# Provost's Office Survey

## Results Overview

Date: 9/5/2012 5:02 AM PST
Responses: Completes
Filter: No filter applied

| 3. Comments on the Academic Policy Committee: | |
|---|---|
| **#** | **Response** |
| 1 | Laura Feligno keeps the records of drafts and voting so clear that the chair has only to facilitate the meetings. It is a well oiled machine. |
| 2 | While I think that this committee functions effectively, I believe that a greater effort needs to be made to engage and support the participation of the faculty senate (the faculty at large) in processes related to academic policy |
| 3 | From my very brief experience with the recommendations of this committee I believe it encourages open and honest communication and delivers change that is meaningful and useful. |
| 4 | Seems efficient. I've never served on it so I don't know it from the inside. |
| 5 | I have been involved giving feedback on proposed changes to policy and have no complaints on the activity of the committee. |
| 6 | When items are brought to the committee the turnaround time is good. |
| 7 | The committee is professional and diligent. It has not yet had time to do much of anything other than contend with revisions based upon the ever changing face of NYCC. One day it will assist in constructing policy that reflects our mission and values more so than the current set of changes in the system. |
| 8 | Difficult job fone with extreme prfessionalism! |
| 9 | Frequently things seem to get stuck in this committee or because of the size of the committee things do not progress. The committee is made up primarily of non-academic members but it is deciding academic policy - this is problematic. |
| 10 | Not that the committee should just be a "rubber stamp", but issues that come before it have typically already worked their way through the appropriate stakeholders for proper vetting of issues. The committee is just a final strainer. |

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# Provost's Office Survey

## Results Overview

Date: 9/5/2012 5:03 AM PST
Responses: Completes
Filter: No filter applied

| 5. Comments on the Academic Standing Committee: | |
|---|---|
| **#** | **Response** |
| 1 | Sadly, I believe that students are given too many chances and should be shown the door earlier. |
| 2 | This committee clearly achieves its charge. Recent events point to the operation of this committee as a area where the need for greater clarity with regard to administrative procedure and greater engagement on the part of the administration with faculty perspectives may be warranted. |
| 3 | meeting schedule for Academic Standing often impacts committee members' ability to participate in departmental faculty meetings. |
| 4 | Seems to be well organized and effective. |
| 5 | It functions in relative isolation from faculty advisers and faculty in general regardless of the fact that faculty are on the committee. A summary of impressions and data from its operations provided to faculty at least once a year would be instructive to us all. |
| 6 | This committee if fairly effective but the committee is frequently influenced by staff members who are more concerned about the bottom line that about a student's ability. |
| 7 | Haven't been on it for a long time, but it was always highly effective. It should have a disproportionate number of faculty from the earlier trimesters, as they will have a better idea of a student's capabilities. |

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# Provost's Office Survey

## Results Overview

Date: 9/5/2012 5:04 AM PST
Responses: Completes
Filter: No filter applied

| 7. Comments on the Committee on Faculty Appointments & Promotions: | |
|---|---|
| **#** | **Response** |
| 1 | Several Faculty are doing an outstanding job and need more recognition for it where that be via promotion/financial. Otherwise NYCC stands a chance of loosing quality people. |
| 2 | Personal bias has consistantly been a motivating factor for members of the committee. |
| 3 | It could be better with Adjunct rankings with a chair who would insist that folks voting on a particular rank having to defend why they chose that rank. |
| 4 | This committee works very hard and makes a substantial contribution to the College. |
| 5 | Does as good a job as any committee on campus. |
| 6 | The committee needs do develop more appropriate standards for faculty clinicians to achieve higher rankings. |
| 7 | After the last faculty meeting, it became clear that members of this committee find the workload overwhelming at times. This was in response to adding faculty ranking for adjunct faculty. As I have never served on this committee, I cannot comment further except to make notation of this. |
| 8 | Recent changes to objectify the CFAP process have been welcomed, there still is a subjective process that is unwanted. Additionally, certain programs within the college have an abundance of full professors and for a program so young, it demonstrates more subjectivity rather than true objective criteria. Additionally, recent faculty meeting discussion regarding the inability of CFAP to determine rank in part time faculty and also the inability to know what criteria/journals would be credible further shows the lack of organization and function of the committee. |
| 9 | There are challenges with regard to evaluation and promotion of clinicians - they seem to have historically had difficulty with this process. |
| 10 | The committee is working along with the clinics to determine better criteria for promotion for a clinician. |
| 11 | It belongs as a Faculty Senate committee. |
| 12 | At this point I feel too many may be getting promoted. The professors have earned thier positions... |
| 13 | CFAP has been historically fair and unbiased in attempting to quantify work according to rules handed to it from the Faculty Handbook. |

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# Provost's Office Survey

## Results Overview

Date: 9/5/2012 5:04 AM PST
Responses: Completes
Filter: No filter applied

| 9. Comments on Curriculum Committee: | |
|---|---|
| **#** | **Response** |
| 1 | Perhaps the mission statement should be modified for this committee because the mission statement is: To monitor the curriculum and study the effectiveness of the instructional programs individual courses and other educational experiences conducted by the college. [This is done by the deans and directors of the individual departments], To foster an environment of continuous quality improvement in curriculum review, revision and development to enhance the effectiveness, efficiency and congruency of the curriculum with the mission, goals and vision of New York Chiropractic College and its respective academic divisions. \[Not sure that the Curriculum Committee does this...] To provide its members with the opportunities and resources to develop and maintain the knowledge and expertise in curriculum design, review and revision in order to better serve the college community as an institutional resource on curriculum issues. {I am not aware is this is being done] |
| 2 | A thankless task that is mandated to handle items that rarely really effect what is done in the classroom. It seems to simply administer mandates from the accrediting agencies. |
| 3 | The usefulness of the committee is unclear. |
| 4 | This committee needs to broaden its charge and align more with standards and meta-competencies. There also needs to be more focus on technology and digital literacy in the classroom. |
| 5 | Insitutional guidance on what specific issues require Curr. Cmte. approval would be helpful. There are varying opinions within the heirarchy of NYCC. Is the committee addressing the later portion of its charge related to developing expertise in curriculum design? |
| 6 | The committee does a good job at monitoring the curriculum but I am not aware of many studies undertaken by the committee to evaluate the effectiveness of the instructional programs. If so, I recommend additional communication regarding this specific subject. |
| 7 | The committee seems limited by all the state laws. I've been waiting around two years to get a course considered. |
| 8 | Having been a former member of curriculum committee, I think they are hamstrung by their tendency to micro-manage. |
| 9 | Have always had good feedback from this committee with submissions. I have appreciated the comments and suggestions to utilize best practices in education when designing course material. |
| 10 | Unless you are on the Committee, you are isolated from its functioning. Meaningful reports on what it sees and feels would be instructive. It is another committee that functions mostly to contend with our ever changing face. |
| 11 | A difficult and confusing process. Everone is working hard to do a great job. |
| 12 | Committee sometimes seems to lose its way and be unsure if it is a rubber stamp or has authority to ask faculty to stick to the standards |
| 13 | Our estimate of it's effectiveness is based in part on our perception of what they are responsible for. While much has been communicated to faculty about what should and should not go through committee, I'm saying that a lot of that communcation is contradictory, and not fully understood by faculty |
| 14 | The Committee members would benefit from more training on curriculum design. |
| 15 | It has come a long way to establish best practices in writing sylabi and development of learning objectives. Kudos to the director of faculty development and the committee members. |

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## Results Overview

Date: 9/5/2012 5:05 AM PST
Responses: Completes
Filter: No filter applied

| 11. Comments on Faculty Handbook Committee: | |
|---|---|
| **#** | **Response** |
| 1 | The wheels turn slowly...but they turn. |
| 2 | Seems effective as it can be given the multiple programs it has to address. |
| 3 | The importance of this committee is lost to faculty. They do not care about its operations until something in policy or procedure impacts them. Just ask them to assess the degree of feedback they get when the faculty is asked for input. This is a very bad thing. It is not the fault of the committee. It is that faculty have not had the importance impressed upon them from above down and from the bottom up. |
| 4 | The committee membership should be revisited |
| 5 | I used to think the committee was effective. It is filled with those who seemed to have personal agendas and lacks true leadership. |

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# Provost's Office Survey

## Results Overview

Date: 9/5/2012 5:05 AM PST
Responses: Completes
Filter: No filter applied

| 13. Comments on the Health Centers Quality Assurance Panel Committee: | |
|---|---|
| **#** | **Response** |
| 1 | Too many short cuts and diagnostic assumptions in examination procedures. In the end, the treatment plan matches the dx. If the dx is wrong...? |
| 2 | The big issue here is acting on problems that have been identified. |
| 3 | There is NO coordination with what is being taught on campus. Thus, the students get a whole new set of standards that do not reflect what is taught in diagnosis |
| 4 | Limited knowledge of this committee but it seem to be aware of its mission and delivers the recommendations that can improve the patient experience in the Health Centers. |
| 5 | While members of other departments are listed as members, QAP seems exclusively focused on DC clinics. |
| 6 | Have never seen the results from this committee nor heard of the progress they have acheived. |
| 7 | This group is functioning well. |
| 8 | The committee constantly reviews and make appropriate changes as indicated by the data and needs of the institution and driven by standards of care. |
| 9 | Could be tied into the technique dept and diagnosis depts better |
| 10 | Not sure what the work they do as the information has never been dessiminated to the college community. |

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# Provost's Office Survey

## Results Overview

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Responses: Completes
Filter: No filter applied

14. In regard to the process of selecting standing committee members, how strongly do you agree or disagree with the following statements? Use "CJ" for "Cannot Judge" if you don't feel you have sufficient information to rate an item.

| # | Response |
|---|---|
| 1 | **Faculty clearly understand the nomination and selection process.**<br>The selection process seems to change and it seems to have the same people chosen and the same people left behind.<br>**The process is appropriate to the NYCC culture.**<br>Not to my mind as we value inclusiveness.<br>**The process results in effective committee membership.**<br>I believe this could be better. |
| 2 | **The process is appropriate to the NYCC culture.**<br>High ranking faculty seem to be assigned first to committees as they have more experience etc. yet how do lower ranking professors then earn the rwuired experience to serve on these committees? Seems like a catch-22. Whne reviewing committee membership it seems to always be the same rotating 10 faculty members<br>**The process results in effective committee membership.**<br>see above |
| 3 | **Faculty clearly understand the nomination and selection process.**<br>There seems to be bias and those who have been at the institution seem to "run" the show.<br>**The process is appropriate to the NYCC culture.**<br>The culture is welcoming, but being on committees, perhaps because its tied with PDP, is competitive. |
| 4 | **Faculty clearly understand the nomination and selection process.**<br>Lots of committees. It gets confusing.<br>**The process is appropriate to the NYCC culture.**<br>But the faculty does get choices and participation in the process.<br>**The process results in effective committee membership.**<br>And in the end the committees work pretty well overall. |
| 5 | **Faculty clearly understand the nomination and selection process.**<br>My current understainding is that either volunteers are solicited by the Senate or members may be appointed by supervisors. |
| 6 | **Faculty clearly understand the nomination and selection process.**<br>Strides have been made to solidify the process. These are welcomed.<br>**The process results in effective committee membership.**<br>The same people still end up on the same committees. Also, when there is a voting process through senate, junior faculty do not stand a chance to be voted in as they are not regular members in attendance. |
| 7 | **The process is appropriate to the NYCC culture.**<br>It is difficult for clinicians to participate in these committees. Free hours for faculty are busiest hours for clinicians.<br>**The process results in effective committee membership.**<br>The committees generally do appear to function well. However, I would support modifications that would allow and facilitate increased clinician participation. |
| 8 | **Faculty clearly understand the nomination and selection process.**<br>Faculty are willfully oblivious |
| 9 | **Faculty clearly understand the nomination and selection process.**<br>The nomination process is clear - mostly self-nominated but the selection process is much less clear.<br>**The process results in effective committee membership.**<br>Because of the self-nomination process the same people tend to end up on standing committees which leads to some "in-breeding" |
| 10 | **Faculty clearly understand the nomination and selection process.**<br>I believe faculty senate has done a good job of clarifying the procedures and working to ensure adequate representation of all departments |
| 11 | **Faculty clearly understand the nomination and selection process.**<br>Faculty who have been here for a time are familiar with the process, but it is not clearly delineated for newer faculty. |
| | **The process is appropriate to the NYCC culture.**<br>The current culture of NYCC is to appoint the old timers who are around, lack the ability to do research, and fill up their FTE with |

| | |
|---|---|
| 12 | citizenship. This needs to change. Give some of the junior faculty a chance to serve on committees.<br>**The process results in effective committee membership.**<br>We shall see. |

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## Results Overview

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Responses: Completes
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15. How satisfied are you with...

| # | Response |
|---|---|
| 1 | **Your overall experience at NYCC?**<br>I believe we could do better in some regards.<br>**Faculty Senate's representation as part of NYCC's governance structure?**<br>It is frustrating to go to the meetings and see the same people time after time. It's like voting. I consistantly do it, but find it frustrating just the same. |
| 2 | **Faculty Senate's representation as part of NYCC's governance structure?**<br>Lack of institutional support for the faculty senate is gradually turning this body in to a proxy of the administration. The senate needs resources and faculty need to be supported in their participation. |
| 3 | **Your overall experience at NYCC?**<br>Limited experience but seems deserving of its continuing designation as a quality employer.<br>**Faculty Senate's representation as part of NYCC's governance structure?**<br>Have no experience with this body. |
| 4 | **Your overall experience at NYCC?**<br>It really is a great place to work!<br>**Faculty Senate's representation as part of NYCC's governance structure?**<br>We still need more than a perfunctory presence on the Board. |
| 5 | **Faculty Senate's representation as part of NYCC's governance structure?**<br>In my experience Faculty Senates are representative - that being there are appointed members from each discipline (science, liberal arts, engineering, etc) or college who discuss issues and bring reports back to their departments and solicit input to take back to the Senate. Any non-appointed faculty are welcome to attend as observers as their schedules allow. The Senate was not structured to be a monthly "faculty meeting". The Senate at NYCC functions well, but more like the latter (with lousy attendance) rather than an appointed representative group with regular reporting functions between departments and the Senate. |
| 6 | **Faculty Senate's representation as part of NYCC's governance structure?**<br>As a staff member, I am not represented by Faculty Senate. |
| 7 | **Faculty Senate's representation as part of NYCC's governance structure?**<br>Faculty Senate has improved, but its effectiveness is still limited |
| 8 | **Your overall experience at NYCC?**<br>As time goes on, I begin to question the nepetism that takes place on campus. Appointments of friends are made without any reason, people are given opportunities without merit and others are overlooked. Recent years, it has started to become concerning.<br>**Faculty Senate's representation as part of NYCC's governance structure?**<br>Faculty senate is designed to be the voice of the faculty. The same people attend regularly and rarely clinicians. There should be more emphasis on the importance of faculty senate and less emphasis on the 2-3 people who express their voice at these meetings. |
| 9 | **Your overall experience at NYCC?**<br>I love this place<br>**Faculty Senate's representation as part of NYCC's governance structure?**<br>The willful ignorance and dismissal of responsibility on the part of faculty is a serious issue that we all seem to tolerate. Dr. Mestan has done his level best to influence and encourage a mature and functional Faculty Senate component to governance. Since the faculty do not value the Senate and its role, it is easy for anyone at the Institution to take its input with a grain of salt. |
| 10 | **Your overall experience at NYCC?**<br>Excellent place to work-great support and feedback from colleagues and superiors<br>**Faculty Senate's representation as part of NYCC's governance structure?**<br>Difficult to include everyone. Senate does try. New leadership in senate doing superb job esp with communication. |
| 11 | **Faculty Senate's representation as part of NYCC's governance structure?**<br>Faculty Senate should not be classified as a "club" under student life. Faculty senate is isolated from the rest of the governance structure - it represents all of the faculty but has no direct voice on either the Senior Staff group or the board and thus everything must go up to the Provost for him to bring to these bodies, leaving too much room for (mis)interpretation or simply exclusion. |
| 12 | **Your overall experience at NYCC?**<br>Can't think of a better place to work. |

| | |
|---|---|
| 13 | **Your overall experience at NYCC?**<br>In my 15 years on campus, I have always been satisfied. WIth the current leadership, lack of transparency, and nepetism, the quality of satisfaction is dimishing.<br>**Faculty Senate's representation as part of NYCC's governance structure?**<br>They are mearly a puppet show with the same characters pulling the strings. |

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| 16. How strongly do you agree/disagree with the following statements? | |
|---|---|
| **#** | **Response** |
| 1 | **I feel I am regarded as a valued member of the NYCC Community.**<br>I believe that I am valued in some venues and not in others, with an net outcome as falling into the "agree" place on this statement.<br>**I feel I am treated fairly and respectfully at NYCC.**<br>As above, the net is respectfully handled, though not be all. |
| 2 | **I feel I am regarded as a valued member of the NYCC Community.**<br>Some times I do and other times I do not. Recently more of the later would be true.<br>**I feel I am treated fairly and respectfully at NYCC.**<br>Treated fairly, no. respectfully, yes. |
| 3 | **I feel I am regarded as a valued member of the NYCC Community.**<br>NYCC has done its level best to make all employees feel valued. Bravo! |
| 4 | **I feel I am treated fairly and respectfully at NYCC.**<br>Through the provost's office. Facutly-faculty interaction needs work in areas. |
| 5 | **I feel I am regarded as a valued member of the NYCC Community.**<br>As stated previously. Ive thought to be valued and over the last few years, have realized that the current leadership does no value their employees. It is time for change.<br>**I feel I am treated fairly and respectfully at NYCC.**<br>Ive found faculty members to be respectful, however, they will talk behind your back. While some may think they are treated fairly, I have realized there is no fairness. Salaries are not the same across the board. New faculty are hired with different types of contracts and pay. Certain faculty receive accolades while others are never mentioned. It is not equal amongst the ranks. |

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# Provost's Office Survey

## Results Overview

Date: 9/5/2012 5:08 AM PST
Responses: Completes
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| 18. How effective is the communication (exchange of needed information)... | |
|---|---|
| **#** | **Response** |
| 1 | **Within your department?**<br>CHC office co-ordinator seems to only include those she feels are important in any matter rather than anyone who would be effected |
| 2 | **With your supervisor?**<br>This it strongly impacted by Dr. Bobak's being a "task-oriented" person and not a visionary leader. Couple that with her limited understanding of the talents of her team, and you will see the same names over and over again as her go-to faculty leaving the unchosen to feel very much underappreciated.<br>**Within your department?**<br>It was better before. Dr. Warschal is new to academia and well intentioned but not an advocate for the department. He does not have the global understanding of the various courses and how each complements the other.<br>**Between departments within the division of Academic Affairs?**<br>We keep talking about cross-training, but it does not happen. Diagnosis classes are made to take Technique instructors, but they do not do the reverse.<br>**Between Academic Affairs and departments outside of Academic Affairs?**<br>The interface with Enrollment Management has been and continues to be an absloute silo-type one. |
| 3 | **Within your department?**<br>Better with smaller committees |
| 4 | **Between Academic Affairs and departments outside of Academic Affairs?**<br>CJ |
| 5 | **With your supervisor?**<br>No obstacles to communication exist.<br>**Within your department?**<br>Our department is highly collegial.<br>**Between departments within the division of Academic Affairs?**<br>On an informal basis communication is excellent.<br>**Between Academic Affairs and departments outside of Academic Affairs?**<br>It is clear that certain departments outside of academic affairs are difficult to engage positively where there activities impact academic processes. This is probably a function of the dynamic of "senior staff" and by now is such an entrenched part of the institutional culture that it is probably impossible for Academic Affairs to correct the situation. |
| 6 | **With your supervisor?**<br>I am impressed with the abiloity to engage in conversations that are two-way without a sense of prejudice or pre-judgement.<br>**Within your department?**<br>Appears to be open and honest.<br>**Between departments within the division of Academic Affairs?**<br>Cannot comment<br>**Between Academic Affairs and departments outside of Academic Affairs?**<br>Cannot comment |
| 7 | **Between Academic Affairs and departments outside of Academic Affairs?**<br>Too much towerism - I feel Academic Affairs should have governance with Enrollment Management and Student Life. |
| 8 | **With your supervisor?**<br>My supervisor is very good, but too often I feel as though her response to a question is "no" without her thoroughly investigating the options or thoroughly understanding the issues<br>**Between departments within the division of Academic Affairs?**<br>Departments are still somewhat insular, but the answer is NOT more meetings! |
| 9 | **With your supervisor?**<br>There are some lags in asynchronous communication, but otherwise very positive. |
| 10 | **Between Academic Affairs and departments outside of Academic Affairs?**<br>We live in a world of very high and profoundly thick walled silos. Enrollment Management is the worst. Institutional Quality and Assessment is the best. It feels as if the President does not realize the negative effects of these silos. |
| | **With your supervisor?**<br>Becasue many of us work for more than one department, the accuracy of the selections made, here, represent an average for my |

| | |
|---|---|
| 11 | experience. In one department I work for, I try not to communicate with my boss unless it is ABSOLUTELY necessary. In another department, casual communication about job-related happenings feels much more welcome and comfortable, though I still rarely commnicate with this other boss. |
| 12 | **With your supervisor?**<br>Excellent communication...if i have a concern or just would like to discuss an idea i am taken seriously and feel very good after talking with supervisors!!<br>**Within your department?**<br>Same...<br>**Between departments within the division of Academic Affairs?**<br>There is less communication but it is getting stronger.<br>**Between Academic Affairs and departments outside of Academic Affairs?**<br>CJ |
| 13 | **With your supervisor?**<br>Direct communication is good but sometimes one voice in the supervisor's ear leads to decisions that are not necessarily what all of the faculty think is best.<br>**Within your department?**<br>Information is sometimes disseminated on an "ad-hoc" basis so that some people hear about things and others do not.<br>**Between departments within the division of Academic Affairs?**<br>Communication between academic departments is poor and between IQA and the academic departments is worse.<br>**Between Academic Affairs and departments outside of Academic Affairs?**<br>Academic departments should not have to go up the line to the Provost's office who then go sideways to the other department and then down. Dean's should have authority to make direct requests to other departments and should be able to expect these requests to be met without the other department members having to go up their line and then over to the Provosts. There are far too many silos here. |
| 14 | **With your supervisor?**<br>Communication within the clinic system is very poor and leadership has failed to bring the clinicians together.<br>**Within your department?**<br>As part of clinical faculty, we meet once per year with our clinical colleagues. We do not communicate throughout the year and even when we meet at our clinicians weekend, the most senior clinicians do not even attend. IE Bob Ruddy and Paul Dougherty.<br>**Between departments within the division of Academic Affairs?**<br>Have no clue the level of communication between these departments.<br>**Between Academic Affairs and departments outside of Academic Affairs?**<br>Have not seen Dr Nicchi at a faculty meeting in 4 years. |

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Responses: Completes
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| 19. Within the last year, how has communication (exchange of needed information) changed? | |
|---|---|
| **#** | **Response** |
| 1 | **With your supervisor?**<br>Very good and efforts are always being made to improve.<br>**Within your department?**<br>Very good and efforts are always being made to improve.<br>**Between departments within the division of Academic Affairs:**<br>Very good and efforts are always being made to improve.<br>**Between departments outside of the division of Academic Affairs?**<br>Very good and efforts are always being made to improve. |
| 2 | **With your supervisor?**<br>As tasks coupled with new mandates go up, the communication seems very much top-down.<br>**Within your department?**<br>As above, the team leader is too new to be leading.<br>**Between departments within the division of Academic Affairs:**<br>No better or worse.<br>**Between departments outside of the division of Academic Affairs?**<br>Slightly improved with Enrollment Management...but only after the strong faculty push-back on the admissions criteria. |
| 3 | **Between departments within the division of Academic Affairs:**<br>CJ<br>**Between departments outside of the division of Academic Affairs?**<br>CJ |
| 4 | **With your supervisor?**<br>Communication has been excellent, we can't improve on that.<br>**Within your department?**<br>Communication has been excellent, we can't improve on that.<br>**Between departments within the division of Academic Affairs:**<br>These are areas where little formal communication occurs.<br>**Between departments outside of the division of Academic Affairs?**<br>Some departments conduct themselves as if they have no actual relationship to the quality of programs delivered at the college. |
| 5 | **With your supervisor?**<br>IT HAS ALWAYS BEEN GOOD |
| 6 | **With your supervisor?**<br>No experience in prior years<br>**Within your department?**<br>NO prior experience<br>**Between departments within the division of Academic Affairs:**<br>No prior experience<br>**Between departments outside of the division of Academic Affairs?**<br>NO prior experience |
| 7 | **With your supervisor?**<br>There is no formal way of learning about "what's going on". Its either in casual conversation or through the grapevine.<br>**Between departments outside of the division of Academic Affairs?**<br>Some departments outside of AA seem to be very closed off and controlling. Ideas and suggestions are ignored and criticism is not taken well. |
| 8 | **Between departments outside of the division of Academic Affairs?**<br>Still too much towerism. |
| 9 | **With your supervisor?**<br>The communication is, and remains, excellent<br>**Within your department?**<br>The communication is, and remains, excellent<br>**Between departments within the division of Academic Affairs:**<br>It is good - usually I hear of things in faculty meetings or e-mail to the campus |

| | |
|---|---|
| | **Between departments outside of the division of Academic Affairs?**<br>It is good - usually I hear of things in faculty meetings or e-mail to the campus |
| 10 | **With your supervisor?**<br>Communicattion was and is good.<br>**Within your department?**<br>Communication was and is good.<br>**Between departments outside of the division of Academic Affairs?**<br>Has not changed and could be better |
| 11 | **With your supervisor?**<br>New leadership in place is more open the previous.<br>**Within your department?**<br>Satisfied with communication and guidance.<br>**Between departments within the division of Academic Affairs:**<br>I feel I am working on a team.<br>**Between departments outside of the division of Academic Affairs?**<br>Involved on the QAP panel. |
| 12 | **With your supervisor?**<br>My supervisor seems to be overworked or unable to respond to the needs of the clinicians. Often times emails go unanswered, concerns are not addressed, and requests are sidestepped. Communication between clinicians is non existent. I see my clinical colleagues once a year at the clicians meeting and that is the only time we all communicate collegially. Senior clinicians are often excused from this meeting.<br>**Within your department?**<br>I think it is important that communication is fostered throughout the year among clinical faculty and not one time per year in a face to face meeting. This is the task of the dean of clinical education to foster and so far, that has never happened.<br>**Between departments within the division of Academic Affairs:**<br>I would like to think that there is a difference, but I cannot say that there is as I have no first hand knowledge of department and AA communication. |
| 13 | **Within your department?**<br>This group continues to improve in cohesiveness and function. |
| 14 | **With your supervisor?**<br>Routine scheduled meetings, telephone and email friendly<br>**Within your department?**<br>Rountine meetings and open door policy<br>**Between departments within the division of Academic Affairs:**<br>Always was good. |
| 15 | **With your supervisor?**<br>We are so busy responding to changes imposed upon the authorities external to the Institution that of late we are simply being told what to do.<br>**Within your department?**<br>We contend with that which is given to us by our supervisor.<br>**Between departments within the division of Academic Affairs:**<br>We see each other in the hallways and at department meetings. We do not truly commune and engage in scholarly activity or discussion about curriculum or other relevant issues.<br>**Between departments outside of the division of Academic Affairs?**<br>We simply become more and more entrenched in the silo environment as every day goes by. Enrollment Management is the worst. Institutional Quality and Assessment is the best. It feels as if the President does not realize the negative effects of these silos. |
| 16 | **With your supervisor?**<br>The greatest misgiving of communication is the illusion that it ever took place to begin with. |
| 17 | **With your supervisor?**<br>Improved or remained exceptional.<br>**Within your department?**<br>Always good.<br>**Between departments within the division of Academic Affairs:**<br>Good<br>**Between departments outside of the division of Academic Affairs?**<br>CJ |
| 18 | **With your supervisor?**<br>Communication has improved |
| 19 | **With your supervisor?**<br>The communication has not changed, because it has always been excellent.<br>**Within your department?**<br>Has always been excellent, so no change.<br>**Between departments within the division of Academic Affairs:** |

| | |
|---|---|
| | Has always been excellent, so no change.<br>**Between departments outside of the division of Academic Affairs?**<br>The silo-ing inhibits communication, but that has not changed either. |
| 20 | **With your supervisor?**<br>In the clinics, it is confusion whether you go through the now associate dean or the executive director. Too many layers of admin and there seems to be lack of communication overall. Despite efforts to bring this to the attention of the clinic leadership, communication has not changed.<br>**Within your department?**<br>It is a shame that we do not communicate more often. |

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# Provost's Office Survey

## Results Overview

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Responses: Completes
Filter: No filter applied

| 20. How satisfied are you with the ethical behavior of... | |
|---|---|
| **#** | **Response** |
| 1 | **Your supervisor?**<br>Overall great individual to work with however has recieved outside assistance from a member of the support staff that would compromise his objectivity in deciding individuals job performance. |
| 2 | **Students:**<br>Most are wonderful people. There are a mere few that should not be in positions of caring for another human being. |
| 3 | **Students:**<br>MOST STUDENTS BEHAVE IN A MANNER THAT I FEEL IS ETHICAL. THERE ARE SOME EXCEPTIONS TO THE RULE, HOWEVER. |
| 4 | **Your supervisor?**<br>No sense of anything other than an ethical individual<br>**Students:**<br>I do not get a sense of anyone being unethical<br>**Faculty?**<br>NO experience<br>**Staff?**<br>Extremely so<br>**Administration?**<br>Highly ethical, helpful and geared for success |
| 5 | **Students:**<br>Students are students and sometimes it is hard for them to step out of the pressure they are under.<br>**Staff?**<br>This is too broad. Many staff at NYCC are amazing, others are not. It seems to be department specific. |
| 6 | **Students:**<br>Overall the students are reasonably ethical, but of course there are notable exceptions. |
| 7 | **Students:**<br>We have good students and it is usually the actions of a few that are commonly the problem; the fact that students are not more forthcoming in expressing their dissatisfaction with the offending peer is dissapointing from my perspective, not as strong a part of our culture yet, and hence my 'dissatisfaction' in this regard. |
| 8 | **Administration?**<br>I believe that NYCC could provide a quality education for our students with much less money. Student loans support our activities here. Programs that are not profit generators should be cut. Admin. and staff should be cut. Students whose performance is below academic standards should be dismissed without appeal. Admission standards should be raised. IMO, NYCC needs to shrink until the market place changes. |
| 9 | **Faculty?**<br>Overall very good but you cannot lump all together. |
| 10 | **Students:**<br>Most seem to demonstrate high ethical standards; however, there are notable exceptions! |
| 11 | **Students:**<br>There are a few "bad apple" students, but most of them are quite ethical, and I think a major source of their frustration is our inability to get rid of the "bad apples" in a timely manner |
| 12 | **Your supervisor?**<br>No concerns.<br>**Students:**<br>Students are allowed to do what they please and are often not held to a standard. A good example would be in the clinic system. Students are allowed to be absent from clinical care once they reach their requirements<br>**Faculty?**<br>Too many faculty find it important to gossip and voice their concerns over issues, which leads to talking behind peoples backs and slander. Also, with the recent CCE changes, there have been faculty who have been vocal about their distrust with the process and since we are an institution who falls under accreditation, we should understand the process and support the initiatives put forth. |

| | |
|---|---|
| | Publically bashing the CCE does not gain any cultural authority professionally. Clinical faculty who allow the same students to treat patients while allowing others to not gain a clinical experience.<br>**Administration?**<br>Admin lacks true transparancy and recent selections are not based on objective critera and reflect more nepetism. |
| 13 | **Your supervisor?**<br>If being a yes-person to your next higher up is a model of ethical behavior then... |
| 14 | **Faculty?**<br>There are some who do not seem quite commited or talk poorly about other faculty in classes. and do we no longer have a dress code for faculty? Jeans? Pajamas (scrubs)? Really? |
| 15 | **Staff?**<br>The work ethics of clinical support staff is frustrating at times. |
| 16 | **Your supervisor?**<br>Dr. Bobak is an excellent supervisor.<br>**Students:**<br>As always, there are good and bad. The good far outweigh the bad, but the bad get the spotlight - e.g. the history of the current 10th trimester<br>**Administration?**<br>While the decisions may not always be popular, they are done ethically with the best interests for the longevity of the institution at heart. |
| 17 | **Your supervisor?**<br>There is lack of transparency between the executive director, associate dean, and clinical faculty.<br>**Students:**<br>For every student who has unethical behavior, there are 3 who are ethical.<br>**Faculty?**<br>Faculty and students interactions have been on the rise. There are some faculty who are known to have romantic relationships with students. This should not be tolerated.<br>**Administration?**<br>Lack of transparency. Increase in nepetism. The most recent hiring of the dean of programs and services would be a good example. How is a well qualfied PHD with academic experience passed up for someone who lacks all the credentials and is friends with the EVPAA. Hmmm |

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# Provost's Office Survey

## Results Overview

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Responses: Completes
Filter: No filter applied

21. Please rate your level of agreement with each of the following statements. Use "CJ", for "Cannot Judge" if you do not have enough information to answer the question adequately.

| # | Response |
|---|---|
| 1 | **The provost's behavior is guided by professional values and goals.**<br>Dr. Mestan walks his talks and has done so from the minute he walked onto NYCC's campus.<br>**The provost is knowledgable of college policies, procedures, and regulations.**<br>He gets the total picture.<br>**The provost makes logical and sound decisions.**<br>I don't agree with them all, but I respect his decision making processes<br>**The provost seeks advice and considers divergent opinions from faculty.**<br>Being a slave to protocol, I am hesitant to offer feedback beyond my immediate boss, even though I do not believe she backs me or carries my message forward. Thus, it is my reticence to offer direct feedback that results in this rating. Perhaps if once a quarter the Provost hosted a full day where each person was given 15 minutes to say their peace...or something like that.<br>**The provost provides effective leadership.**<br>This college is very much were it is thanks to the efforts of Dr. Mestan.<br>**The provost is approachable.**<br>Except for protocol having to be breeched to approach. |
| 2 | **The provost seeks advice and considers divergent opinions from faculty.**<br>Spae allocation cmte nice example of soliciting diverse opinions |
| 3 | **The provost's behavior is guided by professional values and goals.**<br>Dr. Mestan is an outstanding provost who conducts himself with integrity and skill. He he is exceptionally professional.<br>**The provost addresses issues effectively.**<br>He is responsive to faculty inputs and has demonstrated the capacity to take effective action under challenging conditions. He seems to be able to act with integrity while balancing the needs of affected constituencies effectively. His conduct in managing the crisis occasioned by the behavior of Dean Ralph is a case in point.<br>**The provost implements appropriate strategies to achieve objectives.**<br>Dr. Mestan has clearly worked very hard to engage a deeply entrenched institutional culture while fostering the college's development as a genuinely multidisciplinary institution.<br>**The provost seeks advice and considers divergent opinions from faculty.**<br>Dr. Mestan is very receptive to faculty input.<br>**The provost provides effective leadership.**<br>Dr. Mestan displays effective leadership.<br>**The Provost provides effective communication.**<br>Communication from the provost's office in relation to areas under his purview is typically very effective. I am sure he experiences limitations where other administrative lines impact academic affairs.<br>**The provost is approachable.**<br>Very much so. We are all cognizant of the demands on his time and respect them, but he is always responsive and available as needed. |
| 4 | **The provost addresses issues effectively.**<br>I'm still waiting for a closet in ACA 3 room 225<br>**The provost implements appropriate strategies to achieve objectives.**<br>See above<br>**The provost is approachable.**<br>He is personable and will often take the initiative in a conversation. He seems to be genuinely interested in others activities and well-being. |
| 5 | **The provost makes logical and sound decisions.**<br>Sometimes what is logical to one is illogical to others... |
| 6 | **The provost is knowledgable of college policies, procedures, and regulations.**<br>should recieve an honorary law degree for his ability to negotiate these<br>**The provost seeks advice and considers divergent opinions from faculty.**<br>via faculty senate officers I believe this to be true<br>**The provost provides effective leadership.**<br>The provost has in my opinion a broad vision for the collage<br>**The Provost provides effective communication.**<br>I think the provost is open to discussions and feedback during general meetings |

| | |
|---|---|
| | **The provost is approachable.**<br>Provost is another layer to get to via Dean; I I do not think the provost is as accessable directly as desired if there was a concern involving the Dean. I would not feel comfortable bringing concerns to the provost for fear of going outside the linear chain of command. I have more trust in the insights and decisions of the provost than I do with my immediate supervisor. |
| 7 | **The provost's behavior is guided by professional values and goals.**<br>I very much believe Dr. Mestan is doing his best to enhance participative governance with the stakeholders on campus. |
| 8 | **The provost's behavior is guided by professional values and goals.**<br>I think his decisions are guided by our Board.<br>**The provost is knowledgable of college policies, procedures, and regulations.**<br>He is knowledgable, but his decisions must be scrutinized by lawyers.<br>**The provost makes logical and sound decisions.**<br>I hope that his voice is heard, because I think he has a good head on his shoulders. ...but IMO he is often the messenger, and the one who must execute decisions from above. |
| 9 | **The provost's behavior is guided by professional values and goals.**<br>Uncertain of what their goals or values are. They have never shared with faculty.<br>**The provost makes logical and sound decisions.**<br>I would like to think that Dr Mestan has the best interest of the college at hand. He seems to want to move forward and develop new ideas and opportunities. I have to say that the appointment of recent mid level admin appears to be based on nepetism. There are some roles which were automatically given, IE Dean of Clinics without any formal search process, then taken away, and then the Executive director of health centers was created without a search. Then created the Dean of Programs and Services conducted a search. A well qualified applicant interviewed and the position was given to someone without a background. Also the creation of so many layers of administration is not common practice in academia. There is quite a bit of information out there that shows that adding more levels of administration does not foster good communication and creates the idea that the person in charge does not know how to lead effectively.<br>**The provost addresses issues effectively.**<br>I would like to say yes, but have no knowledge of issues that the provost addresses.<br>**The provost implements appropriate strategies to achieve objectives.**<br>Unknown what the provosts objectives or strategic plan is. Do not know if the college has one or even Dr Nicchi.<br>**The provost seeks advice and considers divergent opinions from faculty.**<br>There are efforts made to consider faculty thoughts and opinions. I do not know if they are taken into consideration at times.<br>**The provost provides effective leadership.**<br>As a faculty member, I would say that I receive more leadership from fellow senior faculty members and department heads than from the provost.<br>**The provost is approachable.**<br>Yes. Dr Mestan alwasy has a smile and good handshake. Previous provosts were engaged in faculty issues and made an effort to schedule time with faculty induvidually every trimester. In the years of the current provost, I have never had a one on one with them, nor have they asked me what my goals are or ideas for advancement. |
| 10 | **The provost's behavior is guided by professional values and goals.**<br>He is NYCC through and through.<br>**The provost is knowledgable of college policies, procedures, and regulations.**<br>If he unsure of certain regulations, he reasearches the answer and gets up to speed very quickly.<br>**The provost makes logical and sound decisions.**<br>Gives quick well thought-out responses when and as needed.<br>**The provost provides effective leadership.**<br>I look up to his style of leadership<br>**The provost is approachable.**<br>The man is always an email or phone call away. |
| 11 | **The provost provides effective leadership.**<br>Those who report to him directly do not follow his lead or example.<br>**The provost is approachable.**<br>The hands down best ever |
| 12 | **The provost's behavior is guided by professional values and goals.**<br>How come you can get a 6? : )<br>**The provost is knowledgable of college policies, procedures, and regulations.**<br>Outstanding...<br>**The provost makes logical and sound decisions.**<br>Always impressive<br>**The provost addresses issues effectively.**<br>As observed<br>**The provost implements appropriate strategies to achieve objectives.**<br>Difficult to judge appropriate because we cant always know what is going to be effective. Excellent we strive to do new things and lead the profession...I am very proud of college's initiatives.<br>**The provost seeks advice and considers divergent opinions from faculty.**<br>See above<br>**The provost provides effective leadership.**<br>Excellent (proudly stated). |

| | |
|---|---|
| | **The Provost provides effective communication.**<br>In meeting, the senate and one on one.<br>**The provost is approachable.**<br>Absolutely, and tolerant of at least considering ideas. Even when my ideas were rejected, I knew they were duly considered and felt very good about the final decision. |
| 13 | **The provost is approachable.**<br>I am not sure who holds this title. Otherwise I could offer an opinion on this indivdual. |
| 14 | **The provost provides effective leadership.**<br>This is the toughest job on campus. The learning curve is fairly steep. Dr. Mestan has the best grasp on his job of anyone in the administration, past or present. |
| 15 | **The provost addresses issues effectively.**<br>Occasionally decisions appear to have been made without consulting key constituents such as faculty and students |
| 16 | **The provost's behavior is guided by professional values and goals.**<br>Dr. Mestan is an example of what an administrator should be.<br>**The provost makes logical and sound decisions.**<br>As stated previously, while they may not always be popular, they are well thought out and for the betterment of the institution<br>**The provost addresses issues effectively.**<br>Action steps which can be acted on quickly are handled expeditiously, and those which will take longer he is up front about the length of the timeline<br>**The provost seeks advice and considers divergent opinions from faculty.**<br>Dr. Mestan's involvement of the Faculty via Senate and outside consultations is very encompassing, and the faculty are appreciative. |
| 17 | **The provost's behavior is guided by professional values and goals.**<br>Not sure what they are.<br>**The provost makes logical and sound decisions.**<br>No. The increasing layers of admin that the college has adopted allows one to question the ability of the leadership. Higher Ed admin best practices goes against this procedure and to see it occur, one questions the ability of those in charge to make decisions based on best practice.<br>**The provost implements appropriate strategies to achieve objectives.**<br>Not sure what strategies he has developed.<br>**The provost seeks advice and considers divergent opinions from faculty.**<br>I think that opinions and advice are received, but often considered.<br>**The provost provides effective leadership.**<br>It is time for new leadership.<br>**The provost is approachable.**<br>HE chooses who to meet with and not to meet with. The previous EVPAA would make it a point to meet with faculty on a regular basis one on one. The current EVPAA I have never had a one on one meeting. |

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# Provost's Office Survey

## Results Overview

Date: 9/5/2012 5:10 AM PST
Responses: Completes
Filter: No filter applied

| 23. Comments on the Division of Institutional Quality and Assessment: | |
|---|---|
| **#** | **Response** |
| 1 | Some tasks they do better than others. |
| 2 | Difficulties in securing and retaining qualified staff, in producing clear policy documents. and effectively and collegially engaging faculty in matters that directly impact the conduct and delivery of courses and programs seem to limit the effectiveness of this division. This division seems to find it challenging to respect the work and role of faculty in regards its implementation of the ADA process. The manner in which the recent AOM self study was conducted exemplifies an administrative highhandedness that does not serve this division. The uninformed assignment of committee chairs, the imposition of timelines that seemed designed only for the convenience of the office of accreditation, the use of inconvenient tools such as the wiki, and the inability to receive and act on input from the program's Dean concerning the process substantially reduced the utility of the self study process to the program. |
| 3 | I believe IQA works very hard at accumulating and assessing data and putting it into a form that has meaning for its constituents. |
| 4 | My ranking is based on the input from co-workers with a more substantial experience base |
| 5 | IQA seems to operate within the tallest, thickest silo in the institution. They appear to get many of their tasks done, but rarely engage in effective communication with other stakeholders |
| 6 | Dr Ordione often times comes across as unwilling to consider the opinions of others. |
| 7 | Great group. |
| 8 | Dr. O and company are very knowledgeable and great to work with. |
| 9 | These are the unsung heroes of the Institution. We use what they work every day to provide for us and we do not even truly know them. Thank you! |
| 10 | CAUTION HERE: The Likard scale is reversed in order...is it also reverse coded? |
| 11 | This office is more directive than supportive, it expresses expertise in areas in which it has none, it frequently seems to be floundering and waving in the wind depending upon which particular topic is under discussion. It frequently is more of an impediment to communication and getting things done with external agencies than it is a support. |
| 12 | I feel that that they do not always provide the best support to non-DC programs |
| 13 | Dr Ordione is not approachable, lacks transparency, and does not consider the opinions of others. |

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# Provost's Office Survey

## Results Overview

Date: 9/5/2012 5:10 AM PST
Responses: Completes
Filter: No filter applied

| 25. Comments on Counseling Services: | |
|---|---|
| **#** | **Response** |
| 1 | We are blessed with 2 counselors that have saved many of my students or advisees more often thatn I can count. |
| 2 | Counseling services seem to be a valuable resource for students and faculty. Efforts by the director to interfere with the delivery of courses within specific programs are inappropriate. |
| 3 | My sense is the counseling staff goes above and beyond to not only deal with individuals but to foster academics as well especially in the affective domain |
| 4 | Very responsive all the time. |
| 5 | Great group. |
| 6 | We need to have some support network in place for students at off campus remote site locations. |
| 7 | I guess they are doing a good job. |
| 8 | Assumed...CJ should be on oue scale. we have to vhoose a number..... |
| 9 | Counseling probably does a good job with individual students but I do not think that Counseling Services should get involved in the academic programs. |

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# Provost's Office Survey

## Results Overview

Date: 9/5/2012 5:11 AM PST
Responses: Completes
Filter: No filter applied

| 27. Comments on the Office of Accreditation: | |
|---|---|
| **#** | **Response** |
| 1 | Beth Donohue should be cloned. |
| 2 | While accreditation is often viewed as a hoop to jump through or a license to receive, the self study process has the potential to strongly benefit the development of the program that participates in it. I wish that the Office of Accreditation would make a greater effort to support the intention of the self study process. It would also be helpful if AOM accreditation processes were closely attended to since the failure to be aware of the correct deadlines for the submission of that department's self study and to communicate incorrect dates to the department probably limited the usefulness of this year's AOM self study. |
| 3 | I will reserve judgment until after we go through the next cycle... There appears to be alot of activity, hopefully the CCE and Middle States will be impressed. I don't trust or respect the higer level of decision making at the CCE at this point in time, based on the recent Standards revision. |
| 4 | They do a good job at maintaining our accreditation and organizing self studies. |
| 5 | Bravo! |
| 6 | CJ...unfamiliar with the details of operation. |
| 7 | While the office is effective in producing product, they frequently seem lost and unaware when it comes to accreditation guidelines, how to conduct a self-study or even the point of a self-study. They seem to be more about selling how great NYCC is than finding areas that could be improved. |
| 8 | I feel that that they do not always provide the best support to non-DC programs. The AOM accreditation process was not supported as it should have been. Interviews with students and faculty were taking place days before the report was due. |
| 9 | We are still accredidted so I guess they are doing their job. |

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# Provost's Office Survey

## Results Overview

Date: 9/5/2012 5:11 AM PST
Responses: Completes
Filter: No filter applied

| 29. Comments on Quality Engineering: | |
|---|---|
| **#** | **Response** |
| 1 | This last run of excel spreadsheets for the curriculum mapping was full of errors that caused me to have to re-do hours of work. The formula should have been tested prior to implementation. The blithe way this aggravating error was handled was disrespectful at best. Too many surveys!!! |
| 2 | I have know idea what QE is or who is in charge of it. |
| 3 | I have never heard of the Quality Engineering group. |
| 4 | They did very good job, and thanks |
| 5 | Attitude is too much "silo downwards" and I do not find this dept supportive, rather more condescending and patronizing in some ways. Elitism within the college culture. I think this dept should work FOR faculty and not the reverse. |
| 6 | Not sure what they do or how they contribute to the overall campus community. |
| 7 | Data is more and more available in ways that provide meaningful input to all who work here. |
| 8 | Same. |
| 9 | While we complete surveys, we never seem to get the data in a way that we can actually act on and make useful. |
| 10 | I'm not sure I knew that we have a department of Quality Engineering, or who might be in it. |
| 11 | Not really sure of exactly what they do, always considered them a part of IQA. |
| 12 | Not sure that we need someone to run surveys. I also found the Balderige report to be very inaccurate and embelleshed in many areas. A waste of time really. |

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# Provost's Office Survey

## Results Overview

Date: 9/5/2012 5:12 AM PST
Responses: Completes
Filter: No filter applied

| 31. Comments on AAESS: | |
|---|---|
| **#** | **Response** |
| 1 | Was disappointed with the way a technical standards issue was handled through this office. |
| 2 | Many of the responsibilities of AAES e.g. finding tutors etc..seem to be transferred to faculty by AAES. |
| 3 | Although the absence of a Director has somewhat decreased its outreach, the department continues to strive to offer quality services to students, faculty and staff. |
| 4 | AAESS needs effective, high-quality leadership. |
| 5 | Sue Sinicropi is the rock supporting all these operations. This office is very on-top of students in jeopardy and their follow-up is great for students. They keep faculty advisors on their toes too! |
| 6 | As a faculty member, the staff and the support I have received from this office has been excellent. |
| 7 | NYCC needs to hire an experienced person who knows the ADA laws inside and out. You will get what you pay for. |
| 8 | Excellent job |
| 9 | Not sure how long effectiveness can be maintained with no director in place, but so far, so good. |
| 10 | This department is a disaster and has been for the last 5 years. |
| 11 | Having someone with experience with professional level education is essential. |
| 12 | Membets work very hard but sometimes make many small requests that stress the compliance of the faculty...most recent example requesting exam dates and changes for all classes. doesnt that information come when the grades are submitted? |
| 13 | Currently leaderless but even when there was a leader communication between this department and our department was not good. Again, things seemed to come more as directives than as support and faculty were not involved in decision making processes as regards what is best for a student. |
| 14 | We haven't had a qualified person in charge of that department in 5 years. And even Silvestrone was no bargain (so maybe 10 years). |
| 15 | ACE staff has always been available to answer questions, and handle problems efficiently. |
| 16 | It has been ineffective for many years. The most recent aquisition who came for a few weeks was another sign that it would continue to be ineffective. |

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# Provost's Office Survey

## Results Overview

Date: 9/5/2012 5:13 AM PST
Responses: Completes
Filter: No filter applied

32. Please indicate your level of agreement with each of the following statements.If you are not sufficiently familiar with an area to assign a meaningful rating, please indicate "CJ" for "Cannot Judge".

| # | Response |
|---|---|
| 1 | **AAESS support of academic advising is effective in meeting my needs and those of my students.**<br>Needs a director.<br>**Tutoring offered through AAESS has a positive impact on students' academic success.**<br>Usually.<br>**AAESS programs to assist in developing study skills and test-taking strategies are valued by students.**<br>Have no idea how they feel about them. My advisees seem split on the issue.<br>**AAESS communication with faculty regarding students with disabilities is clear, timely, and appropriate.**<br>The one exception was the technical standards case alluded to earlier.<br>**AAESS support of students with disabilities meets my needs and those of my students.**<br>I realize the need for meeting mandates.<br>**AAESS is responsive to my requests for information and support.**<br>Sue Sinicropi is a gem. |
| 2 | **Tutoring offered through AAESS is valued by students.**<br>Tutoring resources seem limited.<br>**Tutoring offered through AAESS has a positive impact on students' academic success.**<br>However, the inability of AAESS to secure tutors readily and to provide writing tutors and writing support is a significant problem.<br>**AAESS programs to assist in developing study skills and test-taking strategies are valued by students.**<br>I wasn't aware that AAESS did this. Our program implemented its own content in this area to address student needs.<br>**AAESS programs to assist in developing study skills and test-taking strategies have a positive impact on students' academic success.**<br>Again, I wasn't aware that AAESS did this. Our program implemented its own content in this area to address student needs. My student's never mention AAESS's contributions in this area.<br>**AAESS communication with faculty regarding students with disabilities is clear, timely, and appropriate.**<br>This is an area in which the AAESS function is not at all clear, timely, nor appropriate.<br>**AAESS support of students with disabilities meets my needs and those of my students.**<br>AAESS communication in this area has, in the past verged on the disrespectful and adversarial. We need to be sure that we are supporting students in doing and achieving their best. Clear and accurate communication with faculty is critical in this regard. An office with a commitment to collaborative engagement with faculty would be a welcome change.<br>**AAESS is responsive to my requests for information and support.**<br>This office has been dismissive of faculty concerns and inquiries. Rather than exploring the relationship of institutional policies to student and faculty needs a dismissive rhetoric employing terms such as "best practices" or "standard practice" is employed.<br>**AAESS is a valuable resource to faculty.**<br>At this time this is not the case.<br>**AAESS is a valuable resource to students.**<br>Students report frustration with this office to faculty. Since faculty inputs are not respected little can be done. |
| 3 | **Tutoring offered through AAESS has a positive impact on students' academic success.**<br>I really do not know<br>**AAESS is responsive to my requests for information and support.**<br>I have never had a problem getting info or support when requested |
| 4 | **AAESS programs to assist in developing study skills and test-taking strategies are valued by students.**<br>As I am farther up the curriculum than first tri, I have no real experience here, but have overheard students indicating that it (study skills and exam taking skills) have helped them. Not a large representative sample to make a stronger statement.<br>**AAESS programs to assist in developing study skills and test-taking strategies have a positive impact on students' academic success.**<br>would assume so, but see the above comment. |
| 5 | **AAESS programs to assist in developing study skills and test-taking strategies are valued by students.**<br>I think this should be offered as part of a class or for a few days as part of orientation or be offered at regular intervals during a trimester.<br>**AAESS is a valuable resource to students.**<br>With the position currently empty this resource is clearly felt absent on this campus. |
| | **AAESS support of academic advising is effective in meeting my needs and those of my students.**<br>Overall, very good - would be helpful to develop clearer guidelines for faculty in managing students. |

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|---|---|
| 6 | **AAESS communication with faculty regarding students with disabilities is clear, timely, and appropriate.**<br>Some minor improvements in this regard would be useful. |
| 7 | **AAESS is a valuable resource to faculty.**<br>The value is clear in the earlier parts of the program. During the clinical phase I have not see the value. |
| 8 | **AAESS support of academic advising is effective in meeting my needs and those of my students.**<br>They try, but we need to become more technologically adept at communication. |
| 9 | **Tutoring offered through AAESS is valued by students.**<br>I have heard students report their tutor as being invaluable, and others who say they their tutors were not helpful. So good and bad here. |
| 10 | **Tutoring offered through AAESS is valued by students.**<br>Valued but not always respected.<br>**Tutoring offered through AAESS has a positive impact on students' academic success.**<br>When used in conjunction with instructor input!!<br>**AAESS is responsive to my requests for information and support.**<br>Always excellent and quick to respond!! |
| 11 | **AAESS programs to assist in developing study skills and test-taking strategies are valued by students.**<br>Insufficient, poorly advertised (I didn't even know they existed) and no faculty input.<br>**AAESS communication with faculty regarding students with disabilities is clear, timely, and appropriate.**<br>Communication rarely comes from AAESS but rather from the student and frequently only last minute and then demands are made of the faculty.<br>**AAESS support of students with disabilities meets my needs and those of my students.**<br>Extra time for exams frequently takes the student out of the classroom because of scheduling conflicts, students are frequently unclear with faculty about whether or not they are using the facility and this creates confusion for both AAESS and faculty.<br>**AAESS is a valuable resource to faculty.**<br>We need support for writing tutoring. |
| 12 | **AAESS is responsive to my requests for information and support.**<br>I rarely ask anything of them, but whan I do, Sue Sinicropi is very helpful and efficient. |
| 13 | **AAESS communication with faculty regarding students with disabilities is clear, timely, and appropriate.**<br>This should be handled in a different manner - having students give us a form to sign during class makes it easy to forget what accommodations should be given to whom. |
| 14 | **Tutoring offered through AAESS is valued by students.**<br>To some degree it is valued too much, as many use it just to find out how an instructor tests, rather than an aid to learning the material.<br>**AAESS is responsive to my requests for information and support.**<br>Sue is always on the ball with all responses and requests. |

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# Provost's Office Survey

## Results Overview

Date: 9/5/2012 5:13 AM PST
Responses: Completes
Filter: No filter applied

| 34. Comments: | |
|---|---|
| **#** | **Response** |
| 1 | Could make it easier to award CE units to in-house classes. |
| 2 | While I appreciate the scale and complexity of Postgraduate and Continuing Education, I would have to say that from the AOM side of the college PGCE is typically seen as an obstruction rather than a resource. Many good ideas are immediately shelved when it becomes clear that our department will have to work with PGCE. The recent rudeness of the PGCE towards one of the AOM CE faculty was very disappointing, but not, unfortunately, a novelty. Conversation with other departments suggest that this perception may not be limited to AOM. |
| 3 | Should be a CJ category here. I am not a DC nor an acupuncturist. I do not utilize Postgrad. |
| 4 | NO basis upon which to form an opinion. |
| 5 | Despite the mention of AOM in the purpose of post grad, there seems to be no commitment to that constituency. |
| 6 | Transcripts from CE courses are often sent with a significant delay. The communications with Postgrad are excellent. |
| 7 | The Postgraduate Dept, is highly committed to achieve its goal in raising money for the college. Acknowledgement from the college to the needs of the Postgrad Dept will be highley effective in order to continue and increase the income for the college. |
| 8 | It is my assumption this is so based on what is offered to clinicians by NYCC. |
| 9 | When compared to other programs across the country, IE Palmer, Logan, National, Northwestern, etc, our post graduate department is weak. I would consider post grad to be a part of the "good ole boys club". When I look at the list of post graduate faculty, I do not recognize the names as leaders in the chiropractic community. The program offerings are not dynamic nor do they have any real value to clinical practice. If you take a look at these other instituions, they have great programs and we need to take a look at what they are doing to step up the offerings that we have. |
| 10 | The dept has grown in leaps and bounds, has offered more programs, course work in a variety of applications. |
| 11 | The on campus faculty are woefully under served and completely ignored by Postgraduate and Continuing Education. There should be a concerted effort to bring educational programs to the campus. Open them up to the community, faculty and students. Encourage State Associations and other professional associations to co-sponsor. Encourage Academic Affairs to co-sponsor. Get the biggest bang for our buck. Your faculty and student body suffer from the lack of scholarly stimulus that such programs would provide. We probably have moss growing on us. |
| 12 | I would have preferred the option to mark CJ for question #34. As a non -DC faculty member, I don't think I can adequately judge this. As ques #33 is mandatory, I marked a positive response since I often see many oportunities offered for continuing education, however I cannot judge the effectiveness these. |
| 13 | Need more oportunities for faculty. Some of the new technology is getting in the way of effective instrucktion and learning. |
| 14 | In my opinion the Postgrad mission is to support DC and only DC. For example, the homecoming information listed DC offerings, DC clinical offerings, and non-DC offerings. |
| 15 | I cannot judge. CJ. (This was not a choice for this question) |
| 16 | I don't believe postgrad does enough outreach to educate the area doctors of the available programs. I also wonder why Faculty are not tapped more often for performing postgrad in their respective specialties. |
| 17 | The Post grad offerings lack quality and content appropriate to the developing chiropractor. Ive waited 9 months to receive a transcript. Phone calls are never answered and messages often not returned. How could a division have so much dysfunction? |

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