

Default Report

Grossmont Participatory Governance Survey for Facilities Committee Members_Fall 2020
November 12th 2020, 1:39 pm PST

Q1 - Please identify your position at Grossmont College:

#	Answer	%	Count
1	Student	0.00%	0
2	Full-time faculty	60.00%	3
3	Part-time faculty	0.00%	0
4	Classified staff	20.00%	1
5	Administrator	20.00%	1
	Total	100%	5

Q86 - How long have you served on this committee?

How long have you served on this committee?

10 months

2 months

1 month

1 year

Previously as a faculty member (co-chair) 4 years. Presently as an Ex-Officio member (1 year).

Q2 - How do you prepare for committee meetings?

How do you prepare for committee meetings?

I prepare by reading the agenda and meeting minutes from past meetings.

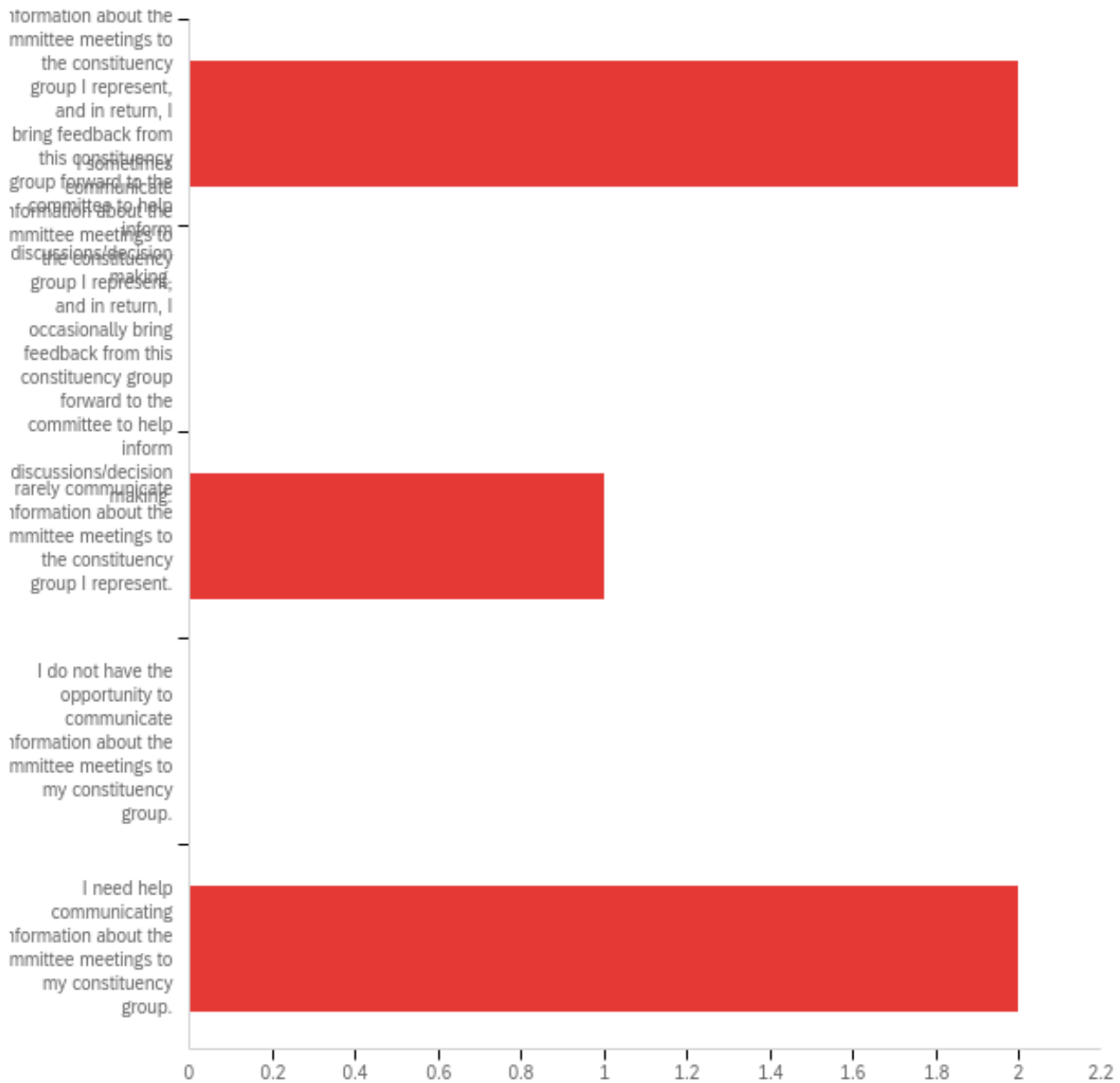
Review the agenda and read/review any attachments.

I'm new to the committee but I generally read the minutes and look at agendas. If there are issues to discuss with my colleagues, and do so at the department level.

Review previous meeting notes as well as monitor any institution updates.

By reviewing prior meeting notes and upcoming agendas

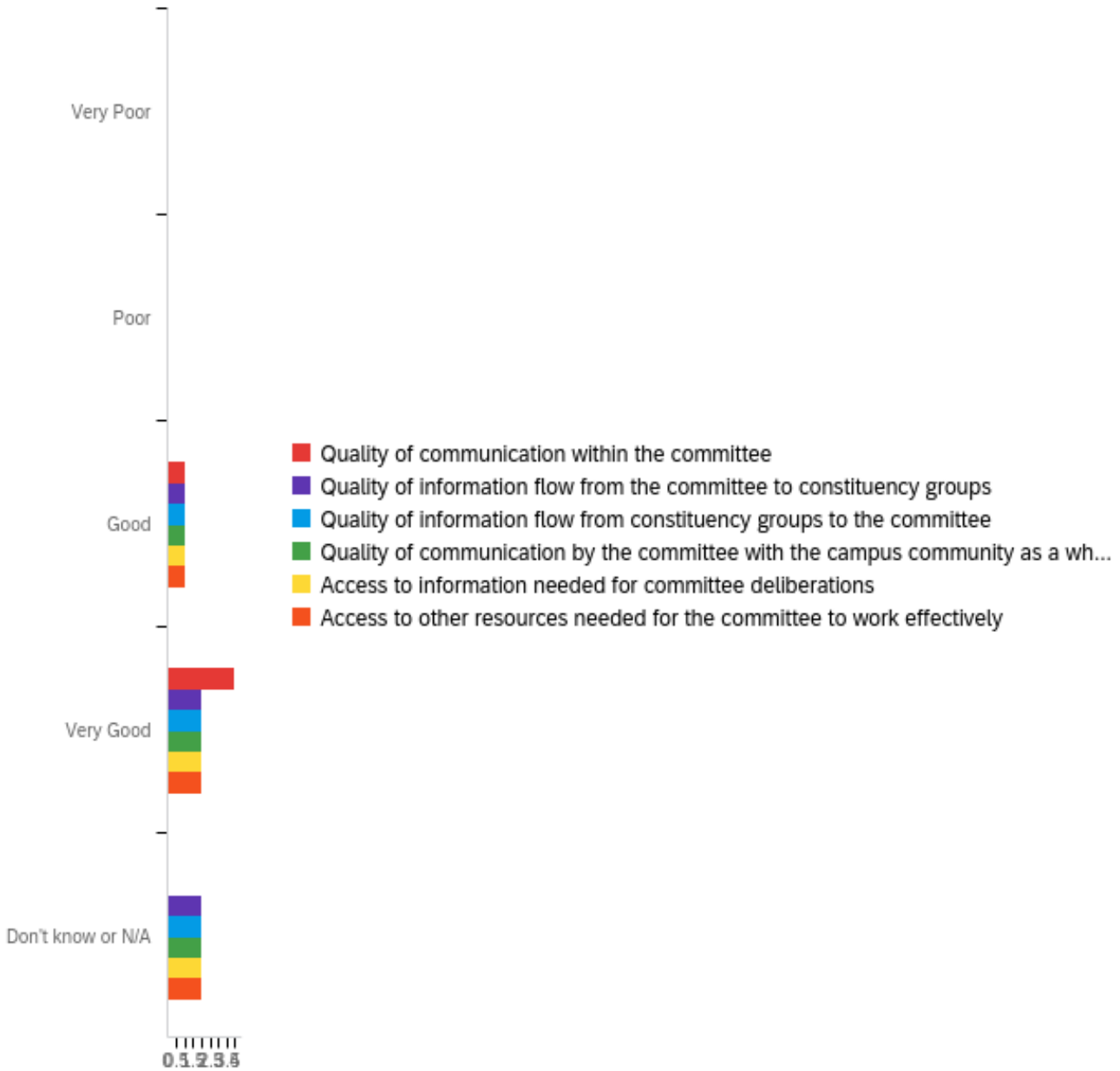
Q3 - Which sentence best reflects your level of participation while serving on this participatory governance committee:



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Which sentence best reflects your level of participation while serving on this participatory governance committee:	1.00	5.00	3.00	1.79	3.20	5

#	Answer	%	Count
1	I promptly and regularly communicate information about the committee meetings to the constituency group I represent, and in return, I bring feedback from this constituency group forward to the committee to help inform discussions/decision making.	40.00%	2
2	I sometimes communicate information about the committee meetings to the constituency group I represent, and in return, I occasionally bring feedback from this constituency group forward to the committee to help inform discussions/decision making.	0.00%	0
3	I rarely communicate information about the committee meetings to the constituency group I represent.	20.00%	1
4	I do not have the opportunity to communicate information about the committee meetings to my constituency group.	0.00%	0
5	I need help communicating information about the committee meetings to my constituency group.	40.00%	2
	Total	100%	5

Q4 - Please rate the quality of communication within this participatory governance committee:

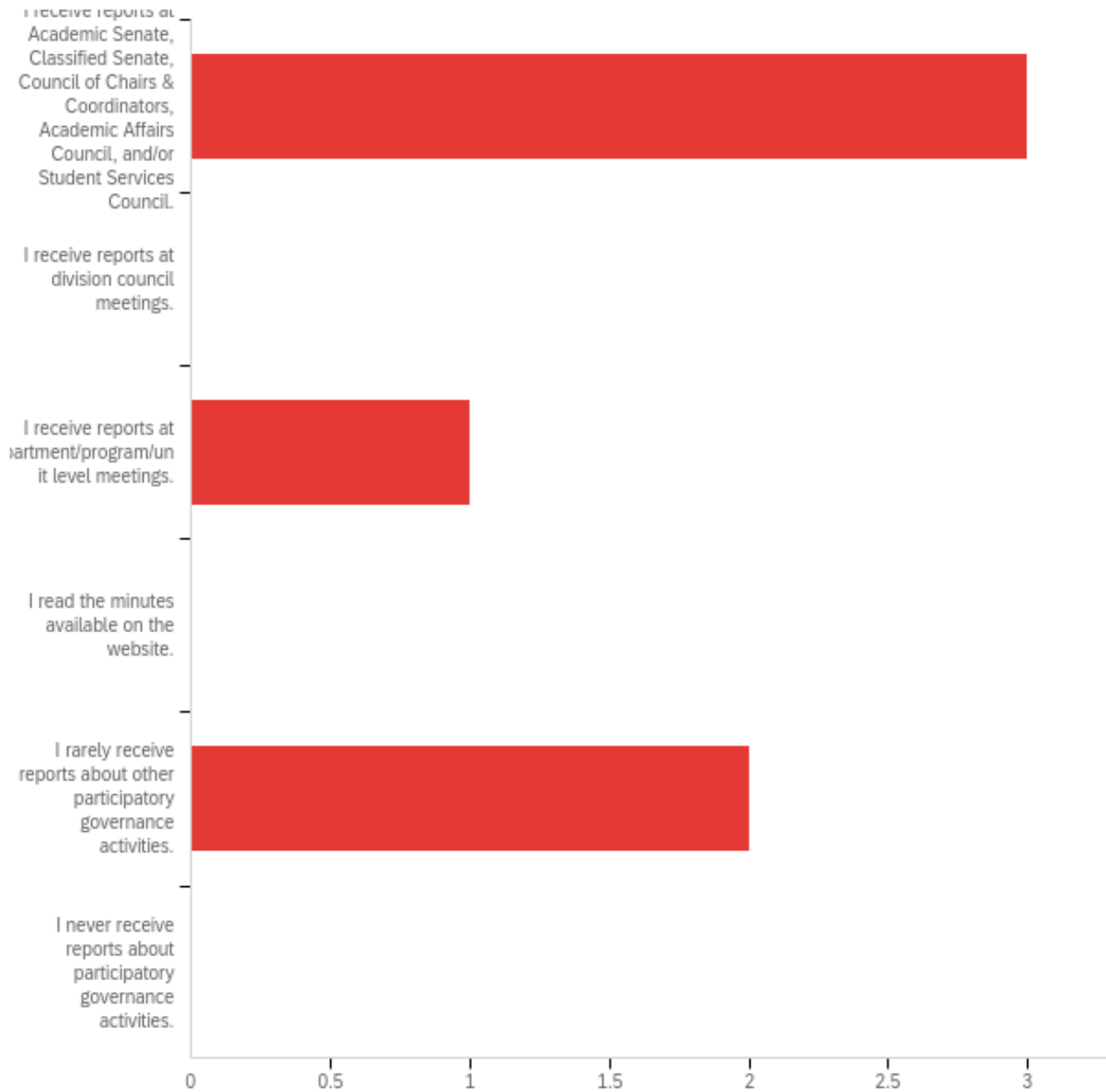


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Quality of communication within the committee	3.00	4.00	3.80	0.40	0.16	5
2	Quality of information flow from the committee to constituency groups	3.00	5.00	4.20	0.75	0.56	5
3	Quality of information flow from constituency groups to the committee	3.00	5.00	4.20	0.75	0.56	5
4	Quality of communication by the committee with the campus community as a whole	3.00	5.00	4.20	0.75	0.56	5

5	Access to information needed for committee deliberations	3.00	5.00	4.20	0.75	0.56	5
6	Access to other resources needed for the committee to work effectively	3.00	5.00	4.20	0.75	0.56	5

#	Question	Very Poor	Poor	Good	Very Good	Don't know or N/A	Total					
1	Quality of communication within the committee	0.00%	0	0.00%	0	20.00%	1	80.00%	4	0.00%	0	5
2	Quality of information flow from the committee to constituency groups	0.00%	0	0.00%	0	20.00%	1	40.00%	2	40.00%	2	5
3	Quality of information flow from constituency groups to the committee	0.00%	0	0.00%	0	20.00%	1	40.00%	2	40.00%	2	5
4	Quality of communication by the committee with the campus community as a whole	0.00%	0	0.00%	0	20.00%	1	40.00%	2	40.00%	2	5
5	Access to information needed for committee deliberations	0.00%	0	0.00%	0	20.00%	1	40.00%	2	40.00%	2	5
6	Access to other resources needed for the committee to work effectively	0.00%	0	0.00%	0	20.00%	1	40.00%	2	40.00%	2	5

Q5 - Please select the statement that best represents how you receive information about the activities of other participatory governance committees (check all that apply):



#	Answer	%	Count
1	I receive reports at Academic Senate, Classified Senate, Council of Chairs & Coordinators, Academic Affairs Council, and/or Student Services Council.	50.00%	3
2	I receive reports at division council meetings.	0.00%	0
3	I receive reports at department/program/unit level meetings.	16.67%	1
4	I read the minutes available on the website.	0.00%	0

5	I rarely receive reports about other participatory governance activities.	33.33%	2
6	I never receive reports about participatory governance activities.	0.00%	0
	Total	100%	6

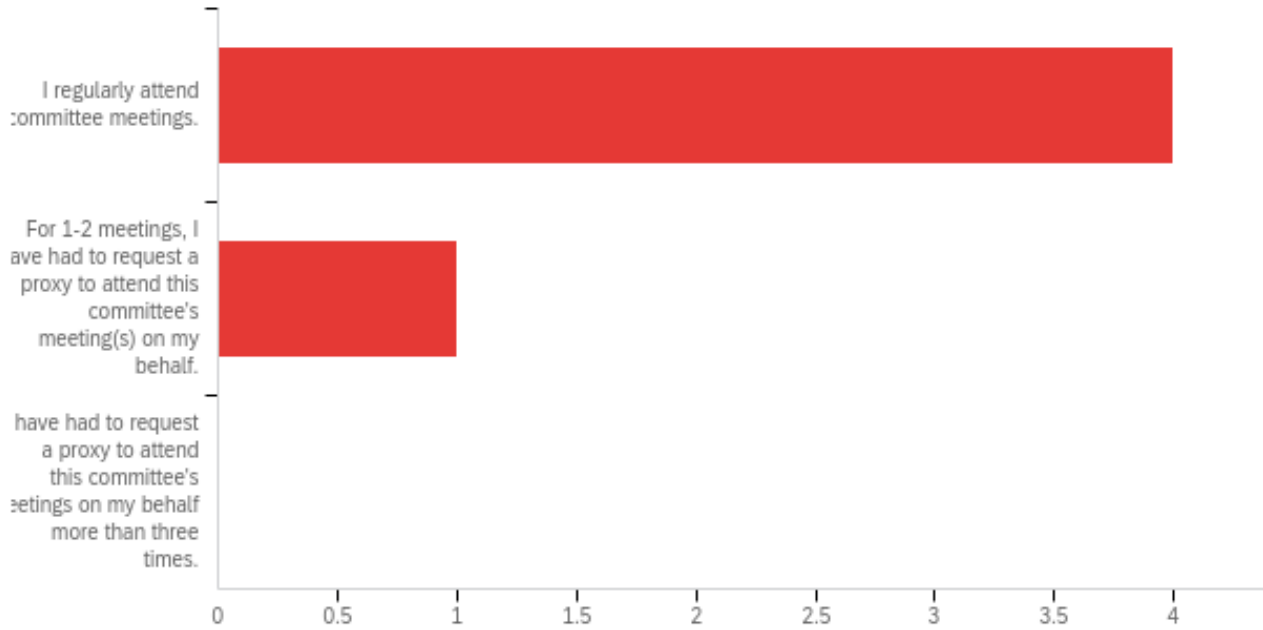
Q6 - Please rate how often this committee's processes, interactions, and outcomes reflected each of the following characteristics:

#	Question	Never		Rarely		Sometimes		Almost Always		Don't Know or N/A		Total
1	COLLABORATIVE: Inclusive, open to input, respectful of diverse opinions, facilitated meaningful dialogue	0.00%	0	0.00%	0	20.00%	1	60.00%	3	20.00%	1	5
2	TRANSPARENT: Easy to access information and committee documentation; clearly defined roles, responsibilities, and processes; effective and meaningful communication with the Grossmont College community	0.00%	0	0.00%	0	0.00%	0	80.00%	4	20.00%	1	5
3	EVIDENCE-BASED: Incorporated relevant, accurate, complete, timely qualitative and/or quantitative data and information; decisions or recommendations not based solely on assertion, speculation, or personal anecdote	0.00%	0	0.00%	0	0.00%	0	80.00%	4	20.00%	1	5
4	EFFECTIVE: Made progress toward the committee's goals/intended results	0.00%	0	0.00%	0	0.00%	0	80.00%	4	20.00%	1	5
5	EFFICIENT: Made efficient use of members' time, expertise, skills, and effort; served the committee's specified purposes in the best possible manner	0.00%	0	0.00%	0	0.00%	0	80.00%	4	20.00%	1	5

Q6 - Thinking about your service on this council during the 2018-19 academic year, please indicate the extent to which you agree or disagree with the following statements:

#	Question	Strongly Disagree		Disagree		Agree		Strongly Agree		Don't Know or N/A		Total
1	I felt comfortable contributing ideas	0.00%	0	0.00%	0	20.00%	1	80.00%	4	0.00%	0	5
2	My ideas were treated with respect, whether or not others agreed with them	0.00%	0	0.00%	0	20.00%	1	80.00%	4	0.00%	0	5
3	I had sufficient opportunities to provide input into council recommendations	0.00%	0	0.00%	0	0.00%	0	60.00%	3	40.00%	2	5

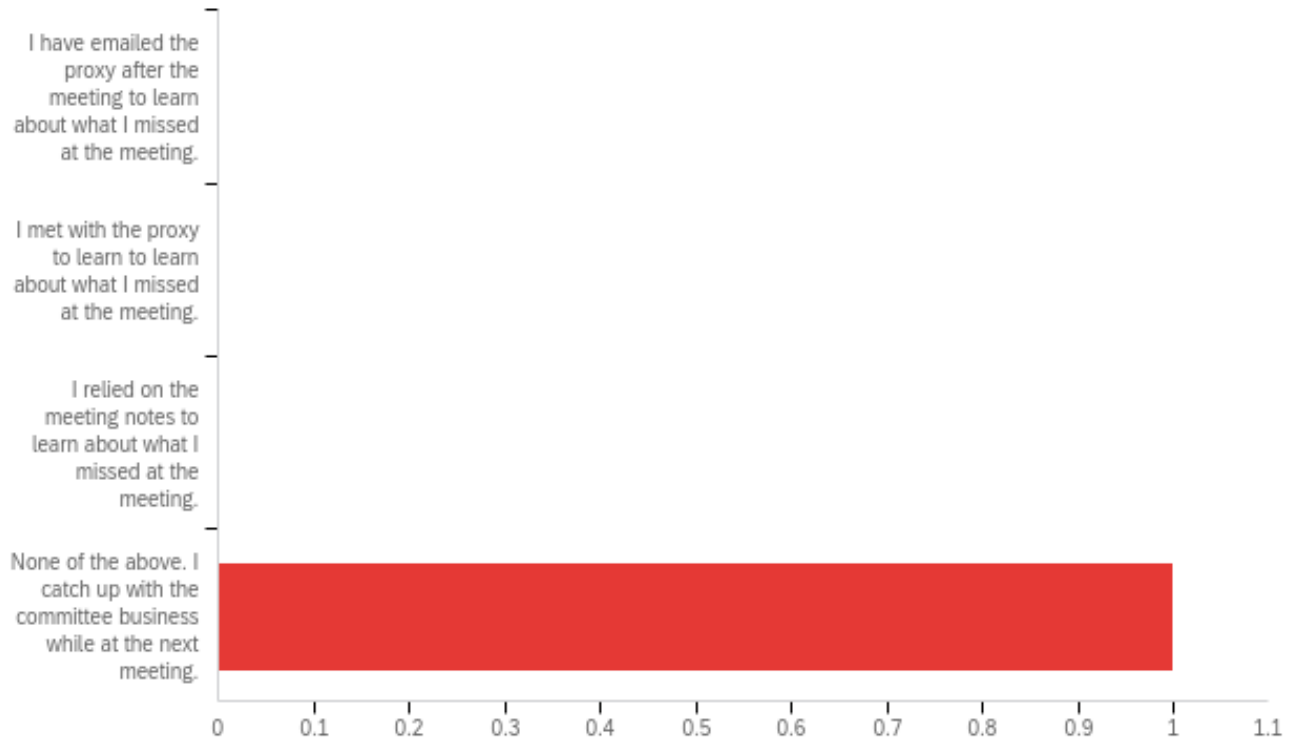
Q8 - How would you categorize your level of attendance:



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How would you categorize your level of attendance:	1.00	2.00	1.20	0.40	0.16	5

#	Answer	%	Count
1	I regularly attend committee meetings.	80.00%	4
2	For 1-2 meetings, I have had to request a proxy to attend this committee's meeting(s) on my behalf.	20.00%	1
3	I have had to request a proxy to attend this committee's meetings on my behalf more than three times.	0.00%	0
	Total	100%	5

Q9 - If you have used a proxy to attend this committee's meetings on your behalf, how have you received information about the missed meeting?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	If you have used a proxy to attend this committee's meetings on your behalf, how have you received information about the missed meeting?	4.00	4.00	4.00	0.00	0.00	1

#	Answer	%	Count
1	I have emailed the proxy after the meeting to learn about what I missed at the meeting.	0.00%	0
2	I met with the proxy to learn to learn about what I missed at the meeting.	0.00%	0
3	I relied on the meeting notes to learn about what I missed at the meeting.	0.00%	0
4	None of the above. I catch up with the committee business while at the next meeting.	100.00%	1
	Total	100%	1

Q8 - Please rate your agreement with the following statements regarding this council during the 2018-19 academic year:

#	Question	Strongly Disagree		Disagree		Agree		Strongly Agree		Don't Know or N/A		Total
1	Committee members clearly understood the mandate and charge of the committee	0.00%	0	0.00%	0	20.00%	1	40.00%	2	40.00%	2	5
2	Meetings were held at the regularly scheduled time	0.00%	0	0.00%	0	40.00%	2	60.00%	3	0.00%	0	5
3	Meeting agendas were available to members at the start of each committee meeting	0.00%	0	0.00%	0	20.00%	1	80.00%	4	0.00%	0	5
4	Draft minutes of prior meetings were available to members at the start of each committee meeting for approval	0.00%	0	0.00%	0	20.00%	1	60.00%	3	20.00%	1	5
5	The committee started on time (within 5 minutes of expected start time)	0.00%	0	0.00%	0	20.00%	1	80.00%	4	0.00%	0	5
6	The committee ended on time (within 5 minutes of expected end time)	0.00%	0	0.00%	0	20.00%	1	60.00%	3	20.00%	1	5
7	The length of the meetings was adequate to perform the work of the committee	0.00%	0	0.00%	0	20.00%	1	40.00%	2	40.00%	2	5
8	The chair(s) operated the committee effectively	0.00%	0	0.00%	0	20.00%	1	80.00%	4	0.00%	0	5

Q9 - Based on your experience on the council this academic year, please describe how the council's work could be improved.

Based on your experience on the committee, please describe how the committee's work could be improved.

This committee operated efficiently and effectively. There are no recommendations.

The committee chairs do an excellent job of running this committee. Loren Holmquist and Randy Abshier are respectful, inviting, and encouraging of questions and comments. They allow for discussion and move the agenda along to complete the tasks at hand. Committee members participate in collegial and productive discussions. Loren is very organized. He is also very patient with questions and comments. I appreciate hearing from other members of the committee, and it is especially helpful that Bill McGreevy serves on the committee and can offer his perspective as the VPAS. I also appreciate Lorena Ruggero's contributions, as she has a very clear understanding of the governance process and Robert's Rules. On a practical working level, I do have some concern about process. The decision-making process requires that I take the information to the larger faculty body and return with input for the next meeting in terms of ranking Facilities Request. I don't understand why a criteria list isn't created that committee members apply to make the decisions within the meeting. As an example, I served on the sabbatical committee. A predetermined set of criteria was used to rank the applications. I was entrusted to do that work. It is not quite the same, the work of the two committees, but I think the process could be improved. I also think that the representation of two faculty members for the whole of the Academic Senate, which really means the whole of the faculty body, is ridiculous. It is impractical in that it limits participation and by extension faculty points of view for the variety of programs and divisions (translate that to STUDENTS) at our college. Since this survey is part of a broader discussion about the new governance structure in general, let me say of that structure: I dislike it. When it was rolled out, it was presented in part, as a process by which decisions could be made unilaterally by the college president, who at the time shared the point of view that the job of the president is not to "rubber stamp" the recommendations of a committee. I would rather hear that one is making decisions in concert with the thoughtful and trusted recommendations of a faculty and staff. And, if that were the starting point, then more active participation with many seats at the table would be championed. The system is also designed to create a top-down communication structure--not a collaboration across constituencies. Think of it: a small group of people make recommendations to another small group of people that then makes recommendations to one person, the President. At the meetings, if you are a guest, you may not contribute to the discussion openly. You may ask your representative to raise the issue on your behalf, which I can say from experience, does not always happen. Let's also look at the make-up of these committees: there are too few faculty representatives and too many administrators. I served on the PCIE committee as a one-semester replacement and some administrators were routinely missing. Well, of course! How can we expect an administrator to get his or her job done if they are always in a meeting? It is impractical and does not support a healthy workplace where ideas can flow freely. It also must create an unrealistic workload for administrators. Let's take a look at the practice of three faculty representing Academic Senate. We are wanting to route-out systemic racism and embrace diversity, but we've adopted a cliquish, insular, closed governance structure. And an impractical one. We aren't hearing regular reports from committees...and it might be difficult to get the work done of a particular meeting if we were. Agendas and minutes are often bare-bones and do not provide substantial narrative of the meetings. I can't speak to the current success of online posting of information, but in years past, agendas and minutes were woefully out of date or missing. The former structure of committees would have 3 representatives from each Division. That is how you get programs and voices represented. Our campus needs to encourage create the opportunity for more participation. To think that 2-3 faculty alone are going to speak for ALL faculty is worse than foolish: it is a practice that successfully muzzles the distinct and diverse voices of a large faculty with myriad program needs. When the structure was adopted that was discussion about "fairness" in terms of representation. Each group would have the same amount of members. Well, change the criteria for fairness. Fairness is having more and enough voices to represent our programs--meaning our students-

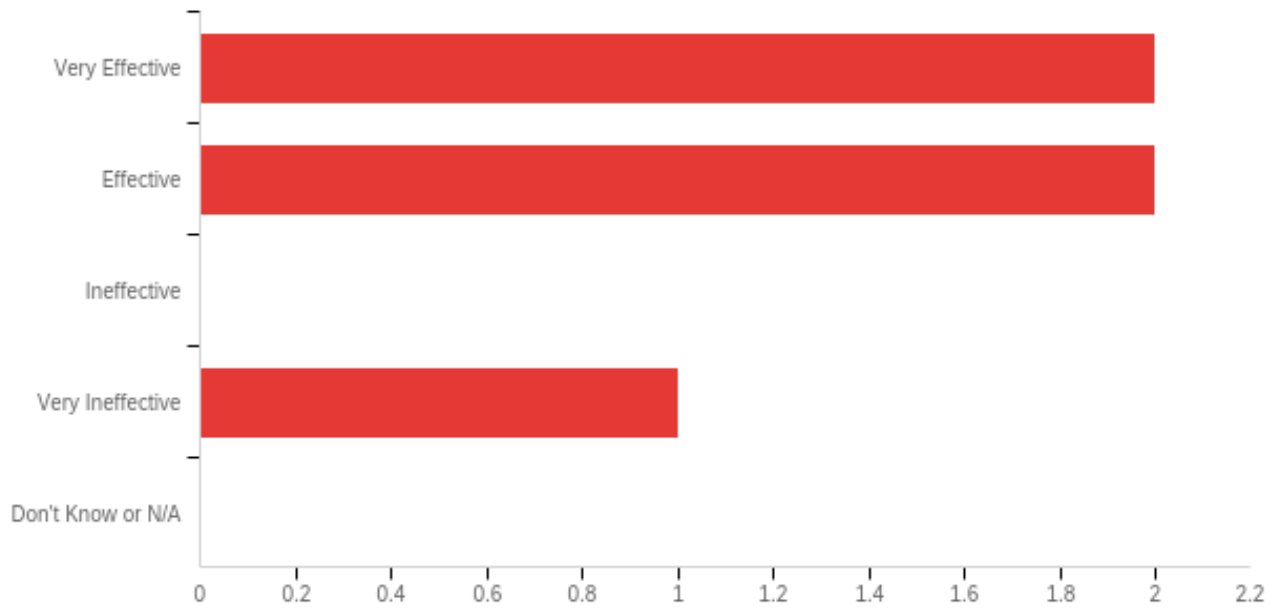
-and should emphasize the faculty body that spends the majority of the time teaching them. Find a new metric for fairness and get more seats at the table. Additionally, I served as one-semester fill-in for the Planning and Institute Effectiveness Committee. I thought the work was very slow-going. Spending 10-15 minutes on a weather report of people's feelings was 10-15 minutes that could have applied to moving the agenda along. Additionally, task force meetings were set-up in which I felt excluded. Not everyone can make every meeting, but when a meeting was announced on a Friday afternoon for the following Monday, that is poor. Then, a meeting was scheduled during a time I was teaching, with the understanding that the next time, they would choose a time that would be sure to include me. Instead, they scheduled another meeting during a time I was teaching. It was disappointing. Perhaps if we had a college hour for meetings that would help with the very difficult task of scheduling. Or, perhaps if there were more faculty participation, then one excluded voice would be balanced by the presence of others. In my impassioned opinion, the committee-governance system requires a major overhaul. The new model doesn't foster a robust, healthy, and inclusive culture of participatory governance because there aren't enough seats at the table. The process of gathering information from constituency in order to make decisions, rather than creating a system that empowers committee members to make decisions with a criteria list of values, slows the work. The 'reporting out'/'reporting back' process is not working. I wish I could pin point the fix but instead, I'll just simply say, it misses the mark. Malia Molina, M.A. Professor of Art History 2020 Teaching Excellence Honoree

I appreciate the diligence of Facilities Committee Chair and and Co-Chair. They run a professional, collegial meeting and create a positive environment to share feedback, raise concerns, and discuss issues. Kudos! But, if this survey is part of a broader discussion about the new governance structure in general, let me say of that structure: I hate it. It was designed so that decisions could be made unilaterally by the President, who at the time shared the point of view that the President's job is not to "rubber stamp" the recommendations of a committee. While I appreciate the self-reflection of a president's role, taking the point of view that one is making decisions in concert with the thoughtful and trusted recommendations of a faculty and staff is a preferred model. And, if that were the starting point, then more active participation--with many seats at the table--would be championed. The system is also designed to create a top-down communication structure--not a collaboration across constituencies. Think of it: a small group of people make recommendations to another small group of people that then makes recommendations to one person, the President. At the meetings, if you are a guest, you may not contribute to the discussion openly. You may ask your representative to raise the issue on your behalf, which I can say from experience, does not always happen. Let's also look at the make-up of these committees: there are too few faculty representatives and too many administrators. I served on the PCIE committee as a one-semester replacement and some administrators were routinely missing. Well, of course! How can we expect an administrator to get his or her job done if they are always in a meeting! It is impractical and does not support a healthy workplace where ideas can flow freely. Let's look at the practice of three faculty members representing Academic Senate. Where is the commitment to diversity in that!?! We are wanting to route-out systemic racism and embrace diversity, but we've adopted a cliquish, insular, closed governance structure. It's also an impractical one: we aren't hearing regular reports in other meetings...and how could we get the work done in a regular meeting if we were? And agendas and minutes are often bare-bones and do not provide substantial narrative of the meetings. I can't speak to the current success of online posting of information, but in years past, agendas and minutes were woefully out of date or missing. The former structure of committees would have 3 representatives from each Division. Yes! That is how you get programs and voices represented! To think that 2-3 faculty alone are going to speak for ALL faculty is worse than foolish: it is a practice that successfully muzzles the distinct and diverse voices of a large faculty with myriad program needs. The committee-governance system requires a major overhaul. I can't stress strongly enough how ineffectual and detrimental the new model is in fostering a robust, healthy, and inclusive culture of participatory governance. Though, I have sure tried here. Malia Molina, M.A. Professor of Art History 2020 Teaching Excellence Honoree

Be more intentional with action items and show evidence of completion.

I think the committee is working diligently to meet the overall committee charge.

Q12 - Please rate your opinion on the overall effectiveness of our participatory governance structure.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Please rate your opinion on the overall effectiveness of our participatory governance structure.	1.00	4.00	2.00	1.10	1.20	5

#	Answer	%	Count
1	Very Effective	40.00%	2
2	Effective	40.00%	2
3	Ineffective	0.00%	0
4	Very Ineffective	20.00%	1
5	Don't Know or N/A	0.00%	0
	Total	100%	5

Q13 - Please briefly explain why you chose the response you did in the previous question.

Please briefly explain why you chose the response you did in the previous question.

The meetings were productive.

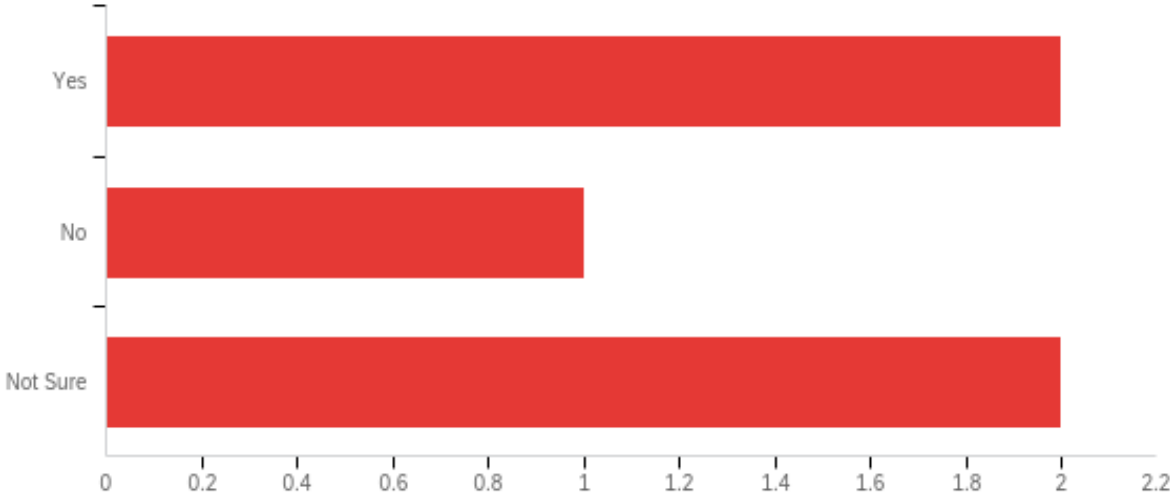
Please see my former answer. And, the question below suggests the problem may be in how participants are doing their job as participants rather than asking if the structure sounds as a starting point.

Copied from the last page: I appreciate the diligence of Facilities Committee Chair and Co-Chair. They run a professional, collegial meeting and create a positive environment to share feedback, raise concerns, and discuss issues. Kudos! But, if this survey is part of a broader discussion about the new governance structure in general, let me say of that structure: I hate it. It was designed so that decisions could be made unilaterally by the President, who at the time shared the point of view that the President's job is not to "rubber stamp" the recommendations of a committee. While I appreciate the self-reflection of a president's role, taking the point of view that one is making decisions in concert with the thoughtful and trusted recommendations of a faculty and staff is a preferred model. And, if that were the starting point, then more active participation--with many seats at the table--would be championed. The system is also designed to create a top-down communication structure--not a collaboration across constituencies. Think of it: a small group of people make recommendations to another small group of people that then makes recommendations to one person, the President. At the meetings, if you are a guest, you may not contribute to the discussion openly. You may ask your representative to raise the issue on your behalf, which I can say from experience, does not always happen. Let's also look at the make-up of these committees: there are too few faculty representatives and too many administrators. I served on the PCIE committee as a one-semester replacement and some administrators were routinely missing. Well, of course! How can we expect an administrator to get his or her job done if they are always in a meeting! It is impractical and does not support a healthy workplace where ideas can flow freely. Let's look at the practice of three faculty members representing Academic Senate. Where is the commitment to diversity in that!?! We are wanting to route-out systemic racism and embrace diversity, but we've adopted a cliquish, insular, closed governance structure. It's also an impractical one: we aren't hearing regular reports in other meetings...and how could we get the work done in a regular meeting if we were? And agendas and minutes are often bare-bones and do not provide substantial narrative of the meetings. I can't speak to the current success of online posting of information, but in years past, agendas and minutes were woefully out of date or missing. The former structure of committees would have 3 representatives from each Division. Yes! That is how you get programs and voices represented! To think that 2-3 faculty alone are going to speak for ALL faculty is worse than foolish: it is a practice that successfully muzzles the distinct and diverse voices of a large faculty with myriad program needs. The committee-governance system requires a major overhaul. I can't stress strongly enough how ineffectual and detrimental the new model is in fostering a robust, healthy, and inclusive culture of participatory governance. Though, I have sure tried here. Malia Molina, M.A. Professor of Art History 2020 Teaching Excellence Honoree

Any opportunity for all participation is effective

It appears that the restructure of our participatory governance processes are allowing for a broader diversity of thought among the campus community.

Q14 - Would offering professional development directed at your role (ex. co-chair, constituency representative, member of a specific committee, etc.) in the governance process be beneficial?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Would offering professional development directed at your role (ex. co-chair, constituency representative, member of a specific committee, etc.) in the governance process be beneficial?	1.00	3.00	2.00	0.89	0.80	5

#	Answer	%	Count
1	Yes	40.00%	2
2	No	20.00%	1
3	Not Sure	40.00%	2
	Total	100%	5