



San Bernardino
Valley College

Research,
Planning &
Institutional
Effectiveness

Participatory Governance

Discussion of Survey Results
Workgroup 2: Internal Governance

1

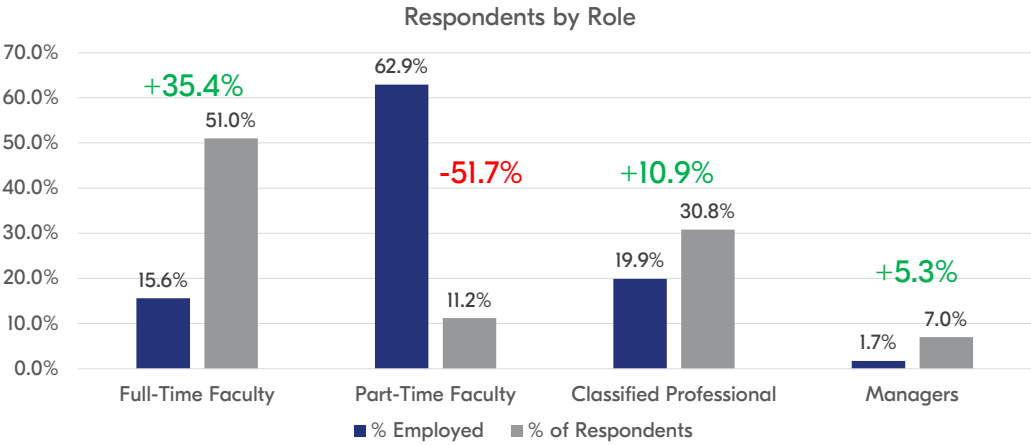
About the Respondents

- Response rates exceed typical survey returns
 - Extremely low response rates from part-time faculty

| Role | Number of Respondents | Number Employed | Response Rate |
|-------------------------|---------------------------------------------|---------------------------------------------------------|-----------------------------|
| Full-Time Faculty | 73 | 176 | 41.5% |
| Part-Time Faculty | 16 | 711 | 2.3% |
| Classified Professional | 44 | 225 | 19.6% |
| Managers | 10 | 19 | 52.6% |
| Total | 143 respondents (125 complete responses) | 1131 total (excludes student/short-term/substitutes) | 12.6% overall response rate |

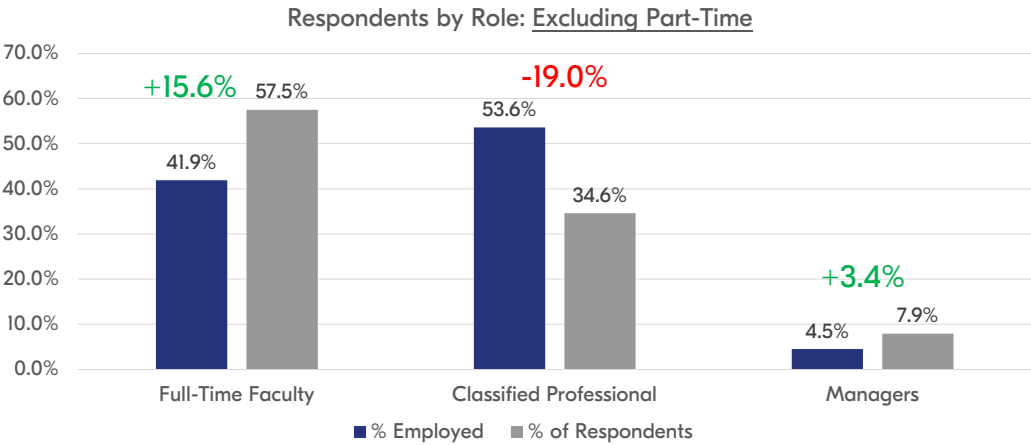
2

Compared to part-time faculty, all other roles are overrepresented in the survey.



3

Although classified prof comprise half of the full-time workforce, they accounted for only one-third of the responses.



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Respondents by Role

| Role | Number of Respondents | % of Respondents | % Employed |
|-------------------------|---------------------------------------------|------------------|------------|
| Full-Time Faculty | 73 | 51.0% | 15.6% |
| Part-Time Faculty | 16 | 11.2% | 62.9% |
| Classified Professional | 44 | 30.8% | 19.9% |
| Managers | 10 | 7.0% | 1.7% |
| Total | 143 respondents (125 complete responses) | | |

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Respondents by Role (excluding part-time faculty)

| Role | Number of Respondents | % of Respondents | % Employed |
|-------------------------|-----------------------|------------------|--------------|
| Full-Time Faculty | 73 | 57.5% | 41.9% |
| Classified Professional | 44 | 34.6% | 53.6% |
| Managers | 10 | 7.9% | 4.5% |
| Total | 127 respondents | | 420 employed |

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About the Qualitative Results

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About the Analyses

- Two open-ended questions
 - What do you think works well about the current participatory governance system?
 - What do you think needs to improve about the current participatory governance system?
- Followed best practices for analyzing qualitative data
 - Read through the data to understand themes/patterns
 - Assign “codes” to comments that represent key ideas
 - Group similar codes into broader categories, while redefining codes as needed
- Example comments are given for each category but do not cover all comments.

8

What do you think works well about the current participatory governance system?

9

Nearly 2/3 of respondents included mentioned something that works well while the rest expressed dissatisfaction or uncertainty.

| Works Well | Percentage |
|---------------------------------|------------|
| Comment for what works well | 62.4% |
| Diversity of voices | 31.6% |
| Provides structure and goals | 12.0% |
| Allows for collaboration | 6.0% |
| Allows for expertise or passion | 5.1% |
| Predictable scheduling | 4.3% |
| Lots of committee options | 4.3% |
| None- dissatisfaction with PG | 18.0% |
| No idea | 20.5% |

Total: 117 respondents

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Diversity of Voices

62.4% of respondents

- Inclusivity and open to all roles of the campus
- Gives an opportunity for a variety of viewpoints to be heard and shared.
- Enjoyed the diversity of the staff, managers, classified, and faculty for different decision-making and leaving the final decision to the president.
- Participatory governance's emphasis on inclusiveness and cooperation is a strength. By including faculty, classified, students, and managers, the process includes multiple perspectives in decision-making.

11

Provides Structure and Goals

12.0% of respondents

- Consistency in the following: providing agendas, minutes, and following established processes.
- The committees have requirements for who sits on them and they all have goals and objectives.
- I think SBVC's committees work fine. SBVC covers all areas involving student advancement, safety, employee benefits, and development.
- The current governance provides a clear indication that several committees exist to reduce equity gaps and improve the student experience at SBVC.

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Allows for Collaboration/Communication

6.0% of respondents

- I like the collaborative experience of our current participatory governance system.
- Doing your best in working with so many stakeholders for the best interest of the students.
- I feel like there is a willingness to involve, or at least communicate with, faculty about issues and plans. Communication channels are open.
- Working as a team and including others, the structure and professionalism

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Allows for Expertise or Passion

5.1% of respondents

- One of the strengths of the current participatory governance system is that it allows individuals to select committees and areas where they feel most passionate and can contribute meaningfully.
- Feel same individuals are involved which leads to understanding and acclimated to the procedures.
- Space for motivated individuals to share their views
- Gaining an understanding about how other departments, committees, organizations, etc., work on campus.

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Predictable Scheduling

4.3% of respondents

- Predictable scheduling, easy to understand
- The idea of time blocks is good. The time blocks we are using don't make sense.
- Better timing of meetings aligned with division and department meetings
- Allows the faculty to do their own time management.
- Scheduling. There has been good effort on developing a scheduling system with fewer conflicts.

15

Lots of Committee Options

4.3% of respondents (full-time faculty only)

- A lot of groups so many people are covered
- We have a diverse list of committees on which a diverse group of faculty, staff, and administrators serve. These committees provide such amazing insight into the various ways that our campus functions.
- Choices of committees.

16

Dissatisfaction with PG

18.0% of respondents (full-time faculty, classified)

Comments with content were moved to “what needs to improve” but not counted with the frequencies.

- Hardly anything at all.
- Nothing
- It truly depends on the "room" and individuals in them. Some situations are the blind leading the blind and/or the close minded, stuck in old ways expecting new/better results.
- It needs to be strengthened. Unfortunately, faculty and staff are overwhelmed by primary roles.
- I don't see it consistently across campus. There are a couple of divisions where faculty and their dean's work well but beyond that it's hard to point out any clear examples.

17

No idea

20.5% of respondents (part- and full-time faculty, classified)

- I don't have enough experience with this to comment
- Not sure
- I need more information to make an opinion.
- Until today I didn't know we had a PG system.
- I don't know too much. I am aware that some committees provide updates frequently.

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What do you think needs to improve about the current participatory governance system?

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Communication, representation/voice, and structure of PG are top concerns.

| Needs to Improve | Percentage |
|-----------------------------------|------------|
| Communication | 28.9% |
| Representation and voice | 26.6% |
| Structure of PG | 25.0% |
| Accountability of members/chair | 10.9% |
| Efficiency of committees/meetings | 10.2% |
| I don't know | 16.4% |

Total: 128 respondents

Note: Percentages will not add up to the total since respondents commented on multiple categories.

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Communication needs to improve, particularly with sharing of and access to information.

| Needs to Improve | Percentage |
|-----------------------------------|------------|
| Communication | 28.9% |
| Better information-sharing | 11.7% |
| More access to information | 10.2% |
| Increased transparency | 7.8% |
| Training for PG | 4.7% |

Total: 37 respondents

Note: Percentages will not add up to the total since respondents commented on multiple categories.

21

Better information-sharing

- How information is shared out after a meeting.
- The imbalance of the programming reflects to the students, faculty, and staff. The sharing of information and meetings are not matching with the work that needs to be done and often decision making is placed in the hands of those pushing personal agendas.
- Sharing this information to all employees, prior to making changes. For example making mandatory meetings they need to attend so they are aware of the changes and processes.
- Improved communication via email, newsletter, or online platform.
- I think some committees need to provide updates and minutes to the campus.
- The dissemination of information is hard to follow
- I don't always receive the meeting minutes from all committees. We can improve the transparency and consistency of monthly updates.

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More access to information

- Clear and easy to find documentation of campus governance structures and procedures. Transparent documentation of how communication flows between governance groups and decision making processes.
- There is no guiding document on the roles and interactions of campus committees, nor is there any prescription or enforcement of committee reporting. Some committees meet irregularly, and agendas and minutes posted on the websites are very out of date. Many committee documents are outdated, and the review/update cycle is not specified.
- I think there should be a place, maybe a shared drive where staff can go in to see what is being discussed. Maybe even see a calendar of meetings and who is on the committee so if they have something to share, they know who to reach out to. If something like this exists already, I haven't heard about it.
- We have so many policies, procedures, activities, and workshops occurring across campus at all times. If there is some way to better share this information in a centralized clearinghouse then that would be wonderful.
- clarifying what committees are advisory to a department, and which are brown act committees- currently some committees that are brown act should not be so and would work better as advisory - this would be a wonderful thing to fix as we move into this new structure.

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Increased transparency

- All decisions made within Academic Senate should be transparent. All voting should be above-board, no hidden voting and an independent vote count outside of academic senators.
- I'd like to see more transparency. Why did the committee process fall apart in 2024? Why has it not been fixed?
- Exactly what was said today by Tatiana more communication and transparency. Get rid of the silos or at least reduce them.
- I would love to see transparency and equity.
- there can be improvements for transparency throughout the campus
- So much. Communication about how it works. The fact that like 3 people made all the decisions then pretended it was collegial
- Transparency in Outcomes: While transparency in discussions is strong, clearer communication about how feedback directly impacts final decisions can strengthen trust and accountability.

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Training for PG

- Onboarding for new committee members.
- More training on how committees operate, what is the role of each committee member. A training for new faculty members on Roberts Rules etc. before they begin the committee.
- Really knowing which committees are under the Brown Act would help alleviate the need to meet in person for some committees. They also need train us on how to implement Brown's rules.
- Additionally, with such diverse representation, there is greater chances of gaps in understanding. Much time of committees is spent in filling those gaps of understanding than actual committee work. This is especially true for administrative/ operations committees that require a grounded understanding of district and CCC policy, education code, public finance, and specialized knowledge. With this in mind, its clear that we need to provided a pre-committee orientation.

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The structure of PG needs to improve due to excessive committees and scheduling issues.

| Needs to Improve | Percentage |
|---------------------------|------------|
| Structure of PG | 25.0% |
| Too many committees | 6.3% |
| Scheduling | 6.3% |
| General | 5.5% |
| Clarity on processes | 3.1% |
| Time/choice on committees | 2.3% |
| Clarity of purpose | 1.6% |

Note: Percentages will not add up to the total since respondents commented on multiple categories.

Total: 32 respondents

26

Too many committees

- We have way too many committees. Several committees serve no purpose (enrollment management) and some don't even meet regularly (professional development or accreditation). We need term limits for committee leadership.
- We tend to have too many advisory committees that lack any actual senses of purpose in discussion making. With more and more space for individuals to express their ideas, there is a greater room for committee members to feel like their input holds less legitimacy when discussion made reflect a different direction.
- Removing/reducing duplication of work by aligning committees that are doing the same work. Also, the reporting structure currently in place is nearly non-existent. Committees are doing work, but not everybody knows about it.
- The committees that have similar goals and tasks should be united in collaboration to form a more efficient committee. This will prevent any form of isolated tasks geared towards the same goal. There are also committees where updates are only shared and no actionable or working groups exist.
- Too many committees and not enough results
- Get rid of 50% off committees and enforce faculty attendance
- There are too many committees

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Scheduling Issues

- Aligning FT scheduling with committee meetings, getting more FT to attend committee meetings.
- While the participatory governance system effectively promotes collaboration, one area for improvement is the scheduling and frequency of meetings. With multiple meetings happening simultaneously or too frequently, it can be challenging for participants to fully engage in all areas where they want to contribute. Streamlining meeting schedules, improving coordination, or exploring alternative formats—such as asynchronous updates or consolidated discussions—could enhance efficiency while maintaining meaningful participation
- meeting days and times to be adjusted
- Scheduling. So many of the committees meet during peak teaching hours. I'm concerned there will not be enough faculty input and engagement when key committees meet between 10am-2pm.
- Committee assignment times conflict with teaching schedules. Put them all in the afternoon or on Friday or on days people will actually attend and encourage/confirm faculty attendance and participation. Find out why FT faculty with two/day week teachings schedules don't attend committee meetings.
- Conflicting meeting times for those who sit on several committees is something that needs improvement.
- Have more options of online meetings

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General structure of PG

- clarifying what committees are advisory to a department, and which are brown act committees- currently some committees that are brown act should not be so and would work better as advisory - this would be a wonderful thing to fix as we move into this new structure.
- More structure.
- The committee structure system
- Clarify who you want to participate.
- B.I.Ts should be a committee to choose from
- Creation of more meaningful committees
- Perhaps have the committees can overlap to some degree so that we know what is happening on other committees.

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Clarity of committees

- Clarify on Committee Processes
 - It would be great to provide clarity on how others can join and how the chair is selected.
 - Obtain relevant information about the policies, decisions, and procedures when choosing a delegate.
 - streamline the process to pitch new committees.
- Clarity of Committee Purpose
 - No clear definition of the purpose of each committee (even with charges in place, still confusion about the purpose). Clarity on needs to who needs to be a part of a committee for what purpose. Membership and co-chair rules/requirements not clear.
 - Hard to say. Maybe specifying the exact charge of certain committees.

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Time or choice of committees

- We're on the same committee too long.
- Not being able to choose you want too on. Which means you're not going to put your all into the committee.
- It is good in theory, but people need the opportunity to rotate to other committees so that diverse perspectives are considered.

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There needs to be increased accountability of members and chairs.

| Needs to Improve | Percentage |
|-------------------------------------------------|------------|
| Accountability | 10.9% |
| Members | 4.7% |
| Faculty | 3.9% |
| Committee | 3.1% |
| Leadership (either management or chairs) | 2.3% |

Total: 14 respondents

Note: Percentages will not add up to the total since respondents commented on multiple categories.

32

Accountability of committee members

- Accountability is the number one improvement needed. There have been many occasions when there have been only a few members in attendance. It is important to me to be in attendance. I chose this committee based on the knowledge and guidance it could offer me in my current position. All members have something to offer. When some are absent, we lose their perspective. We are all pressed for time, but committees are our obligation. I enjoy meeting new people and learning new policies and procedures.
- More action less complaining and making sure people model what they want to see. People aren't professional.
- People do not actually participate. Who reports to who and how does this trickle down? What are managers doing to get this information to their departments?
- Sharing this information to all employees, prior to making changes. For example making mandatory meetings they need to attend so they are aware of the changes and processes.

33

Accountability of faculty

- Mandatory participation for all assigned constituencies, especially faculty
- Faculty who do not serve equally, do not attend meetings, answer emails, give any support to the committee yet stay on the committee taking a space that could be better served by a more committed (no pun intended) member.
- Get rid of 50% off committees and enforce faculty attendance
- Improvement needed in Professional Development, more relevant, timely trainings and more in-person trainings. Committee assignment times conflict with teaching schedules. Put them all in the afternoon or on Friday or on days people will actually attend and encourage/confirm faculty attendance and participation. Find out why FT faculty with two/day week teachings schedules don't attend committee meetings.

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Accountability of committees and leaders

- The system has significant inequalities. For example, some committees meet infrequently or not at all due to frequent cancellations.
- Several committees serve no purpose (enrollment management) and some don't even meet regularly (professional development or accreditation). We need term limits for committee leadership.
- Also, there are A LOT of meetings that do not have any outcomes, it would be great for the committees to have some sort of way to evaluate the committees to see if we are following established goals each semester. It's like we have meetings just to have meetings and it doesn't leave time for actual work to get done across the campus.

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Accountability of committees and leaders

- Just because you been assigned a committee doesn't mean voices are being heard. Where is the accountability? How do we know what is being said at other committees, if they are no reports/minutes, websites are not being updated. Chairing a committee is hard when their is no assign time. I get it, I get 5 hours for committee work, but most of this time it is used up in other areas that I need to committee to the district. Why is it that some committee chairs have assign and others do not?
- In the past. Admin established a pattern of disconnection and surprising leadership decisions. Sometimes there seems to be a lack of involvement with the campuses and an over emphasis on the district. Very little or no responsibility is assumed for the pattern of excessive leadership shifts. People are put into roles through non-neutral processes and there is no accountability for the major impact this has on the campuses, nor are most leaders supported in their roles.
- Trust building needs to be done, and the chain of command needs to demonstrate accountability

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Committee and meeting efficiency needs to improve due to lack of results.

| Needs to Improve | Percentage |
|----------------------------------|------------|
| Efficiency of committee/meetings | 10.2% |
| Lack of results | 7.8% |
| Excessive meetings | 2.3% |
| Duplication of work | 1.6% |

Total: 13 respondents

Note: Percentages will not add up to the total since respondents commented on multiple categories.

37

Lack of results

- Also, there are A LOT of meetings that do not have any outcomes, it would be great for the committees to have some sort of way to evaluate the committees to see if we are following established goals each semester.
- More action less complaining and making sure people model what they want to see. People aren't professional.
- Action! the system does not produce the type of action needed to create the change we consistently talk about on these committees. Although there are efforts to include all voices, these voices are often drowned out by one another which has led to in-action.
- I think it seems that although we get committee work done, that work and those decisions do not affect the broader campus community.
- Many of the committees are too large to be effective. Also too many obligations for some faculty, better to focus.
- There's always so much talk in these committees but I don't see any outcomes.
- Too many committees and not enough results

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Excessive meetings

- It's like we have meetings just to have meetings and it doesn't leave time for actual work to get done across the campus.
- I think we need to limit the number of committee meeting per week. There are times when I cannot get my own work done because of all the meetings.
- While the participatory governance system effectively promotes collaboration, one area for improvement is the scheduling and frequency of meetings. With multiple meetings happening simultaneously or too frequently, it can be challenging for participants to fully engage in all areas where they want to contribute. Streamlining meeting schedules, improving coordination, or exploring alternative formats—such as asynchronous updates or consolidated discussions—could enhance efficiency while maintaining meaningful participation

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Duplication of work

- The committees that have similar goals and tasks should be united in collaboration to form a more efficient committee. This will prevent any form of isolated tasks geared towards the same goal. There are also committees where updates are only shared and no actionable or working groups exist.
- Removing/reducing duplication of work by aligning committees that are doing the same work. Also, the reporting structure currently in place is nearly non-existent. Committees are doing work, but not everybody knows about it.

40

We need diverse voices to be represented and heard.

| Needs to Improve | Percentage |
|--------------------------|------------|
| Representation and voice | 26.6% |
| Diverse representation | 17.2% |
| Being valued and heard | 14.1% |

Total: 34 respondents

Note: Percentages will not add up to the total since respondents commented on multiple categories.

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We need diverse representation, particularly from students, classified, and part-time faculty.

| Needs to Improve | Percentage |
|--------------------------|-----------------------------------------------|
| Diverse representation | % of respondents who mentioned representation |
| Classified professionals | 59.1% |
| Part-time faculty | 18.2% |
| Full-time faculty | 18.2% |
| Student | 4.5% |

Total: 22 respondents

Note: Percentages will not add up to the total since respondents commented on multiple categories.

42

Student representation

- It's a good approach, although I think it still needs to bring in other voices in the decision making such as, students of different professions and cultural backgrounds. As well as more part-time employees.
- The way we get students to participate through student government is ridiculous, and that process needs to be overhauled. It's the same students who are assigned but not participating unless it directly benefits them. There ARE students who don't want to get involved in student government who would be open to participating, I'm sure of it. We need to allow for those opportunities.
- The complete LACK of student representation is a BIG issue and red flag. We have 10,000 students yet we are often satisfied with Zero or 1-2 students at the table. We will host public forums with the most minimal student participation. Compare this to the representation of any other group, especially management, and you can see the glaring inequity. This is extremely inconsistent with our values, strategic planning, and the very spirit of shared, participatory or collegial governance.
- One area for improvement in the current participatory governance system is increasing student attendance and engagement in meetings. Since student perspectives are essential for informed decision-making. Implementing a policy to replace student members who consistently do not attend meetings would ensure that student representation remains active and meaningful. Ensuring that students feel heard and valued in governance discussions would enhance the system's effectiveness and representation.

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Classified representation

- Based on what I hear from others, to allow time to participate. Seems like some get burned out from being the only ones participating.
- Classified and faculty should be a part of the approval and decision-making processes. It should not be reserved only for administrators who often times make decisions that only benefit them and their pet projects, often denying much needed support to classified.
- Many committees are faculty-heavy in membership and are unwilling to increase Classified membership to match faculty membership, reducing the input from Classified
- designated time allowed for classified staff to participate
- New voices to be encouraged and heard, meeting times to be prioritized and supported by management and administration
- Speaking only for myself, if I wished to serve on a committee that met outside of my scheduled work hours, I would need to essentially opt out of said committee or donate my time outside of work ours. (I work from 1p-10p, M-F). If other classified professionals in the future decided to participate in the community and governance, this is an essential consideration for them.

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Part-time faculty representation

- It's a good approach, although I think it still needs to bring in other voices in the decision making such as, students of different professions and cultural backgrounds. As well as more part-time employees.
- Adjunct involvement should be highly encouraged and if Full time Senators are compensated, Adjuncts should be compensated equally. The only way to get Adjunct participation is to equally value their time and expertise in the same way that Full- time are compensated for their value.
- The dissemination of information is hard to follow and there can be improvements for transparency throughout the campus, Increased faculty engagement and representation, training and development for senate members and investing in-part-time faculty.

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General representation

- Exceedingly few staff and faculty are involved in decision-making.
- Increased Awareness and Participation: Efforts to actively engage more stakeholders, including those who may feel disconnected or underrepresented, could improve inclusivity and diversity in decision-making.
- Keeping everyone informed and offering them a seat at the table prior to decisions being made.
- We stay on the same committee too long. We should rotate every 2-3 years.

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Classified and full-time faculty feel their voices are undervalued and not being heard.

| Needs to Improve | Percentage |
|--------------------------|---------------------------------------------------|
| Being valued and heard | % of respondents who mentioned being valued/heard |
| Classified professionals | 50.0% |
| Full-time faculty | 44.4% |
| Part-time faculty | 5.6% |

Total: 18 respondents

Note: Percentages will not add up to the total since respondents commented on multiple categories.

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Classified voice

- However, I think a lot of classified people also wonder what's the point, especially if we can't get a voice in. It needs to be institutionalized that classified get a voice/vote/representation, and that when we're there, it MATTERS. This includes being members as well as chairs where it makes sense. Right now, we can show up, but in some (not all) spaces, we are completely ignored. There needs to be more consideration of inviting classified rather than us having to ask and fight for space.
- Classified should have equal voice on committee as faculty. Most committees have 2-3 classified but have 1 to 2 faculty for each area of instruction.
- notifying committee members when meetings are not happening, or committees will no longer be meeting, actually listening to what is being said by classified
- Our opinions are not useful if they are not used by management to make decisions. I no longer participate in participatory governance because it seems like a waste of time to give suggestions into the void.
- The Classified Professionals need to have voting membership rights on every committee. There are still some committees that have excluded voting rights to Classified Professionals. All vested constituency groups recognized by the Board of Trustees should have voting membership rights, even though some committees have taken this away.
- Many times I ignore messages regarding engaging in participatory governance. Only when CSEA takes a stand on the issues classified face are there results.

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Faculty/people voice

- Exceedingly few voices are actually "heard" or respected. Exceedingly few staff and faculty are involved in decision-making.
- "Ask all faculty what we need."
- Faculty need to be asked what they need. There needs to be better outreach from administration to faculty.
- Aligning FT scheduling with committee meetings, getting more FT to attend committee meetings. When faculty do attend, listen to them, allow them a voice, be respectful and kindly provide them feedback or insights into what it is they are asking.
- Admin needs to truly care about the opinions and understandings of other sectors.
- All voices need to be heard.
- employees feeling like their voice matters
- Honestly, you have to change the hearts/attitudes of employees. People who care about the college, will work hard to share and find information. Those that don't care, won't make any effort. There is a mindset of apathy among many employees, and that needs to change if you really want have a vibrant system of shared governance. I think employees need to feel valued and seen in order for that apathy to disappear.

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Differences by Role

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Managers

- Generally positive about the current system's ability to include diverse voices
- Focused on improving onboarding processes and clarifying committee purposes
- Emphasized the need for better information sharing and decision-making processes

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Full-time Faculty

- Mixed views on the effectiveness of the current system
- Concerns about the impact of committee scheduling on teaching responsibilities
- Desire for more faculty input in decision-making processes
- Emphasis on the need for administrative stability and trust in faculty expertise

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Part-time Faculty

- Generally positive about the collaborative nature of committees
- Desire for more inclusion and equal compensation for committee participation
- Emphasis on the need for better communication about committee opportunities

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Classified Professionals

- Strong feelings of underrepresentation and lack of equal voice in committees
- Concerns about workload and ability to participate due to job responsibilities
- Desire for more support from management for committee participation
- Emphasis on the need for equal voting rights and representation across all committees

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Students

- Indication of trust in leadership
- Concerns about lack of student representation in governance processes