is only asked if respondent chose "Senate Standing Committee on Tributes (SSCT)" for Q2.

Q20a. Rate the extent to which you agree with each of the following statements.

Senate Standing Committee on Tributes (SSCT)...

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total Responses
is an effective decision-making body	0 (0.0%)	0 (0.0%)	2 (40.0%)	1 (20.0%)	2 (40.0%)	5
meetings are conducted in a manner that maximized collegial discussion	0 (0.0%)	0 (0.0%)	2 (40.0%)	1 (20.0%)	2 (40.0%)	5
meetings are conducted in a manner that maximized effective decision making	0 (0.0%)	0 (0.0%)	1 (20.0%)	2 (40.0%)	2 (40.0%)	5
is effectively structured to accomplish its goals	0 (0.0%)	0 (0.0%)	1 (20.0%)	2 (40.0%)	2 (40.0%)	5
receives the support it needs to be successful	0 (0.0%)	0 (0.0%)	0 (0.0%)	4 (80.0%)	1 (20.0%)	5
has a clearly defined mandate	0 (0.0%)	0 (0.0%)	1 (20.0%)	2 (40.0%)	2 (40.0%)	5
has agenda where what the committee is required to do is clear	0 (0.0%)	0 (0.0%)	1 (20.0%)	2 (40.0%)	2 (40.0%)	5
has agenda packages that are well-organized	0 (0.0%)	0 (0.0%)	0 (0.0%)	4 (80.0%)	1 (20.0%)	5

Q20b. Rate the extent to which you agree with each of the following statements.

Senate Standing Committee on Tributes (SSCT)...

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total Responses
has minutes that are accurate and clear	0 (0.0%)	0 (0.0%)	1 (20.0%)	2 (40.0%)	2 (40.0%)	5
provides its members with information required to perform their role	0 (0.0%)	0 (0.0%)	2 (40.0%)	1 (20.0%)	2 (40.0%)	5
allows for open and productive discussion of issues	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (40.0%)	3 (60.0%)	5
generally functions effectively	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (40.0%)	3 (60.0%)	5
makes appropriate decisions	0 (0.0%)	0 (0.0%)	1 (20.0%)	2 (40.0%)	2 (40.0%)	5
clearly communicates the rationale for their recommendations to Senate	0 (0.0%)	0 (0.0%)	2 (40.0%)	2 (40.0%)	1 (20.0%)	5
provides orientation to its members so they are adequately prepared to work on the committee	0 (0.0%)	2 (40.0%)	3 (60.0%)	0 (0.0%)	0 (0.0%)	5

Q20c. Please provide specific suggestions for improving the effectiveness of the Senate Standing Committee on Tributes (SSCT). Note, your verbatim comments will be provided to the Senate Governance Committee.

There are no responses to this question.

Q21. The following questions pertain to the Senate Standing Committee on University Budget (SSCUB).

Survey branching: Q21 is only asked if respondent chose "Senate Standing Committee on University Budget (SSCUB)" for Q2.

Q21a. Rate the extent to which you agree with each of the following statements.

Senate Standing Committee on University Budget (SSCUB)...

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total Responses
is an effective decision-making body	0 (0.0%)	1 (12.5%)	0 (0.0%)	3 (37.5%)	4 (50.0%)	8
meetings are conducted in a manner that maximized collegial discussion	0 (0.0%)	1 (12.5%)	0 (0.0%)	3 (37.5%)	4 (50.0%)	8
meetings are conducted in a manner that maximized effective decision making	0 (0.0%)	1 (12.5%)	0 (0.0%)	5 (62.5%)	2 (25.0%)	8
is effectively structured to accomplish its goals	0 (0.0%)	1 (12.5%)	0 (0.0%)	5 (62.5%)	2 (25.0%)	8
receives the support it needs to be successful	0 (0.0%)	1 (12.5%)	0 (0.0%)	2 (25.0%)	5 (62.5%)	8
has a clearly defined mandate	0 (0.0%)	0 (0.0%)	1 (12.5%)	2 (25.0%)	5 (62.5%)	8
has agenda where what the committee is required to do is clear	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (37.5%)	5 (62.5%)	8
has agenda packages that are well-organized	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (25.0%)	6 (75.0%)	8

Q21b. Rate the extent to which you agree with each of the following statements.

Senate Standing Committee on University Budget (SSCUB)...

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total Responses
has minutes that are accurate and clear	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (12.5%)	7 (87.5%)	8
provides its members with information required to perform their role	0 (0.0%)	1 (12.5%)	0 (0.0%)	2 (25.0%)	5 (62.5%)	8
allows for open and productive discussion of issues	0 (0.0%)	1 (12.5%)	0 (0.0%)	2 (25.0%)	5 (62.5%)	8
generally functions effectively	0 (0.0%)	1 (12.5%)	0 (0.0%)	4 (50.0%)	3 (37.5%)	8
makes appropriate decisions	0 (0.0%)	0 (0.0%)	1 (12.5%)	4 (50.0%)	3 (37.5%)	8
clearly communicates the rationale for their recommendations to Senate	0 (0.0%)	0 (0.0%)	2 (25.0%)	1 (12.5%)	5 (62.5%)	8
provides orientation to its members so they are adequately prepared to work on the committee	1 (12.5%)	3 (37.5%)	2 (25.0%)	1 (12.5%)	1 (12.5%)	8

Q21c. Please provide specific suggestions for improving the effectiveness of the Senate Standing Committee on University Budget (SSCUB). Note, your verbatim comments will be provided to the Senate Governance Committee.

The 2 responses to this question can be found in the appendix.

Appendix

Q11. Please provide specific suggestions for improving the effectiveness of Senate. Note, your verbatim comments will be provided to the Senate Governance Committee.

#	Response
1.	in terms of measuring academic quality I am not sure that as an organization we effectively manage faculty performance and strongly related curriculum integrity. I am not sure the university committee would say they know what is discussed, decided etc at Senate unless they seek it out. It often seems we are the rubber stamp of approval to the work of standing committees and there is not enough opportunity to table discussions of importance. In addition the Academic plan should be written in a way that each faculty is clear on how they are linked and what specifically are their goals for the year/s. It may be that my experience in this arena is different from other departments with stronger leadership.
2.	Communication out to the University community could be improved. It has improved in the last 5 years but I think there could be better communication.
3.	Improving communication between senate and KPU community. Informing everyone with major changes and decisions.

Q14c. Please provide specific suggestions for improving the effectiveness of the Senate Nominating Committee (SNC). Note, your verbatim comments will be provided to the Senate Governance Committee.

#	Response
1.	The lack of history and procedural practices for this committee was a major difficulty in 2015. Since then the committee has undertaken work to capture procedures and best practices and document roles and workload.

Q15c. Please provide specific suggestions for improving the effectiveness of the Senate Standing Committee on Academic Planning & Priorities (SSCAPP). Note, your verbatim comments will be provided to the Senate Governance Committee.

#	Response
1.	There has been a significant shift in the committee in terms of its focus and chairing. Though we are better at attending to matters of importance and priority to KPU, it is not clear on why half of the membership (all the administrators except the President) are non-voting.
2.	The effectiveness of this committee has improved greatly in 2017.

Q16c. Please provide specific suggestions for improving the effectiveness of the Senate Standing Committee on Curriculum (SSCC). Note, your verbatim comments will be provided to the Senate Governance Committee.

#	Response
1.	Most recently work is being looked at to ensure things don't get to this committee that don't fall within its mandate. Chairs also need some assertiveness in keeping discussion brief and on track to avoid repetition and move things along. The lack of this delayed meetings. Also, people who come at the back should not have to wait more than 30 min for their items. Wast of time and resources on all sides. Calendar submission deadlines should be enforced and fewer exceptions made, so people will learn to submit things in a timely fashion. Too many exceptions being made.

Q17c. Please provide specific suggestions for improving the effectiveness of the Senate Standing Committee on the Library (SSCL). Note, your verbatim comments will be provided to the Senate Governance Committee.

#	Response
1.	The role of members of this committee might need to change with the deletion of SCC as its subcommittee. Training will be needed.
2.	No suggestions really for improvement - I just wanted to say that the success of the committee is in large part due to [member's] excellent leadership!
3.	more opportunity needed for discussion. looking forward to new process next year that minimized operational and editing functions
4.	The Committee in the fall will be looking at it's terms of reference and mandate to confirm that it is doing what it is supposed to based on what it states within the University Act. Once this is clarified it will help in terms of what the Committee is supposed to be doing.
5.	A thorough review of the mandate of this committee is necessary.
6.	SSCL is currently in a period of reconstruction, having very recently been considered for dissolution. Based on our last discussion, I have high hopes for the future effectiveness of the committee but my responses have, perforce, been based on its performance up to this point.

Q18c. Please provide specific suggestions for improving the effectiveness of the Senate Standing Committee on Policy Review (SSC Policy Review). Note, your verbatim comments will be provided to the Senate Governance Committee.

#	Response
1.	It would be helpful if the minutes are noted in a more detailed manner. The minutes for this specific committee pertains to feedback and rationale for proposed changes to policies/procedures, and has significant impact on the policies/procedures that are being brought forward to Senate and/or Board for approval, etc.

Q19c. Please provide specific suggestions for improving the effectiveness of the Senate Standing Committee on Program Review (SSCPR). Note, your verbatim comments will be provided to the Senate Governance Committee.

#	Response
1.	SSCPR has made huge positive strides in the past two years to stream-line & share heavy workload. In the past, we could have up to 800 pages of materials to read. It was daunting to prepare. We now have a process -- recommended by veteran committee members -- where 2-3 members work together to review selected reports. The team is responsible for Q & A with faculties presenting reports. The outcome is less discussion from around the table, but a more clear, informed & focused discussion lead by reviewers. Workload is much more efficient, and decisions are better informed.

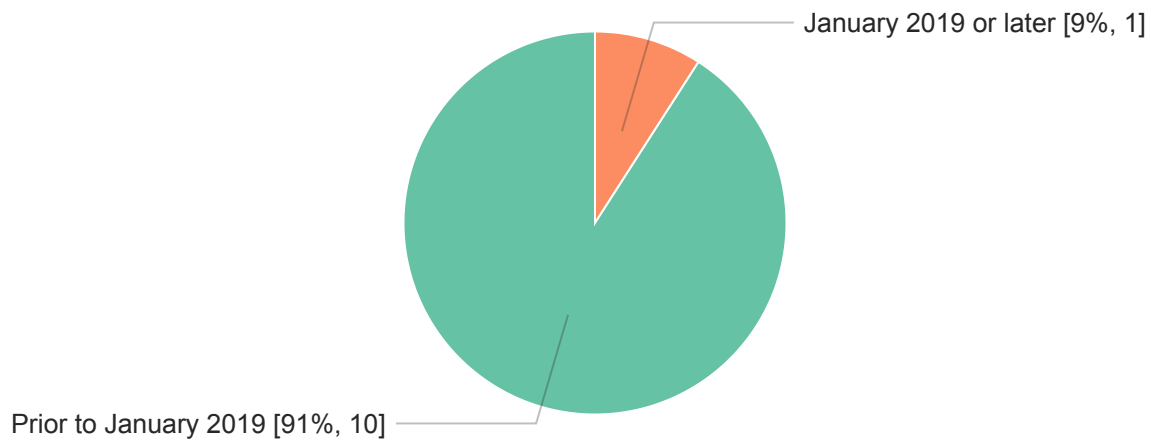
Q21c. Please provide specific suggestions for improving the effectiveness of the Senate Standing Committee on University Budget (SSCUB). Note, your verbatim comments will be provided to the Senate Governance Committee.

#	Response
1.	Would have appreciated an orientation to the role and a transition time.
2.	Although it is helpful to have diverse faculty perspective, additional faculty with expertise in budgeting would be beneficial.

The following questions pertain to the Senate Standing Committee on Curriculum (SSCC).

Survey branching: Q21 was displayed for those respondents who selected “Senate Standing Committee on Curriculum (SSCC)” for Q3

Q21A - When did your term on the Senate Standing Committee on Curriculum (SSCC) begin?



Q21C - Rate the extent to which you agree or disagree with each of the following statements.

The Senate Standing Committee on Curriculum (SSCC)...

Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
is an effective decision-making body	0%	0	0%	0	9%	1	36%	4	55%	6	11
meetings are conducted in a manner that maximized collegial discussion	0%	0	0%	0	0%	0	18%	2	82%	9	11
meetings are conducted in a manner that maximized effective decision making	0%	0	0%	0	9%	1	36%	4	55%	6	11
is effectively structured to accomplish its goals	0%	0	0%	0	0%	0	55%	6	45%	5	11
receives the support it needs to be successful	9%	1	18%	2	0%	0	36%	4	36%	4	11
has a clearly defined mandate	0%	0	0%	0	9%	1	36%	4	55%	6	11
has agenda where what the committee is required to do is clear	0%	0	0%	0	0%	0	18%	2	82%	9	11
has agenda packages that are well-organized	0%	0	0%	0	9%	1	9%	1	82%	9	11

Q21D - Rate the extent to which you agree or disagree with each of the following statements.

The Senate Standing Committee on Curriculum (SSCC)...

Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
has minutes that are accurate and clear	0%	0	0%	0	9%	1	9%	1	82%	9	11
provides its members with information required to perform their role	0%	0	9%	1	0%	0	36%	4	55%	6	11
allows for open and productive discussion of issues	0%	0	0%	0	0%	0	18%	2	82%	9	11
generally functions effectively	0%	0	0%	0	0%	0	27%	3	73%	8	11
makes appropriate decisions	0%	0	9%	1	0%	0	36%	4	55%	6	11
clearly communicates the rationale for their recommendations to Senate	0%	0	9%	1	18%	2	9%	1	64%	7	11
provides orientation to its members so they are adequately prepared to work on the committee	27%	3	18%	2	18%	2	27%	3	9%	1	11

The following questions pertain to the Senate Subcommittee on Quantitative Courses (SQC).

Survey branching: Q22 was displayed for those respondents who selected “Senate Subcommittee on Quantitative Courses (SQC)” for Q3

Q22A - When did your term on the Senate Subcommittee on Quantitative Courses (SQC) begin?

Field	Choice Count	
Prior to January 2019	100%	1
January 2019 or later	0%	0
Total		1

Q22C - Rate the extent to which you agree or disagree with each of the following statements.

The Senate Subcommittee on Quantitative Courses (SQC)...

Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
is an effective decision-making body	0%	0	0%	0	0%	0	100%	1	0%	0	1
meetings are conducted in a manner that maximized collegial discussion	0%	0	0%	0	0%	0	0%	0	100%	1	1
meetings are conducted in a manner that maximized effective decision making	0%	0	0%	0	0%	0	0%	0	100%	1	1
is effectively structured to accomplish its goals	0%	0	0%	0	0%	0	0%	0	100%	1	1
receives the support it needs to be successful	0%	0	0%	0	0%	0	100%	1	0%	0	1
has a clearly defined mandate	0%	0	0%	0	100%	1	0%	0	0%	0	1
has agenda where what the committee is required to do is clear	0%	0	0%	0	100%	1	0%	0	0%	0	1
has agenda packages that are well-organized	0%	0	0%	0	0%	0	0%	0	100%	1	1

Q22D - Rate the extent to which you agree or disagree with each of the following statements.

The Senate Subcommittee on Quantitative Courses (SQC)...

Field	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
has minutes that are accurate and clear	0%	0	0%	0	0%	0	0%	0	100%	1	1
provides its members with information required to perform their role	0%	0	0%	0	0%	0	0%	0	100%	1	1
allows for open and productive discussion of issues	0%	0	0%	0	0%	0	0%	0	100%	1	1
generally functions effectively	0%	0	0%	0	0%	0	0%	0	100%	1	1
makes appropriate decisions	0%	0	0%	0	0%	0	0%	0	100%	1	1
clearly communicates the rationale for their recommendations to Senate	0%	0	0%	0	0%	0	0%	0	100%	1	1
provides orientation to its members so they are adequately prepared to work on the committee	0%	0	0%	0	0%	0	0%	0	100%	1	1