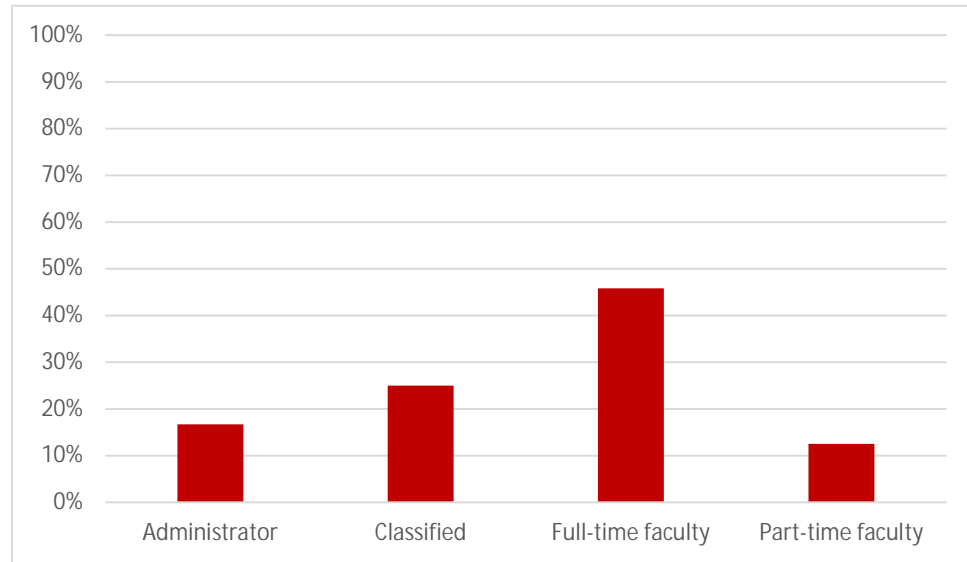


## Foothill College Planning Survey Results

Foothill Planning Survey administered between April 25, 2016 and May 1, 2016.

1) What is your primary role at Foothill?

	Respondents	Percent
Administrator	8	17%
Classified	12	25%
Full-time faculty	22	46%
Part-time faculty	6	13%
Total		



			(Yes)	% of All Respondents
Email	39	81%	29	74%
Division meetings	27	56%	20	74%
Senate meetings	25	52%	20	80%
Web	21	44%	13	76%
Department meetings	17	35%	11	65%
MyPortal	15	31%	11	73%
PaRC website	14	29%	8	57%
PaRC meetings	12	25%	9	75%
Other	8	17%	4	50%

Note: Respondents could select more than one method.

48 respondents answered this question.

Other: Talking to other employees (2), Faculty Association (2), Fusion, Student Equity Workgroup, Department conference web pages  
All but Fusion was reported as sources where the respondent received enough useful information.

## Foothill College Planning Survey Results

3) How important is it to be informed about college planning discussions and decisions?

	Respondents	Percent
Very Important	42	89%

Very important 51

## Foothill College Planning Survey Results

5) What is your primary understanding about participatory governance?

	Respondents	Percent
<b>Participation</b>	<b>35</b>	<b>73%</b>
Transparency	9	19%
Dissemination	2	4%
Documentation	2	4%
Total	48	100%

6) Have you been active in participatory governance over the past five years?

	Respondents	Percent
Yes	34	71%
No	14	29%
Total	48	100%

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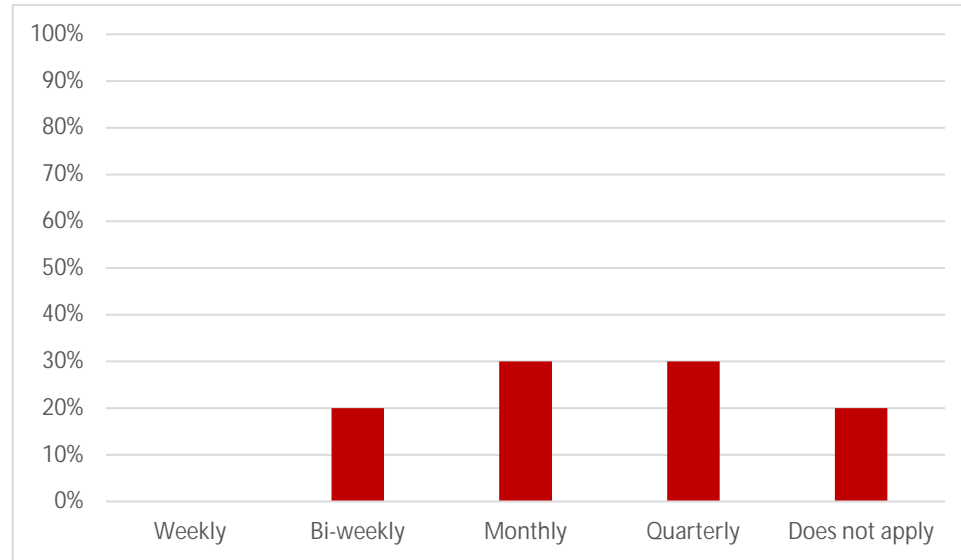


**Foothill College  
Planning Survey Results**

## Foothill College Planning Survey Results

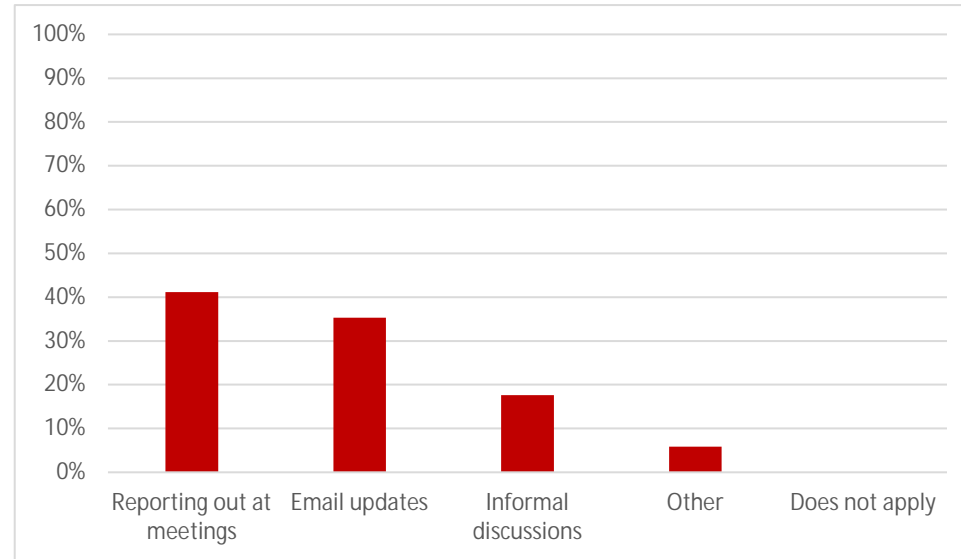
6.5) How often do you disseminate college planning discussions and decisions (from PaRC) to your constituents?

	Respondents	Percent
Weekly	0	0%
Bi-weekly	2	20%
Monthly	3	30%
Quarterly	3	30%
Does not apply	2	20%
<b>Total</b>	<b>10</b>	<b>100%</b>



6.6) Which methods do you use to disseminate college planning discussions and decisions to your constituents?

	Respondents	Percent
Reporting out at meetings	7	41%
Email updates	6	35%
Informal discussions	3	18%
Other	1	6%
Does not apply	0	0%
<b>Total</b>	<b>17</b>	<b>100%</b>



10 respondents answered this question

Other: website



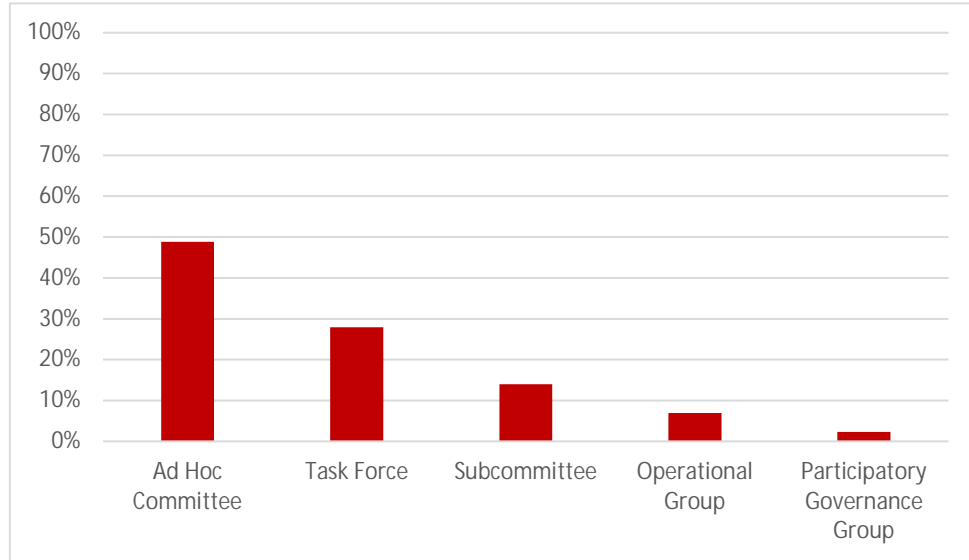




## Foothill College Planning Survey Results

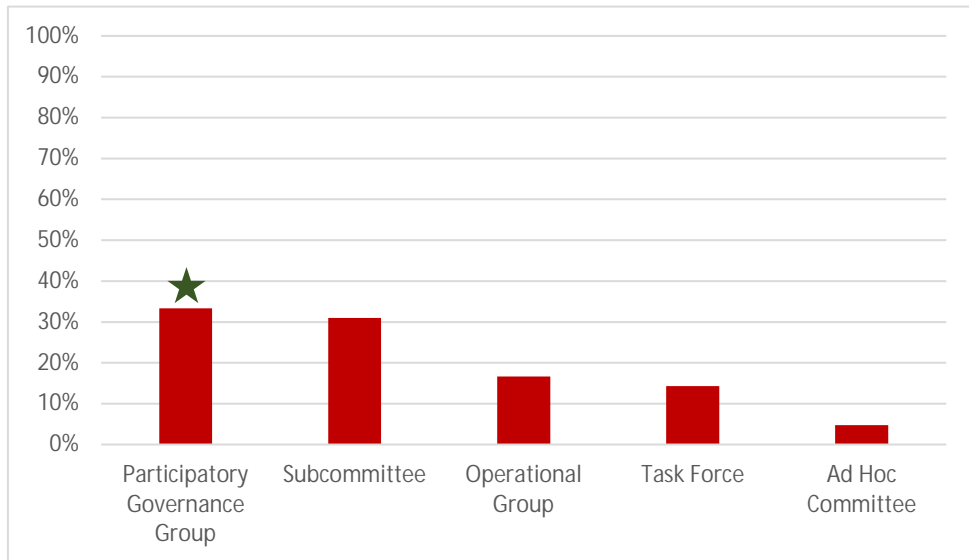
A working group created by PaRC or standing committee to address and make recommendations on a specific subject/issue.

	Respondents	Percent
<b>Ad Hoc Committee</b>	<b>21</b>	<b>49%</b>
Task Force	12	28%
Subcommittee	6	14%
Operational Group	3	7%
Participatory Governance Group	1	2%
<b>Total</b>	<b>43</b>	<b>100%</b>



A group consisting constituent representatives selected or designated to act in an advisory capacity that meets on a regular basis.

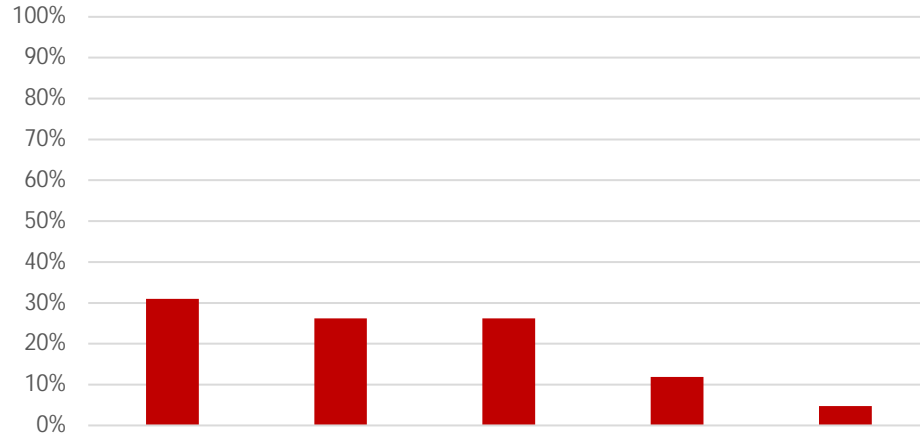
	Respondents	Percent
<b>Participatory Governance Group</b>	<b>14</b>	<b>33%</b>
Subcommittee	13	31%
Operational Group	7	17%
Task Force	6	14%
Ad Hoc Committee	2	5%
<b>Total</b>	<b>42</b>	<b>100%</b>



## Foothill College Planning Survey Results

A permanent group convened by PaRC or standing committee designated to consider specific subjects/issues in detail for recommendations back to PaRC or standing committee. The chair must be a member of PaRC or standing committee.

Subcommittee	Respondents	Percent
<b>Subcommittee</b>	<b>13</b>	<b>31%</b>
Participatory Governance Group	11	26%
Operational Group	11	26%
Ad Hoc Committee	5	12%
Task Force	2	5%
Total	42	100%



9) Do you think the current organizational structure should be revisited or updated?

Response	Respondents	Percent
Yes	24	50%
No	7	15%
Unsure	17	35%
Total	48	100%

## Foothill College Planning Survey Results

10) Explain your answer to the previous question.

I don't feel that I know enough about it to know if it should be updated.

don't know what the director's role is for the student body. This is a current trend in (as) (kind of) (it) (b) (a) (c) (e) (f) (g) (h) (i) (j) (k) (l) (m) (n) (o) (p) (q) (r) (s) (t) (u) (v) (w) (x) (y) (z) (aa) (ab) (ac) (ad) (ae) (af) (ag) (ah) (ai) (aj) (ak) (al) (am) (an) (ao) (ap) (aq) (ar) (as) (at) (au) (av) (aw) (ax) (ay) (az) (ba) (bb) (bc) (bd) (be) (bf) (bg) (bh) (bi) (bj) (bk) (bl) (bm) (bn) (bo) (bp) (bq) (br) (bs) (bt) (bu) (bv) (bw) (bx) (by) (bz) (ca) (cb) (cc) (cd) (ce) (cf) (cg) (ch) (ci) (cj) (ck) (cl) (cm) (cn) (co) (cp) (cq) (cr) (cs) (ct) (cu) (cv) (cw) (cx) (cy) (cz) (da) (db) (dc) (dd) (de) (df) (dg) (dh) (di) (dj) (dk) (dl) (dm) (dn) (do) (dp) (dq) (dr) (ds) (dt) (du) (dv) (dw) (dx) (dy) (dz) (ea) (eb) (ec) (ed) (ee) (ef) (eg) (eh) (ei) (ej) (ek) (el) (em) (en) (eo) (ep) (eq) (er) (es) (et) (eu) (ev) (ew) (ex) (ey) (ez) (fa) (fb) (fc) (fd) (fe) (ff) (fg) (fh) (fi) (fj) (fk) (fl) (fm) (fn) (fo) (fp) (fq) (fr) (fs) (ft) (fu) (fv) (fw) (fx) (fy) (fz) (ga) (gb) (gc) (gd) (ge) (gf) (gg) (gh) (gi) (gj) (gk) (gl) (gm) (gn) (go) (gp) (gq) (gr) (gs) (gt) (gu) (gv) (gw) (gx) (gy) (gz) (ha) (hb) (hc) (hd) (he) (hf) (hg) (hh) (hi) (hj) (hk) (hl) (hm) (hn) (ho) (hp) (hq) (hr) (hs) (ht) (hu) (hv) (hw) (hx) (hy) (hz) (ia) (ib) (ic) (id) (ie) (if) (ig) (ih) (ii) (ij) (ik) (il) (im) (in) (io) (ip) (iq) (ir) (is) (it) (iu) (iv) (iw) (ix) (iy) (iz) (ja) (jb) (jc) (jd) (je) (jf) (jg) (jh) (ji) (jj) (jk) (jl) (jm) (jn) (jo) (jp) (jq) (jr) (js) (jt) (ju) (jv) (jw) (jx) (jy) (jz) (ka) (kb) (kc) (kd) (ke) (kf) (kg) (kh) (ki) (kj) (kk) (kl) (km) (kn) (ko) (kp) (kq) (kr) (ks) (kt) (ku) (kv) (kw) (kx) (ky) (kz) (la) (lb) (lc) (ld) (le) (lf) (lg) (lh) (li) (lj) (lk) (ll) (lm) (ln) (lo) (lp) (lq) (lr) (ls) (lt) (lu) (lv) (lw) (lx) (ly) (lz) (ma) (mb) (mc) (md) (me) (mf) (mg) (mh) (mi) (mj) (mk) (ml) (mm) (mn) (mo) (mp) (mq) (mr) (ms) (mt) (mu) (mv) (mw) (mx) (my) (mz) (na) (nb) (nc) (nd) (ne) (nf) (ng) (nh) (ni) (nj) (nk) (nl) (nm) (nn) (no) (np) (nq) (nr) (ns) (nt) (nu) (nv) (nw) (nx) (ny) (nz) (oa) (ob) (oc) (od) (oe) (of) (og) (oh) (oi) (oj) (ok) (ol) (om) (on) (oo) (op) (oq) (or) (os) (ot) (ou) (ov) (ow) (ox) (oy) (oz) (pa) (pb) (pc) (pd) (pe) (pf) (pg) (ph) (pi) (pj) (pk) (pl) (pm) (pn) (po) (pp) (pq) (pr) (ps) (pt) (pu) (pv) (pw) (px) (py) (pz) (qa) (qb) (qc) (qd) (qe) (qf) (qg) (qh) (qi) (qj) (qk) (ql) (qm) (qn) (qo) (qp) (qq) (qr) (qs) (qt) (qu) (qv) (qw) (qx) (qy) (qz) (ra) (rb) (rc) (rd) (re) (rf) (rg) (rh) (ri) (rj) (rk) (rl) (rm) (rn) (ro) (rp) (rq) (rr) (rs) (rt) (ru) (rv) (rw) (rx) (ry) (rz) (sa) (sb) (sc) (sd) (se) (sf) (sg) (sh) (si) (sj) (sk) (sl) (sm) (sn) (so) (sp) (sq) (sr) (ss) (st) (su) (sv) (sw) (sx) (sy) (sz) (ta) (tb) (tc) (td) (te) (tf) (tg) (th) (ti) (tj) (tk) (tl) (tm) (tn) (to) (tp) (tq) (tr) (ts) (tt) (tu) (tv) (tw) (tx) (ty) (tz) (ua) (ub) (uc) (ud) (ue) (uf) (ug) (uh) (ui) (uj) (uk) (ul) (um) (un) (uo) (up) (uq) (ur) (us) (ut) (uu) (uv) (uw) (ux) (uy) (uz) (va) (vb) (vc) (vd) (ve) (vf) (vg) (vh) (vi) (vj) (vk) (vl) (vm) (vn) (vo) (vp) (vq) (vr) (vs) (vt) (vu) (vv) (vw) (vx) (vy) (vz) (wa) (wb) (wc) (wd) (we) (wf) (wg) (wh) (wi) (wj) (wk) (wl) (wm) (wn) (wo) (wp) (wq) (wr) (ws) (wt) (wu) (wv) (ww) (wx) (wy) (wz) (xa) (xb) (xc) (xd) (xe) (xf) (xg) (xh) (xi) (xj) (xk) (xl) (xm) (xn) (xo) (xp) (xq) (xr) (xs) (xt) (xu) (xv) (xw) (xx) (xy) (xz) (ya) (yb) (yc) (yd) (ye) (yf) (yg) (yh) (yi) (yj) (yk) (yl) (ym) (yn) (yo) (yp) (yq) (yr) (ys) (yt) (yu) (yv) (yw) (yx) (yz) (za) (zb) (zc) (zd) (ze) (zf) (zg) (zh) (zi) (zj) (zk) (zl) (zm) (zn) (zo) (zp) (zq) (zr) (zs) (zt) (zu) (zv) (zw) (zx) (zy) (zz)

I was unable to respond to the sub questions for question 8, noting my limited knowledge of governance structure, procedures, and responsibilities. I would have been a more effective and efficient participant if I had a detailed outline of why my role is within the governance body. If there is a template available, I am not sure where it is located.

I'm not too familiar with governance processes and their effectiveness in order to answer this question.

It would be nice to have a webpage that has all the names of the committees and their functions.

It's an issue when people are not participating. It seems to be the same people participating over and over again. Also, people feel like decisions are already made ahead of time. If they are, people don't want to waste their time. Some of the committees require a lot of time commitment. Not all committees are created equal. Being on some committees requires more time than some of the positions that get a stipend, such as SLO coordinators. Additionally, there needs to be something done with the class times. With more online and hybrid courses offered, less faculty are coming to campus and so they don't participate in governance.

It's very unclear who is in charge of what, and which committees have what kind of rules and authority.

I've been here 20 years and have seen a lot of different organizational structures...this one seems to work the best (so far), but there's always room for improvement.

Just at this moment, I have been invited to attend the "Participatory Governance Meetings" but needed permission from my current manager. As of April 6th, according to the (Interim) President, I am in the unique position of a transfer to a new position at the main campus (still TBA). In the meantime, and subject to review by my new future manager, I asked if I could attend. I was told no. I am appealing reconsideration as I write this. With the above in mind, perhaps there should be a process to help 'track' who is not in attendance and why. There are a multitude of reasons for why people attend, or not. For Classified Staff, the focus should be to allow those that want to participate, within reason, to participate. Then build mechanisms/tools to allow this to happen.



## **Foothill College Planning Survey Results**

There is too much secrecy about administrative decisions which can leave stakeholders feeling blindsided. When stakeholders are not included in the decision making process important information might not be taken in to consideration. Especially in the area of reorganization of departments, changes in who the department will report to, and major decisions of what type of staffing the department needs if funds are available to hire a new employee for the department. If decisions are made behind the scenes of what new staffing is needed, the actual needs of the employees and work area can go unmet. Also, an employee might be hired as an administrator at a high salary when actually the position could be a classified position at a lower salary. The college is top-heavy with administrators and needs more classified staff to actually do the work needed.

There needs to be more opportunities for staff to grow and advance in their individual areas.

Too many faculty are not involved in any way in participatory governance. PaRC makes important decisions for the college with little input from part time faculty, for example.

We just revised our college ed master plan. Accordingly, now is the appropriate time to review our shared governance handbook and organizational structures to make sure they support our updated plan.

We need to think about how we encourage faculty, staff, and administrators to serve on the various committees. We also need to provide each workgroup with more support.

We should always consider this and now, with a new president, a fresh look would be appropriate.

Yes but not until after the next accreditation visit. We should not change it before the visit because we will then be ensured of a follow up visit. In addition, the new President should have time to learn the current process before engaging in a revision. So I would say yes but in a couple years.