Results of the Governance Organization Satisfaction Survey

Executive Summary

During the fall 2011 semester, MiraCosta College conducted the second evaluation of its governance structure. An online survey was sent to all employees and the executive council of the student government. The survey was identical to the one conducted in the fall of 2010.

Two hundred and fifty nine faculty, staff and students responded to the 2011 survey. Results are presented in the aggregate as well as by constituent group. In every case there were indications of improved satisfaction with the governance structure over the prior year. The positive findings included the following:

- The majority of 2011 respondents now register agreement with 10 of the 11 questions, compared to only 6 out of 11 in the 2010 survey.

- In 8 of 11 questions there was a level of agreement at or exceeding 60%.

- The biggest increase was in the percentage of constituents who felt that issues are resolved in a timely manner, increasing from 31% in 2010 to 59% in 2011.

- Several questions showed a level of agreement that increased by 20 or more percentage points: ease of understanding (20 percentage points), know where to take issues (21 percentage points), issues resolved in a timely manner (28 percentage points), and issues resolved effectively (22 percentage points)

- Five additional questions showed a level of agreement that increased by 10 or more percentage points, we could also include: distinguishes advisory from decision making bodies (up 19 percentage points), is sufficiently comprehensive (up 17 percentage points), encourages all constituents to have broad and constructive participation (up 10 percentage points), committee

composition is appropriate to each task (up 14 percentage points), and generates an equitable workload (up 16 percentage points).

- When organized from strongest to weakest, the levels of agreement were as follows: Knowledge of where to take issues and constituents are encouraged to have broad and constructive participation (80%); Process is easy to understand (78%); Structure is sufficiently comprehensive (75%); Process preserves tradition of collegial governance (73%); Committee composition is appropriate to tasks (68%); Issues resolved effectively (65%); Clearly distinguishes advisory from decision making bodies (64%); Issues resolved in a timely manner (59%); Generates a reasonable workload (57%); and Generates an equitable load (46%).

The MiraCosta College governance structure is maturing and evolving into a stable and comprehensive system supported by the campus community. MiraCosta will continue to annually assess the structure and make adjustments as warranted.

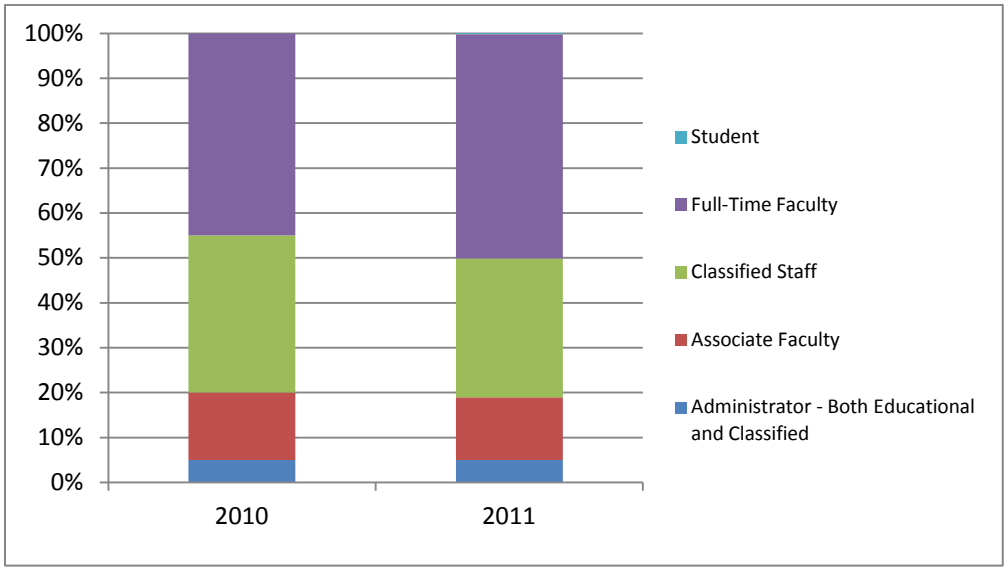
Background

As a part of its efforts to continuously assess and improve its processes, the Governance Organization in collaboration with the Office of Institutional Research and Grants disseminated a survey amongst all college administrators, faculty, staff and Associated Student Government Executive Council. The survey was conducted in an online format, and initially ran from October 18th through the 31st, 2011. At that time the number of responses was roughly half of what it had been in the prior year. For this reason the survey was extended to November 11th and the entire survey generated 259 responses.

The makeup of responses across constituent groups was almost identical between 2010 and 2011. There was a disproportionately large response from full-time faculty, and a disproportionately small response from the classified staff.

The comparisons between 2010 and 2011 show a greater understanding of and satisfaction with the new structure.

Responses by Constituent Group



Note: There were two responses from students, resulting in a response of less than 1%.

Percentage of Responses by Constituent Group

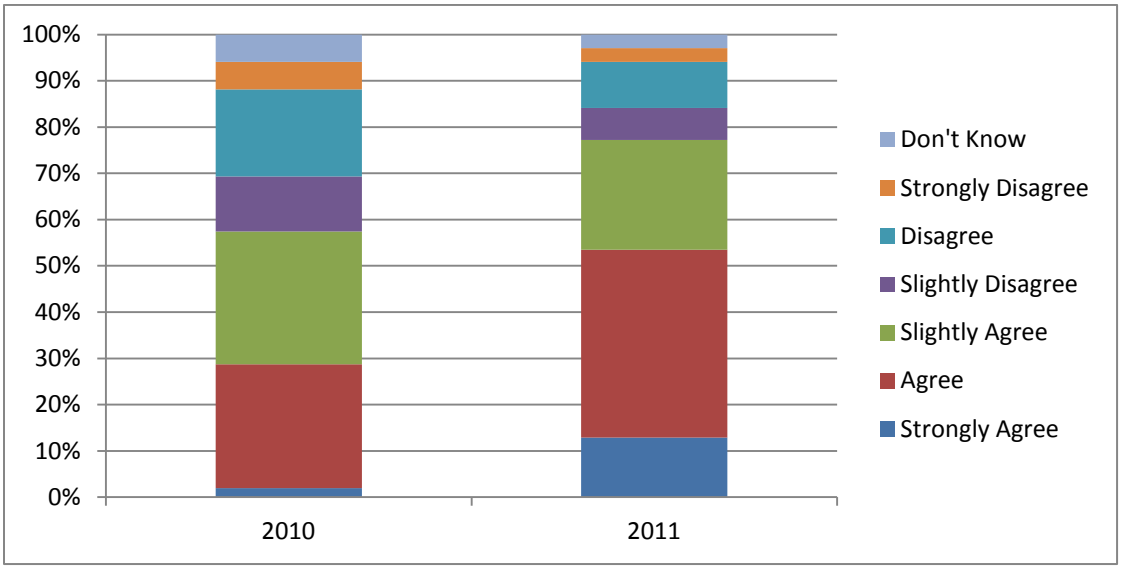
	Responses	Constituency	Percent Responded
Administrator - Both Educational and Classified	20	28	71%
Associate Faculty	26	500[1]	5%
Classified Staff	83	263	32%
Full-Time Faculty	128	178	72%
Student	2	9	22%
Grand Total	259	978	26%

[1] This figure is an estimate as the number of Associate Faculty varies from semester to semester, and not all are likely to respond in a semester in which they are not teaching.

Comparisons to 2011

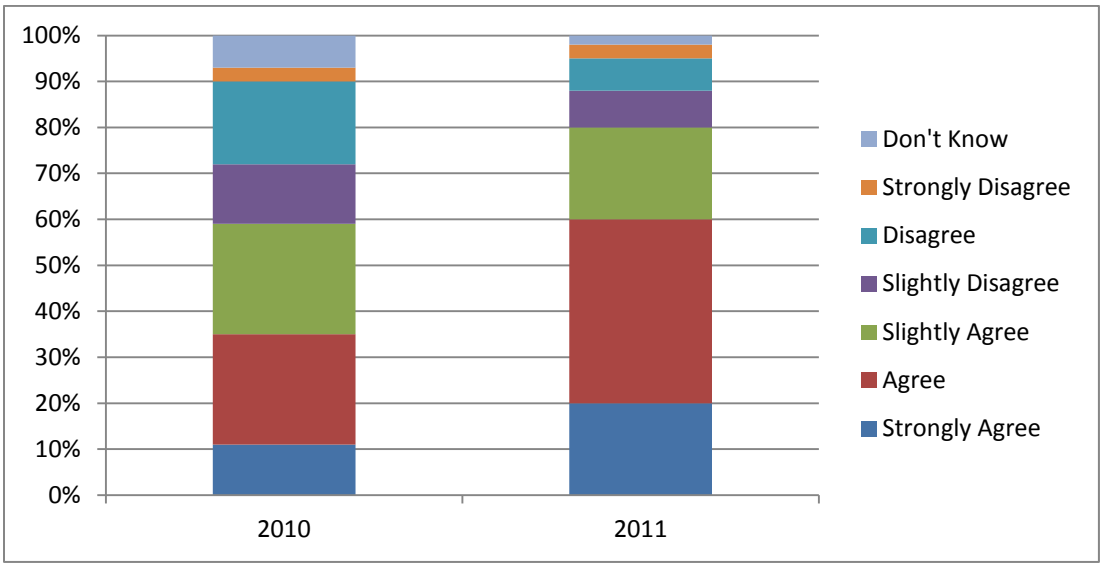
Question 1: The current governance structure is easy to understand.

In 2010, 58% of respondents felt that the structure was easy to understand, compared with 78% of respondents in 2011.



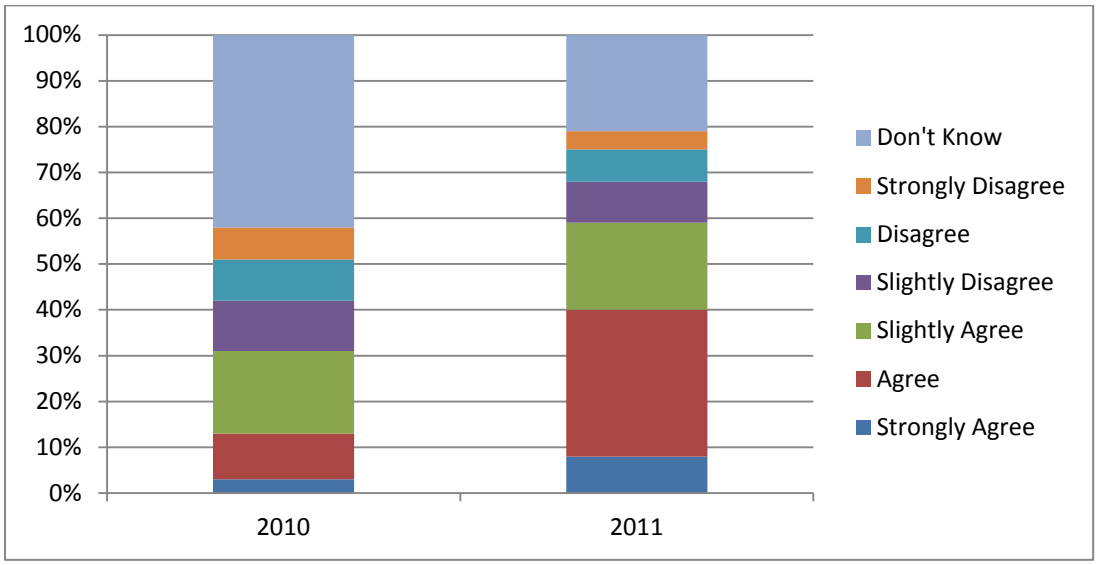
Question 2: In the current governance structure, I know where to take my issues for consideration.

In 2010, 59% of respondents felt that they knew where to take their issues compared with 80% of respondents in 2011.



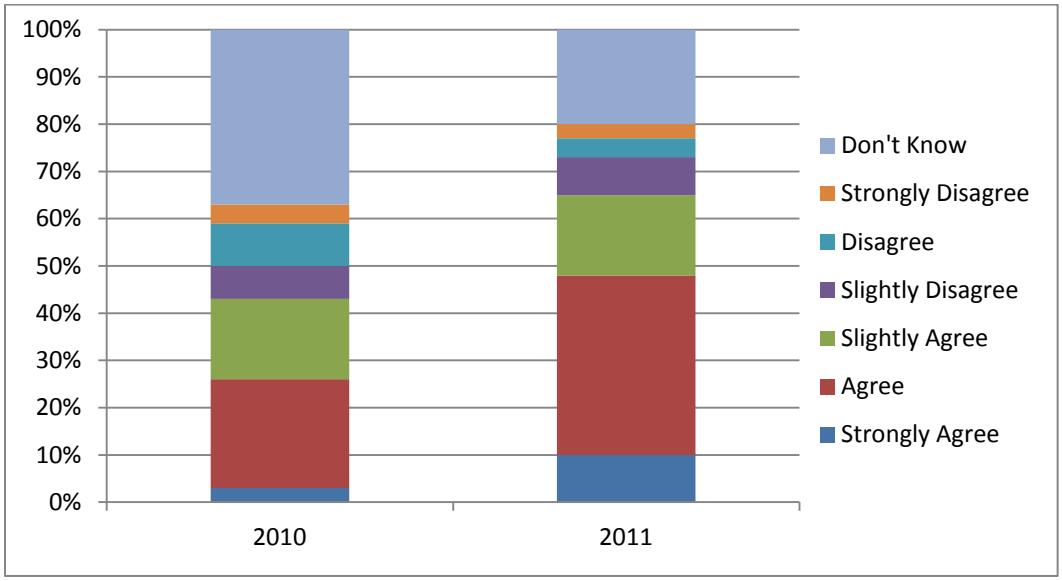
Question 3: Using the current governance structure, issues are resolved in a timely manner.

In 2010, 31% of respondents felt that issues were resolved in a timely manner compared with 59% of respondents in 2011.



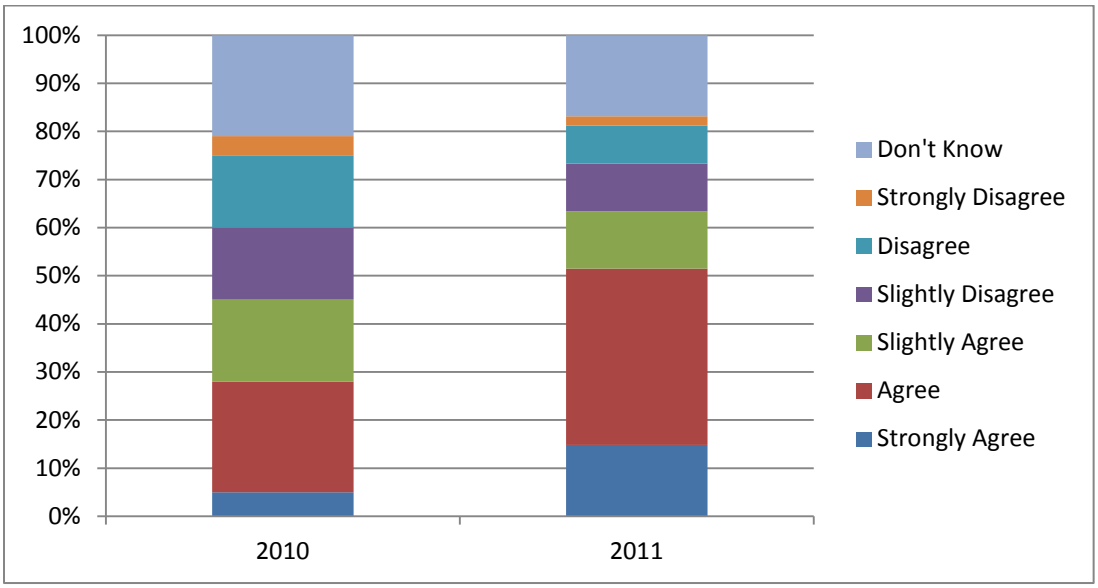
Question 4: Using the current governance structure, issues are resolved in an effective manner.

In 2010, 43% of respondents felt that issues were resolved in an effective manner compared with 65% of respondents in 2011.



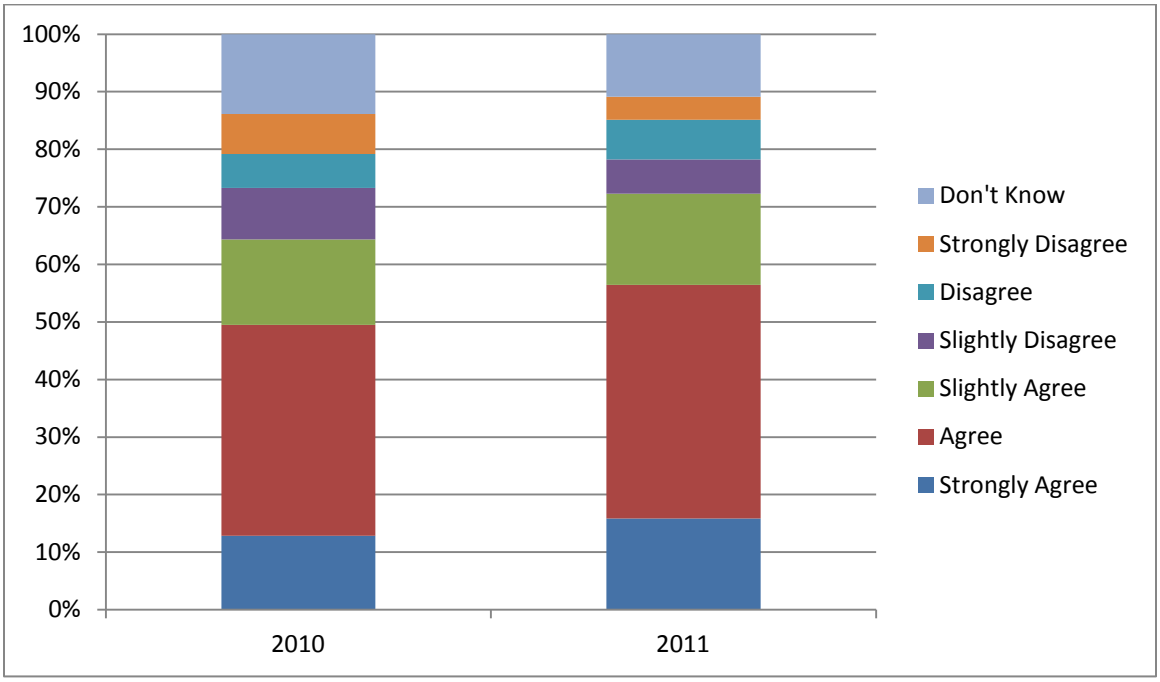
Question 5: The current governance structure clearly distinguishes advisory from decision making bodies.

In 2010, 45% of respondents felt that the governance structure clearly distinguishes advisory from decision-making bodies compared with 64% of respondents in 2011.



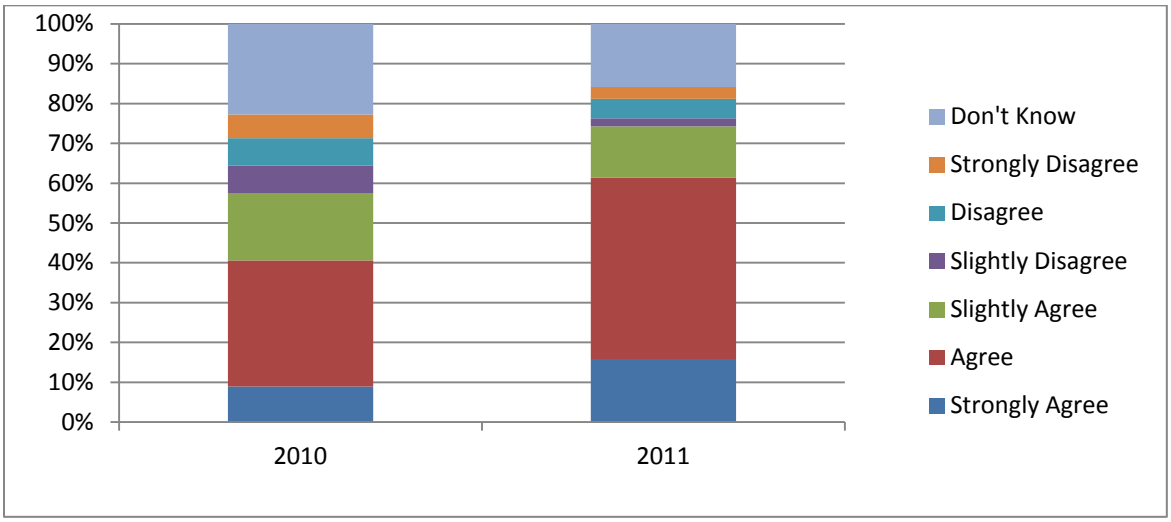
Question 6: The current governance structure maintains MiraCosta's tradition of collegial governance.

In 2010, 65% of respondents felt that the governance structure maintains MiraCosta's tradition of collegial governance compared with 73% of respondents in 2011.



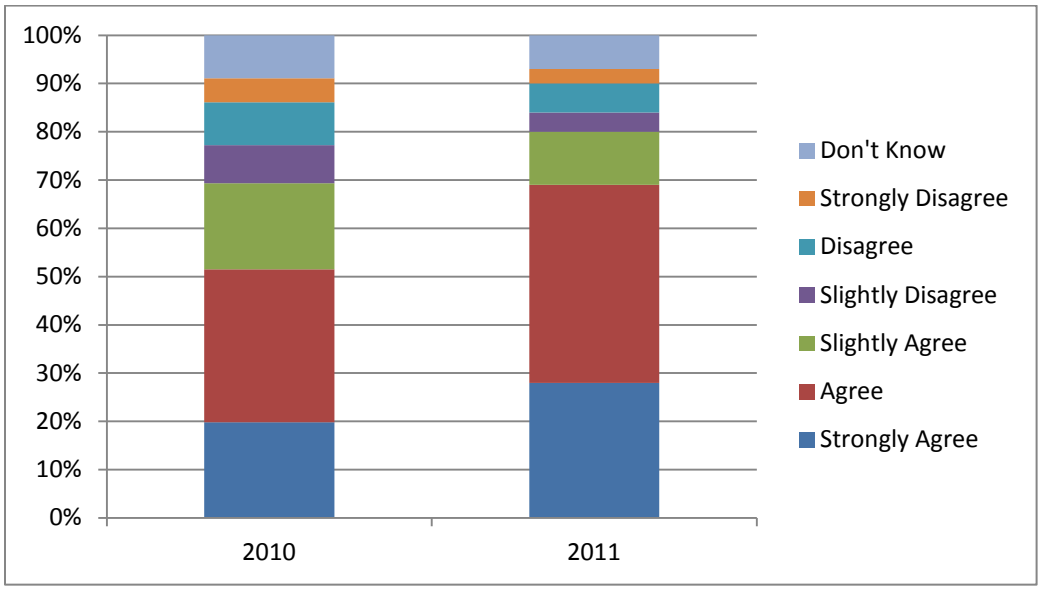
Question 7: The current governance structure is sufficiently comprehensive to address existing college-wide governance issues.

In 2010, 58% of respondents felt that the governance structure is sufficiently comprehensive to address existing college-wide governance issues compared with 75% of respondents in 2011.



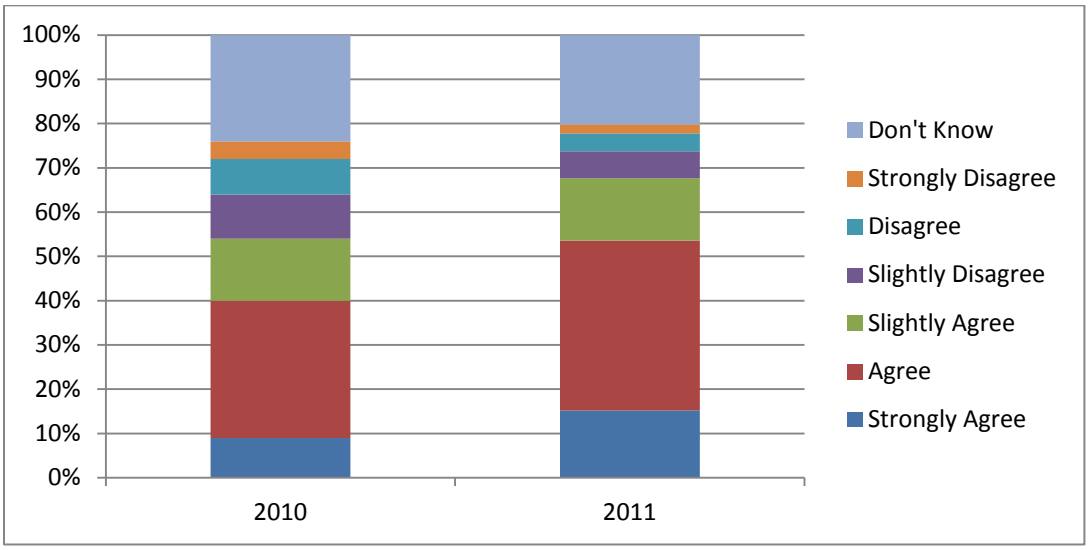
Question 8: All constituencies are encouraged to have broad and constructive participation in the current governance structure.

In 2010, 70% of respondents felt that the governance structure allowed for broad and constructive participation compared with 80% of respondents in 2011.



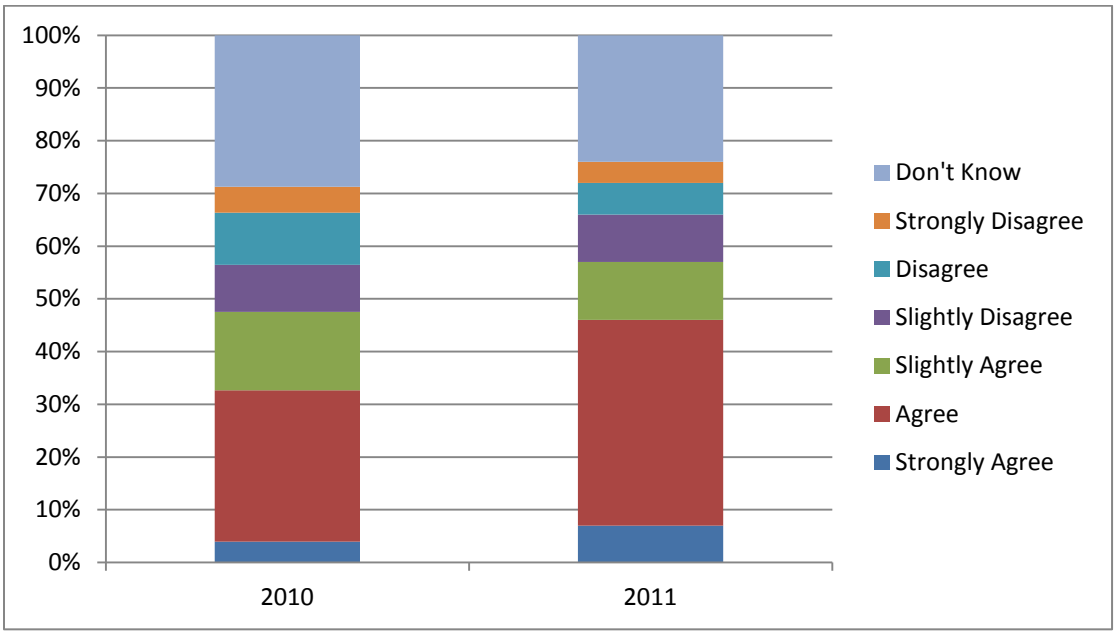
Question 9: Committee composition is appropriate to the tasks of each governance committee.

In 2010, 54% of respondents felt that committee composition was appropriate compared with 68% of respondents in 2011.



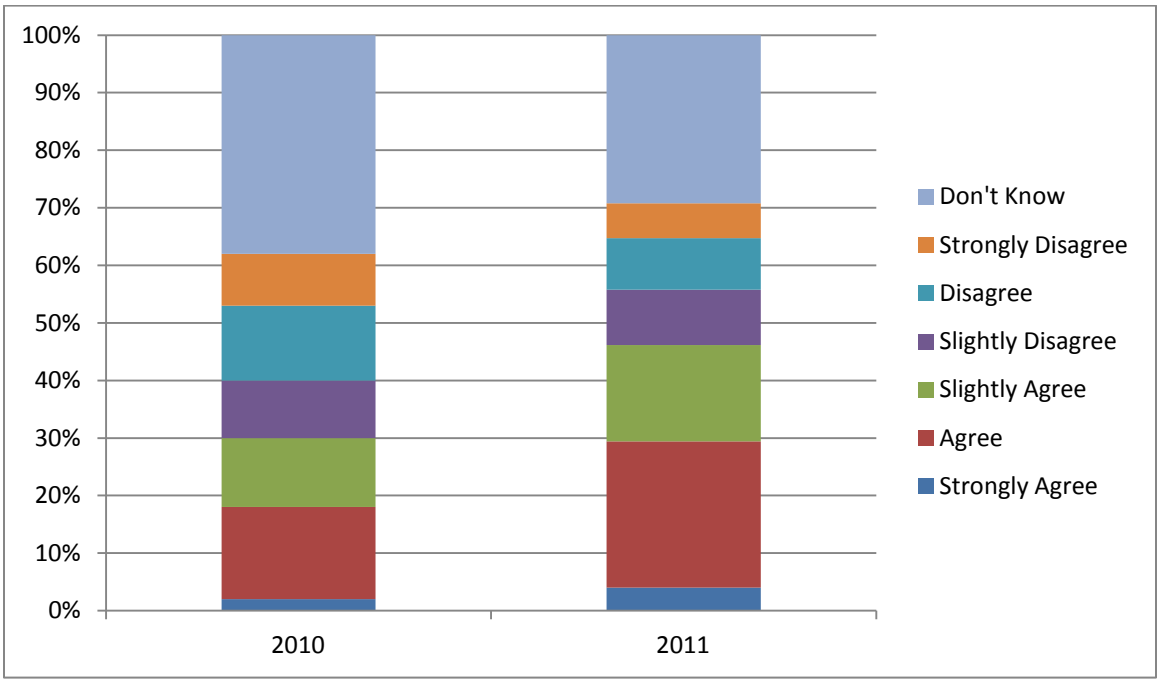
Question 10: The current governance structure generates a reasonable amount of workload.

In 2010, 48% of respondents felt that the structure generated a reasonable amount of workload compared with 57% of respondents in 2011.



Question 11: The workload generated by the current governance structure is equitably distributed.

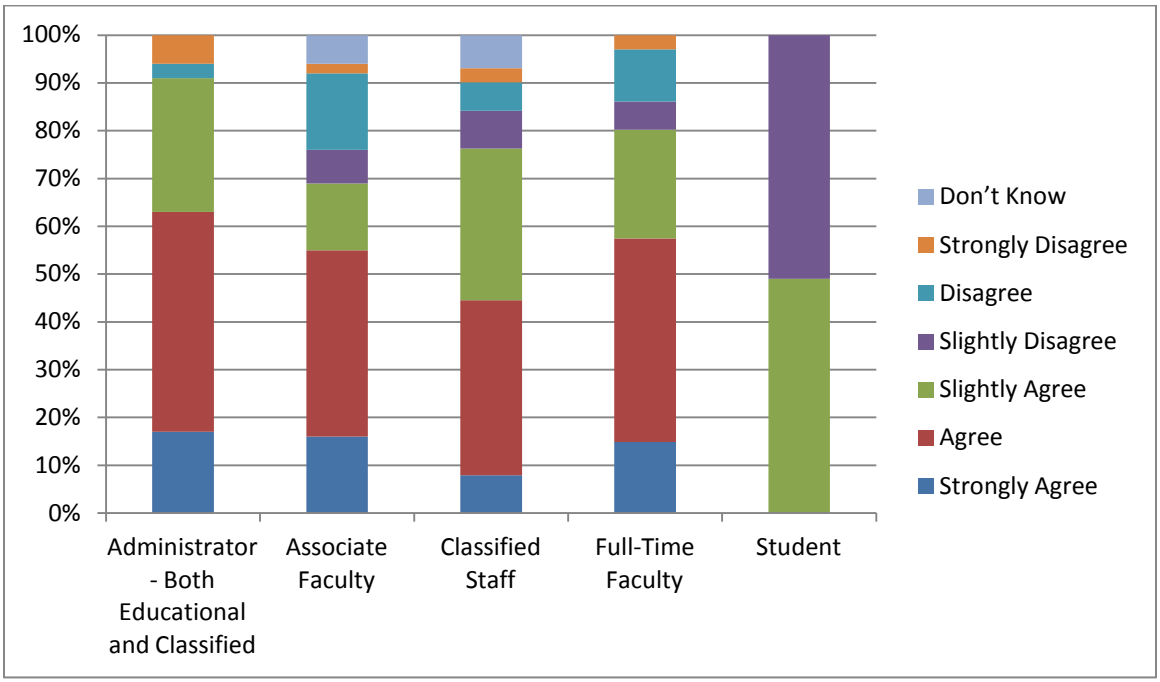
In 2010, 30% of respondents felt that the workload was equitably distributed compared with 46% of respondents in 2011.



2011 Responses by Constituent Group

Question 1: The current governance structure is easy to understand.

	#	%
Strongly Agree	31	13%
Agree	109	41%
Slightly Agree	58	24%
Slightly Disagree	18	7%
Disagree	24	10%
Strongly Disagree	8	3%
Don't Know	10	3%
Grand Total	**258**	**100%**



	Administrator - Both Educational and Classified	Associate Faculty	Classified Staff	Full-Time Faculty	Student
Strongly Agree	17%	16%	8%	15%	0%
Agree	46%	39%	37%	43%	0%
Slightly Agree	28%	14%	32%	23%	50%
Slightly Disagree	0%	7%	8%	6%	50%
Disagree	3%	16%	6%	11%	0%
Strongly Disagree	6%	2%	3%	3%	0%
Don't Know	0%	6%	7%	0%	0%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**

Question 1: Comments

Although the flowcharts appear complicated, the basic decision flow from Steering Council to Governance Committees to Governance Councils to the S/P is fairly straightforward.

As a new employee, it can be confusing at first unless you take the time to read and understand it.

associate faculty need a flow chart with explanations included in every semester packet. we are bombarded with meeting agendas full of inexplicable acronyms.

Everything is shifting too much. Committees are being formed and then determined not to be part of the governance structure but instead advisory committees (e.g., the Campus Committee). Once the dust settles, I think there needs to be more education.

For those who are involved in the governance processes on a regular basis I think the structure makes a lot of sense. But I hear from those who are not already involved, that it can be a bit daunting.

I agree with this only because I have been a part of the governance structure, serving and even chairing councils. I would most likely answer differently if I had not done so. On page 9 in the manual, you need to reference page 50 so that people who don't know what all those acronyms mean know where to look. The chart makes sense to me because I know what AAC, SIC, BPC, etc. means. For those who don't this chart would make zero sense.

I am not clear on the role of the Steering council or how to contact the chair and get suggestions heard.

I am very new to MCC and this document is much appreciated. Still, the layers and nuances of the governance structure are complex. I don't know that it could ever be ""easy to understand."" It will take time to really get comfortable with all of it.

I don't generally use the GO structure for anything.

I find the new sructure to be very easy to understand and I agree with it's principle and purpose.

I get the basic concept, but a simple flow chart distributed once more to all faculty would be very helpful.

I have no idea how it works. I just know they have meeting and go out of town on the tax payers dime. I think it is silly. They should do some real work.

I have only a basic understanding of the structure.

I hear and read about the governance structure, but still I am confused as to how I participate. Louisa's emails are informative and well-written; however, with such a wide variety of issues, it is difficult to know exactly which issues apply to me personally.

I know I risk my job with these comments, but the fact remains that associate faculty are treated very badly on this and all campuses. We are the bottom of the barrel, treated like that and we know it. We can spend time and money preparing a class and preparing to do a good job, only to have the class taken from us on the day before the class begins. That is not just in any language.

I must admit that it's a bit difficult to understand the structure ... even with the flow charts. I can't help but wonder whether non-MiraCostan would find it very difficult to understand with all the acronyms and elaborate arrows.

I think that people still don't understand the difference between advisory and decision-making bodies or the route that issues have to take.

I was going to review the manual, but it's 52 pages and I'm pressed for time.

If you're involved in the process, it's relatively easy to understand, but having talked to those not involved, it seems foreign to them. There are many steps to the process and people outside get lost.

I'm still trying to understand the new structure.

It is convoluted with too many layers; seems to convey mistrust.

It is not. There is no clear manual or training. We are encouraged to ask a lot. Seriously? How about a manual? A flow chart? A table of definitions? TRANSPARENCY.

It is too cumbersome-too many layers of decision making that make decison making by faculty at

thelower level of the spectrum, meaningless.

It makes sense when you see the ""overview chart."" However, the chart does not account for the variety of situations/variables that have come up over the last couple of years.

It seems to change an a near daily basis.

I've come to understand it this second year.

No class or workshop explaining mcc gov structure

NO one ever asks for the opinions of part time teachers nor are our ideas ever considered as valuable ideas. Our role in governance is not explained, encouraged or communicated. I have been teacher here for 22 years and I have never read a document about governance, my department does not involve part timers in the ideas of governance or the notion that we have anything to add to the dialog of governance.

Not really; too many committees, to much administration to comprehend who really does what at MCC

Originally, the GO structure was missing many elements, and some of the issues seemed muddy, but now the necessary advisory committees have been re-created and it is easier to see where each issue goes. Also, after the evaluation and review last year, and the changes in the governance committees that resulted (change in Courses and Programs concerning curriculum review and approval, creation of IPRC, and conversion of two committees from governance to advisory), the GO structure is MUCH easier to navigate and understand.

Read a 50 page document about the Governance Structure and then answer the questions? Well, after reading a 50 page document on the Governance structure, I *guess* it's now ""easy"" to understand.

Recent improvements (reorganization of some committees, elimination of some, etc) have mode this much more understandable.

Takes time to navigate through the handbook but the info is certainly there

The charts are easy to understand

The current structure of governance is incomprehensible. The distinctions between different types of committees is not intuitive, difficult to learn and pointless to apply. Jargon is everywhere, but meaning does not follow. Things made more sense when there were Senate committees and District committees. You could usually tell which was which and why, but even when the divisions were somewhat arbitrary, they were more sensible than what we have today. The current organizational chart is an illusion of order. Maybe that satisfies the accrediting commission, but it does not serve the college well.

The governance structure has been evaluated and changes have been made to make it more clear to faculty, staff, and students.

The individual components and committees are easy to *know* but the **structure** is most definitely not easy to understand. It is unclear how they fit together. Even after reading the manual, there is no clear indicator of the structure. There are too many details and words and complicated diagrams with too much information on them to understand exactly how anything is supposed to fit together.

The jprocess has been streamlined in the past year and is much easier to understand now. The current Academic Senate President has done a phenomenal job of helping all faculty understand both the structure and the process, and has worked tirelessly to make the structure she inherited functional.

There has not been enough information presented at meetings to enable all faculty to understand the organization. A new concept map would be beneficial.

There have been so many changes, it is hard to keep up. One year, we have only a handful of committees, the next year we are back to dozens. While change is good, so is continuity.

There is still uncertainty about the way issues move through the Governance structure. There is not a clear follow-up to issues ""farmed out"" by the Steering Council, so people are often uncertain about the status of an issue.

There's still not a concrete system in place (handbook/manual) that describes the reporting process, and how items that need multiple level approvals are handled and who's responsible for the oversight. There are workflow charts, but they don't tell you who is responsible for seeing the items through at each level. Does the initial committee chair walk the item through the levels and finally to the Board? Or does one chair pass the item onto the next chair and that chair in turn forwards the item once it's been approved? Or, in some instances an item is approved by the initial committee, then onto the next but then the responsibility of submitting it to the Board falls under the VP of the division. The fact that this is not clear and not documented creates confusion and allows for items to fall through the cracks.

Things are still evolving and in a clarifying mode. However, with the recent adjustments of last spring (removal of some GO committees to advisory status; creation of new GO committees deemed necessary for ongoing function) the governance system seems to be finding a more permanent and negotiable shape.

Things have been changing so rapidly. Every year we have a new process for one thing or another -- it's hard to keep track of what is the same and what's different.

Using the manual it looks pretty easy to follow.

When the GO structure was originally set up, my understanding (and I could be wrong) was that it was set up partially to pare down the number of committees, subcommittees, and ad-hoc committees that were a part of the MiraCosta culture. But my opinion is that the current Academic Senate President didn't like how the GO structure was initially set up, and thus added more committees.

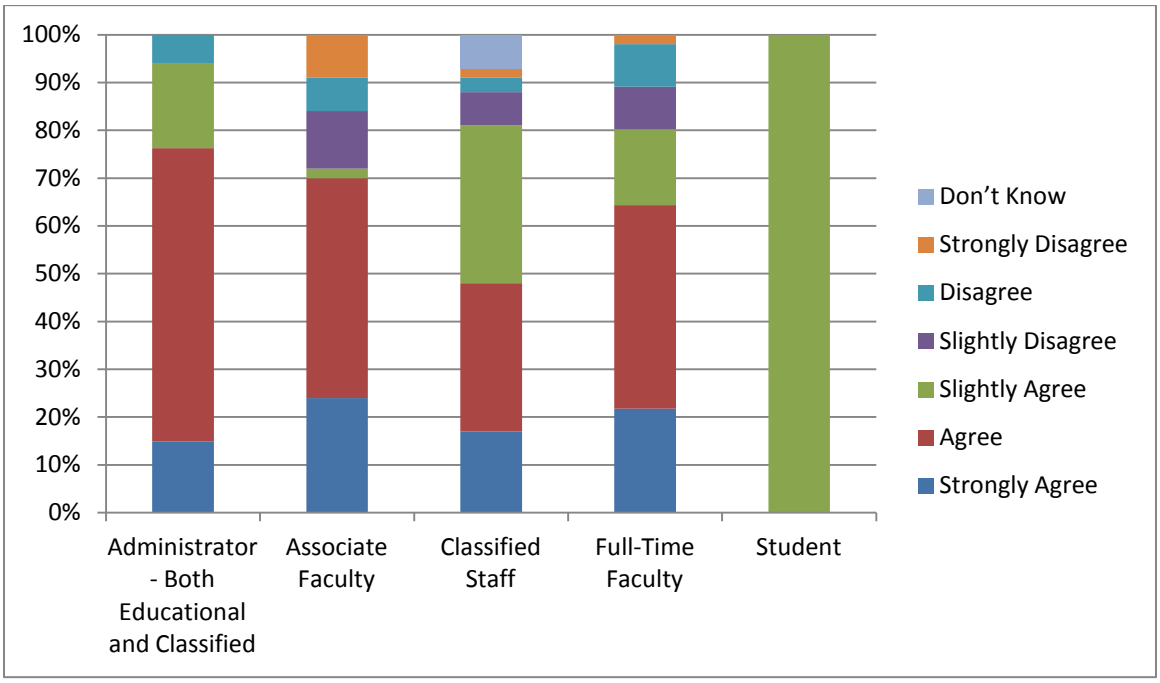
Why doesn't someone take a few minutes and put a legend on the governance & decision making flowcharts on the website that explain what all the initials/acroynms are for the various committees? (This is one of the things that makes it confusing for new employees -- people who have been here for a while know what SIC or MCCCDAAA stand for, but for a new employee, looking at these flowcharts can make your eyes glaze over, and the PDF showing ""Common Acronyms Used By MiraCostans"" does not include all of the labels that appear on the flowcharts.)

With the constant changes it can be difficult to understand the structure.

Yes, all the information is available to everyone.

Question 2: In the current governance structure, I know where to take my issues for consideration.

	#	%
Strongly Agree	49	20%
Agree	104	40%
Slightly Agree	49	20%
Slightly Disagree	19	8%
Disagree	17	7%
Strongly Disagree	7	3%
Don't Know	8	2%
Grand Total	**253**	**100%**



	Administrator - Both Educational and Classified	Associate Faculty	Classified Staff	Full-Time Faculty	Student
Strongly Agree	15%	24%	17%	22%	0%
Agree	62%	46%	31%	43%	0%
Slightly Agree	18%	2%	33%	16%	100%
Slightly Disagree	0%	12%	7%	9%	0%
Disagree	6%	7%	3%	9%	0%
Strongly Disagree	0%	9%	2%	2%	0%
Don't Know	0%	0%	7%	0%	0%

Question 2: Comments

Actually I would not who to speak with other than my union president only because as a union you have to work under that structure. But I have no sense that I could speak with my Dean bout issues within the department for example because in the end any relationship the school has with part timers now has to be outlined in the union contract. In fact I actually fear speaking up to anyone in authority in my department about anything having to do with teaching at the school. My dept. does not even communicate with me about my teaching schedule. I found when and what I was teaching when I received my contract offer in the mail over the summer. I was not asked nor informed what class I was offered until after the schedule was made.
After the evaluation and review last year, and the changes in the governance committees that resulted, it is now much easier to figure out where to take my issues.
As far as I know, I can still go to my AS Faculty Rep, but if I really want to get things done, I go to my Dean or my own personal networking.
don't really know, but as a classified staff person I would probably go to classified senate.
Even if I am not sure, I have strong senate representatives that can advise me and now, I can also consult the Making Decisions manual if I have questions
For some issues, yes. Others, no. And after one experience at one committee, it's clear that the committees themselves also do not know where certain issues belong.
Frankly I do not know who to take my issues to, becuase I really do not know who I can trust. So basically I grin and bear it, keep my mouth shut, and just be happy I have a good job.
I am not sure yet but am learning.
I did, but that has changed along with the creation of many, many new committees over the last year.
I do but only because I've been highly involved. I think most people would not.
I don't always, but I can figure it out by asking someone who knows more about the governance structure than I do.
I don't understand the structure enough to say.
I have a representative, when I have questions about where to take an issue, I turn to them for guidance and they are quick to respond.
I think it can be confusing knowing where to begin.
I think it's the Steering Committee.
If I am not sure where to take my issue I contact my ASC Rep ask her.
If I had issues, I would have very little trouble finding where to take them.
I'm sure if I took the time to read the manual, I would be able to figure it out. or ask around.
It is difficult to know what each committee is tasked with, particularly on overlapping issues.
It is not clear where things go, or where the ultimately end up
It's unclear to me which items are routine and are handled through administrative offices and which items need to go through governance committee(s).
Most issues are already routed, and the committees make sense. It's easy to see that issues about courses and programs go to C&P, issues about budgets and planning go to BPC, issues about program review go to IPRC, etc.
most of the time.
Mostly I know where *not* to take my issues.
No, I don't. There is no clear manual or training. We are encouraged to ask a lot. Seriously? How about a manual? A flow chart? A table of definitions? TRANSPARENCY.
only the committees that haven't changed much in recent years.

Routing document provided to Steering Council (not sure if this is posted/public elsewhere) makes it very clear what committees handle what BPs, APs

Sometimes there is confusion because an issue or item may fall under the purview of more than one committee.

The prevailing thought is that the Academic Senate runs the college. So if you aren't part of the Academic Senate, you might as well kiss your issue good-bye. If there is anywhere else I can go to take an issue for consideration, I don't where that is. Academic Senate pretends to be ""collegial"" by sharing information with Classified, but it's all for show. They don't listen.

The routing of issues makes it clear where to take things.

The routing tables created by the current Academic Senate President are outstanding. They clearly show where each issue, including all board policies and administrative procedures, is routed, so it is easy to see where someone should go for each issue. In addition, all faculty seem to be aware that new issues are routed through the steering council. This is a major change from the first year of confusion and chaos.

The steering council idea is still problematic, taking issues directly to one of the super committees is more efficient. Consultation with an AcSen council member can precede this move for clarity of routing.

There are several ""committees,"" but I am not sure how they handle individual issues. How does a faculty member go about bringing an issue to a committee? For example, if a faculty member wanted information about load and LHE concerning a certain class, how would he/she give input to the Load Committee?

They do that????

V.P. of Instruction almost has no point of contact with the instructors. Don't know where to go with issues regarding a Dean when the V.P. of Instruction is so difficult to communicate with. Seems almost aloof and merely a figure-head which makes the Dean the only place to go to resolve issues. When the Dean cannot solve an issue, the only route to take is to move directly to addressing a committee or a college operations office which is then frowned upon because it ""breaks rank."" The current structure leaves no other route for issue resolution except seeing a Dean which sometimes can become counter-productive and lose the original intent of presenting the issue.

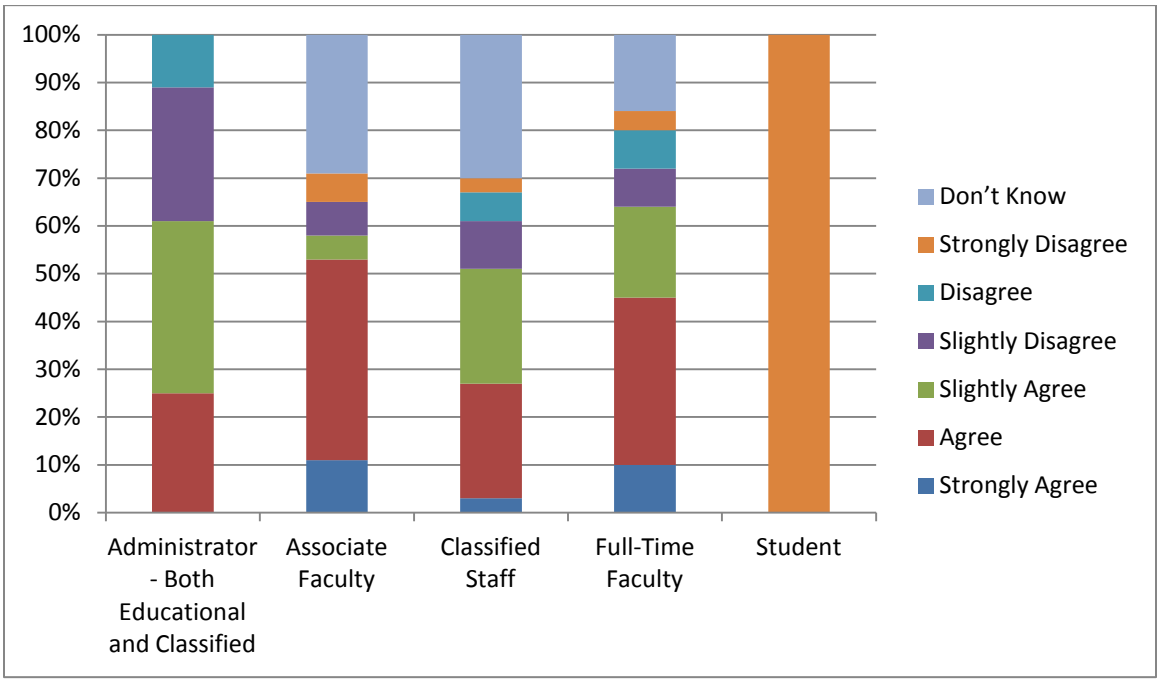
Ver detailed oriented and easy to understand

When some committees were removed from the Governance process, where issues go became somewhat confusing.

Wherever it seems that an issue should go, is wrong. The Steering Council is a rabbit hole in a governance system that could have been written by Lewis Carroll. Until the governance reorganization three years ago, you could take any issue into any committee that seemed like it might be appropriate and in short order either your issue was addressed or you would be steered to a more appropriate place. Alternatively, a faculty member could always have brought a concern to Academic Senate Council from where it would be steered to appropriate places. You used to be able to enter the governance system through any door and get to where you needed to be. Now there are many fewer doors and they are either locked or go nowhere.

Question 3: Using the current governance structure, issues are resolved in a timely manner.

	#	%
Strongly Agree	17	8%
Agree	80	32%
Slightly Agree	52	19%
Slightly Disagree	24	9%
Disagree	21	7%
Strongly Disagree	12	4%
Don't Know	48	21%
Grand Total	**254**	**100%**



	Administrator - Both Educational and Classified	Associate Faculty	Classified Staff	Full-Time Faculty	Student
Strongly Agree	0%	11%	3%	10%	0%
Agree	25%	42%	24%	35%	0%
Slightly Agree	36%	5%	24%	19%	0%
Slightly Disagree	28%	7%	10%	8%	0%
Disagree	11%	0%	6%	8%	0%
Strongly Disagree	0%	6%	3%	4%	100%
Don't Know	0%	29%	30%	16%	0%

Question 3: Comments

As timely as Brown Act compliance allows.

Because of the timing of meetings, it can take quite a long time to get started on something. For example, classified senate council only meets once a month and so if you just miss one meeting, there is a long delay before the next one.

Clear definitions related to governance vs. administrative vs. operational decision making are still not clear. MiraCosta seems to confuse governance with administrative and operational decision making. Lines between responsibility of faculty, staff and administration are still unclear. In fact only governance related issues should be defined via the ""making decisions at MiraCosta"" handbook. The current version includes faculty (only) working conditions and outline greater than the AB 1725/10 + 1. Not sure if that is appropriate since no other governing/professional groups are represented in that way.

Collegiality is a necessity but can be a hindrance when a chair or other figurehead is unwilling to make the difficult decisions, especially when they might be unpopular. It's a rediculous timeline in many cases.

Due to the changes over the last five years, decisions that had been made resolving facilities / infrastructure needs were never followed through on.

From my experience on the Campus Committee (not pointing a finger at the Chair or any of the members since everyone was very committed) it felt like issues kept bouncing back to the Steering Committee.

Given the amount of governace work, over the last year I think the Committee is working at a good pace.

Haven't been here long enough to say.

Haven't brought any issues before the academic senate in the new structure yet...and am honestly not even sure if issues are brought directly to them or to the steering council first??

I don't believe the current governance structure lends itself well to speedy resolution of issues.

I guess if they did we wouldn't be in the mess we are in.

I have no idea- it's all a big mystery. It seems to me that the office of instruction and the president should be deciding more (albeit with faculty input) and then advising the college about the processes put in place. Instead, under a bizarre interpretation of collegiality, certain faculty insert themselves into decisions that should be advisory only- if that. They then waste an inordinant amount of time ""debating"" the merits of issues that are not really up to debate (ie. passing time, vacation days, how many -or if- we should do SLO's). Why is this collegial? For most of us, it is a waste of time because we do SLO's, want to follow statutes about passing time and don't put our own vacation schedule ahead of the best interests of students. I frankly do not know why the administration does not stand up more to the shenanigans (and I'm a faculty!) except out of fear of being called (gasp!) ""uncollegial"". That word seems more a threat everyday from the very people who can't seem to take adequate time to survey their own senate members to get a sense of where the majority is on issues before acting.

I see where it has taken more than a year in some instances to move policies & procedures through the system. Not very timely.

If this were true, would we be on probation now?

In most cases I think they are. However, when an advisory hasn't been accepted, recommendations seem to bounce back and forth from cabinet, to other decision-making bodies, to committees, without resolution or transparency. Sometimes it seems as though if things are purposely being stalled so they will get adopted when they are off the committee's radar.

It depends on who you are and your standing. The higher up you are, the faster your issues are resolved.

It is better now. Decisions are made in a timely manner.

It still takes way too long to get from identifying an issue to resolution.

Items sometimes ""stall"" before all steps are completed.

My issues remain unsolved & unaddressed.

New to Miracosta

Not always!

Not being involved in the decision making structure, I do not know whether or not issues are resolved in a timely manner.

not qualified to answer -- I've never followed an issue from beginning to resolution

Not really, an item is approved by a committee such as BP or C&P, and then it is sent to ASC which in turn requires two meetings before it is approved, and then it goes to Cabinet, and eventually makes it to the Board (in some instances). It can take a couple of months before an issue finally makes it to the Board.

nothing gets done timely

On committees I have served on, issues were resolved by the committee rapidly but then going to all the various councils, and waiting for meeting times has been very slow. Also, we don't really know what is going on in the councils, what decisions have been made, since we don't serve on all the councils (unless you are a VP). I would suggest that the college get a monthly ""governance"" report, sent out via e-mail, that reports back any actions taken in terms of governance. This could be brief, bullet points even, with references to where people can find additional information. Perhaps whoever does minutes at Steering Council could do a monthly report out, don' t the various committees report their action back to Steering Council?

Only if the Academic Senate are involved.

Prior to the governance reorganization three years ago, the college was a much more nimble institution. Significant issues could be broadly considered and resolved in a matter of months, sometimes even weeks. Now, everything seems to take many months or, more likely, years to be considered by fewer people, only to end up with partial (half-baked?) resolution.

Process takes time, but at least I can track where things are and where they should be going. Only a few things get backed up now, as opposed to a few years ago when it seemed like we never resolved anything because we didn't know where to take it.

seems like every single person on campus has to touch an issue before it moves forward. I'm all for letting your voice be heard, but does each and every person have to be solicited for their opinion?

Still seems to be a lengthy approval process, but perhaps that is inherent in any collaborative process

the amount of time it takes for an issue to make it through the process is way too long. issues usually that were solvable usually fester up into into a serious problem.

The bureaucracy is stifling.

The culture of MCC works against this. Every meeting is lengthy and tiring, because people don't do their homework, so half the time is taken up bringing people up to speed. It's unprofessional.

The current Academic Senate President created a routing table that clearly shows the routing for each issue, committee, and council. With the change in sending the committee recommendations just to the appropriate council (instead of taking every recommendation to every council) the process is streamlined and much more effective.

The gears of change are slow.

The GO structure is finally becoming efficient enough to really get things done. Details of how task forces and subcommittees are formed, what constitutes governance and what constitutes operations, etc., have been worked out, making it all work better and faster.

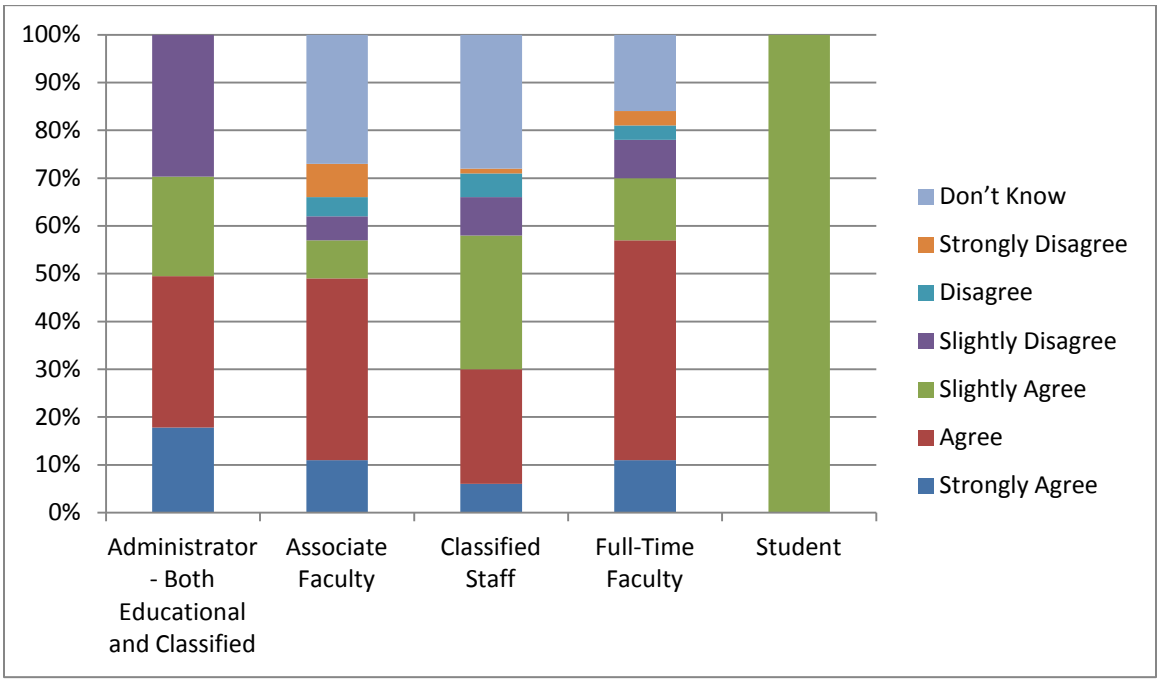
The governance structure is in name only. The VP and the Deans make all the decisions on campus, and ignore input from faculty and staff.

The pace of governance at MiraCosta has always a volatile issue. Some say that we are too bogged down with procedure and thus too slow to resolve matters of governance in a timely fashion. While it is true that we are at times slow to move forward, in the absence of collective bargaining, long discussion and extended procedure are our tradition and culture. If it maintains our sense of collegiality, timeliness

becomes less of an issue.
There are times when things seem to be pushed through so fast no one has time to consider things.
There is less redundancy of effort.
Things take forever to move through the process or they are rushed through without giving people time to really look at things.
Things take longer when an issue has to be brought up to all teh senates and councils and when they are done simultaneously, it is hard to figure out which one is the current version.
This varies depending on the committees involved. If communication between the different levels is unclear, it can slow the process down.
Timely enough for me. I don't think the measure of effective governance should be speed, but rather good decision making.
timely yes, as long as proposals don't carry surprises and/or non-consultative processes.
Timoing continues to be an issueas the collegial goveranance process takes time to go through channels - the is NOT a bad thing just time consuming but tat is the proce to pay for participatory gover5nance.

Question 4: Using the current governance structure, issues are resolved in an effective manner.

	#	%
Strongly Agree	24	10%
Agree	97	38%
Slightly Agree	45	17%
Slightly Disagree	20	8%
Disagree	12	4%
Strongly Disagree	7	3%
Don't Know	46	20%
Grand Total	**251**	**100%**



	Administrator - Both Educational and Classified	Associate Faculty	Classified Staff	Full-Time Faculty	Student
Strongly Agree	18%	11%	6%	11%	0%
Agree	32%	38%	24%	46%	0%
Slightly Agree	21%	8%	28%	13%	100%
Slightly Disagree	30%	5%	8%	8%	0%
Disagree	0%	4%	5%	3%	0%
Strongly Disagree	0%	7%	1%	3%	0%
Don't Know	0%	27%	28%	16%	0%

Question 4: Comments

Often times, things are rushed through and the council works more like a formality than offering a space for thoughtful discussion. Of course, with the Vice President of Instruction there, most people are fearful of speaking their minds least they be bullied into submission, and therefore, discussion is usually pretty mundane. Also, if issues are resolved by other councils in an effective manner, there is no way for the campus community to know since there is no reporting out.
Once we finally get to resolution, it does seem to be effective.
Since matters are steered to all 4 councils concurrently, whether for information or action, there isn't a clear way for one council to receive feedback or input from another council(s) in a timely manner. The lack of a sequence can be problematic. Could/should the council who makes the decision consider the matter AFTER the other 3 councils weigh in?
This is complicated by having a board who appears to managing day-to-day operations of the college.
I don't know, but I am guessing not. There are so many different levels of bureaucratic organizations on campus, it probably takes ages to get anything done.
The department chairs and deans have full power. Associate faculty have no recourse except to a higher administrator, and the administrator is, of course, going to side with the chair or dean. Otherwise, the administrator appears to be a poor manager. Unfortunately, some Dept Chairs and Deans make capricious and uneducated decisions, and associate faculty members have no way to resolve these issues.
Who knows - by whose standards? effective for whom and for what purpose?
Absolutely - input is provided from various consyiuent group s and vetted as such.
Depends on one's definition of ""effective.""
Depends on who you are, how well you are liked, and done as a reaction.
i sometimes wonder if enough people are being made aware of decisions.
not qualified to answer -- I've never followed an issue from beginning to resolution
Only if the Academic Senate are involved.
See number 3.
Seems like some branches of the governance structure have more influence on the outcome of decisions even if something is routed to more than one Council.
We certainly hope!!!
A few things get stalled too long at the cabinet or board levels, but they move through the other levels effectively.
Complexity and detail have displaced clarity of purpose. The governance structure is cumbersome and ineffective and it is making our work reflect such a model. We are very short on success stories these last three years.
Decisions are made quickly, without due consideration (or due process), by the VP and the Deans. This is sometimes effective, but has lead to tension.
Due to the changes over the last five years, decisions that had been made resolving facilities / infrastructure needs were reversed or not followed through on.
Haven't been here long enough to say.
I don't think the issue is with the governance structure itself, but the fact that sometimes unilateral decisions are made by administration without consultation or discussion.
I have no idea- it's all a big mystery. It seems to me that the office of instruction and the president should be deciding more (albeit with faculty input) and then advising the college about the processes

put in place. Instead, under a bizarre interpretation of collegiality, certain faculty insert themselves into decisions that should be advisory only- if that. They then waste an inordinant amount of time ""debating"" the merits of issues that are not really up to debate (ie. passing time, vacation days, how many -or if- we should do SLO's). Why is this collegial? For most of us, it is a waste of time because we do SLO's, want to follow statutes about passing time and don't put our own vacation schedule ahead of the best interests of students. I frankly do not know why the administration does not stand up more to the shenanigans (and I'm a faculty!) except out of fear of being called (gasp!) ""uncollegial"". That word seems more a threat everyday from the very people who can't seem to take adequate time to survey their own senate members to get a sense of where the majority is on issues before acting.

I have ongoing impression that faculty votes to approve somthing, and that is followed by unilateral changes by the administration. frustrating and unfair - that is why many faculty are demoralized.

I think some of the clunkiness has been streamlined.

Issues move through channels/committees in a logical manner.

it depends on what you mean by effective

It is a mystery to me. That being said, I have not researched it thoroughly. But in my defense, I haven't had time to look it up. Faculty members have been absolutely slammed with administrative work since mid-August. More than I can remember in my 10 plus years here.

It seems that there is broad participation and outcomes/decisions are achieved

It seems that things bounce around too much, and if one of the groups doesn't agree, then changes have to be made and more time is delayed.

Just one example, Percy and what has replaced it. Percy was not perfect, but we agreed to it as a work in progress. We should have committed to it for at least two or three years and than assesed it. The same can be said for other changes. We're constantly recreating new things before we've evaluated the most recent change.

New to Miracosta

Not all issues are heard fully or understood by other level of governance that end up being the decison maker. There is a time delay the background information is not given full consideration.

Not always. When committee recommendations leave ASC or CSC and are not accepted, there should be more transparent dialogue.

Same comments as ""timely"". Taking too long is, by definition, ineffective.

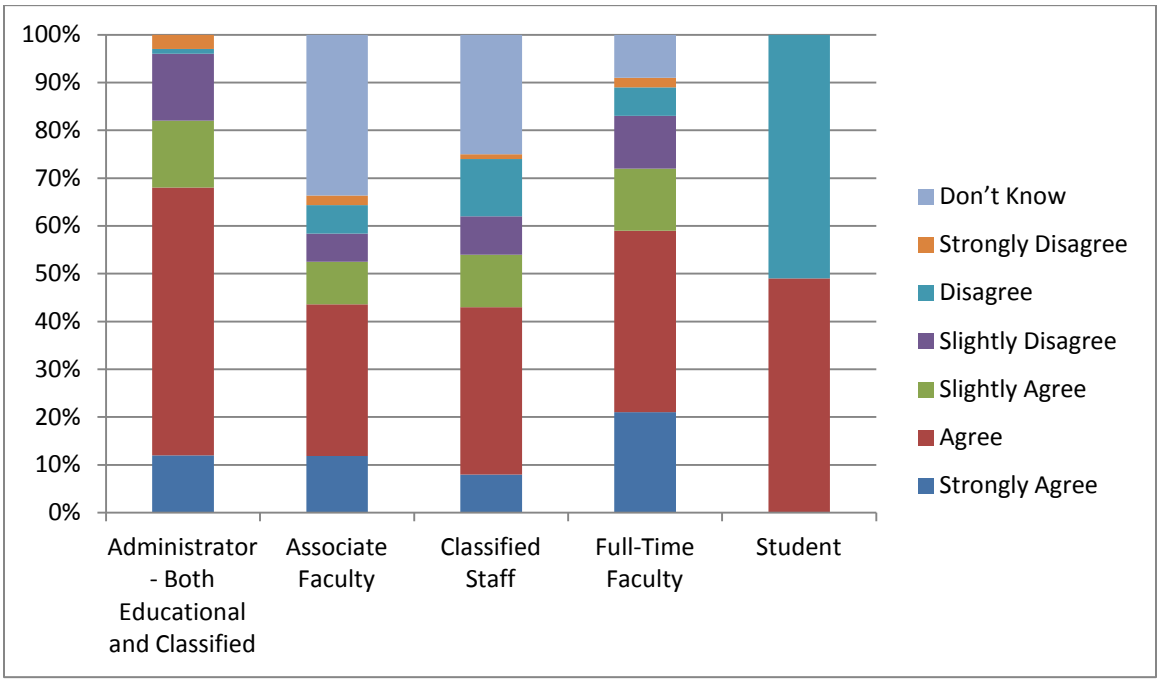
see #3 above.

the importance of some issues gets lost in procedure and the chain of resolution.

With the exception of when Cabinet tries to make major changes in recommendations that have been approved at both the committee and council level, all issues are resolved effectively.

Question 5: The current governance structure clearly distinguishes advisory from decision making bodies.

	#	%
Strongly Agree	40	15%
Agree	96	37%
Slightly Agree	33	12%
Slightly Disagree	22	10%
Disagree	20	8%
Strongly Disagree	7	2%
Don't Know	38	17%
Grand Total	**256**	**100%**



	Administrator - Both Educational and Classified	Associate Faculty	Classified Staff	Full-Time Faculty	Student
Strongly Agree	12%	12%	8%	21%	0%
Agree	56%	32%	35%	38%	50%
Slightly Agree	14%	9%	11%	13%	0%
Slightly Disagree	14%	6%	8%	11%	0%
Disagree	1%	6%	12%	6%	50%
Strongly Disagree	3%	2%	1%	2%	0%
Don't Know	0%	34%	25%	9%	0%

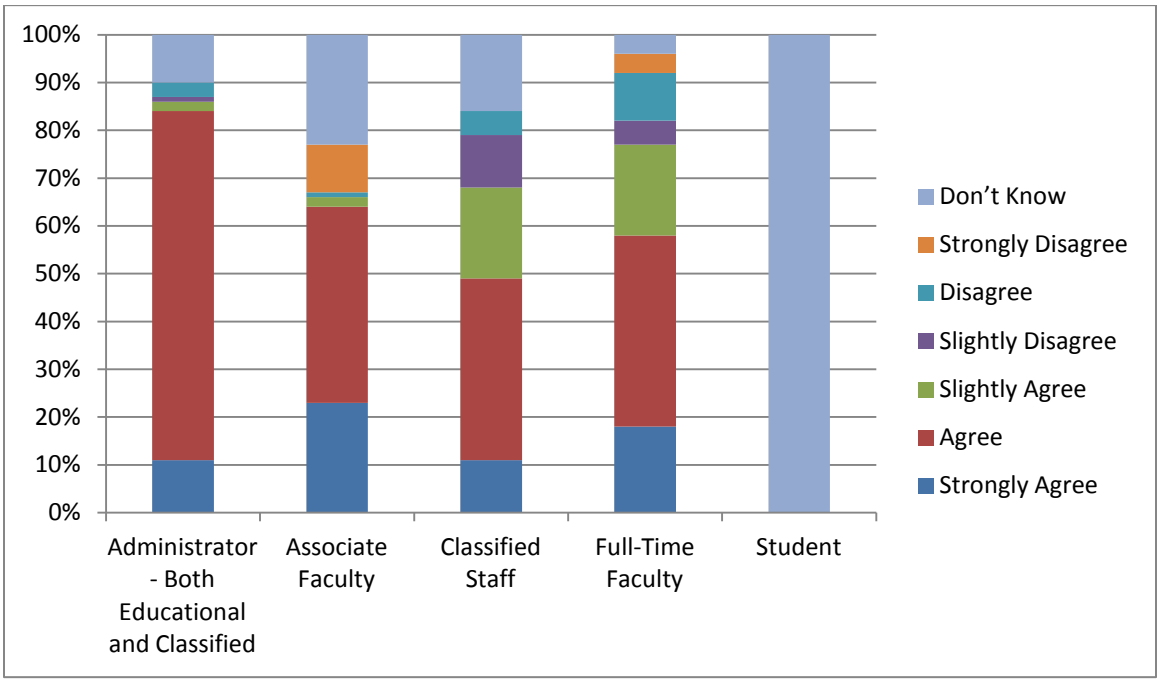
Question 5: Comments

Academic Senate makes all the decisions. There are no other decision-making bodies, except for maybe the President who does whatever they say.
Could be clearer.
Despite everyone's best efforts, people are still confused about which group decides and which group recommends, and whether or not everything is only a recommendation to the superintendent/president.
Every committee seems advisory except for Courses and Programs. All decisions are now made by somebody higher up than whoever used to make those decisions.
For those who participate a lot in governance, the distinction is probably clear; for those who don't, it may be less clear.
I agree that this is true on paper; I do not know yet if it is really true in practice.
I believe this is the case but some kssues are still being confirmed as whether they are governance oradvisory.
I disagree, but not because it is a function of information dissemination on the part of decision-making bodies or the ASC, I think it's more a reflection of the significant changes that have been occurring these past few years.
I guess that you should let us know who is advisory and who is decision making.
I have seen eveidence which does not support this statement!
I still think some confusion amongst the user groups remains here.
I think it does but I don't think people understand it
I was on a ""decision-making"" committee that I thought really should be advisory in nature, and indeed, within a short time, it was changed to an advisory body.
I'm confident that was a goal in the document.
It seems that committees are set up to work on certain issues, yet, in the end, a highly paid consultant makes the final decision.
Maybe it does - too many chiefs and not enough Indians as the saying goes. In the end, the power is with who controls the money. Is the schools job to serve the community or to fulfill 'outcomes'? The community pays the bill.
Most faculty I associate with have no clue which are which. If you read the manual, you see the difference and see which are listed as which. But even the committees themselves are sometimes unclear on their own purview.
No it seems like there are some groups that have more authority than others. They okie dokie you, and then do what they want.
See comment attached to number 3. This is further complicated by having a board who appears to managing day-to-day operations of the college.
Still confused about this. Why do we have some committees listed as advisory, when they deal directly or indirectly with curricular issues and faculty have primacy over curriculum?
The advisory committees are working well, and the governance committees all know that their recommendations are advisory to the council where they're routed.
The advisory role of committees and the decision-making roles of the governance councils and the S/P are clearly separated. However, some governance committee chairs need to be better trained to understand that their role is advisory, not decision-making.
The first year or more, this was not true, but it is true now.
The issue that has been confusing to many people is when an advisory committee is appropriate to handle issue(s) versus governance committees. But I think the decisions which have been made in the

last year (i.e. the EEO advisory committee) have been appropriate.
The VP apparently makes all decisions. Advisory bodies do not seem to influence her decisions.
This distinction remains unclear for me.
This is a major change. The current Academic Senate President has done a good job of educating faculty about the role of committees in making recommendations to the councils.
This is not clear- especially to those on committees who are continually surprised to learn how little final say they have. In fact, there is no training on this extremely important distinction and the lack of clarity causes great consternation. The talk of collegiality tends to obfuscate the fact that most faculty roles are advisory only. Most faculty are unaware of this and harbor lots of anger at the administration and board when the role itself necessitates that the administration and board decide- not faculty. It seems as though the cart has gotten well behind the horse. We need lots more clarity about definitons of duties and roles and job descriptions before asking college members to understand what their assignments vis a vis committees should be.
This is not clear to me.
This is still fuzzy. Can be better articulated by work-shopping something on all college day in small groups.
Very clearly defined now.
Why vote on things if it is only advisory?
would need to look at chart again to understand thins.
Yes, but it's never been difficult to know that a committee is advisory since we've always called them advisory committees!
Yes, I sit on both types of committees and the distinction is clear.
Yes, the administration has made that crystal clear. I agree that it should be that way, but there needs to be more transparency regarding rationale when recommendations are not accepted, especially once they have been accepted by CSC and ASC.
Yes, the section on page 27 lays this out clearly, but the chart on page 9 does not contain any reference to advisory committees, so it's unclear if these are part of the governance structure. I'm assuming they are not, since they are not referenced in the overall structure.

Question 6: The current governance structure maintains MiraCosta's tradition of collegial governance.

	#	%
Strongly Agree	41	16%
Agree	105	41%
Slightly Agree	32	16%
Slightly Disagree	18	6%
Disagree	20	7%
Strongly Disagree	8	4%
Don't Know	28	11%
Grand Total	**252**	**100%**



	Administrator - Both Educational and Classified	Associate Faculty	Classified Staff	Full-Time Faculty	Student
Strongly Agree	11%	23%	11%	18%	0%
Agree	73%	41%	38%	40%	0%
Slightly Agree	2%	2%	19%	19%	0%
Slightly Disagree	1%	0%	11%	5%	0%
Disagree	3%	1%	5%	10%	0%
Strongly Disagree	0%	10%	0%	4%	0%
Don't Know	10%	23%	16%	4%	100%

Question 6: Comments

Administration overrides what has been approved.

Again, the structure is built to adhere to the collegial governance tradition that has made MiraCosta a unique and effective institution; however, a shift to delete ""collegiality"" from processes and documents on the administrative side is what is threatening it.

Classified Staff

Classified/Student input was removed from Curriculum.

Collegial governance is not clearly defined at MiraCosta College. Shared governance is defined in AB 1725. Collegial governance at MiraCosta seems to mean we have a ""class"" structure and, from my vantage point, results in lack of trust among constituent groups and between those same groups. This is further complicated by having a board who appears to managing day-to-day operations of the college.

Collegiality remains one of our most valued traditions and strengths. Regardless of the governance model adopted collegiality is something that requires continual work by everyone involved, based upon a foundation of mutual trust. In this regard I am not sure whether the governance structure actively maintains an atmosphere of collegiality or if collegiality drives the potential success of the governance structure installed.

I agree that it preserves the following tradition: MCC collegial governance = too much discussion and not enough action.

I agree, but certainly not BECAUSE of the structure. As we 'grow up' as a college, we have to find ways continue the spirit of collegial governance.

I am new to the campus so don't know the history

I beleive that the Chair positon for all committees should be rotated on a two year basis. Having some committees have a Chair positon that is not rotated, leads to what was trying to be prevented, that is more power for some individuals because of their position.

I believe there was more opportunity for ""collegial"" governance under the old structure.

I don't believe it is the governance structure that maintains the tradition of collegial governance but the people involved in the process. Only time will tell if the key players at MCC want to maintain that tradition and work to preserve it.

I don't think so!!

I have had the privilege of teaching at MCC for several years. A few years ago, collegiality existed at MCC. The MCC culture really emphasized the needs of the students (not just in lip service). At that time there was no need for elaborate public relations. MCC was simply the best academically and culturally, and there was visionary leadership for the future. In the past several years, the culture has changed. It appears that our priority is to impress others by what we are or are not doing. Are we impressing only ourselves? We are already sold on MCC. We are at or over student capacity, so why are we trying to sell ourselves? It appears now that governance is from the top down. We have had a bottom-up decision making process where all employees (associates, classified, tenured) have been involved in brainstorming and decision-making processes. One would expect communication (listening and speaking) and mutual respect for ALL colleagues in a truly collegial atmosphere. Since LHE came into effect, collegiality has gone by the wayside.

I slightly agree with this statement because on the one hand faculty are still intimately involved in the process of governance. However, having only a subset of the faculty involved rather than the entire AS means that many voices/opinions are not heard and many faculty do not participate.

I strongly agree. The basic priciples of how MCC goverance operates is identified inthe new structure

I think in some essence it's really a just a cover to make us look collegial. I don't think classified have an equal say and have read emails sent out by the ASC President that will casually mention that if the faculty must sacrifice (lose sabbatical/overload/reassigned time) then due to the 50% law classified WILL take the hit first. I didn't find that to be collegial and took it as a mild threat. Why? Because there's been

plenty of talk about getting rid of classified or making cuts to classified benefits before faculty take any. In a true collegial process all four parties (classified, associate faculty, fulltime faculty, and administrators) would discuss how to save money as a whole where all four parties would contribute/sacrifice to save money. (This is just an example.) Another example would be how the different governance committees will agree on a recommendation and forward to the Board, only to find that it has been overturned by the President.

If collegiality means fair participation by all, then the fact that most Governance Committees are top heavy with faculty would make it a stretch to say the process honors the collegial tradition at MiraCosta.

It can if we want it to; I'm currently questioning if the powers that be want it to.

it can't anymore - there is too much pressure on faculty

It does not. We have lost this in all the rush to streamline. We do not have efficient processes. Instead we have long time faculty who ""handle"" everything and then we all learn of it after the fact. There is no dialogue. Recent examples would include the change in flex and changes in the program review process. Both changes were not required by a reviewing agency and there was no reason to rush decisions. The decisions were made, nevertheless, by a small group on the Senate without feedback from the larger faculty. It is not leadership to dictate and then advise. I see no evidence of the Senate putting in processes that slow down and incorporate dialogue before instituting changes. Some things, like SLO's, require swift action- understood- others, like the two just mentioned do not. I also note that there is a very small group of overactive faculty making all the decisions. They do so in a spirit of ""no one else will"". In fact, if they slowed down and stopped talking and acting long enough they would hear many quieter voices, many of them newer but just as relevant. Collegiality requires listening and time. It cannot be rushed. It cannot be an afterthought and a spirit of martyrdom in leaders kills it.

It seems like they fight all the time. They seem like nice people.

It seems that things aren't as collegial as they used to be; I sense more tension between (and sometimes among) the constituent groups now than I think there used to be.

It's a good structure for getting things done at our college; that said, I think when some adminstrators want something done their way, it will happen, no matter what. There is more heavy handedness here at MiraCosta than I have ever seen in the past decade. It creates a distrust in the process being authentic, that everyone's input and work may not be truly valued. I feel a collective tension and uneasiness in meetings, you can see some people are afraid to speak up, others steamroll. It's often divisive, rather than inclusive (how it used to feel).

NO! There is only ""collegial"" governance in amongst the Academic Senate. But they don't show collegiality to any other group.

No, because in the final analysis, collegiality is really a caste system in a bureaucracy. The bottom line is that you know your place, and you do not venture out if you value your job.

Not as much as it used to.

Perhaps too much.

The *structure* looks collegial. What actually occurs might so be so collegial.

the deans have too much say in the resolution of issues.

The governance structure may seek to maintain it, but I don't think all parties have a mutual understanding of what collegial means to faculty, particularly our administrators and members of the Board.

The opportunity for input from the appropriate constituent groups is always provided. So while the governance structure is different, I do think the best of the previous traditions have been maintained.

The role of governance councils is key in preserving collegial governance at MiraCosta.

This is difficult to maintain in an atmosphere where new administrators are coming in all of the time who don't share our appreciation and understanding of the tradition.

tired of that term and the way it's used as an insinuation or threat or banner cry and seems to have a hidden but loaded meaning of which I am unaware -- like insider lingo

Until three years ago, collegiality meant a flat administrative structure where decisions were best made by people closest to the relevant process. Administrators, faculty and staff were colleagues with common purpose and respect for each other's jobs. The accountability of administrators and faculty to each other was mutual. No longer. On practically a daily basis, the college is becoming more hierarchical and vertically structured to the detriment of the quality of our decision making and our ability to meet the college mission. Our collegiality has devolved into the more typical sort of collegiality as politeness found at most other ""collegial"" colleges, rather than the far more democratic, consultative collegiality that once made MiraCosta genuinely special.

We still need to define collegiality and realize it does not mean every constituency needs a say in every matter, but overall the process is now much more collegial.

what tradition? as a part timer i have been personally insulted by full time members. I have been told that i have nothing to say about anything and absolutely no rights what so ever.

When classified agreed to the structure they were welcomed into committees. The tone of late has been to separate the rolls of faculty from the rolls of administration and staff. As a result, staff feels left out of the process and especially unwelcome by faculty leadership.

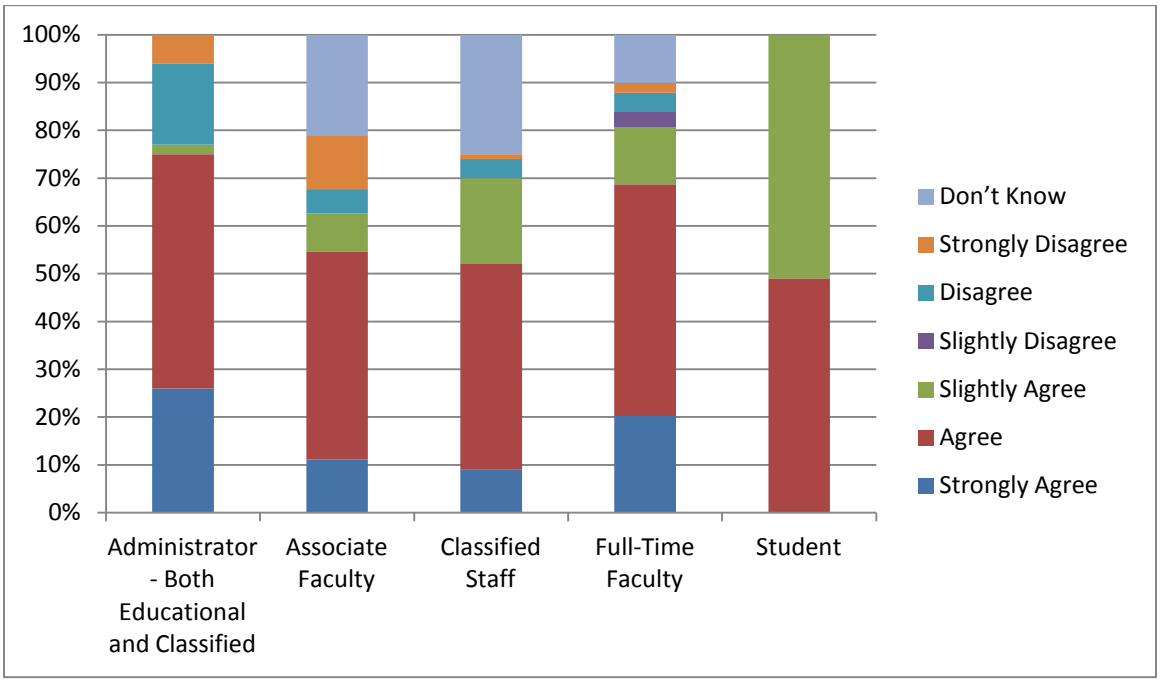
While we still have a spirit of this concept, we all apply/define ""collegiality"" different. Decisions are made and come into the room before discussion/debate. Disagreement is still frowned upon or not accepted tacitly. Our climate within faculty, staff, admin. constituent groups is cordial, yet between there's a wide divide of differences that really do not get aired out. How we agree to disagree and still respect each other is the key to any sustained ""collegiality"". A majority of the faculty check out or are passive due to an aversion to the politics of ""collegiality"". This concept/philosophy has haunted us since the foundation was shaken with the palm tree scandal. We have not recovered, will not recover, until we all deal with the left-over issues attached to that scandal.

Yes, but administration keeps trying to stifle it.

Yes, I do feel like all constituency groups are included.

Question 7: The current governance structure is sufficiently comprehensive to address existing college-wide governance issues.

	#	%
Strongly Agree	44	16%
Agree	116	46%
Slightly Agree	33	13%
Slightly Disagree	5	2%
Disagree	13	5%
Strongly Disagree	8	3%
Don't Know	37	16%
Grand Total	**256**	**100%**



	Administrator - Both Educational and Classified	**Associate Faculty**	**Classified Staff**	**Full-Time Faculty**	**Student**
Strongly Agree	26%	11%	9%	20%	0%
Agree	49%	43%	43%	48%	50%
Slightly Agree	2%	8%	18%	12%	50%
Slightly Disagree	0%	0%	0%	3%	0%
Disagree	17%	5%	4%	4%	0%
Strongly Disagree	6%	11%	1%	2%	0%
Don't Know	0%	21%	25%	10%	0%

Question 7: Comments

""college wide governance issues"" Associate faculty are at the mercy of the administration. There is no ""governance"" for associate facult

At present, there is less and less feedback. Since so few are involved there are fewer and fewer actually making decisions. Many faculty have no idea what is going on and those who do would have a full time job educating the rest of us. That's the problem with having very few involved for a long period of time.

Clear definitions of faculty, administration and classified staff need to be developed then incorporated into the decision making structure. This is further complicated by having a board who appears to managing day-to-day operations of the college.

Definitely. There is a committee for everything and a few that seem to have no function.

I beieve it is

I really do not know

I think so, as long as the Steering Council does its job well.

I would agree with this if the question pertained only to tenured faculty. There are procedures/policies in place to address their issues. I remember a MCC when there was no difference in the goal of full-time and part-time faculty. We were all here to teach the students. The attitude now is that full-time faculty are the 'real' teachers. Many full-time faculty consider part-time faculty ""freeway flyers,"" second-class employees, or worse. It is ironic that part-time faculty outnumber tenured faculty 4:1; yet, the voting ratio in the Academic Senate is something like 1:4. While full-time faculty votes are correlated one person to one vote, part-time faculty count as a fraction of a vote. It takes 3 or 4 part-time faculty members to equal one full-time faculty vote, which doesn't even jive with the 67% law.

If by ""sufficiently comprehensive"" you also mean ""sufficiently complex"" then, yes. It does seem that there is, in principle at least, a plan to address pretty much every type of issue. It's figuring out *how* to address it and which bodies have purview that's the problem.

It depends. Do you mean address college-wide issues SUCCESSFULLY? Comprehensiveness or lack thereof is probably not significant in this regard.

It has too many layers, resembles a bureaucratic structure that is ineffective.

It should be at that length and detail.

It works for now. We need goals/objectives on how to improve it.

New to the system so don't know

No

Not sure it does!

One very good thing about the Governance structure is the fact that there are fewer committees and task forces and the way issues are addressed is clearer than it used to be.

Same as above.

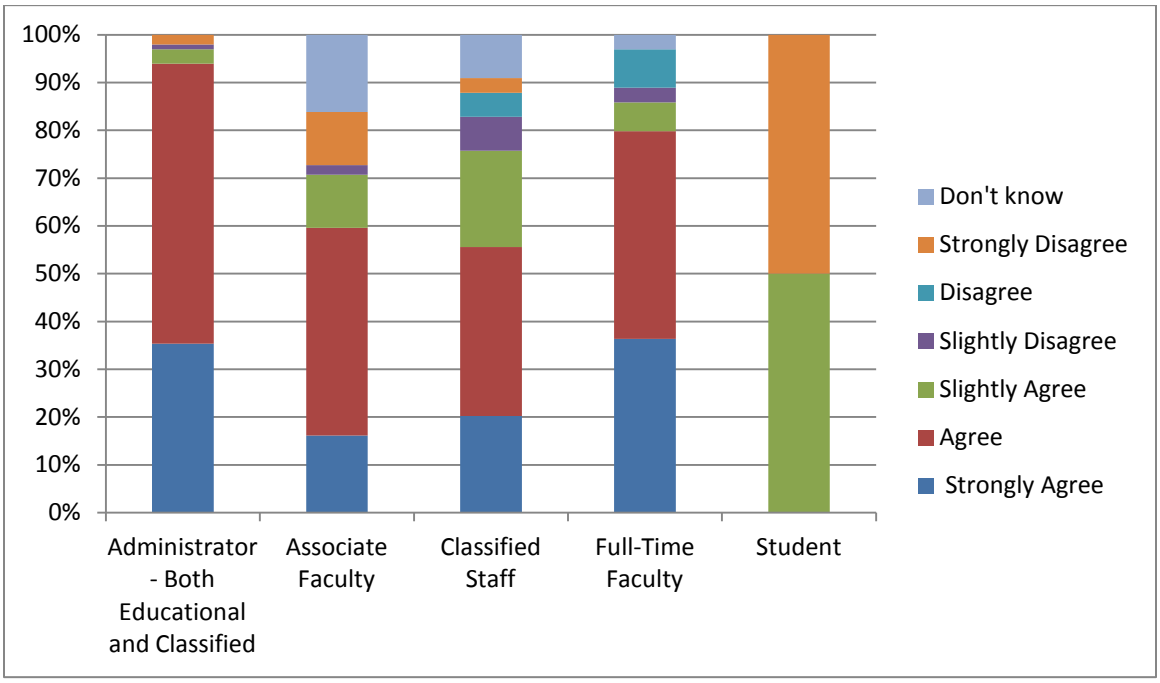
Technology issues are still not handled at the college-wide level. The only hole we still seem to have is in this area, especially technology planning and the planning to budget process for technology requests. Because we have little that addresses this, we are still unclear about where decisions about technology are made, ranging from replacement cycles, programming requests, desktop technology options, cybercosta homepage, rules about online education, to student portal or electronic education planning options.

The challenge seems to be that the College implemented a new structure that would have less committees (and a less convoluted system of checks and balances) and yet we find ourselves now creating advisory committees and ad hoc committees whenever we come upon an issue that wasn't

thought about during the implementation phase of the new structure.
The current structure does address college-wide governance issues, but that doesn't mean those issues are being addressed effectively or in a timely manner = there may be more efficient models of shared governance.
The structure is very comprehensive.
We have just the right number of governing bodies right now, no more are needed.

Question 8: All constituencies are encouraged to have broad and constructive participation in the current governance structure.

	#	%
Strongly Agree	73	28%
Agree	100	41%
Slightly Agree	28	11%
Slightly Disagree	13	4%
Disagree	16	6%
Strongly Disagree	11	3%
Don't Know	15	7%
Grand Total	**256**	**100%**



	Administrator - Both Educational and Classified	Associate Faculty	Classified Staff	Full-Time Faculty	Student
Strongly Agree	35%	16%	20%	36%	0%
Agree	58%	43%	35%	43%	0%
Slightly Agree	3%	11%	20%	6%	49%
Slightly Disagree	1%	2%	7%	3%	0%
Disagree	0%	0%	5%	8%	0%
Strongly Disagree	2%	11%	3%	0%	51%
Don't know	0%	16%	9%	3%	0%

Question 8: Comments

All committees have representation from all constituencies. Councils from all constituent groups have final recommending authority.

Although there are many opportunities for classified to participate, very few classified supervisors allow participation. There should be some sort of rotation within really busy departments, so that all can truly be a part of collegial governance.

Ample opportunities through communication are made to get involved. Senate members must be encouraged more to participate in other than business/task activities. People enjoy community building, thus a climate of learning and social networking in person can bring culture, ideas, vision together.

Committee and council compositions are a clear example of how this is not the case.

Definitely true of faculty, but less so for staff.

Encouraged, yes. Yet participation seems to be quite varied.

Faculty participation is strong; the other constituencies less so.

I get more regular emails and information about governance and Academic Senate issues, more than ever before (which is fine), and the information is presented well.

I think I have said this already. I have been told to shut up and not speak up by full time tenured teachers. I have been told to my face by high level administrators that I would never work enough to get health benefits.

In a very general sense there is a lot of talk about everyone beng welcome. As a practical matter however, since the structure and roles are unclear, it is in fact not apparent who should or should not be involved.

it doesn't matter what associate faculty want, they get what they are given. This survey is a joke.

It is and has been apparent for a great many years that associate faculty are not welcome on governance committees. This is changing very slowly. Other districts allow and encourage associates to enter governance. This only makes sense as associates want to be involved and it creates a more loyal employee.

It used to be not uncommon for departments to bring issues to Academic Senate Council which might go much further from there. Departments seem to have disappeared as governance constituencies. The new, highly fragmented departmental structure has made it worse. Also, it used to be much easier for new constituencies to develop around new issues and organize to make themselves be heard.

It would seem that whenever there is an invite to do so, it would be accompanied by a reference of sorts to help people make informed decisions such as, does employment policy allow it during my work hours? how much of a time committment would this mean?, what's involved? etc...

Just because a variety of constituences are present, it doesn't mean that they fully participate. Some committees are too administrator heavy and this can be intimidating to some, especially newer classified hires and untenured faculty.

maybe too much participation based on my previous experience

My ASC reps views are superceded by the ASC's president's views. While the ASC president sends out comprehensive reviews and notes, this was not why I voted for a representative. It's his/her role to inform me and help me understand what's going on from a perspective I won't get from others. I also think that isn some ways, faculty have treated classified colleagues disrespectfully. Case in point, suggesting that third party views on C &P are of little value since classified colleagues are not discipline experts and don't have to write course proposals.

Participation - yes; decision-making - no.

participation does not mean the same thing as successful conclusions

See notifications of up coming meetings and the results through e-mail

several committees are being used by administration to rubber-stamps things, and so aren't able to get as much done if they try to resist

The Associated Student Government is not represented adequately. While this may be a result of efficacy, meaning their realm of influence is relatively minor, they still are a governing body and should be treated as such.

The governance structure gives the *appearance* of Classified involvement with Governance.

There is a lot of encouragement, but does it result in actual participation? I have heard that the classified senate works very well.

There's a lot of talk about all constituencies participating, but it also seems like all the constituencies may not have an equal place at the governance table.

They are - but whether or not they choose to is a different matter

Those who aren't on a committee are not involved at all in governance. Also, since agendas/minutes/report outs are not communicated to the campus, it's impossible to know what is really going on.

To the point of slowing down the process of deicsion making

We can participate but it may mean absolutely nothing.

Where appropriate

with some reservations!

With the recent inclusion of associate faculty representation, it seems that we truly have included all stakeholders

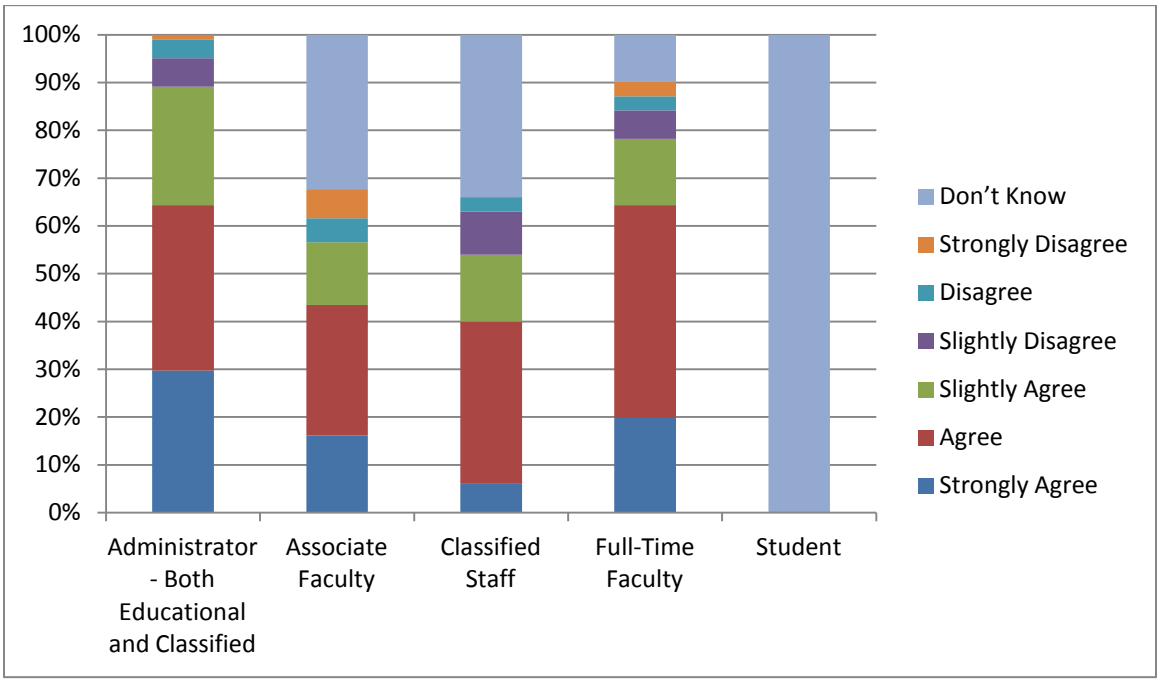
Without interacting with numerous members of the other constituencies on a regular basis, there is no way for us to know this. I do interact with members of the other constituencies but not that frequently or regularly and certainly not in a manner that would permit me to evaluate whether they are encouraged to participate in the various governance procedures.

yes, but there is always one group that has the final say. We go through the motions and pretend we are democratic, but really we are not.

Yes, we are encouraged, we participate, but we aren't being heard by the final decision-makers.

Question 9: Committee composition is appropriate to the tasks of each governance committee.

	#	%
Strongly Agree	40	15%
Agree	97	38%
Slightly Agree	34	14%
Slightly Disagree	17	6%
Disagree	13	4%
Strongly Disagree	6	2%
Don't Know	47	20%
Grand Total	**254**	**100%**



	Administrator - Both Educational and Classified	Associate Faculty	Classified Staff	Full-Time Faculty	Student
Strongly Agree	30%	16%	6%	20%	0%
Agree	35%	27%	34%	45%	0%
Slightly Agree	25%	13%	14%	14%	0%
Slightly Disagree	6%	0%	9%	6%	0%
Disagree	4%	5%	3%	3%	0%
Strongly Disagree	1%	6%	0%	3%	0%
Don't Know	0%	32%	34%	10%	100%

Question 9: Comments

a great deal of work and cooperation is done in picking committee members and those members tend to work very hard on the committees they serve.
Bigger is not always better.
Committees are large yet functional. The business is getting done through sub-committee work. The joy of seeing colleagues is limited to business meetings. We must build a collective responsibility to build community in all constituent groups (faculty, staff, admin.)
Course and Programs was odd, but seems to be getting better as it gets more internally complex.
did not read them
Don't know what ""committee composition"" refers to in this question. Does it refer to the proportional representation by faculty, classified staff, students and administrators, or does it refer to the levels of ability of the individuals on various committees based on their experience, knowledge and commitment?
Each committee dealing with instruction needs to have representatives who understand online teaching.
Having served for many years under the old structure, I have noticed that new structure with representation from all constituencies has often repressed rich brainstorming and discussions within certain constituency groups. Having several administrations on one committee can be intimidating, and it is obvious that untenured faculty members tend to stay quiet and don't readily offer ideas and opinions. This is unfortunate, since they were hired based upon what they bring to MCC, both to the classroom and outside of the classroom. I've also noticed that classified staff typically keep out of discussions on academic issues. In closing, I think the new governance system does not encourage creativity nor the type of dialogue that leads to new ideas. Representation from all constituencies has not improved the system and may have hindered it.
I agree that attempts are made to have diverse representation on each committee.
I agree.
I can only speak to the committees I have served on, and those I have visited, and served on in the past 2 years. Most seem diverse in representation, and a good number of staff, faculty, pt faculty, administrators, and student reps. From what I see, everyone has a voice, most bring a level of expertise that is useful.
I donot know, because there are so many committees, how does the work actually get done?
I don't understand some of the committee composition- for example, why would there be classified representation on Courses and Program Committee? Other committees seem administratively heavy. I suppose that is because we are top heavy with administrators and they need something to do.
If you look at the composition of the committees the number of faculty participants is signifigantly higher than the number of classified participants.
In the first year or two of the new GO structure this was NOT true, but it is now.
It appears to me that the same people participate in these committees.
It is not clear to most faculty what their role is on the committees. It is therefore very difficult to evaluate composition.
It seems that some committees are more powerful than others.
It's hard to answer this question unless you are on every committee, but this statement is true for the committees that I am on.
On occasion, both VP's should contribute to a committee discussion. We just saw the result of disjointed representation at ASC when a hiring discussion was revisited because both VP's didn't participate simultaneously.

Overall committee structure seems to be working. Creating numerous sub-committees from the larger committees has put a heavier burden upon some people. At the same time some faculty have had a difficult time actually joining a committee at all. Not sure how one might make this situation more equitable.

Removing Classified from Curriculum was not necessary and only reinforces the separation of faculty and classified.

Seems as if the Student Interests Committee ought to be comprised of a majority of students. Then include the necessary employee positions. Having only two students seems to not be representative of the interests of the students. I doubt those two students can represent the majority adequately (through no fault of their own); the students should be separated into constituent groups and adequately represented.

Smaller committees are much more effective than the 20+ major GO committees. True dialiogue cannot take place when a committee is too large or too formal.

Some committee members feel that just because they sit on a committee that they are now experts in the subject. An example is the curriculum committee requiring inappropriate changes to curricula without trusting in the final word of the subject experts. Thus some curriculum committee meetings become pleading sessions to justify what has been submitted by the author. Focus becomes on presentation details of grammar rather than on the core. Secretaries do not exist to edit punctuation etc. thus causing too much committee time spent on minutia. Other committees have similar issues, thus not seeing the forest for the trees.

Some committees are way too big due to the desire to have faculty dominance.

Some committees may need tweaking based on past experience, but overall the compositions are carefully thought out.

Some governance committees could be smaller, most likely.

There is a tendency to have more faculty than any other group in almost all committees. Somehow it can be seen as distrust of coming to an agreement if the number are even.

This is a Yes, and No answer: Why I would say No: Courses and Programs contains several voting members that are not as intimately involved in curriculum development and delivery as instructors (such as counselors). Their opinions are valued and important. However, when it comes to making decisions that directly impact the quality of the curriculum that is passed on to our students, I think that a committee comprised of a much greater proportion of faculty across many disciplines would be more effective. Why I would say Yes: Flex committee is comprised of a great diversity of folks from many academic disciplines as well as staff from a variety of areas, so its composition is appropriate.

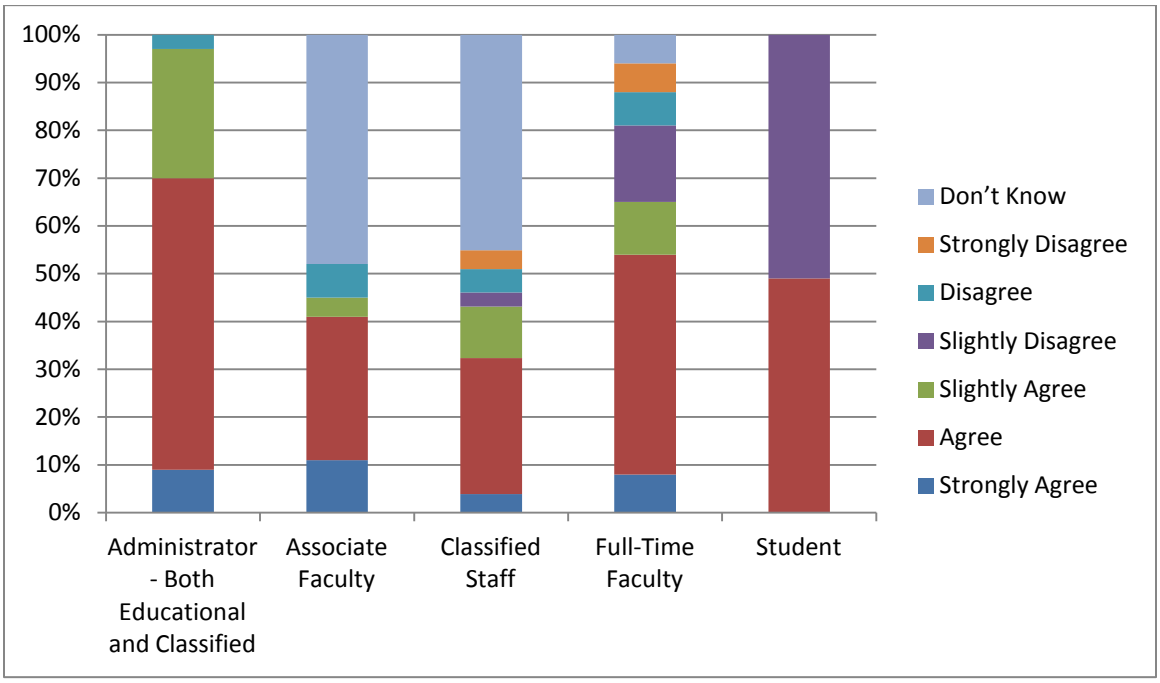
Too many faculty in most committees

Way too many faculty on committees. Committees are too large and, therefore, unwieldy. Less faculty and current levels of administrators, classified staff, and students, would make more sense.

Yes; the restructuring of the curriculum committee is appropriate to the tasks of the committee

Question 10: The current governance structure generates a reasonable amount of workload.

	#	%
Strongly Agree	20	7%
Agree	100	39%
Slightly Agree	29	11%
Slightly Disagree	24	9%
Disagree	16	6%
Strongly Disagree	11	4%
Don't Know	56	24%



	Administrator - Both Educational and Classified	Associate Faculty	Classified Staff	Full-Time Faculty	Student
Strongly Agree	9%	11%	4%	8%	0%
Agree	61%	30%	29%	46%	50%
Slightly Agree	27%	4%	11%	11%	0%
Slightly Disagree	0%	0%	3%	16%	50%
Disagree	3%	7%	5%	7%	0%
Strongly Disagree	0%	0%	4%	6%	0%
Don't Know	0%	48%	46%	6%	0%

Question 10: Comments

In general, I agree. However, the Courses and Programs Committee seems to carry a huge amount of the committee workload.

Last year, two academic senate representatives were responsible for 400 part-time faculty members. At least now there are three reps for 400 faculty.

The full time has much more work to do that could be alleviated by associates carrying governance workload.

A year ago I would have said yes. Now it is a bloated structure much like the one it replaced.

Depends on what committee you are on, and oh yeah, if your fellow committee members actually participate and do their fair share of the work.

Depends on who you talk to.

Depends upon the person(s) involved. Some work harder than others. Some take credit for work others have done. However, this is human nature and not a function of the governance structure.

In some cases, it probably generates way too much work; in other cases maybe it's not unreasonable. (I'm not familiar with the workload generated by every committee over time, so am unable to answer intelligently.)

It seems to generate the equivalent several full-time jobs

This does not affect me so I cannot give an answer

Again, I don't think this is really a governance structure issue as much as it is the issue of faculty/dean/president communication and negotiation.

Based on the amount of work I see my Chair doing it seems very heavy

For some faculty the workload is very low, however there are several faculty that have very difficult workloads. As long as I see that these conditions remain, I will not choose to lead committees at this institution.

For some yes, others seem to be overloaded.

For those seriously involved, this is a tremendous amount of work. I continue to expect the workload to stabilize or even lessen. It has not. Once again, this appears to be the ""MiraCosta way"".

have no comparision

Haven't been here long enough to say.

I can only speak for the work load on my current committee. It is substantial...a bit on the heavy side..but I enjoy it.

I do not believe the current method of having faculty work extremely hard for 2 years and then do nothing at all for 2 years is realistic. To begin with, who wants to work so hard (be on one super committee then 1-2 more subcomittees from that), that they get burnt out? No one will want to volunteer for comittees. The way our LHEs are structured means that we have to do committee work each week. It seems like everyone is volunteering for at least one committee anyway as the faculty does want to contribute to the college.

It feels like more work is being generated for various reasons: From a need to feel more substantive to the need for more evidence.

It generates a reasonable amount for most people and an exorbitant amount for others (and very little for others) but that's the way most any governance structure works.

lately it's been kind of appalling

My current committee is an important one, and I'm still learning my responsibilities. I think the chair is doing a good job keeping committee members informed and offering assistance. It is relief to not be on multiple governance committees and to focus time and attention on doing a good job for one strong group.

My impression is that after a committee ""settles in"" (ie some time after it is formed and establishes its procedures) this seems to be true.

Some are heavier than others, but I don't think that's a problem, since people usually know what they are signing up for.

Some committees and subcommittees just are going to have more work than others. And some committee members are more helpful/productive than others. That is always going to be a reality for us.

Sometimes... Creating numerous sub-committees from the larger committees has put a heavier burden upon the members of that larger committee. At the same time some faculty/staff have had a difficult time actually joining a committee at all. Not sure how one might make this situation more equitable.

The goal of the new structure was to be streamlined and have fewer people appointed. Seems like the number of committees have grown and so have the appointments; hence, the work has increased.

The work load in the governance structure would be fine, but for the past 3 years has been very heavy at every level and in departments since we have been on warnings and probation.

The workload has been unreasonable the past two years.

The workload has continued to rise at a geometric rate. Yet release time, deadlines, etc. continue to be reduced to unreasonable amounts and times.

The workload is either burdensome and overwhelming for the few who are serving or nonexistent for others.

The workload of our structure is higher, but that is because faculty are very vested in the college.

The workload varies too widely to be able to answer this question accurately.

There has been a great deal of work this year because of all of the Accreditation issues we had to address. I think next year the workload will be more reasonable.

This varies from committee to committee. Some committees have especially heavy workloads (such as Courses and Programs).

Those with the heaviest workload receive some reassigned time, but overall it would be helpful to reduce everyone's workload. This should happen as the process continues to be streamlined and all processes are put into place.

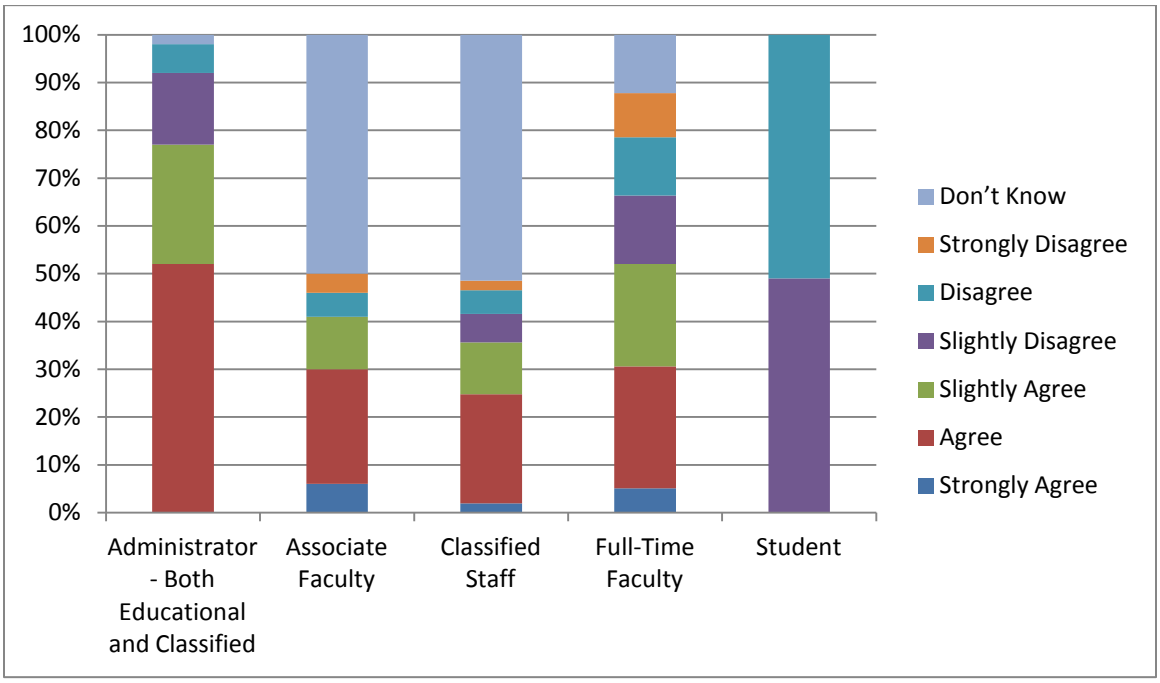
Too much work is placed on a few members.

We have made more work for ourselves to accomplish less. The goals of governance should be thought through better in terms of the college mission.

Within the context of accreditation, the workload has been skewed to overwhelming. We must become a leaner institution with less meetings, yet more organization.

Question 11: The workload generated by the current governance structure is equitably distributed.

	#	%
Strongly Agree	10	4%
Agree	72	25%
Slightly Agree	37	17%
Slightly Disagree	27	10%
Disagree	26	9%
Strongly Disagree	15	6%
Don't Know	68	29%
Grand Total	**255**	**100%**



	Administrator - Both Educational and Classified	Associate Faculty	Classified Staff	Full-Time Faculty	Student
Strongly Agree	0%	6%	2%	5%	0%
Agree	52%	24%	23%	25%	0%
Slightly Agree	25%	11%	11%	21%	0%
Slightly Disagree	15%	0%	6%	14%	50%
Disagree	6%	5%	5%	12%	50%
Strongly Disagree	0%	4%	2%	9%	0%
Don't Know	2%	50%	52%	12%	0%

Question 11: Comments

as far as I can tell...
Courses and Programs has a bigger responsibility than any of the other committees.
For the most part
Haven't been here long enough to say. I can see that people in key roles have A LOT on their plates. Whether they receive sufficient release time from other duties, I'm not sure.
I doubt it -- how often does that happen???
I have heard from others that some committees barely meet or have not distributed the work to all members. Also that new members were left out of the initial meetings due to poor planning.
I think I have a reasonable workload, but I hesitate to speak for others.
I wonder about the work load of those who do not serve on committees...and my past experience on academic affairs has taught me that such a large committee does not have an even distribution of the work load. Rather, some members take on the majority of the work while others relax.
It is only equitably distributed if we look at it in the long-term. For example, a committee like C&P takes considerable work in terms of both effort and hours, yet relatively few folks serve on C&P at any one time. Consequently, should we look at 6-year cycles (affording lots of folks time to serve on lots of the task heavy committees), then yes, things are equitable. Yet, if we are to just look at the year-to-year breakdown then I would say no, as many folks don't even serve on committees for a couple years at a time.
It is understandable that some committees have more work than others. I am not sure why it is important to have a structure where the workload is equitable. Are we worried that one person is working more than the other? So what?
It seems to be some people's full-time job
New to MiraCosta
Not always
Of course not.
only committed faculty do the work and it is not proportionate
Part timers out number full timers by 4 to 1 - committee complexion should represent this same ratio.
Plenty of faculty members do very little beyond his/her classroom duties and an occasional committee meeting. The bulk of the work always rests on a handful of people and is quite unequitably distributed.
See above.
See above.
Seriously? There are clearly committees that have a heavier workload. Just take a look at the meeting schedules. I think people sign up for committees with a clear understanding of what is expected of members.
Since only some faculty are now needed for committee work, the others are left with a very light load of committee work if any at all. Those serving on the committees are slammed and for at least a 2-3 year period.
Some committees definitely have a higher workload (C&P, Budget & Planning) than others (Campus, Community Relations).
Some committees do way more, workload wise. Although I do understand that the nature of some committees lends itself to unequal distribution.
Some committees have a heavier workload than others.
Some committees require more work time.

Some instructors work too many hours beyond their classroom-contact time. Too much time has to spent on operational matters, etc. because nothing exists in the government structure to insulate the instructor from day to day details. Examples are: Classroom space utilization is skewed in the wrong direction. For example, the college operator almost seems bothered to connect you to an extension. The Receiving Department asks for ""appreciation"" to deliver something in a timely manner. Obtaining classroom computer tech support can become a monumental task. These types of details generate an inordinate amount of work for instructors because the current governance structure sometimes fails to work for the relationship of teacher-student rather than the operational detail of the college.

Some work more than others.

The few, the proud, the small number of faculty moving forth the business.

The problem is inherent with the issue that the college has not clearly defined the roles and responsibilities related to decision making for faculty, administration and classified staff. All groups seem to think they are equal parties to all decision making. That is just not or should not be the case. Those three entities should have clearly defined roles and responsibilities as defined in ed code, Title 5, employment laws etc.

The workload is distributed equally throughout the different committees.

The workloads have evened out a bit, especially due to changes in Courses and Programs, and the addition of IPRC, but there are still a few people who end up doing a lot more than others (and I am not talking about those with reassigned time).

There will always be slackers. I'm not sure this should our goal, anyway.

This has always been problematic. Some people do a lot more, some people do a lot less. The current system is much better than it was the year immediately following the governance reorganization.

This is an ideal, but it's impossible for workload to be equitably distributed. I think a better survey question would be if the current governance structure affords a more equitable distribution of work than the one before. To that question the answer would be ""strongly agree"".

We need to see fresh faces, especially the more newly hired, step up and get involved.

Additional Comments

Better communication is needed.

I have included this comment throughout: ""This is further complicated by having a board who appears to managing day-to-day operations of the college."" Boards should be policy makers not day-to-day managers. Until the Board understands its role and works through a president the best of governance structures, handbooks, etc. are not going to be successful.

The Governance structure is a work in progress. It has helped make things work better at MiraCosta, but it needs to be reviewed and refined each year.

I think I have said enough, but thanks for asking! (I took the suggestion to write comments seriously.)

none

The entire governance structure is dysfunctional. It has created a culture where almost everyone is overpaid, yet not very accountable for their productivity. Our accreditation problems are a direct symptom of a bad governance structure and poor leadership. We have the best resources in the state, and we rank in the lowest 5% of student success.

The Organizational Structure and Governance at Mira Costa is impressive and does an effective and superior job at campus-wide communication and outreach.

To me, this school is run off of part time teachers. The percentage of classes taught by PT is about half the classes and the the last time I saw the numbers of teachers, it was about a 4 to 1 ratio. Therefore, if a committee is made up of 12 teachers, the ratio should be 4 part timer for every one FT teacher.

Otherwise there is no incentive for FT staff to consult with, listen or otherwise consider the issues important to PT staff unless they are forced by the union contract with the school. There is no collegial relation between FT, Admin & PT staff. This is wrong. I think that the state is trying to get the money that this district has. It can dissolve the district by taking away its accreditation. Palomar would take over and the money would wind up at the state. I think this is what is behind the current probationary standing with the state.

52 pages?

Maybe our governance structure is like our criminal justice system: people complain about it's inefficiencies and inequities, but most people probably still think it's the best system in the world. I have no idea if there's a more efficient way of structuring our governance system, but despite recent efforts to streamline things, it still seems extremely cumbersome.

Please put a moratorium on adding committees! All the additions have allowed a small group of leaders to dramatically change something that we all voted on. If it's going to change it should happen not bit by bit, but thoughtfully and with full participation.

Sorry, fairly new to Mira Costa so my answers may not be very helpful.

We shoudl go union.

You have got to know it's not ""easy"" to understand if you need a 50 page document to describe it.

As of last year, it is way better than it was the first year. I'm glad to see transparency.

As someone new to MCC (and coming from a different segment of higher ed), the structure is daunting with all of its components, and I understand that it will take time to truly grasp both the mechanics and the underlying raison(s) d'etre of the system. I do think that the attention to clarity in this document will be valuable to many.

At some point I would like to see the composition of committee members reevaluated. Administrators are present on the committe level, on advisories, in cabinet, on the executive management team, on other decision-making bodies, etc. There is no place for faculty and classified groups to have a free exchange of ideas and opinions as it relates to governance without the presence of an administrator(s). In the long run, I think the college would benefit from a reduced administravite presence on the committee level. I think appropriate administrators can be invited to certain meetings on a time certain basis, but their presence as it stands is a bit overwhelming.

Before the governance reorganization, we had a complex system that was fairly effective and highly collegial. We then moved for a year to a system that was much simpler, although less effective and collegial. Now we have a system that is much more complex than it ever was, while it is far less collegial not very effective. This is not progress!

Governance seems to take a lot of faculty time and attention compared to the other two higher ed places I have worked.

I hope that from the outside our system looks more transparent and in compliance with the statues, etc. for the accreditation representatives, but from the inside it doesn't seem like it has really changed that much. My apologies for saying this as I know that many of my colleagues have spent a great deal of time on this restructuring.

I think MiraCosta has made great progress in refining our governance structure, from where we were 4-5 years ago. Everyone has put in a lot of hard work and cares deeply about the college functioning well.

I think the AS President is doing a great job. I think the ASC is dedicated. I think there are other issues that may be beyond their collective ability to solve, but I also think it is important they continue the discussion.

I'm looking forward to normalizing our pace. We burn out talented people who have 100% commitment. It's time to invoke a community mindset for all to plug into at every level. Take heed and survey the faculty through focus groups during flex week. Turn All college day into a day of acknowledgement, fun, and validation of educational and teaching success with qualitative aspects of our reality.

It is difficult to see what the function is of the V.P. of Instruction. The faculty and staff evaluation process fails to correctly assess performance and assist in job performance. Too much emphasis is placed on the skew of illegitimate data such as student and constituent surveys rather than on an evaluation based on an observation of long-term performance. The result being the person being evaluated must now focus on a remedial plan that does not help the person to perform their job. The evaluation committee has no qualifications in the interpretation of data which is flawed in the first place. The resultant prescription of the committee all too often misses its mark with ""advice"" or ""assistance plans."" This makes the evaluation process become a critique by the unqualified rather than being of any assistance. The end result becomes a climate of fear, apprehension and distrust.

Major changes this past 18 months have made the governance structure more inclusive, more effective, and more rewarding.

Much has changed in the governance structure at MiraCosta over the past couple years. It will take a while for the campus community to fully digest all the changes, but I think we are on the right track towards a simplified, effective, and inclusive (collegial) structure.

Quite frankly, I don't get it.

Slow down, bring in more people, begin to mentor new people again. Commit to transparency, educating your people about basic definitions and roles and re-commit to listening. Your newest people aften have wonderful ideas from other organizations. They can easily tell you what is unclear- that is incredibly valuable. Listen- that is the heart of collegiality- not debating and protecting interests.

The Academic Affairs Committee is functioning efficiently.

The evaluation and revision of the GO structure last year has really made a big difference--everything is more clear and usable, and the committee structure makes more sense.

The governance structure has been overhauled over the last few years and I believe we are finding a system that will work well and be sustainable for the college.

The governance structure has greatly improved.

The governance Structure is adequate...still don't like the Program Review format. The process is ok, but nowhere near enough space to adequately address each field in the reflect section. Could not do my program justice with that limited a space.

The new governance structure is coming in to its own. Now let's stick with it for a while...

The one disagreement I have is that this structure does not distribute the work equitably. Everyone used to be involved, now fewer do more. In the long run, that might prove a good model. For now, I can see that a few are doing most of the work and that does not seem sustainable nor prudent.

too many committees many people invest work that goes nowhere campus administrators deliberately undermine and manipulate the governance process--this is especially true of the vice presidents

When we first went to this governance structure it was very confusing, left out a lot decisions that used to be made by committees and a lot of committees I valued, and was very ineffective. Most meetings were disastrous. We all felt that it was unfixable and we should just blow it up and start over. I had no hope that we could make it any better. I'm happy to have been proven wrong. The way it's structured now makes sense and works. If I want to change something, I know how to approach it. Even if decisions still take a while, they make progress I can track and identify. We're not still working on the same decisions and not knowing how to complete them. I'm sure it could be better in terms of technology decisions, but I believe we've made a successful transition.

While the governance structure is sometimes not easy to understand, I have always felt like my concerns get addressed, and that communication about what other committees are doing is easy to access. I am always aware of the issues and concerns facing our institution.

the ASG is always the last council to hear about any news at MCC. This is quite troubling since the ASG is the school's main tool to connect to the students.