



An EFFECTIVE DECISION-MAKING PROCESS is transparent, accountable, inclusive, data-informed, timely, makes good use of resources, provides opportunity for input, and well communicated. Please use this definition of an effective decision-making process when responding to all items in questions 1 and 2 on this page.

\* 1. Please indicate your agreement or disagreement with all of the following statements:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion / Don't Know
(a) Transparency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(b) Accountability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(c) Inclusiveness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 2. Please indicate your agreement or disagreement with all of the following statements:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion / Don't Know
(a) The decision-making processes at Bakersfield College make effective use of research and data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(b) The decision-making processes at Bakersfield College are timely.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(c) The decision-making processes at Bakersfield College make good use of resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(d) Recommendations and input made through participatory governance at Bakersfield College are considered.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(e) Decisions at Bakersfield College are clearly communicated to affected stakeholders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(f) Overall, I feel that the Bakersfield College decision making processes are effective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 3. Please check the box that applies.

	All of them	Most of them	About half of them	Some of them	None of them
I have read the available draft documents of the Bakersfield College Decision-Making Processes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 4. Please indicate your agreement or disagreement with the next two statements.

The Bakersfield College Decision-Making Processes documents are:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion / Don't Know
(a) Easy to understand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(b) Helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 5. Have you visited the Decision-Making Task Force web site located at:

<http://www.bakersfieldcollege.edu/collegecouncil/dmtf/> ?

Yes

No

1. What do you think are the STRENGTHS of the decision-making process at Bakersfield College?

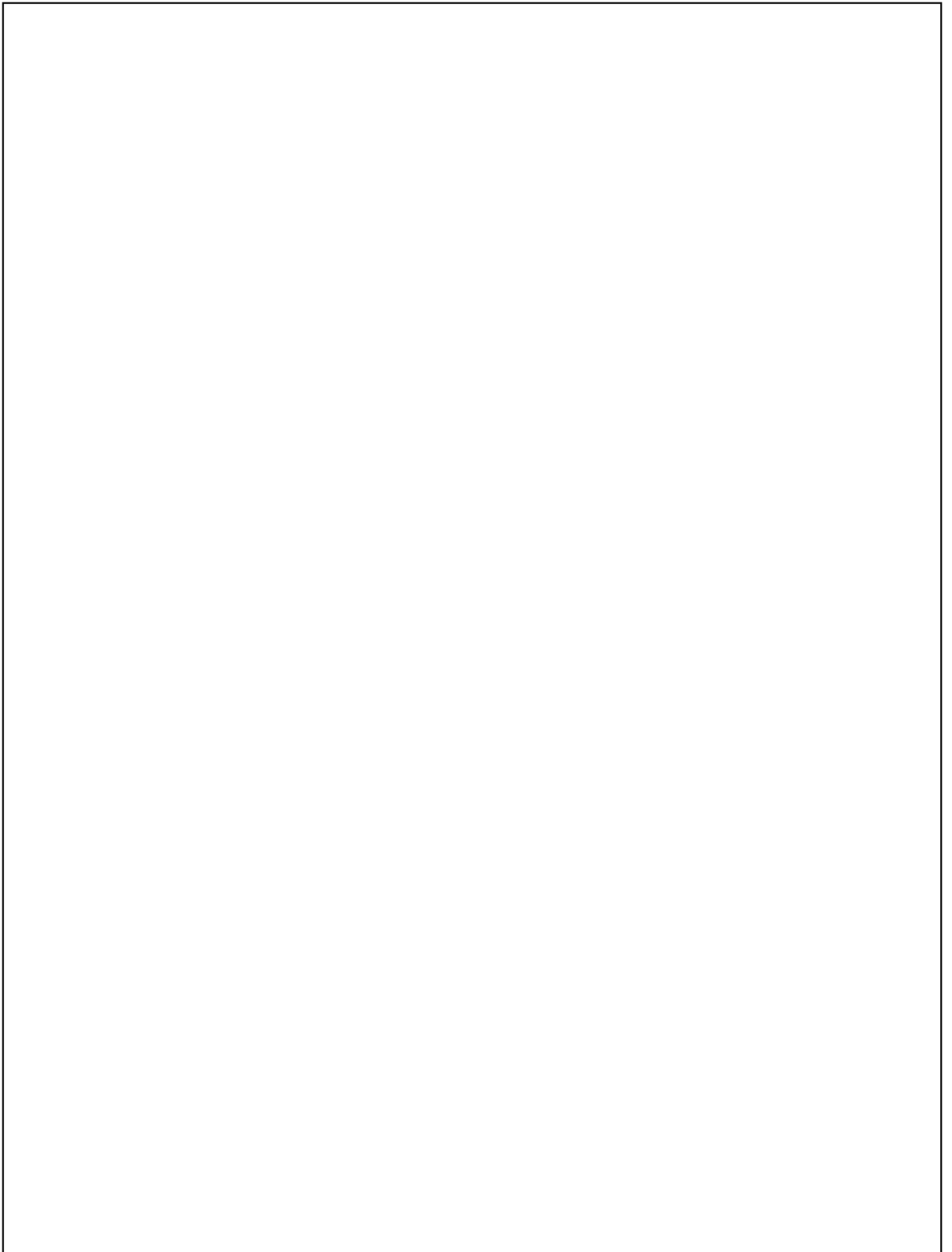
2. What do you think are the WEAKNESSES of the decision-making process at Bakersfield College?

3. What SPECIFIC SUGGESTIONS do you have for IMPROVING the decision-making processes at Bakersfield College?

Thank you for participating in this survey which will provide us with baseline responses for future comparisons.



## Decision-Making Process Evaluation – Baseline Survey – Preliminary Results

### (1 ) Location

- 128 BC employees took the survey by May 5.
- Of those who took the survey,
  - nearly all work at the Panorama Campus (98%)
  - a few work at Delano (2%)

### (2) Employee Role

- Top 3 roles of survey participant:
  - Faculty / Adjunct Faculty ... 64 %
  - Classified ..... 29 %
  - Department Chair ..... 9 %
- 8 College Council members took survey
- Note - all 128 survey participants checked only one box

### (3) Adequate Representation

- For ADEQUATE REPRESENTATION of employee groups in college-level decision making:
  - about 1/3 of survey participants have No Opinion or Don't Know about SGA
  - about 1/3 of survey participants Agree that CSEA, CCA, and ACADEMIC SENATE are
  - nearly 1/2 of survey participants Strongly Agree that ADMINISTRATION is

### (4) Effectiveness of Decision-Making Processes

- About 1/2 the survey participants Disagree/Strongly Disagree that BC decision-making processes are:
  - transparent
  - accountable
  - inclusive
- Note - 111 people answered this question and the remaining questions.

### (5) Most responses about the effectiveness of decision-making processes are not positive:

Rankings of the processes indicate:

- |  | Disagree/Strongly Disagree |
|--|----------------------------|
| • Clearly communicated to stakeholders .....             | 60%                        |
| • Timely .....   | 55%                        |
| • Effective overall .....                                | 54%                        |
| • Good use of resources .....                            | 46%                        |
| • Recommendations/input – participatory governance ..... | 46%                        |
| • Effective use - research/data .....                    | 41%                        |

### (6) Read Documents

- Nearly 80% of the participants read at least some of the draft documents about BC decision-making processes

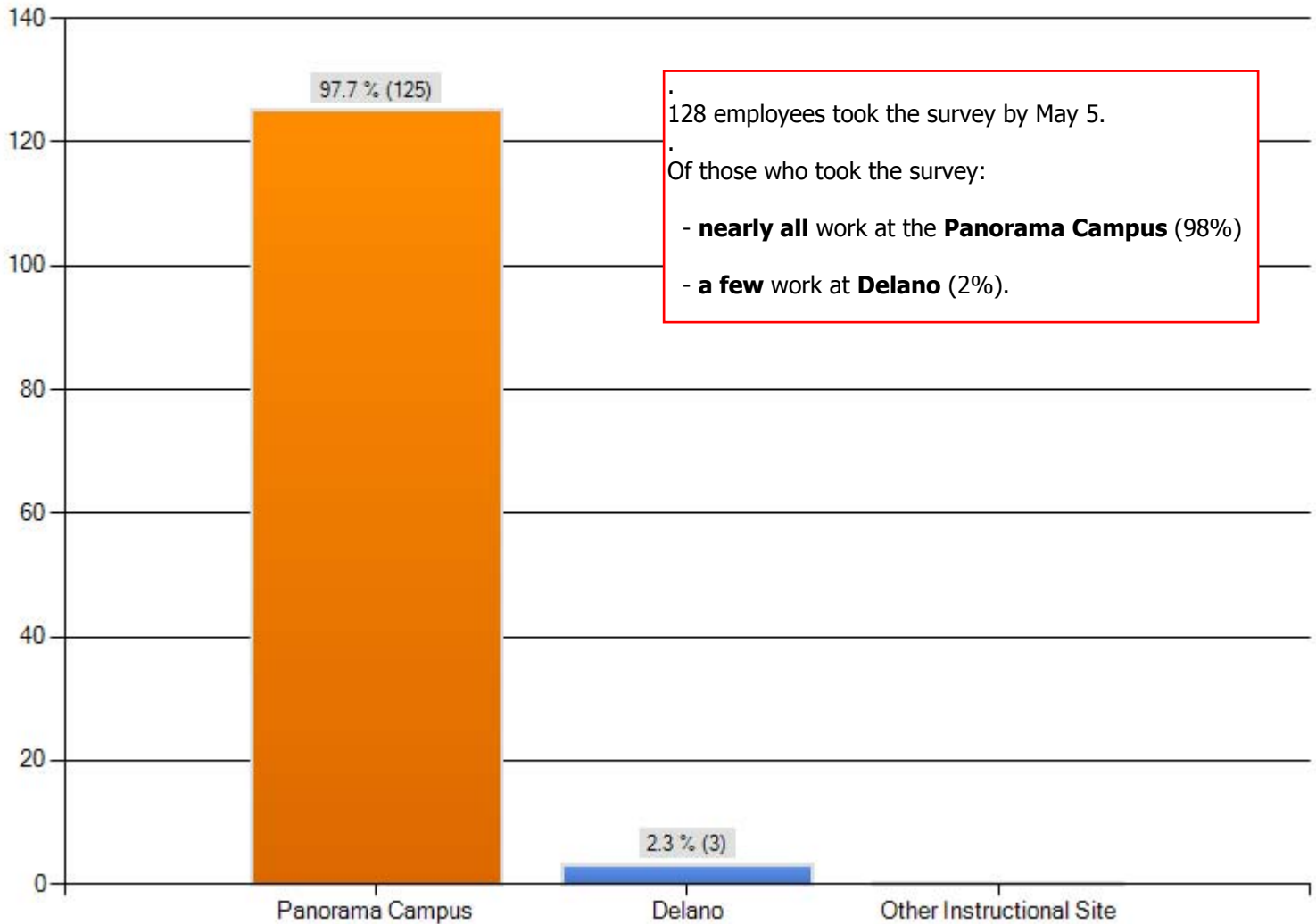
### (7) Opinion of Documents

- Opinions about the decision-making documents were neutral to positive:
  - Over 40% of survey participants think the documents are easy to understand (nearly 30% neutral);
  - About 30% think the documents are helpful (over 30% neutral).

### (8) Visits to College Council DMTF Web Site

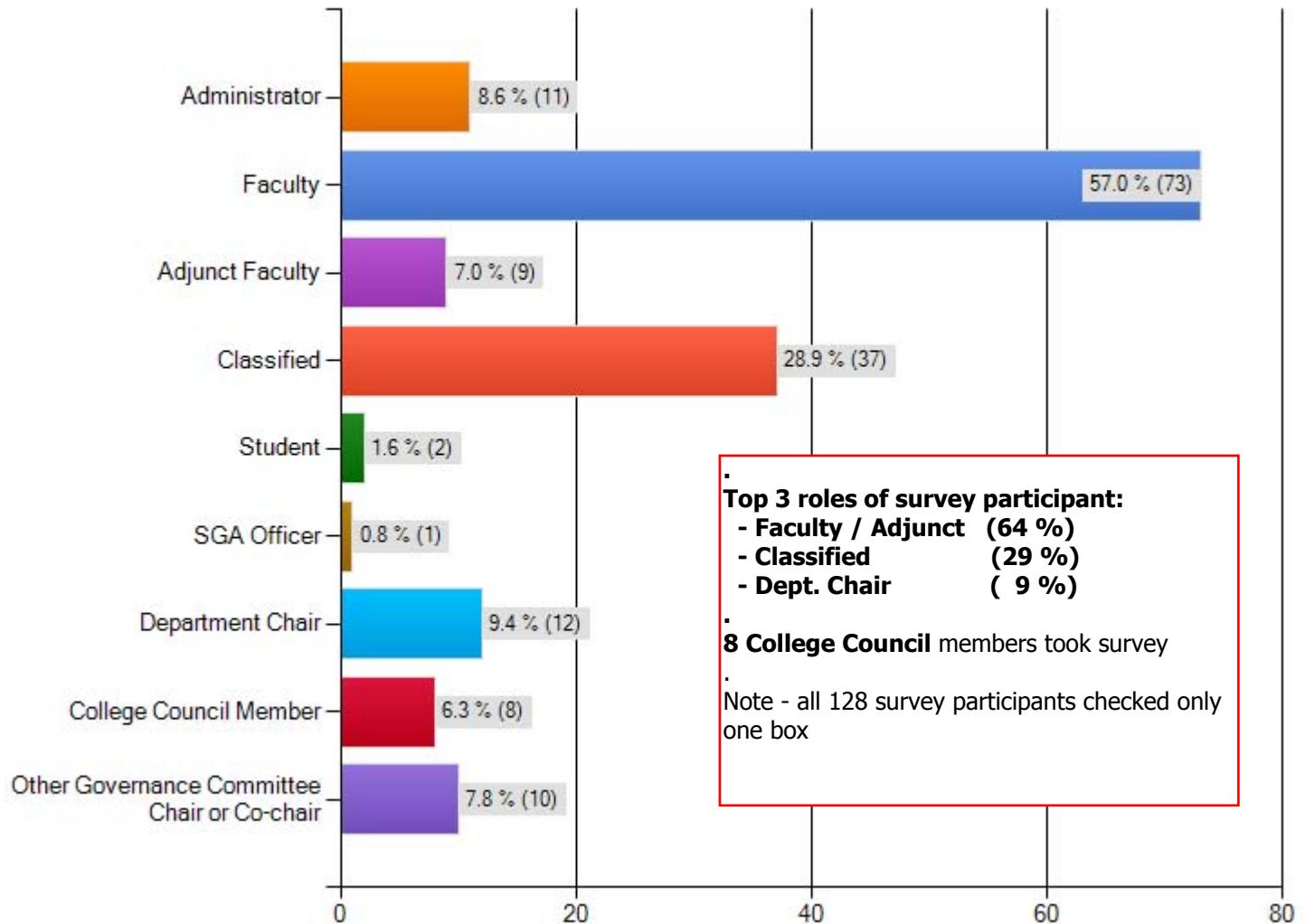
- Close to 1/2 the survey participants have visited the decision-making web site!

## Your Location:



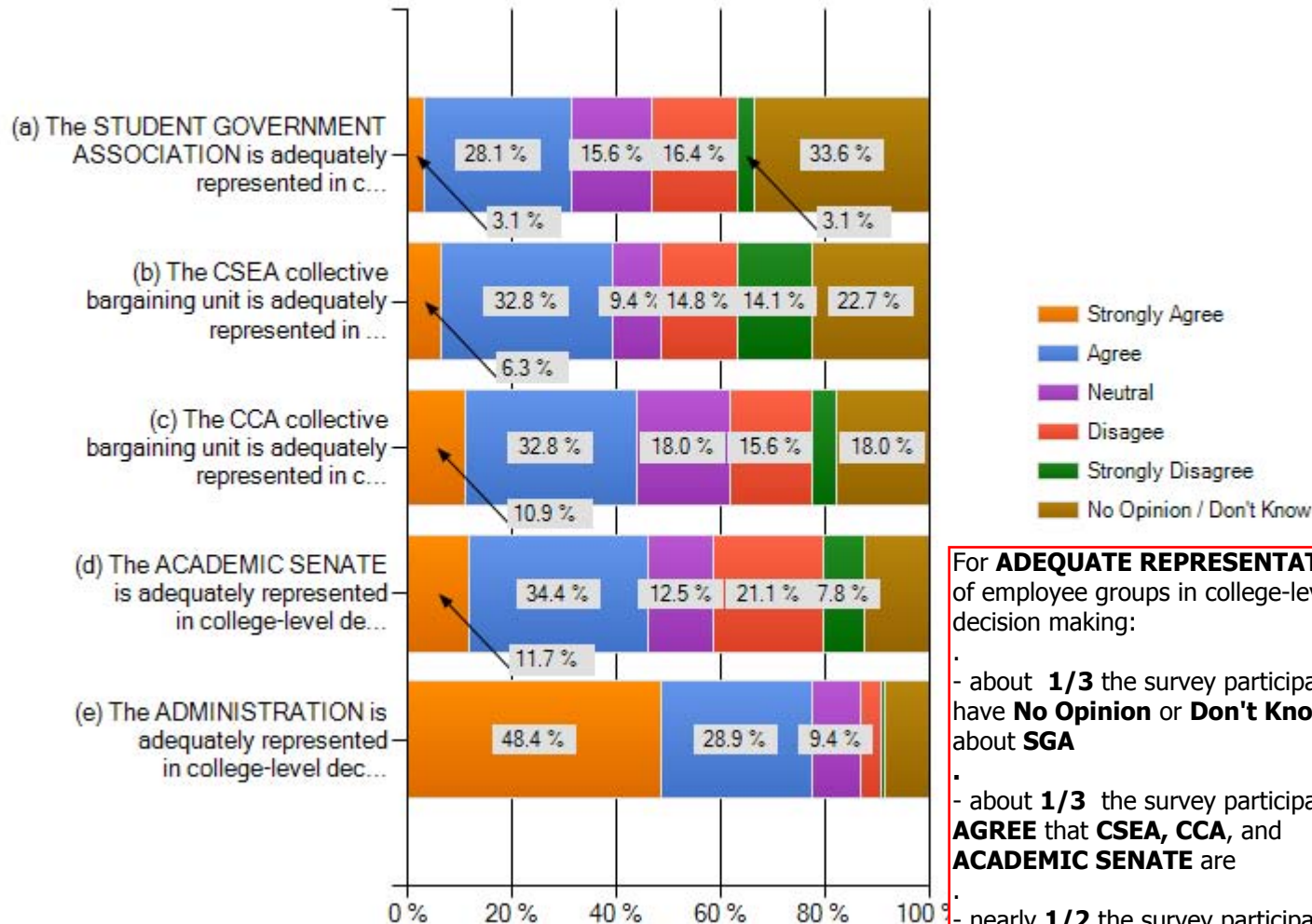
• 128 employees took the survey by May 5.  
• Of those who took the survey:  
- **nearly all** work at the **Panorama Campus** (98%)  
- **a few** work at **Delano** (2%).

## Your Role: (Check all that apply)





Please indicate your agreement or disagreement with all of the following statements:



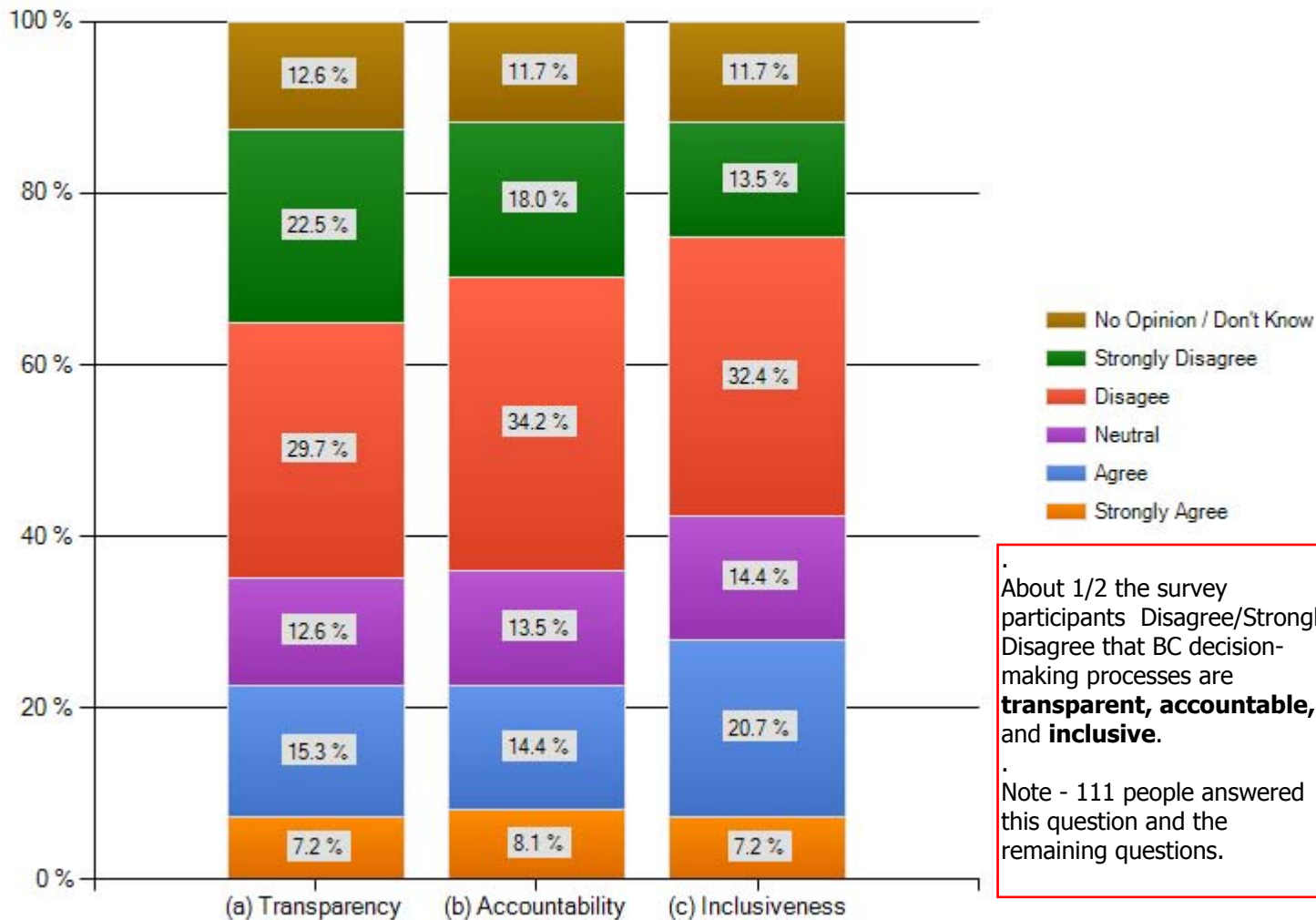
For **ADEQUATE REPRESENTATION** of employee groups in college-level decision making:

- about **1/3** the survey participants have **No Opinion** or **Don't Know** about **SGA**

- about **1/3** the survey participants **AGREE** that **CSEA, CCA,** and **ACADEMIC SENATE** are

- nearly **1/2** the survey participants **Strongly Agree** that **ADMINISTRATION** is

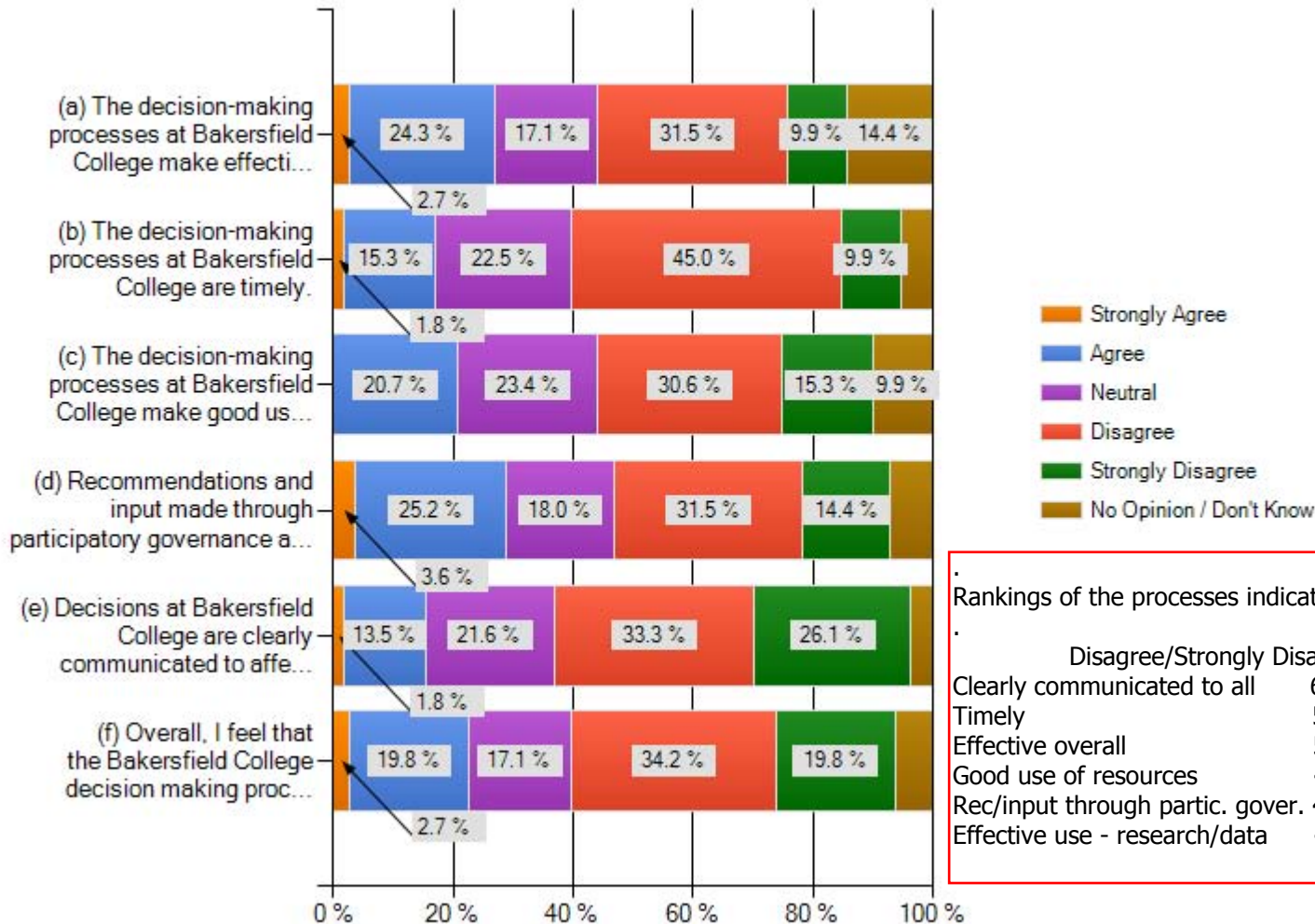
Please indicate your agreement or disagreement with all of the following statements:



• About 1/2 the survey participants Disagree/Strongly Disagree that BC decision-making processes are **transparent, accountable, and inclusive**.

• Note - 111 people answered this question and the remaining questions.

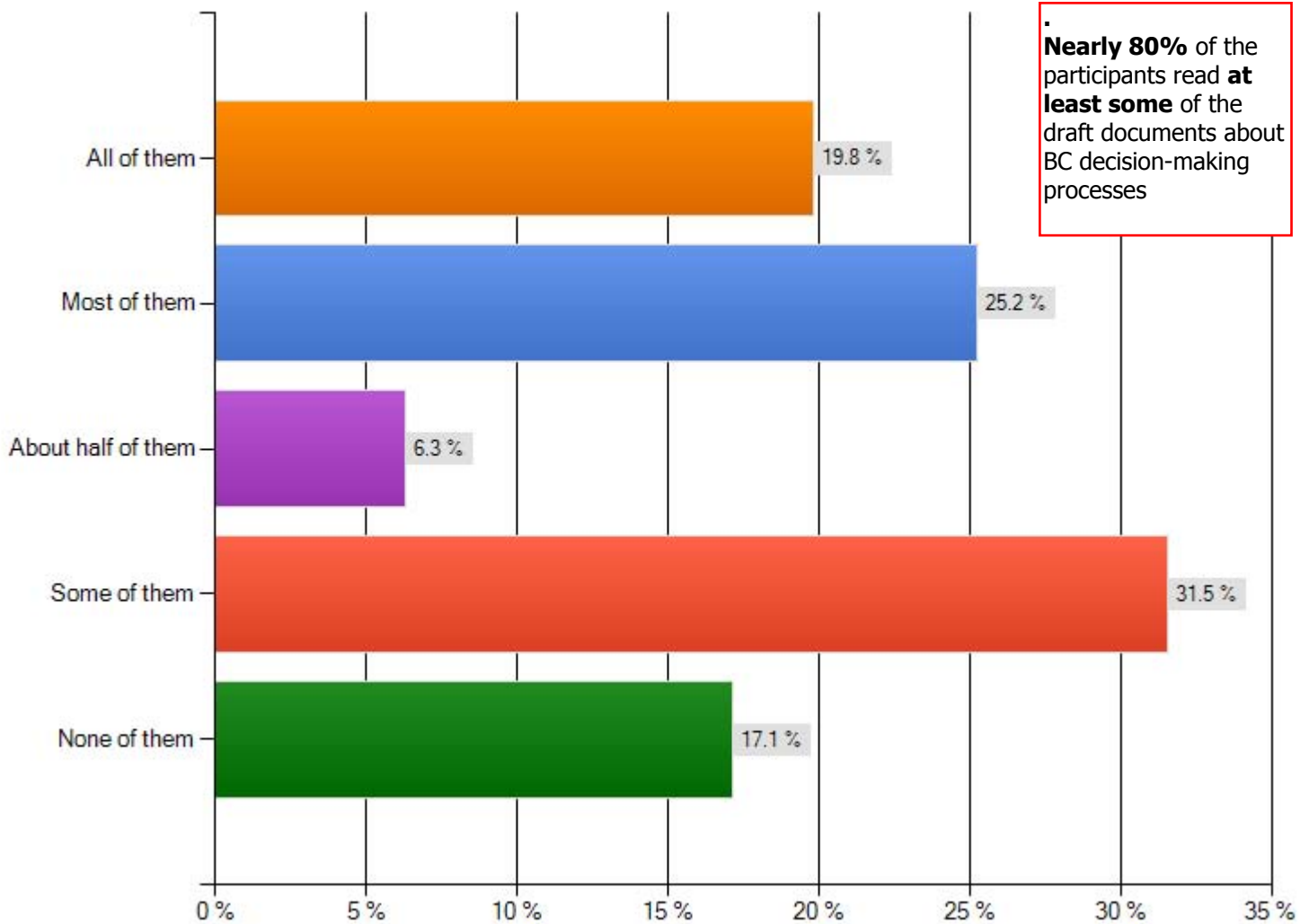
**Please indicate your agreement or disagreement with all of the following statements:**



Rankings of the processes indicate:

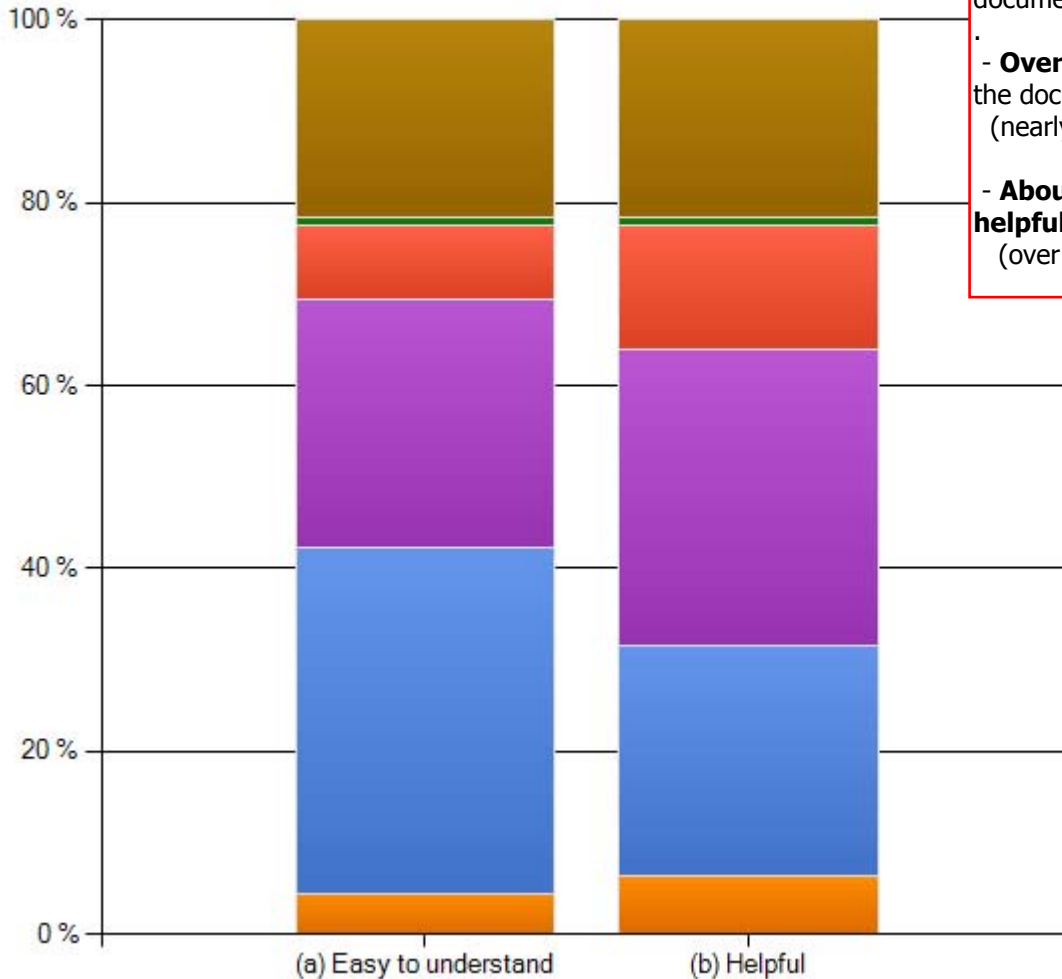
Disagree/Strongly Disagree:	
Clearly communicated to all	60%
Timely	55%
Effective overall	54%
Good use of resources	46%
Rec/input through partic. gover.	46%
Effective use - research/data	41%

Please check the box that applies.



• **Nearly 80%** of the participants read **at least some** of the draft documents about BC decision-making processes

Please indicate your agreement or disagreement with the next two statements. The Bakersfield College Decision-Making Processes documents are:



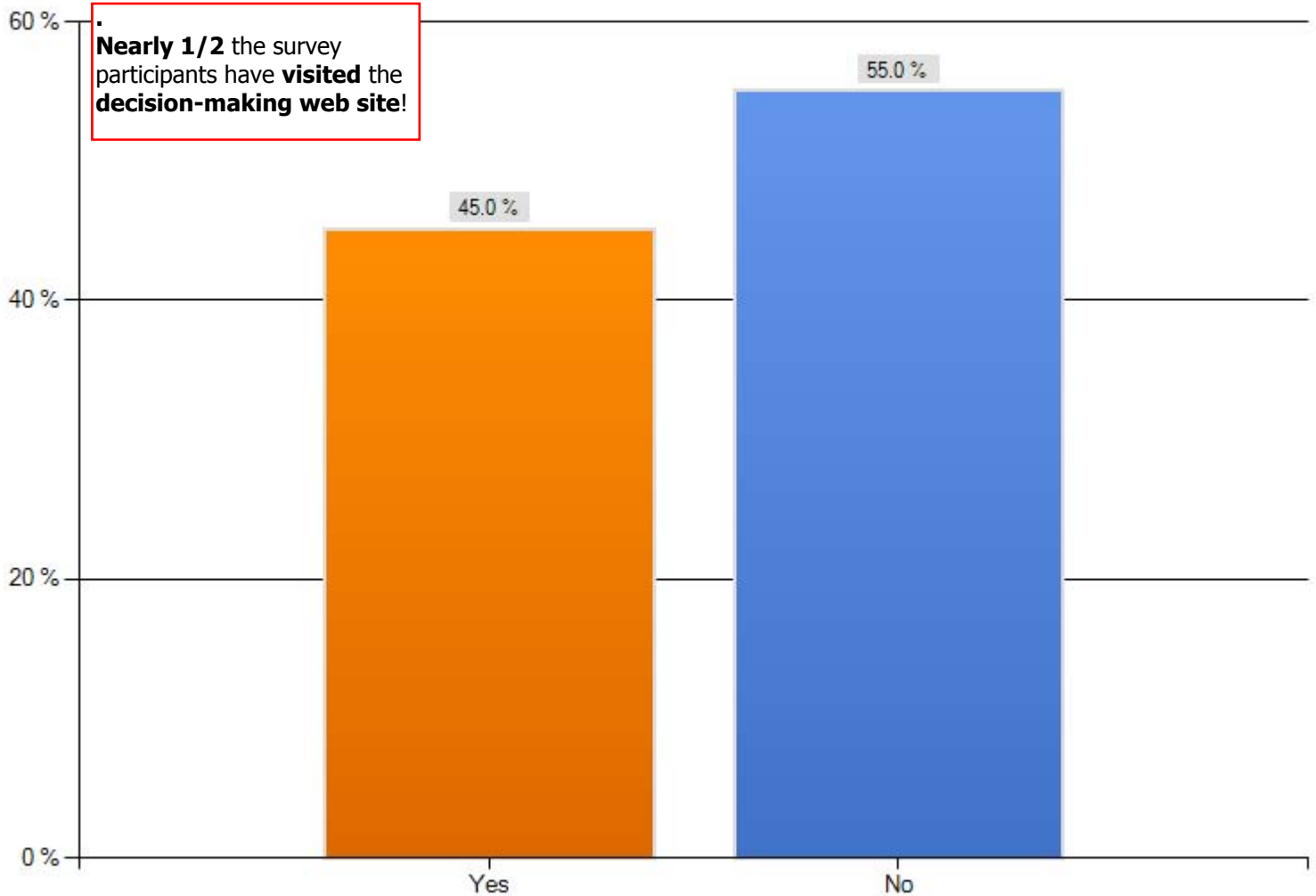
Opinions about the decision-making documents were neutral to positive:

- **Over 40%** of survey participants think the documents are easy to understand (nearly 30% neutral);

- **About 30%** think the documents are **helpful** (over 30% neutral).

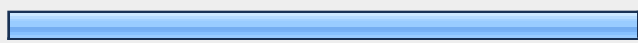

- No Opinion / Don't Know
- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Have you visited the Decision-Making Task Force web site located at:  
<http://www.bakersfieldcollege.edu/collegecouncil/dmtf/> ?




# Decision Making Process Evaluation



Your Location:			
		Response Percent	Response Count
Panorama Campus		97.7%	125
Delano		2.3%	3
Other Instructional Site		0.0%	0
		<i>answered question</i>	128
		<i>skipped question</i>	0

# Decision Making Process Evaluation

Your Role: (Check all that apply)			Response Percent	Response Count
Administrator	<input type="checkbox"/>		8.6%	11
<b>Faculty</b>	<input checked="" type="checkbox"/>		<b>57.0%</b>	<b>73</b>
Adjunct Faculty	<input type="checkbox"/>		7.0%	9
Classified	<input type="checkbox"/>		28.9%	37
Student	<input type="checkbox"/>		1.6%	2
SGA Officer	<input type="checkbox"/>		0.8%	1
Department Chair	<input type="checkbox"/>		9.4%	12
College Council Member	<input type="checkbox"/>		6.3%	8
Other Governance Committee Chair or Co-chair	<input type="checkbox"/>		7.8%	10
			<i>answered question</i>	<b>128</b>
			<i>skipped question</i>	<b>0</b>





# Decision Making Process Evaluation

Please indicate your agreement or disagreement with all of the following statements:									
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion / Don't Know	Rating Average	Response Count	
(a) The STUDENT GOVERNMENT ASSOCIATION is adequately represented in college-level decision making.	3.1% (4)	28.1% (36)	15.6% (20)	16.4% (21)	3.1% (4)	<b>33.6% (43)</b>	2.11		
(b) The CSEA collective bargaining unit is adequately represented in college-level decision making.	6.3% (8)	<b>32.8% (42)</b>	9.4% (12)	14.8% (19)	14.1% (18)	22.7% (29)	2.34		
(c) The CCA collective bargaining unit is adequately represented in college-level decision making.	10.9% (14)	<b>32.8% (42)</b>	18.0% (23)	15.6% (20)	4.7% (6)	18.0% (23)	2.76		
(d) The ACADEMIC SENATE is adequately represented in college-level decision making.	11.7% (15)	<b>34.4% (44)</b>	12.5% (16)	21.1% (27)	7.8% (10)	12.5% (16)	2.84		
(e) The ADMINISTRATION is adequately represented in college-level decision making.	<b>48.4% (62)</b>	28.9% (37)	9.4% (12)	3.9% (5)	0.8% (1)	8.6% (11)	3.95		
	<b>answered question</b>								
	<b>skipped question</b>								

# Decision Making Process Evaluation



Please indicate your agreement or disagreement with all of the following statements:									
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion / Don't Know	Rating Average	Response Count	
(a) Transparency	7.2% (8)	15.3% (17)	12.6% (14)	<b>29.7% (33)</b>	22.5% (25)	12.6% (14)	2.17		
(b) Accountability	8.1% (9)	14.4% (16)	13.5% (15)	<b>34.2% (38)</b>	18.0% (20)	11.7% (13)	2.25		
(c) Inclusiveness	7.2% (8)	20.7% (23)	14.4% (16)	<b>32.4% (36)</b>	13.5% (15)	11.7% (13)	2.41		
	<i>answered question</i>								
	<i>skipped question</i>								

# Decision Making Process Evaluation



Please indicate your agreement or disagreement with all of the following statements:							
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion / Don't Know	Response Count
(a) The decision-making processes at Bakersfield College make effective use of research and data.	2.7% (3)	24.3% (27)	17.1% (19)	<b>31.5% (35)</b>	9.9% (11)	14.4% (16)	111
(b) The decision-making processes at Bakersfield College are timely.	1.8% (2)	15.3% (17)	22.5% (25)	<b>45.0% (50)</b>	9.9% (11)	5.4% (6)	111
(c) The decision-making processes at Bakersfield College make good use of resources.	0.0% (0)	20.7% (23)	23.4% (26)	<b>30.6% (34)</b>	15.3% (17)	9.9% (11)	111
(d) Recommendations and input made through participatory governance at Bakersfield College are considered.	3.6% (4)	25.2% (28)	18.0% (20)	<b>31.5% (35)</b>	14.4% (16)	7.2% (8)	111
(e) Decisions at Bakersfield College are clearly communicated to affected stakeholders.	1.8% (2)	13.5% (15)	21.6% (24)	<b>33.3% (37)</b>	26.1% (29)	3.6% (4)	111
(f) Overall, I feel that the Bakersfield College decision making processes are effective.	2.7% (3)	19.8% (22)	17.1% (19)	<b>34.2% (38)</b>	19.8% (22)	6.3% (7)	111
	<i>answered question</i>						<b>111</b>
	<i>skipped question</i>						<b>17</b>

# Decision Making Process Evaluation

Please check the box that applies.							
	All of them	Most of them	About half of them	Some of them	None of them	Rating Average	Response Count
I have read the available draft documents of the Bakersfield College Decision-Making Processes.	19.8% (22)	25.2% (28)	6.3% (7)	<b>31.5% (35)</b>	17.1% (19)	2.99	111
	<i>answered question</i>						111
	<i>skipped question</i>						17


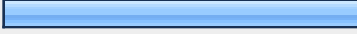
# Decision Making Process Evaluation

**Please indicate your agreement or disagreement with the next two statements. The Bakersfield College Decision-Making Processes documents are:**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>No Opinion / Don't Know</b>	<b>Response Count</b>
(a) Easy to understand	4.5% (5)	<b>37.8% (42)</b>	27.0% (30)	8.1% (9)	0.9% (1)	21.6% (24)	111
(b) Helpful	6.3% (7)	25.2% (28)	<b>32.4% (36)</b>	13.5% (15)	0.9% (1)	21.6% (24)	111
	<i>answered question</i>						<b>111</b>
	<i>skipped question</i>						<b>17</b>

# Decision Making Process Evaluation



Have you visited the Decision-Making Task Force web site located at: <a href="http://www.bakersfieldcollege.edu/collegecouncil/dmtf/">http://www.bakersfieldcollege.edu/collegecouncil/dmtf/</a> ?			Response Percent	Response Count
Yes			45.0%	50
No			55.0%	61
			<i>answered question</i>	111
			<i>skipped question</i>	17

**What do you think are the STRENGTHS of the decision-making process at Bakersfield College?****Inclusive/Representative - All Constituents**

- Any member of the faculty or staff can have input into the process through committee work or consultation with administrators.
- There's an attempt to gather input from all constituents.
- Requesting and considering input from all groups.
- wide input possible to all groups
- provide opportunity for input from all constituent groups
- Representation of all affected groups
- I believe that everyone is looking to improve the process; faculty, staff, and administration!
- attempting to include all
- There is an attempt to help everyone understand the process.
- All levels are considered and queried, but not all reply

**Groups/Committees**

- The input of FCDC and the Academic Senate seem to be listened to and considered in any decisions
- Academic Senate is one, as long as they are not ignored in the process.
- I like that there are classified members being included in this process.
- That the staff participate and good ideas are brought forth.
- Certificated, Classified, and Students are capable of input with decision making on campus.
- Availability to provide input via committees.

**President / Administration**

- President meets with College Council regularly; Exec VP listens well to others
- It has improved significantly with with the current President, and recent changes in administration.
- The president asks for input.
- President has integrity, and wants to do it right
- xInt pres.
- The Administration is able to implement decisions without much "push back".

**Document / Data / Information**

- Shared governance and those decisions that are made with data/information.
- It sets out a specific road map that can be explained and demonstrated. The more we know about how decisions work, the easier it is to become involved in decisions and be vested in the decisions made.
- It's thoughtful and relies, to some degree, on data.
- the time put in considering data and commitment to the college's and district's needs and interests, the realism that tough decisions have to be made, and the willingness to make them
- I think the greatest strength is that most people want it to work and a great deal of thinking and documentation have occurred to provide adequate input.
- We have good goals and we study possibilities well.
- Well laid out
- that it is in writing
- Effective communication, goals, and priorities are set and met on a timely manner.

**General Statement - Positive Process**

- There is a process. If I read the documents correctly everyone on campus, at least theoretically, has input to decisions.
- The openness of the process.
- good process in place
- Inclusive
- I think there is an attempt to help people understand what is going on

**What do you think are the STRENGTHS of the decision-making process at Bakersfield College?****General Statement - Positive**

- It is trying to improve the college.
- The ease of accesability.
- People are accountable.
- Most people are doing what they think best, in their heart-of-hearts for the District.
- Ideas are good
- Thank you for giving us the opportunity to speak out.

**Few /No Strengths**

- There are few strengths in this process at Bakersfield College since the most important decisions (budget cuts, layoffs) appear to be made with little or no consultation with the departments most directly affected. Because of this, the Academic Senate and CCA often must react quickly to try to lessen the blow of poor administrative decisions.
- I wish that I could list strengths, but I feel that the committee is just a requirement to fulfil the shared governance
- could be slightly improved.
- none
- I do not see any strenghts
- No particular strengths.

**Negative / Skeptical Statement**

- As demonstrated in the DMTF Documents, all of the appropriate processes, committees, and governances are in place. However, I question whether any of them have any real say in what the actual outcomes are of the various decisions being made at BC. It appears that the Chancellor and the BOT do not concern themselves with the findings of any of these components of the decision making process.
- There's a lot of talk, and that could be a good starting point if knowledgeable people were encouraged to participate and rewarded for doing so. "Strengths" suggests more than one, but I'm having trouble coming up with a second one. Oh, I have one: there are a lot of creative, knowledgeable, and/or wise employees and students who have much to contribute to decision-making.
- Eventhough the admin listens, itis still very much top down. This starts with the district and extends to BC as well
- I think on paper the process is inclusive, yet decisions are made solely by administration.
- There is some effort to use information. However, the information available is poorly constructed and incomplete, so decisions are made based on other factors.



### What do you think are the WEAKNESSES of the decision-making process at Bakersfield College?

#### Administration - BC

- BC has a different take on what is meant by "rely primarily upon" in the ed code than other colleges in the state. The tradition here is very top-down with little consultation. It is improving under the leadership of Pres. Chamberlain but still has a long ...
- That "input" is almost exclusively advisory in nature and is many times ignored by administration even after much research and discussion by the committees.
- administration does not share anything with faculty and staff until they have already decided what they have decided--- adm asks for input and does not ever tell what was done with it
- Administration makes far too many departmental decisions. Leave teaching decisions to the faculty.
- I often find out decisions that appear to be made at the administrative levels and often don't seem to include faculty, staff, and students in the decision making. If suggestions are made from faculty, staff and students, these seem to be ignored to fall ...
- There is lip service to participation and input, but all decisions are made by administration. Quit pretending to listen or include constituencies.
- Some major decisions come from top down. Sometimes there is not adequate explanation.

#### Administration - District

- Bakersfield College does not appear to make its own decisions; those are generally made by the Chancellor and her Administrative Team.
- It appears that many college level decisions are decided by District Administration before input from the college.
- Decisions and recommendations that are made at BC are often disregarded by the KCCD administration.
- chancellor really holds all the cards, and makes many college decisions
- Too much input from the District Office.
- Consultation doesn't equate to consideration. BC is still influenced by District dictates.

#### Administration - Other

- The president and chancellor do whatever they want with little regard for the input they requested.
- Too many decisions are made at the executive level and above, circumventing the process.
- The District's needs are at cross purposes to meeting student needs. The District considers itself, its colleges and its students as a business, where our students are a "product."
- Our college has little say in important district decisions; our faculty and staff have little say in important college decisions; and students have little say in most areas at all.
- Even though there are forms etc to show the process, I believe that administrators are in fear of their job if they do not follow along with the status Quo. I believe we are too closely attached to the chancellor's office. I feel like Bakersfield College ...
- I feel like if administrators don't fall into "line" with the president and chancellor's office they are let go. I feel like we are being hung out to dry and have forgotten what the focus should be of a community college. I'm not sure if BC has the stren ...
- It seems like administrators that disagree don't end up being allowed to work here very long after the fact.

#### CSEA / Classified Staff / Middle Management

- the biggest weakness I see is that CSEA has no voice in the beginning. The people staff, faculty etc.. who are on the front line doing the work have no input in the decision making. the attempt to be inclusive was not taken seriously by the administrati
- The documents "talk a good game" but the reality of transparency, accountability, and inclusiveness leaves much to be desired. Input and recommendations from classified staff are largely ignored. We do not feel like we have any power in this process nor ...

**What do you think are the WEAKNESSES of the decision-making process at Bakersfield College?**

- I don't think that there are enough classified members included in this process.
- I think there are problems with middle management representation of needs and appropriate support and advocacy. The middle managers are either not skilled or knowledgeable, too often unavailable, or simply not respected. I think the department chairs ...

**Students**

- The weakness I see first and foremost is a complete disregard for serving the needs of the students. As demonstrated in the recent elimination of six Department Assistant III positions, little regard is being given to the fact that DA III's assist the st ...
- students seem to be getting lower on the priority list...they are impacted by decisions and know very little about these decisions. also, decision-making need to be more aggressive when it comes to making the "right" decision even if it is unpopular ...
- Students have a hard time understanding if they are not involved on campus.

**Unequal Representation / Ignore Input**

- Actually being sure that all appropriate groups really are involved, with an appropriate amount of representation and force behind that representation.
- I believe that that the decision making is not equal.
- Lack of inclusiveness
- Many decisions are made in the summer when the majority of faculty are gone.
- There's a lot of talk, but much of it by people who are familiar with the subject being considered appears to be ignored. Decisions made without input from affected parties. Decisions made during vacation periods. No one wants to take responsibility or ...
- input is asked for then not considered in the process.
- too many small groups meet together and make recommendations without asking for enough input from the community at large
- Decision-making process at Bakersfield College isn't by the body of participants, but by only a few people who do not follow input.

**Not Data Informed / Not Transparent / Unclear Communication**

- I do not see the reasoning in the decision process. That is what is the basis for the decisions. Data, numbers, accountability, etc.
- Decisions are often made with consulting stakeholders. There is too much emphasis on the final decision maker rather than considering input from affected parties. Decision making is opaque rather than transparent. Communication is poor.
- insufficient transparency and communication on certain important decisions. awareness of front-line implications of decisions--i.e., how they will affect the daily "business" of serving students, without whom we don't have a college
- Transparency and communication
- Communication, communication, communication. Some decisions are made at the administrative level, communicated to department chairs, coordinators, directors, managers, etc. and never make it down to those on the frontlines. It's amazing the communicatio ...
- decisions not well communicated throughout the campus - not timely and sometimes not at all
- Poor communication
- Lack of clear communication!
- Ineffective Communication

**Slow Process / Inconsistent Communication**

- Decisions are slow in coming and appear to be made behind closed doors. Communication of decisions is spotty and vague.

**What do you think are the WEAKNESSES of the decision-making process at Bakersfield College?**

- - very slow - communication to constituent groups is inconsistent
- Once decisions are made, the areas/personnel affected are not informed in a timely manner.
- Cumbersome. It's more consensus building than decision making. Sometimes decisions have to be made, and move forward.
- takes too long to get things done

**Implementation Issues**

- We plan, plan, plan but don't implement. We've been dinged by accreditation before in this. Although we say that unit plans and program review drive budget decisions, I don't see that. Actual decisions of where the money goes seems to be arbitrary and adm ...
- We do all this work, unit plans, program review, budget, etc for what reason. These things are sometimes talked about but are they read and implemented? If they are not, don't have us do them just to collect dust on a shelf somewhere.
- The people involved in carrying out the decisions are typically the last people involved - at that point, they are directed in what to do, not having been consulted beforehand or asked about the possible consequences and/or effects.
- Accountability for reading available information and responding; input to constituent representatives; time frames of decisions--part of this weakness is the bureaucratic structure of community colleges and part is the contractual nature of work that means ...
- Some individuals do not read the materials, e-mails, etc.; don't give input, but then complain about the decisions.
- distribution of decisions beyond the group which made the decisions.

**Technical**

- Web site is hard to find.
- Too many steps getting to the material and then provide feedback; just send decision-making material out directly and let people read it or not and respond or not as they wish rather than have to wade through all the computer keys to get to a file which ma

**Vague / Miscellaneous**

- Standardization, it changes almost every year
- Lack of an open mind when listening to people that are doing the actual interaction with the students.
- I have no idea how decisions are made.
- I think it is too top heavy.

**What SPECIFIC SUGGESTIONS do you have for IMPROVING the decision-making processes at BC?****I. Constituent Groups / Organizational****Students**

- Our students, and helping them to realize their potential should not be limited to "appropriate business models." The college is here to help make good lives of our students and community. Let's start thinking about how to make this possible and keep it o ...
- Making the students come first

**CSEA / Classified Staff**

- Involve CSEA in the beginning. Shared governance is just a word not an action. Put it into action ask questions of CSEA and listen to what they have to say.
- Include more classified members in this process.
- Stop depleting classified staff so that we can actually do our jobs well AND participate in governance. Hire the best people and then get out of the way and let us do our jobs. Micromanaging is rampant on this campus. Then pay attention to our ideas- we ...

**Faculty**

- Talk to Faculty FIRST. Get our input before decisions are fully fleshed out so we can have meaningful input. Remember that faculty are the money-makers and the good reputation of the college so that level of respect informs all college decisions. Get rid
- More attention to what faculty are saying about curriculum.

**Administrators / Deans / Chairs**

- Administrators should be forced to meet with faculty chairs and classified staff BEFORE deciding what classified employees will be given layoff notices. Deans often don't--or can't--convey how these cuts will affect students and faculty, so relying them f ...
- adm needs to be much more honest with fac and staff even though they have the final say and the ultimate responsibility for the decisions
- Re-evaluate the dean positions and the deans. Describe the important role of department chairs - make the meetings action meetings not just informational, make being a chair or dean and the leadership it represents an honored position that is supported an ...

**Administration - Departmental**

- Administration should not make decisions that directly affect departmental offerings, hiring, etc. without discussing each issue with the faculty or at least the chair.
- LISTEN and be willing to UNDERSTAND the needs of each department before making decisions.
- Areas need to have department meetings and COMMUNICATE the decisions.

**Administration - District Related**

- I would like to see the participatory decision making process in as far as it involves the district input to college level decisions, and would like to see what the process is for input from all parties for decisions that are ultimately made at the Distri ...
- KCCD should only be in an advisory position to BC and should not be over riding decisions Committees at BC are making for the good of our campus. Too many times, KCCD is looking at all three campuses and not at the individual campus.
- BC should make the decisions for BC..not the District Office.
- More insight into how decisions are made at the administrative and District level.
- decisions should be made at hte college level, not the district level.

**What SPECIFIC SUGGESTIONS do you have for IMPROVING the decision-making processes at BC?****II. Processes****College Council**

- Use effective communicators to train/model processes for new representatives. Michael McNellis was an outstanding College Council rep this year, the best constituent rep on a committee I've seen in over a dozen years at BC. Nick Stroble is another example ...
- College Council reps should communicate the same information to their respective constituent groups at the same time (or within a short window of time agreed upon at College Council)

**Collegewide**

- more college wide open forums and discussions where everyone is invited; more college-wide teach-ins where major changes are explained by those who have made the final decisions (those sock puppets go a long way to make us feel knowledgeable and informed)
- More time doing what we are trying to proactively initiate, such as the DMTF

**Participatory / Shared Governance**

- Either, change the rules of "shared governance" so that decisions made by administration that are contrary to those of committees be arbitrated in open session with the Board, or make it mandatory that the administrator with the FINAL decision making power ...
- Continue Involving all segments of the branches of the decision making processes and communicating the final decision to all employees
- Make it more participatory-live up to shared governance model.
- Rely on governance structures and procedures.
- REALLY BECOME A SHARED GOVERNANCE INSTITUTION! Also, since there isn't an appropriate place offered for additional comments, I will make mine here. The small window to respond to this survey is only a half-day. Do you really think this allowed enough time ...

**Representation / Inclusiveness / Transparency**

- We need to make sure all areas are accurately represented.
- Participatory groups should be included BEFORE new processes, procedures, forms, or rules are finalized, rather than receiving directives after the fact.
- Figure out the best way to get groups to disseminate information fully to their constituent groups, and have those groups be involved.
- Allow various employee groups to truly play a role, and give them serious consideration.
- needs more inclusiveness and transparency

**Transparency / Communication**

- The process is not really transparent in that the basis for the decisions are not revealed. It is not clear how input from the various input sources is considered, or whether it is, in the final decision.
- President Chamberlain spoke about transparency at one of the Opening Day festivities a while back, and I remember thinking how refreshing it would be if Administration actually implemented that transparency here at BC. I am sad to say that I have seen no ...
- More transparency and better communication!

**Communication**

- An action summary from the President's Office of decisions made or actions being carried forward after decision making bodies have met. I know these are available through perusing minutes of varied groups but that doesn't really seem to happen unless the ...
- Make sure all basic information is communicated - either through email or Renegade Rip
- More timely communication regarding the processes and the results of decisions.
- need to communicate more directly when decisions are made at the time they're made.

**What SPECIFIC SUGGESTIONS do you have for IMPROVING the decision-making processes at BC?**

- Communicate in a more timely fashion - don't let rumors get out of hand.
- Communication. I had no idea that DMTF documents were available or that there is a DMTF website, which is probably indicative of the problem. Decisions must be made quickly and communicated directly.
- Actual communication rather than communicating about how there will be communication.

**Budget / Data**

- How about in the budgeting process that there is a clear feedback loop with clearly stated criteria that administration must adhere to? How about ensuring that once budget decisions have been made that admin give the rationale for particular decisions in
- Pay more attention to data in the Program Review documents. Budget decisions especially need to be more connected to the critical needs of the departments.

**Feedback Loop**

- There needs to be a closed feedback loop. Recommendations are made that seem to have no effect on the final decisions. Responses to the recommendations might help people believe in the process.
- When requests are made, there needs to be honest feedback. Too many decisions are made without those effected being told why--if they are told why, the discussion is less than complete.

**Miscellaneous / Multiple**

- Decisions under consideration should be announced well in advance of the decision. Input should be sought from affected stakeholders, or, if more expedient, their representatives. BC and KCCD must begin to respect and engage in participatory governance an ...
- -I think determining what are the appropriate processes for making decisions and following these processes. -Include all constituents in the process, leave them out. -If renovations are being done, ask the faculty and staff that are using those fa ...
- Ask even more than is presently asked and look even more than is presently done by those on the front line.
- Comment about survey: Question 1 on page 2 has no statements--only words. Build on the strengths and correct the weaknesses listed above, but you're going to have difficulty getting widespread participation because people have been burned too many times
- REALLY listen, not just wright it down on a yellow pad to appease those with other opinions.
- Utilize natural consequences for failure to read materials (don't take late input from individuals who state they just heard about the issue for example).
- I think more people from different areas need to be on the committee.

**Positive - No Suggestion**

- This survey is a good start; thank you.

**Vague / Unhelpful**

- Have the administration watch Undercover Boss.
- DMTF appears to be working in a vacuum or undercover.
- No confidence vote???
- none at this time
- have no idea
- none
- transparency
- ???