

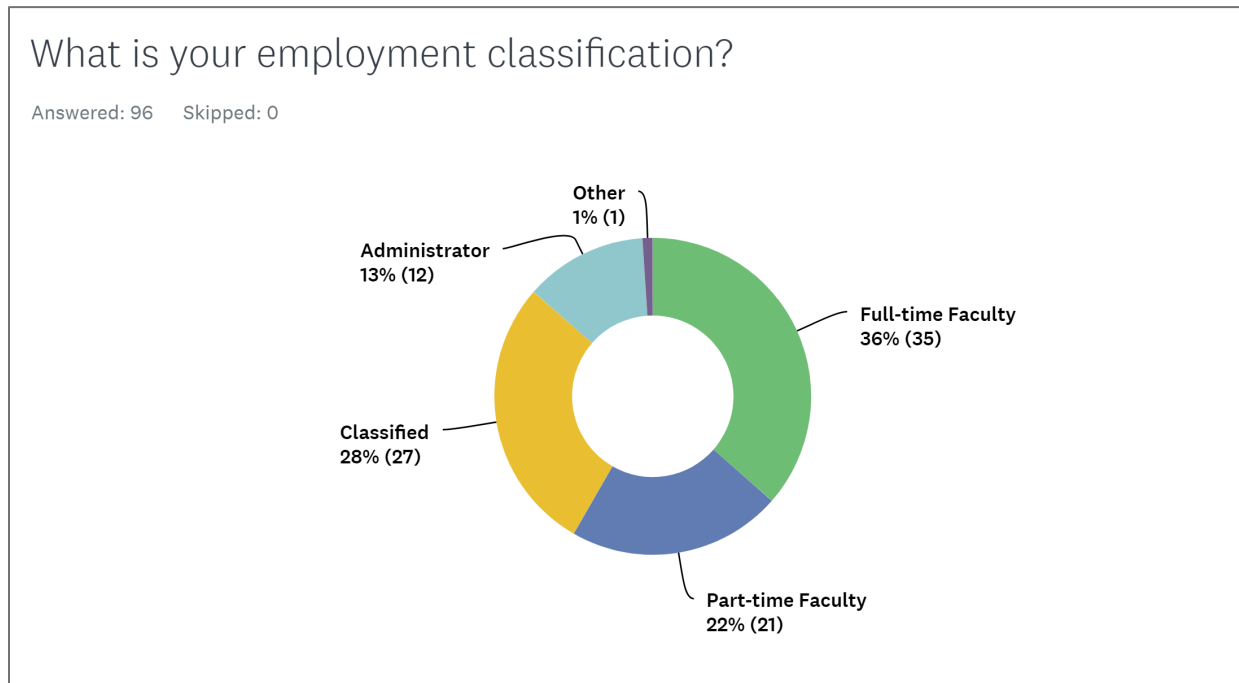


2020-2021 Governance Assessment

May 6, 2021

This report summarizes responses and finding from an annual survey conducted for the purpose of assessing the effectiveness of college governance processes.

On April 6, an email containing a link to an online survey was sent, via HubSpot using Peralta email addresses, to all Merritt employees. Out of 238 recipients, 96 filled out the survey; a response rate of 40.3%.

*Figure 1. Survey Item 1 – Employment classification.**Table 1. Survey response rate by employee class*

Employee Class	Active	Respondents	Response Rate
Full-time Faculty [^]	71	35	49%
Part-time Faculty [^]	214	21	10%
Classified [*]	107	27	25%
Administrator	12	12	100%

[^] Data from PeopleSoft assignment records, April 29, 2021

^{*} Data is from [California Community Colleges Chancellor's Office - Data Mart \(cccco.edu\)](https://data.cccco.edu/).

Employee Demographics report, fall 2020,
adjusted based on validated PeopleSoft assignment records

Table 2. Average effectiveness rates for each governance area by employee classification

Governance Area	All Respondents	Full-time Faculty	Part-time Faculty	Classified	Administration
Assessment	6.21	6.17	5.83	7.14	5.63
Annual Program Update	6.28	6.38	5.88	6.77	6.00
Planning & Budgeting	5.28	5.17	5.13	6.38	6.63
College Decision Making	6.58	6.79	5.75	6.85	7.00

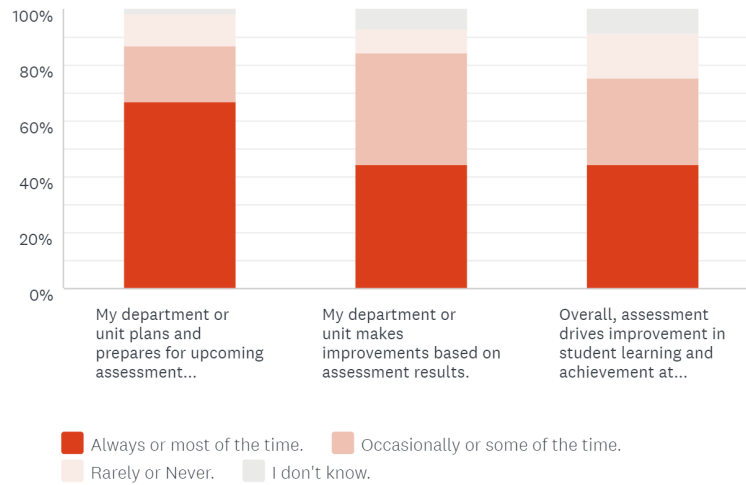
The mission of Merritt College is to enhance the quality of life in the communities we serve by helping students to attain knowledge, master skills, and develop the appreciation, attitudes and values needed to succeed and participate responsibly in a democratic society and a global economy.



Figure 2. Survey Item 2a - Assessment.

Please answer the following questions about assessment processes at Merritt College.

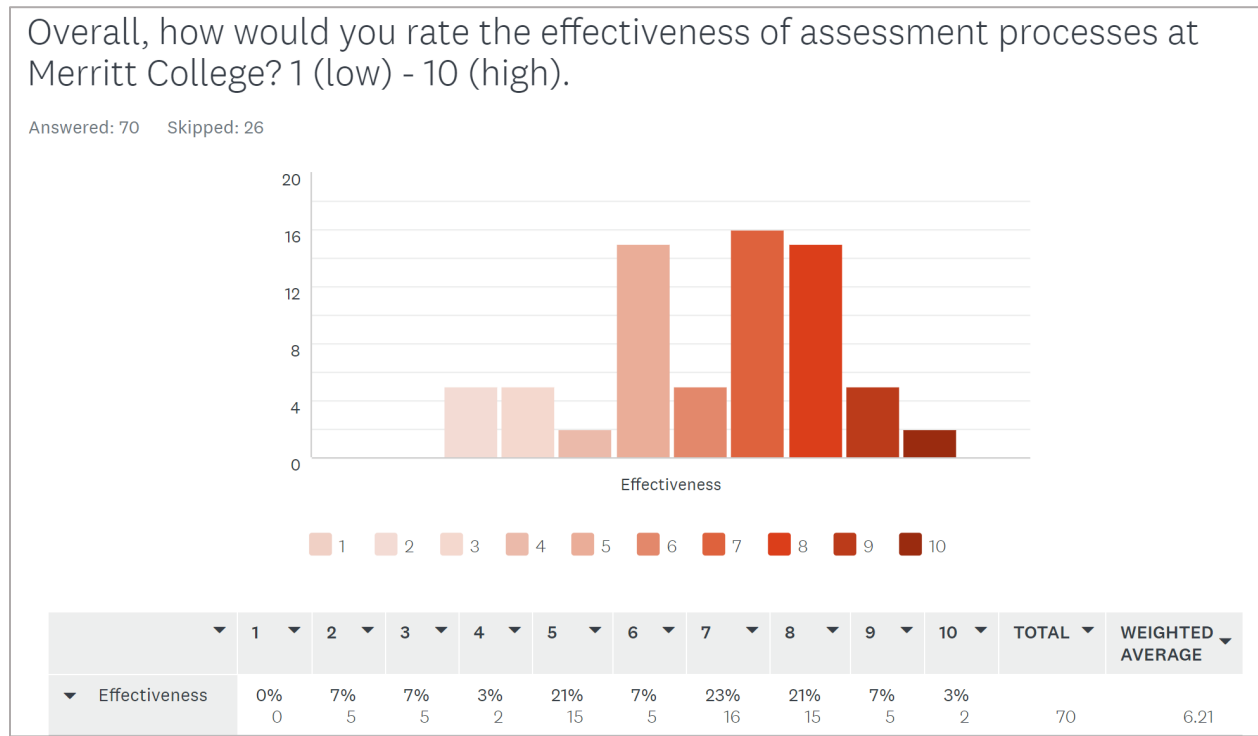
Answered: 70 Skipped: 26



	ALWAYS OR MOST OF THE TIME.	OCCASIONALLY OR SOME OF THE TIME.	RARELY OR NEVER.	I DON'T KNOW.	TOTAL	WEIGHTED AVERAGE
My department or unit plans and prepares for upcoming assessment activities.	67.14% 47	20.00% 14	11.43% 8	1.43% 1	70	1.47
My department or unit makes improvements based on assessment results.	44.29% 31	40.00% 28	8.57% 6	7.14% 5	70	1.79
Overall, assessment drives improvement in student learning and achievement at Merritt College.	44.29% 31	31.43% 22	15.71% 11	8.57% 6	70	1.89



Figure 3. Survey item 2b - Assessment



Comments submitted for Assessment Item: “Why did you choose this rating?”

Answered: 62 Skipped: 34

Because Student Services is always on top of their assessment

There isn't a unified system for entering SLO, PLO, and ILO results

There is still room for improvement :)

Faculty need more training about the effectiveness of assessment and how to use it to improve teaching at Merritt College.

Lack of leadership and planning

Because I'm not really clear on our assessment process and/or its consistency across the college.

Although we make improvements based on discussions about what we are delivering to our students, we historically have been terrible about completing formal assessments. We are ask part tune and all so busy that formal assessments just don't get done. But again, I do think that the quality of our courses is high. I understand that standard assessment is necessary so that all SLOs are delivered each tine a course is taught.

Because of the lack of developing rubric

The process is working well, in my opinion, but the individuals assisting us with this process are very busy with other matters at the same time. It's too much on everyone's plate.

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**Comments submitted for Assessment Item: “Why did you choose this rating?” (continued)**

19/20 SAO and the resource allocation has been honored by current Administration

i don't know how to guage this

I don't see significant change

More attention needs to paid to program assessment.

No idea how to quantify effectiveness of assessment processes.

I have seen assessment in action in my own situation. I have not experienced others being assessed yet.

We have several different metrics that are used to assess teaching, including SLO/PLO/ILO assessments, students grades on individual assignments, student success, student retention, success in 1st year for transfer-level math and english, etc. These are not well integrated together

History with the previous assessments

We are not able to plan as much as we would like we still are mostly reacting to conditions

I feel in the dark about whether or not people enact change based on the data they collect. My department is very on top of assessment, but the lack of transparency of results makes me pick 5.

It's red tape that separates humans more than it brings them together

just beginning use of individual assessments

activities are being assessed but not as thoroughly as I would like

They can be confusing at times.

I only know about my department not the entire college so I just kept it in the middle (score of 5).

There is always room for improvement.

My rating is based for our dept. progress-first time in new format getting positive results however always room for improvement.

The process can be improved.

We have a SLOAC coordinator that supports us

I know the work that goes in to it.

My department consistently checks in and makes changes as needed

I get lots of support to complete the assessment process

Because it's still not tied enough to best practices

low retention rate

There is always move for improvement.

College administration does not prioritize and advocate for assessment. Faculty members do not take ownership of assessment.

It seems that there is an improvement of completing rate of assessment

Instructors do not have access to one another's assessments; while my department does regularly invite instructors to share grade teaching activities, I do not feel that this alone strengthens or changes our teaching pedagogy enough.

It is hard to get others to participate

**Comments submitted for Assessment Item: "Why did you choose this rating?"
(continued)**

It's improving.

We have a hard working Department Chair

Slos are useful but limited. They don't capture the heart of our assessment: as a CE program we do our real assessment by student employment and Advisory board feedback.

I see lots of discussion about "assessment" but I don't see any tangible evidence that the results of various assessments have translated into changes. That may be totally unfair and inaccurate--it could easily be going on--and I just don't know or see it.

The support from the coordinators has helped tremendously. The fault lies squarely with faculty for non-compliance

Those who submit assessment and make improvements are doing a good job.

We are making great progress, but there are still service areas and departments which have yet to define metrics or conduct assessment.

Assessment has processes and procedures that guide assessment and most disciplines take the process seriously. However, due to past issues with budget and distribution of funds, most of us have given up on any innovative solutions for driving student success (as those cost money).

Because at least we try. There needs to be more training for everyone.

Part time faculty do not consistently participate in assessment. Assessment is not a mandatory requirement of faculty so cannot be enforced.

The SLOAC report shows deficiencies

Because getting actionable reports on assessment is not possible.

Because we sometimes don't see results.

Have been involved with SLOAC for years, have first hand knowledge/insight

I believe my department is doing the best it can to meet the assessment regulations.

I don't see departments speaking about it as much, it is more for SLOAC and such.

SLOAC promotes and facilitates assessment activities of all kinds

based on rough guessea

The assessment for SLO is done well, but for service area outcomes, it varies.

There are still a lot of issues with students even after ILO and SLO assessments.

funding does not seem to follow assesment and request for change or upgrades based on outcome

Assessment seems like busy work that is often left to the last minute

A lot of effort goes into creating our assessments.

Assessment is good in theory but feeble in practice. The way in which the system is structured makes it hard to implement actual changes for improvement when you have programs largely taught by part-time faculty? Why? Because let's say Rita teaches a class one semester and gives an improvement plan, but the next time it's taught it's taught by Terry who wants to give a different assignment and doesn't want to feel constrained by what is in the improvement plan. High turnover and the academic freedom that comes with course design, coupled with a high percentage of part-time faculty, makes it really hard to effectively use this assessment system.

**Comments submitted for: "What is one way Merritt can improve the assessment process?"**

Answered: 60 Skipped: 36

Provide training on how to use Microsoft 365 specifically for assessment surveys

Develop a unified system for entering/tracking SLO, PLO, and ILO assessments

I believe by collecting feedback at the department head level as well as dean's level. So far I had a great experience with the business department, with colleagues and they are extremely helpful, organized and extremely dependable in helping me as a new faculty member or I shall say 90% of them are including the head of the department.

Provide flex day workshops with assessment as the central focus and very practical examples of how assessment can drive improved teaching and learning.

Get new leadership, make leadership accountable

Communicate the process and ensure it is happening college-wide.

Being open minded and adopt to new changes

To hire a full-time person in charge of doing assessment.

Recognizing the College and Institutional needs when allocating resources related to hiring in key areas that support the Student Centered Funding Formula Metric

Mobile Platform utilization

Building assessment into department and division meetings. Keeping a running spreadsheet that highlights progress, and that is reviewed regularly. Ensuring accountability through resource prioritization.

No idea. I consider assessment processes a waste of my time and mental energy. I do these tasks because I have to not because I think the process makes any real difference. It's busy work designed to please administrators.

Once assessment is done, there is no follow up on making improvements. If assessments are really about improvement, than training following the assessment is essential!!!!!! Without continuing training, assessment like playing a game in sports and not getting back on the training ground. Makes little sense.

It would be nice explicitly to use various of the metrics for assessing students, instructors, and courses when making improvements and budgeting decisions.

Take the suggestions & make the changes

more planning activities

More discussion among department meetings of findings

simplify

make then universal campus wide.

create an online survey for assessment

Have consistent forms for identifying what we are assessing and a format for response to the results.

Make assessment a daily activity assessing and monitoring the services we provide.

Continued advancement in processes

Set assessment goals at the begining of the academic year. Each unit or department complete a self-evaluation check list to see if the goals were accomplished, so that improvements can be made the next semester.

Start early with early reminders, everything at Merritt is "putting out fires"

We are already working hard on it.

Keep providing additional support

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**Comments submitted for: “What is one way Merritt can improve the assessment process?”
(continued)**

none that I can think of at this time

Everyone needs to take more ownership of the process in their respective areas

More workshops and college-wide efforts to directly tie assessment to teaching practices

Creating effective rubrics that differ from traditional methods of assessment

The commitment needs to come from everyone.

Restructure SLOAC to be more inclusive and representative of all college units that need to conduct assessment.

The assessment process will be improved if more conversations are held among faculty, departments, and institutions.

Paid time to observe at least one colleague instructor per semester, not for evaluative purposes, but for professional development. Faculty should then write up their observation, what they saw, what they expected to see, what they learn/take away, etc.

Make it part of our contract

Follow-through with it.

encourage more participants

Provide us with regular data about student employment and salaries

Not sure

include expectation in PFT contract, offer incentives

Managers can hold their areas accountable for submitting complete assessments on time.

Fully utilize existing data systems to support business and approval workflows.

I think we have an opportunity with new leadership to RESTART the assessment processes at Merritt. We can make a big push on Fall Flex Day with administrative leads and perhaps Innovative Mini-Grants for disciplines that propose innovative solutions for student learning and success

More training for decision makers.

Make assessment part of the job description and work with the union to make it part of the contract.

Follow the example of Student Services and assign (and pay) one person in each Division to help everyone in that division plan and execute their SLOs/SAOs



**Comments submitted for: “What is one way Merritt can improve the assessment process?”
(continued)**

Tie SLOAC to Curricunet so to avoid updating SLO's in two areas

Use a system designed for collecting and reporting assessments.

Actively try to respond to assessments.

Actually do it for starters, ensure admin completes and participates as well, wide spread dialogue, use assessment results in planning and resource allocation

Teach faculty the best way to assess the students assignments to align with the SLO's.

Pay adjuncts to do this work - per assessment

Continue with assessment trainings, keep promoting importance of assessment data and process for planing, budget allocation, improvement plans for dept and programs. Expedite payment for part time faculty participating/collaborating in the process.

increasing frequency

Put the outcome of the assessments into action.

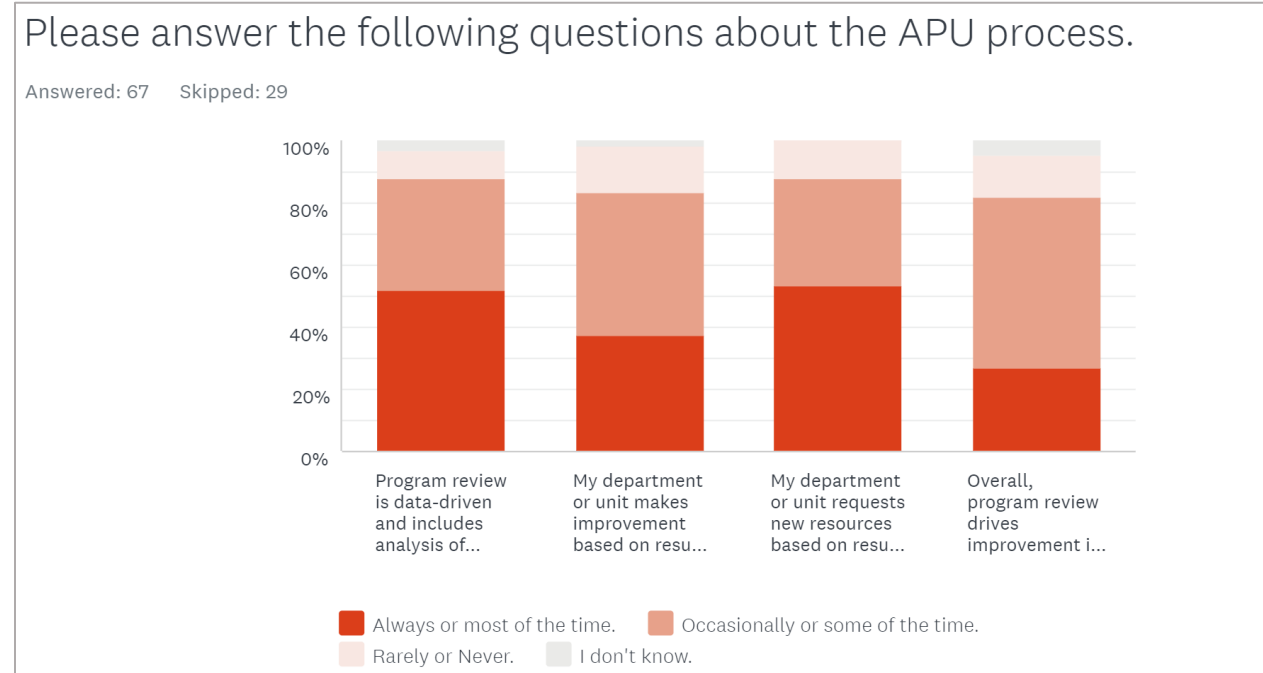
Make the financial component a priority to improve outcomes

Before this formal assessment requirement we were all engaged in determining the effectiveness of our assignments, course structure and feedback effectiveness, adding a layer where we go through an artificial process, X specially one where we are using another ineffective piece of software is meaningless in my opinion and adds nothing to the goal process of determining effective assessment

Discussion, including part timers

Hire more full-time faculty; alter the way improvement plans are written and structured.

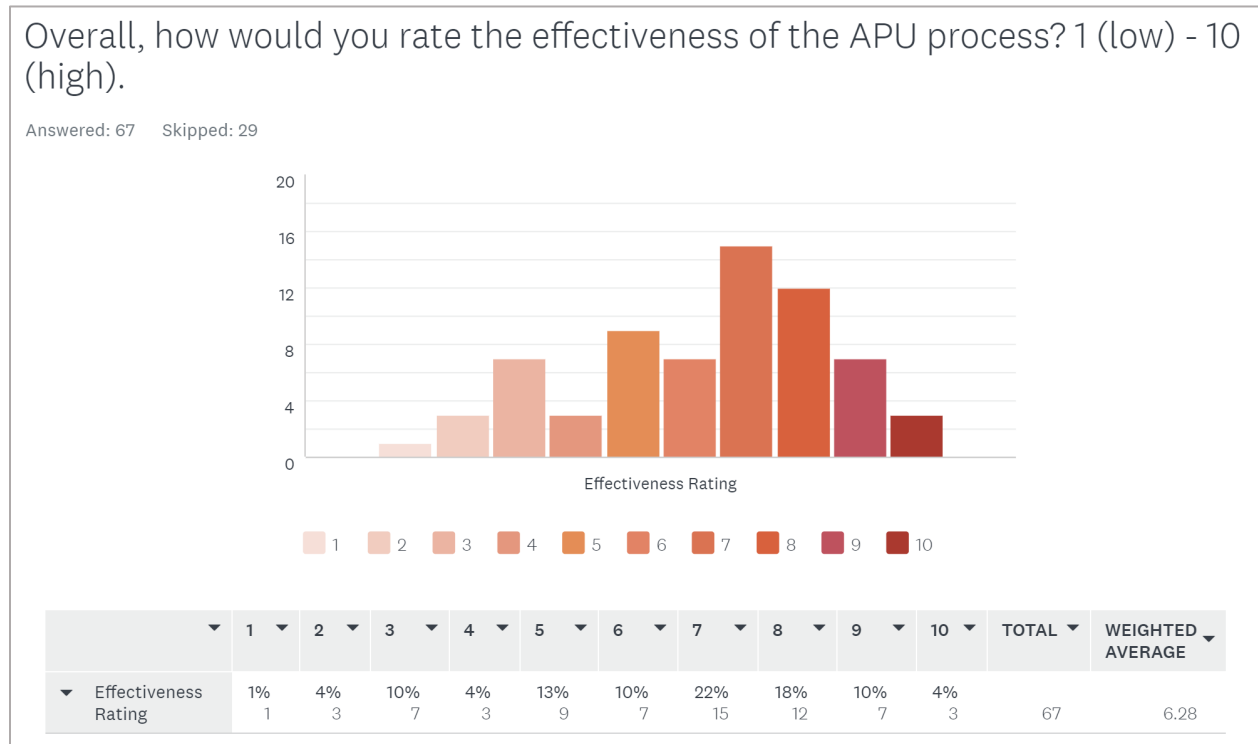
Figure 4. Survey item 3a - APU



	ALWAYS OR MOST OF THE TIME.	OCCASIONALLY OR SOME OF THE TIME.	RARELY OR NEVER.	I DON'T KNOW.	TOTAL	WEIGHTED AVERAGE
Program review is data-driven and includes analysis of institutional and learning outcome assessment data.	52% 35	36% 24	9% 6	3% 2	67	1.63
My department or unit makes improvement based on results of program review data results and analysis.	37% 25	46% 31	15% 10	1% 1	67	1.81
My department or unit requests new resources based on results of program review data results and analysis.	54% 36	34% 23	12% 8	0% 0	67	1.58
Overall, program review drives improvement in student learning and achievement at Merritt College.	27% 18	55% 37	13% 9	4% 3	67	1.96

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Figure 5. Survey item 3b - APU



Comments submitted for APU – “What is one way we can improve the APU process?”

Answered: 53 Skipped: 43
achievement at Merritt College.

Train leadership, make leadership accountable

SLOs are not often completed, and if they are, they are rarely reviewed, so it is difficult to determine effectiveness. One way to improve might be to ensure funding and resource requests are tied not only to DATA, but to the other College priorities and metrics.

Training

An APU template for non-instructional units is needed. Deadlines need to be very clear at the beginning of the Fall semester.

Inserting Equity Criteria

It feels like a lot of work for a little bit of change, if any

Automations

Creating clearer expectations regarding what constitutes effective program management.

**Comments submitted for APU – “What is one way we can improve the APU process?”
(continued)**

Again, I have no idea. This is because I do not subscribe to the belief that this work makes much difference in the lives of students or faculty. It is geared towards pleasing administrators.

Most important way MC can improve its APU is significantly improving the STUDENT ENROLLMENT process to improve the (Administrative) Service Area bottleneck. e.g. Dual Enrolled HS OUSD students are supposed to be in the front of the line, however the reality is that they are served after all new MC students are registered, 2) Recruited Student-Athletes for which coaches work hard in getting to the college are not allowed to be in the Priority List of registration. (these are examples of two cohorts and I am sure there could be more).

Have the data that is meant to be analyzed included in the report before departments begin the process. If department chairs are supposed to gather the data, they will not use uniform criteria about what data is meant to be included.

Each department take one area and make an effort to improve it

include classified staff in the process and not wait until the last minute for their input

Involvement of more voices, not just comments over email

simplify.

really use it

streamline APU from Program review

Be sure that the format is consistent from year to year

We do them annually but nothing comes from it.

Training on using Microsoft 365 and using forms to collect data so we are all in align.

It has changed formats a lot. Thank God Marti is still working she is such a driving force of keeping all on track and dialed in.

Same as in SLOAC, a coordinator in each department to assist with process & send out reminders

Start earlier so there isn't such a rush.

I would like to know how I can find APU information such as data to support what I need

accountability and transparency on how decisions are made based on the APU

Provide the data for each department/program rather than having them track it down themselves

**Comments submitted for APU – “What is one way we can improve the APU process?”
(continued)**

The APU template changed and we had limited time to complete the process.

Integrate all annual planning and budgeting into the program review/APU process. Hold the administration accountable for reviewing completed program reviews/APUs to drive institutional planning and budgeting.

The APU process will be improved if the assessment process starts as early in the year as possible.

To include student evaluations without instructors' names

create more new course to meet the demand of the community

Update the questions (which is being done, yay), prepopulate the form with data, award automatic certificates

Not sure

should be cleaned up and shortened. Pre-population with individual program data could be improved upon

N/A

Automate approval processes. Start in August. Put related due dates on a shared IPB and PG calendars. Tell programs which requests were funded.

Similar to the Assessment process, we have a new Sheriff in town at Merritt. The recent flow of CARES funds has given disciplines some much-needed cashflow for the first time in literally over 10 years to solve for issues brought up in the APU/Program Review process. If there was a sense of confidence that our requests would be taken seriously and that budget funds would be reserved for these improvements on an ongoing basis - program leads would both take the process more seriously and know that outcomes COULD make a difference in FUTURE PRACTICES

Our Program Review/APU Template should be revised to include these four questions: (1) Are you requesting full-time faculty? If “yes” box is checked, the Faculty Hiring Request form opens. (2) Are you requesting staff? If “yes” box is checked, a form requesting full-time, part-time and/or student workers opens. (3) Are you requesting new or additional space? If “yes” box is checked, a Facilities Request form opens. (4) Besides personnel or space, what other resources will you need for the coming year? The existing resource request page opens.

In past years APU's and PR's seemingly were not tied to budget, but we are making improvements since the Pandemic

Ensure that Administration participates in APU and findings are acted on.

Many people don't even know what this is. Provide more education and explain why it's important to all staff and faculty.

People should be reading the APU. I send mine out department-wide. I also hope that departments will receive funding on time.

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**Comments submitted for APU – “What is one way we can improve the APU process?”
(continued)**

This last year was a great improvement! More trainings for integration of budget and personnel requests. Data analysis trainings. Trainings of new chairs and program directors about access to budget information and management.

by baking the process throughout the year

Most of the time needs are budgetary there for improvements are only limited to the budget

Tranparency, include all faculty in preparation of APU. Provide enought time to integrate faculty input into the APU-our department did not talk with part time faculty before developing the APU for several years.

Bring it into a reality based mindset

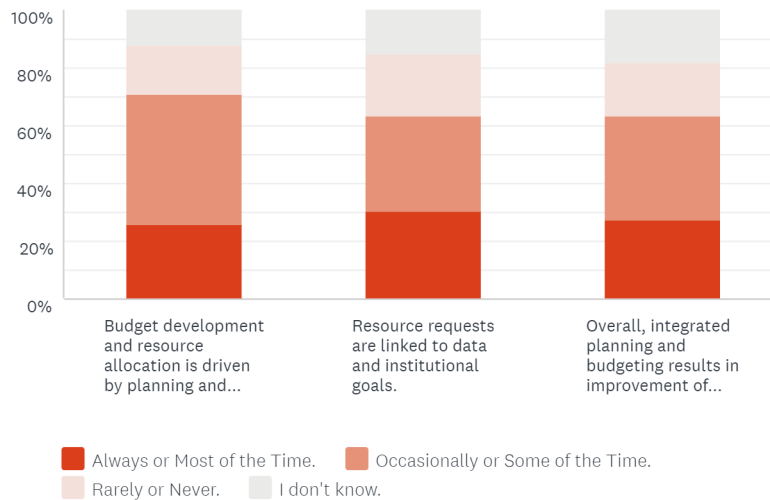
Part timers are not always involved.

It's getting better. Because Assessment is pretty flawed, it doesn't really inform the APU process in a meangingful way. Also, I would like to see more accountability through APU for programs that do not keep their assessment and curriculum up to date. For those of us who are diligent about doing this, why should others be allowed to not comply?

Figure 6. Survey item 4a - IPB

Please answer the following questions about the integrated planning and budgeting process.

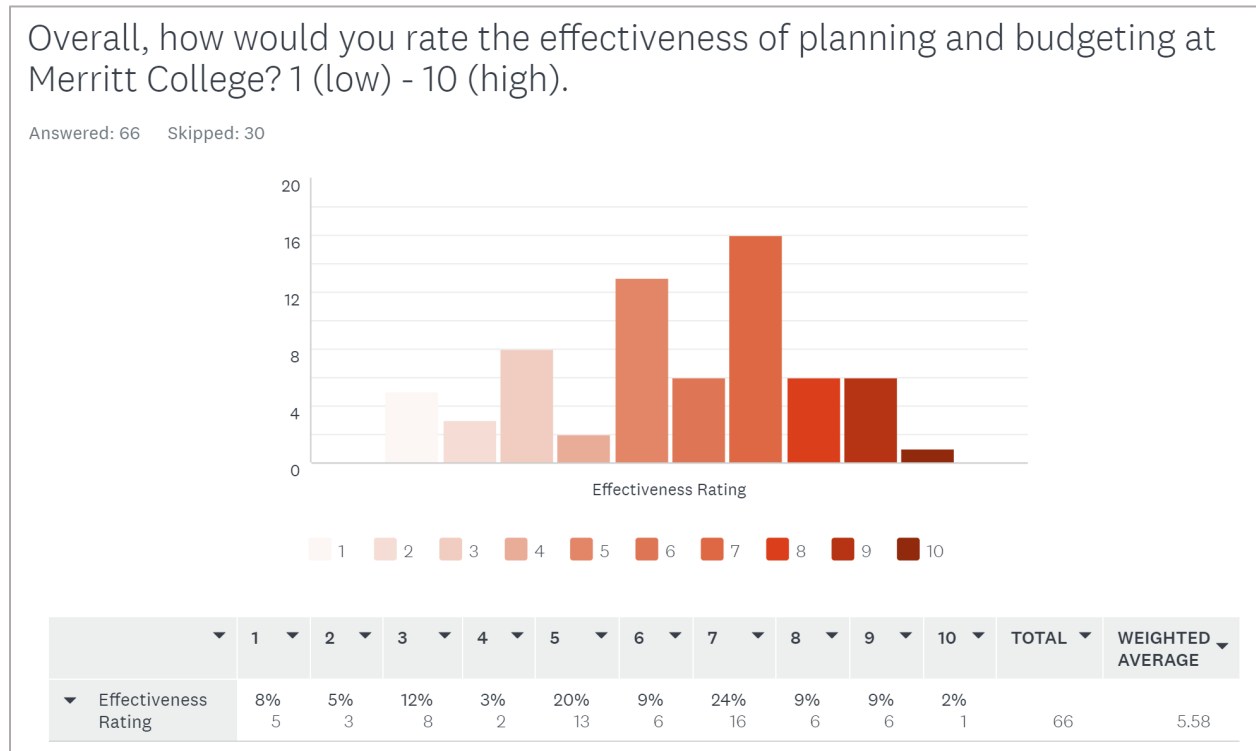
Answered: 66 Skipped: 30



	ALWAYS OR MOST OF THE TIME.	OCCASIONALLY OR SOME OF THE TIME.	RARELY OR NEVER.	I DON'T KNOW.	TOTAL	WEIGHTED AVERAGE
▼ Budget development and resource allocation is driven by planning and assessment.	26% 17	45% 30	17% 11	12% 8	66	2.15
▼ Resource requests are linked to data and institutional goals.	30% 20	33% 22	21% 14	15% 10	66	2.21
▼ Overall, integrated planning and budgeting results in improvement of student learning and achievement at Merritt College.	27% 18	36% 24	18% 12	18% 12	66	2.27



Figure 7. Survey item 4b – IPB Effectiveness



Comments submitted for IPB – “Why did you choose this rating?”

Answered: 55 Skipped: 41

In student services we did not see a match between needs expressed and funding allocated. No explanations were given.

We did better than I can ever recall in adhering to our budget development cycle, but it is not always clear how IPB activities are linked to improvement of student learning and achievement at Merritt.

Efficiency in budgeting was very well done by the head of the department.

Things are improving, especially with the new leadership at Merritt College. But we still have a ways to go, especially in light of the fact we do not have a business director at the present moment.

Lack of leadership and planning

I feel like it is starting to get better, but there are many areas where we can improve.

They need more understanding and training

My unit's budget and other units do not have a institutionalized budget although we submit an APU every year and assess our goals every semester.

The district Finance does not support planning when necessary immediate changes are needed.

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Comments submitted for IPB – “Why did you choose this rating?” (continued)

I'm just not sure about this question. I feel pretty removed from this part of the process.

Merritt has come along way and is currently making great progress following its IPB model.

As contingent faculty I am not involved in the process.

I've attended many participatory government meetings, and the process is set up to get input, but it is not set up to be ACTION ORIENTED based on data and evidence presented. We could present DATA AND EVIDENCE, yet actions may not follow for a long long time.

Often, budgeting is a rollover of the previous year's information or a rubber-stamp approval of what the district provides. Therefore, it isn't based on any data from the department.

Based on 40 years of experience list

Budgets have not been loaded correctly and are late in being accessed by departments

I don't know much about this process, so I put a middle of the road number

process is a complex web that often overwhelms people and isn't implemented as designed

it's not working; people aren't paid on time; no credit

merritt adhered to the budget development timeline

The format and approach should be consistent.

I'm not involved in this but I know it's been challenging.

We are always making adjustments/changes in our departments depending on the service we are providing this affects our planning.

Resource requests almost never get allocated. Some budgets have restrictions in the guidelines.

The process has improved.

Our program never "saw" our budget, and was only "told" about the amount. There were not written communication early in the year and by the last quarter of the year, we are "told" to spend down our budget.

Its difficult to work with this at times



Comments submitted for IPB – “Why did you choose this rating?” (continued)

there is a need for more transparency on the budget process

I feel I am familiar, but would like to know more

We have taken dramatic steps over the past several months to clarify and improve our integrated planning and budgeting processes.

Everyone needs to be clear on the process and follow it.

The College does not practice integrated planning and budgeting.

Our department meets regularly with our faculty, co-chairs and dean to make sure that our plans and budgets are as effective as possible.

Because I believe we have to get things in order with our finances so that we don't fall out of compliance or unable to support student needs adequately

Because I do not believe budget processes are linked to assessment and student achievement

We didn't have budget review and right of purchase in last 2 years

Because it isn't truly integrated yet, with a single way to ask for budget needs, and because there isn't enough information and budget transparency yet.

See previous answer

No matter what my program's needs are and how they vary from year to year, I always get only what I got last year (if I'm lucky). What shows up on my accounts rarely has any bearing on the itemized, justified budget I submitted

Planning is done each year in developing the budget.

District IPB has not been followed. As a result, Merritt's cycle is disconnected.

Again - we are seeing the first signs of light and positive change this year from a long, long series of top-down decision making that neglected much-needed resource requests. It appears that Merritt (for the first time in a long time) will be able to make significant full-time faculty and student service staffing hires in the coming year. Should this happen - our campus would be reengaged in the IPB process in a way that we have not been for a long time. If we are NOT able to get these hires, I fear we will lose the momentum and the demoralization that comes with NOT getting much-needed and highly researched, documented, and requested needs met.

Everyone seems to be confused about the budget. It is nearly impossible to get an accurate answer to a budget question from anyone other than the budget office.



Comments submitted for IPB – “Why did you choose this rating?” (continued)

How does the Planning and Budgeting process interface with Program Review/APU?

Previous 10 years were terrible but this past year we have improved by much.

Even after planning budgets are rarely in place by the fall semester.

The process makes no sense; our budget is always screwed and finance doesn't handle invoices/budget properly.

often arbitrary allocation of resources

I don't know enough, but I can say I am just receiving funding for items I was supposed to receive 3 years ago.

It has improved in the last year but it should be more streamlined and transparent when we have all the personnel needed to support budgetary decisions and implementation

rough guesses

Often, I do not know the amount my area is allotted to spend until the February, and by then I have to scramble to make sure I have enough for the next year.

After providing clear information and financial requests over multiple years purchasing has been amazing unsuccessful. Depart funds are spent based on deadlines to spend, not necessary materials and supplies.

Little inclusion of the faculty.

This is our weakest link. We do not have a good handle on budgeting and resource allocation. The CDCPD/Senate task force that pushed for 9 faculty hires exposed this. With all the CARES and ARP money coming in from the feds, we need a robust and transparent process for how this money is allocated.

**Comments submitted for IPB – “What is one way the IPB process can be improved?”**

Answered: 50 Skipped: 46

Be transparent. Show money allocated and requests for it. Why some get it and others not. We can learn what we were missing in our requests.

Many department chairs have asked for more communication with cost center managers in between the time of APU submission and final budget development.

I would say identifying various sources of income and revenue to be more flexible and be creative in generating cash flow. Those are certificates, training programs and such.

Put in place of capable and sustained staff team in the business office.

New leadership

We can actually evaluate our prior plans and budget expenditures to determined whether the investments had any impact

Training

Unit directors should meet with Administrators to design a budget based on previous data-driven budget needs to institutionalize our budgets.

Placing a staff member in each division to support budget and new initiatives to support successful initiatives funneled down to the college from the state chancellors office.

Not sure

PMO office

By thoughtfully managing funding sources so that we maximize spend down and positive impact one students.

No idea. Part-time faculty are left out of the process unless they take a keen interest in it & volunteer to serve.

One Way for planning and budgeting process will improve is when all committees (APUs) have the most current DASHBOARD of all APU (for District and MC) the College's Performance and make decisions on direct or indirect impact to those KPIs (Key Performance Indicators).

I don't know!

Make your voice heard by all & be honest about your needs

? get the budgets loaded to the object codes July and December



**Comments submitted for IPB – “What is one way the IPB process can be improved?”
(continued)**

Disseminate more intelligible resources that describe how money is being spent.

simplify

Fire incompetent employees

Consistent formats for completion.

Don't wait till the last minute and provide individual training as requested on budgeting processes. Design mini guides that are customized and easily understood.

Have regular budget meetings :go over actual budgets and discuss.

Transparency

Makes processes clearer.

more communication via emails on how decisions are made based on the budget

Keep providing support

Consistency

Hire administrators who actually pay attention to institutional planning and budgeting.

n/p

Staying on top of grants and all funding sources to ensure that no funny business is happening

Link to the above

Department meeting should be included budget allocation and overview the expense of budget of the year

Major Kudos to Dean Marie Amboy who provides regular budget info, training, and is the first Dean I've had in 15 years who meets with faculty to go over the APU/PR. Kudos also to the budget Co. which ks doing a better job of transparency. However, there still needs to be more regular info and training about our campus budget. Plus, dept chairs need access to viewing their budgets and ePAFs.

Not sure

start from zero and have each department/program list and justify each expense. Put it under the correct budget code the first time to avoid time sucking transfers



**Comments submitted for IPB – “What is one way the IPB process can be improved?”
(continued)**

It is fine as it is.

Conduct trainings. Hire a budget manager. Hold monthly budget assessment meetings.

Ensure that the much-needed staffing (both f/t faculty and classified staff) requests be followed-through with and advocated for at the district level. We can only accomplish more as a college when we have the staffing support we need.

Train administrators and department chairs on basic budget management.

Better communication - what committees are involved in the Planning and Budgeting process? Where/when is information posted about decisions that are going to be made?

Hire a business office manager who is connected to PR's and APU's

Timely completion of plans and loading of budgets.

Fix the system!

Trainings, adequate support in business office and management. Responsiveness from the district. Answered in previous question.

increasing frequency of evaluation

Give a clear budget early on in the school year

Transparency down to the faculty level in all departments

shorten the process.

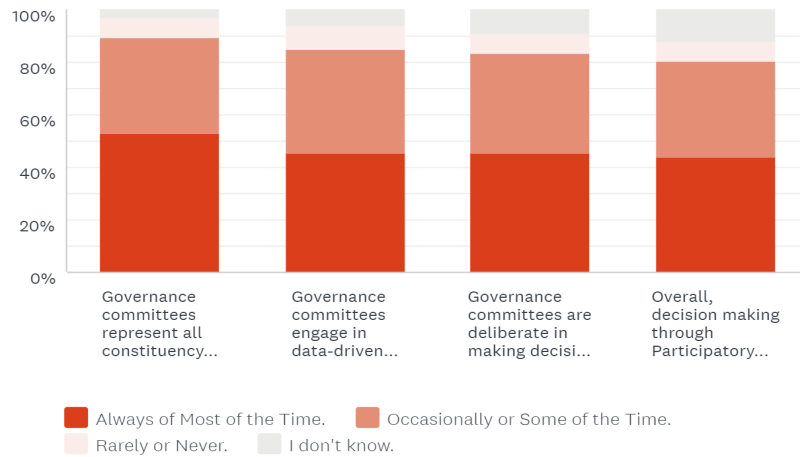
Create a Task Force for all the COVID funds coming in.



Figure 8. Survey item 5a – Decision Making

Please answer the following questions about collegial decision making at Merritt College.

Answered: 66 Skipped: 30



	ALWAYS OF MOST OF THE TIME.	OCCASIONALLY OR SOME OF THE TIME.	RARELY OR NEVER.	I DON'T KNOW.	TOTAL	WEIGHTED AVERAGE
▼ Governance committees represent all constituency groups in decision making processes.	53% 35	36% 24	8% 5	3% 2	66	1.61
▼ Governance committees engage in data-driven decision-making and integrated planning and budgeting processes.	45% 30	39% 26	9% 6	6% 4	66	1.76
▼ Governance committees are deliberate in making decisions and taking actions that increase institutional effectiveness.	45% 30	38% 25	8% 5	9% 6	66	1.80
▼ Overall, decision making through Participatory Governance at Merritt College results in improved student learning and achievement.	44% 29	36% 24	8% 5	12% 8	66	1.88

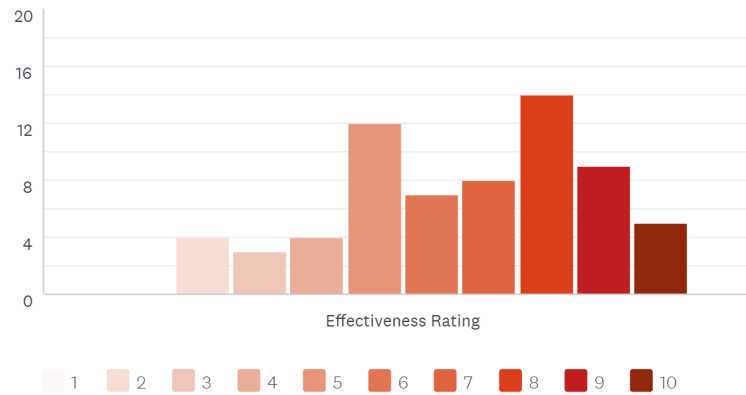
The mission of Merritt College is to enhance the quality of life in the communities we serve by helping students to attain knowledge, master skills, and develop the appreciation, attitudes and values needed to succeed and participate responsibly in a democratic society and a global economy.



Figure 9. Survey item 5b – Decision Making Effectiveness

Overall, how would you rate the effectiveness of collegial decision making processes at Merritt College? 1 (low) - 10 (high).

Answered: 66 Skipped: 30



	1	2	3	4	5	6	7	8	9	10	TOTAL	WEIGHTED AVERAGE
Effectiveness Rating	0%	6%	5%	6%	18%	11%	12%	21%	14%	8%	66	6.58
	0	4	3	4	12	7	8	14	9	5		

Comments submitted for college decision-making – “Why did you choose this rating?”

I believe not everyone is included in decision making.

Committees do their best

It can be difficult to get student input on matters involving collegial decision making

Good planning and coordination

Because we are making improvements, but need more consistency across the collegial decision making entities.

Lack of leadership and planning

Not all constituency groups are represented - student voice is often not present. Also, there are some committees that are VERY effective and several that are not.

professionalism is lacking

Depending on the commitment of chair and co-chair it impacts the success of the committee action items

PG has suffered from lack of participation, and it is the same people from year to year.



**Comments submitted for college decision-making – “Why did you choose this rating?”
(continued)**

Some things seem to follow our processes and others - such as hiring - seem to happen in a random/haphazard way.

Over the past year collaborative and sound decisions have been made that have benefitted the College and students.

Not involved in the process & really don't see any direct results from it.

The goal is to behave according to data, however the college still uses old data (FTES) rather than SCIFF KPIs to measure current status. In order to make real impact, we should act as if the hold harmless is effective this year (2021) rather than 2024 so we know what the real impact is, if we did not have the hold harmless to cover us!!!

It's good, but it could be better.

Again based on my 40 years @ the college

the passion is there but we lack the planning for staff to engage

I think there could be more representation, though I understand this is difficult to achieve if people don't volunteer!

lots of potential and a fairly clear system of decision making

Needs improvement

adjuncts are ignored and they run the school

Shared governance is used in most decision making processes

It seems to work well in the committees on which I serve.

I entered I don't know for all the answers and had to enter a score here so I put it in the middle.

I think we do a pretty good job of including everyone to the table.

I don't know mainly focus on dept. budgets

The process has improved.

The same people are in committees all the time.

Participatory governance is active and engaged



**Comments submitted for college decision-making – “Why did you choose this rating?”
(continued)**

There is always room for improvement.

Participatory governance committees seldom make recommendations to inform decision-making.

Merritt College has made the updated information available to its departmental faculty, chairpersons, and dean in order to measure its effectiveness in handling collegial decision-making processes.

It varies widely; some areas are far more organized than others; those areas with strong, ethical leadership hopefully have stronger decision-making power than those that are not well-organized, efficient, and ethical

Because many individuals do not participate

not quiet transparency on this matters

I've seen a lot of improvement lately, this is the highest rating I've given in this area.

See previous response

I'm on faculty senate - I feel we are a highly thoughtful and effective group with great leadership. We get stuff done that benefits the entire Merritt community. Administrators are great - supportive, knowledgeable and look out for all members of the Merritt community. This is the first time in my 29 years that I have been able to say this!

Each committee does a good job in meeting.

The committees that I participate on are VERY EFFECTIVE and DELIBERATE in looking at and assessing data in decision-making. The issue in the past has been that even when we follow the "chain of command" and get all recommendations to the President or Board of Trustees at the final level, something breaks down and our efforts are for naught.

There is a commitment but the actions do not back up the commitment.

Some committees are high-functioning and others are not. The work needs to be distributed more evenly among faculty and staff. Currently, a handful of the same people serve on multiple committees while others don't serve at all. This exhausts the few and leaves many in the dark.

The District overrides much of the efforts of our College Shared Governance recommendations

The collegiality leads to better understanding despite outcomes.

Really? Because there are a lot of nonsensical things done at our school.

It is always the same 15 people running everything, we need to see all the quiet full time members who hide from these expected roles

**Comments submitted for college decision-making – “Why did you choose this rating?”
(continued)**

Its improving.

rough guess

Some committee are able to make more change/have more action than others. Some committees fail to make quorum and seem to repeat the same info every month

good data in, good decisions; limited data in, not enough information to make comprehensive and effective decisions

I would say things are a lot better now than they have been at times in the past however the committee process is a slow one not particularly efficient

It appears that the decisions are made independently of the part timers.

There needs to be much more of a link between faculty and students in shared governance. Many committees do not have the requisite student reps--students should be paid a stipend to serve. Many committees are poorly run and do not do enough work OUTSIDE of the meeting time.

Comments submitted for college decision-making – “What is one way we can improve?”

Answered: 50 Skipped: 46

Communicate with individuals involved in units or departments in of which decisions are being made.

n/a

We might consider including certain key student leaders in the FAS mailing list, or developing a shared governance mailing list that includes select student leaders.

I would say by doing more through due diligence

Work in a grass roots model. That is work with chairs and directors to engage the faculty in their programs. Inform or train deans on best practices for engaging and supporting chairs. And encourage administration to support the deans in the work.

Leadership training and accountability

TRI-CHAIRS for all committees (Faculty, Classified, and Administrators) as well as at least 2 student representatives in each committee

Respect , honesty and integrity

Supporting and adapting to the change of the students and institutional demand to support success

The mission of Merritt College is to enhance the quality of life in the communities we serve by helping students to attain knowledge, master skills, and develop the appreciation, attitudes and values needed to succeed and participate responsibly in a democratic society and a global economy.



**Comments submitted for college decision-making – “What is one way we can improve?”
(continued)**

Clarify the tasks which each committee must complete over the course of the academic year, or longer cycles. Put these dates and deliverables on a shared calendar.

Consistency. Distribute a chart or handbook that shows how it SHOULD occur and stick to it.

smart tech

Ensuring the continuity of process to consistently promote fairness.

Again, no idea. Part-time faculty are undervalued & overworked.

Improving the Participatory Governance requires also visibility on how changes impact the key performance indicators for District/MC. All decisions, should have a statement of why and how any actions help the overall goals.

There should be training for all committee member each year. One important thing for committee members to know is that their job is not to complain about problems but to make decisions about how to solve the problems.

If everyone involved would listen & be honest & equal in their support for the entire campus

Give staff training and development ongoing

Being more transparently data-driven. I don't know when decisions are being made based off of data or not sometimes.

continue simplifying and clarifying roles and responsibilities

Financial support for part time faculty to engage in the process

respect your adjuncts more

Keep reporting process and decision processes consistent.

Provide regular updates on items that are a concern the more information shared the better especially if it effects us all.

Online calendar of all meetings to be transparent of meetings that open ones may interest people. Posting of agendas online. Transparency and Inclusiveness. Online presence.

Some faculty should be encouraged to limit themselves in committees.

encourage more people to participate and not the same 10%



**Comments submitted for college decision-making – “What is one way we can improve?”
(continued)**

Follow the plan

Hold full-time faculty accountable for their obligation to engage in participatory governance.

n/p

More meaningful student participation; improve communication with students

Broader inclusion

Encourage one representative in each committee and report to the Department

More info disseminated from the various meetings

Not sure

Keep it up!

Chairs held responsibilities for their responsibilities.

Administrative leadership advocates for the governmental decisions that are made and takes recommendations from the College Council seriously. If a recommendation is not followed, please provide reasoning and feedback so that as governance committees we have a path forward and next steps.

Have the courage to make difficult decisions and lead when necessary.

Having more influence at the District Office.

Better publishing of process results tied to college actions.

Clean it up.

Ensure that all or most of faculty is attending the meetings for one.

It is hard to get all people involved in the committee work. Promote committee work.

by increasing frequency

limit the number of committees people can serve so more voices can step up and share opinions. Often the same people serve on different committees and it leads them to be over-packed and unable to give full commitment to a single committee.



**Comments submitted for college decision-making – “What is one way we can improve?”
(continued)**

Merritt will improve when clear data is brought forward from the point of service delivery, i.e. faculty. Participation from part time faculty is not paid and not encouraged yet is critical to student success

Find a way to get more active participation rather than just having the same people all the time

Zoom meetings

Create a faculty liaison who advises the ASMC

Figure 10. Survey item 6

Were you a member of any participatory governance committee meetings in the past two years?

Answered: 66 Skipped: 30

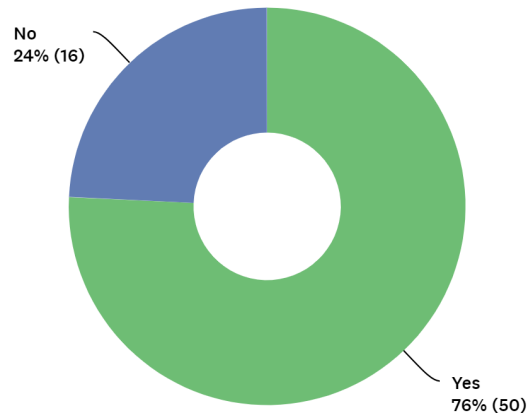
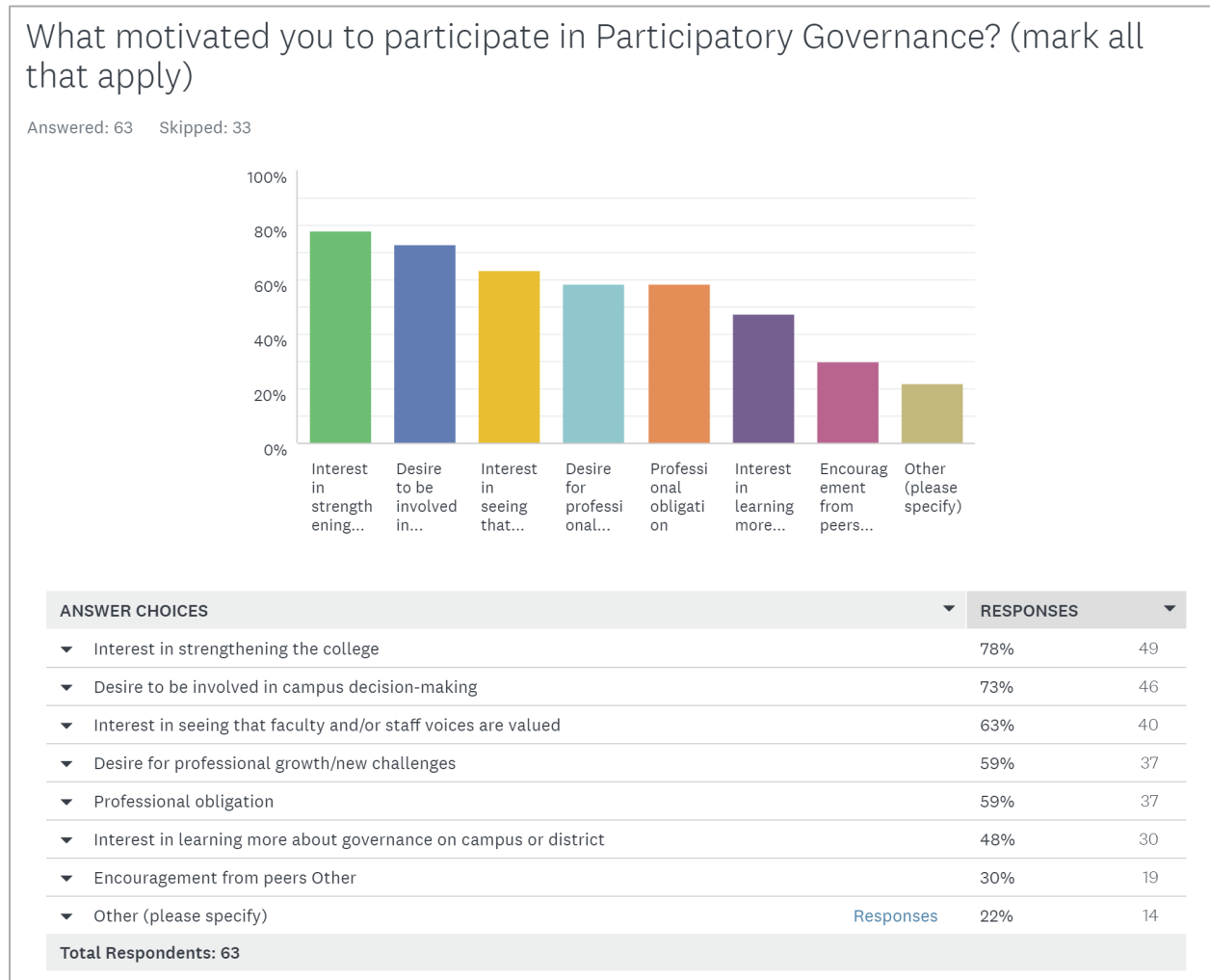


Figure 11. Survey item 7.



Comments submitted by those selecting 'Other' option for survey item 7

1. Did not participate
2. Curiosity and self education
3. Interest in moving the committee work forward
4. None of the above as I am not involved by choice (as I explained in the previous question).
5. To make a difference, not just to participate!
6. To try and contribute to a positive work environment and excellent student experience
7. Not sure what's considered in this category (part. Govern)
8. Interest in the quality of our student success and enrichment
9. Chance to collaborate/form relationships across disciplines
10. Vital to obtaining funding
11. Want all students to be successful and do my part.
12. Contributing expertise that would otherwise be missing.
13. Learning more about the "informal network" driving decision making. Squeaky wheels seem to make better progress in the institution and the staff churn in formal offices makes it nearly impossible to keep up with any form of accountability, relationship or communication regarding basic actions: ePAF approvals, POs, Scheduled Events, Professional Development Options, etc. If not for slogging through the firehose of email many basic concerns would not be visible or functional.

**Comments submitted in response to “Why were you not involved in participatory governance committees?”**

Answered: 17 Skipped: 79

I just joined the business department officially this semester.

Part-time with family caretaker responsibilities

I attended some meeting in the past

Still learning about them

It requires a commitment of time and energy that is prohibitive to freeway flyers, especially if there is no hope of becoming employed full time by the District. So, yeah, I don't see a direct benefit to me as a part-time instructor. And I feel I am more effective by concentrating on students and their learning.

Part time & retired

Only people that are known well get considered

I was involved in a lot of other committees. I don't exactly know which ones are participatory governance. Those I see as College Council, Academic Senate, etc.

Part time Counselor is SAS with time for students only

Was part of PGC 2+ years ago

I am part of EOPS Advisory Committee, CCCEOPSA Region 3 Committee, Graduation Committee, Hiring Committee, Scholarship Committee

I just started at Merritt in Fall 2020

Rather attend as a guest.

I'm part time- I only teach one class a semester- I do not get compensated for being on a committee- and there are different committees I can not be on because I'm part-time.

annoyed by this last minute jumping through hoops

I do attend these meetings as time allows. I am not compensated to attend or serve on committees, and can not financially afford to miss paid work to participate.

Not invited

**Comments submitted in response to “What would you suggest to encourage faculty, classified staff and student engagement in participatory governance and college decision-making?”**

Answered: 51 Skipped: 45

Payment for time, it should not be expected for part-time faculty

I don't have enough experience to provide information.

Pay a stipend

I shall say getting educated and updated on the subject matter

Unfortunately, I think there needs to be more accountability as to participation in college wide committees and participatory governance. Sometimes if people are not held accountable it is easy for them to forget that this is part of the obligations of being full-time faculty and staff at Merritt College.

To improve our college standards of daily operation to meet our students, faculty, and staffing learning environment.

Set up a system for tracking the service contributed by faculty, staff and admin to PG committee work.

I think faculty/staff need to be brought into the process and provided with some background/context. There are too many acronyms that are thrown around as if everyone knows what they are. It often feels like we're thrown into the deep end of the pool with no preparation or foundational info. The result is some of us feel ineffective, clueless and lost.

Thank you for your time and passion!

Intentional recruitment

Reduce the ratio of PT to FT faculty.

To create a DASHBOARD based on SCIFF for Merritt College and share with all participatory governance groups and work on real impactful models of improvement.

You can implement YOUR vision for how to improve the college.

Work with each group and support individuals to get involved

release time for staff

They can be fun, and you learn a lot of the lingo, and feel like more a part of the college community

Insist. List current participants and length of participation, send it out and thank. Also, point out that if someone is not contributing in this area, they are missing out on all the points listed in #18. Lay a guilt trip. Pester. Note that the more involvement, the less load there is on each individual.



Comments submitted in response to “What would you suggest to encourage faculty, classified staff and student engagement in participatory governance and college decision-making?” (continued)

Financial support for part time faculty and classified staff and students

Seek new faces

raffles and fun engagement

Provide an inviting approach to the program

I would provide a brief overview of the status of each committee and share the need for input.

i dont know

Incorporate participatory governance a department and personnel requirement for staff development

Give time for staff to response. Sometimes the same people respond immediately within giving time for others to consider.

Personally inviting others

Hire more full-time faculty. Raise stipends for adjuncts.

The responsibility needs to be shared. Its the same people serving on committees.

Reinstate Merritt-FAS; more oversight of student governance so that they can also be more engaged; right now, it feels like they've gone rogue, but that's because of too many years of intermittent neglect

Having more conversation will allow us to determine what the different departments or programs want.

Make time for inclusion (pay part timers) and follow through

If Department chair will participate and share with us then it is good enough

more info out about the work done (eg minutes shared, etc)

Testimonials from those who've participated and found it useful/interesting/engaging/effective

It feels great to see that the work you do personally has an effect on how the college works

For classified staff, if time allows you, please come by and learn about a committee. Faculty, did you know that your contract recommends for you to sit on a committee?

Faculty voices are valued, being involved in making decisions.

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Comments submitted in response to “What would you suggest to encourage faculty, classified staff and student engagement in participatory governance and college decision-making?” (continued)

TRAINING - demonstrating that PG committees have a voice and purpose and there is a flow from one committee towards college decision-making and student success

Stop putting the same folks on all the committees. Spread the opportunities around.

(1) Financially compensate Classified Staff and Adjunct Faculty for committee service. (2) To address the problem of FT Faculty who shirk their committee duties: Work with Jennifer Shanoski to amend the PFT Contract such that Salary Step and Column advancement is frozen unless the FT Faculty member serves on at least 2 committees per year (hiring committees and other ad hoc committees included). (3) To boost student participation on committees, give academic credit for committee service (1-3 units of COPED course credit)

It should be mandatory that all faculty are active members of at least one Shred Governance committee

T-shirts, caps, and informal acknowledgements.

get involved!!!

Either release time for some of the part time profs or incentive through step moving - something

Administrators could make it part of the faculty eval process? Showcase/highlight outstanding work/progress, stipends for partimers?

get rid of last minute siege mentality

The more voices there are in a room, the more representation there will be to serve all aspect of the college.

compensation for time served

Give each a chance to speak, & act on their valid suggestions.

More encouragement from admin

Don't do it unless this college demonstrates a clear path to improvement in all of these areas (unless of course you are contractually obligated to do it)

**Comments submitted in response to “Can you provide any examples where participatory governance has been effective?” (continued)**

Answered: 42 Skipped: 54

No

I don't have enough experience to provide information.

I was in the Senate. We made many resolutions. We were heard many times.

Not any particular one in mind.

The academic Senate has passed resolutions which of addressed issues of importance to the larger college community.

Guided Pathways and supporting the undocument population to navigate and be included in my path.

Yes. All the committees have been effective, to varying degrees.

not offhand

Curriculum updates, accreditation

No

The Merritt Technology committee has been effective in supporting improvement of the Student Enrollment process through Workflow Automation & overall project management within MC. It is our hope that these addressed issues actually get implemented with proper project priority and proper project management standards.

Through the efforts of the Academic Senate, the SEA committee was formed and began having regular meetings this year.

In the past parking issues, student access to counseling, support for students with financial issues

it pains me to say i cannot I have served on the facilities committee for almost 10 years and issues are not addressed in a timely way

Professional Development Committee is great at hearing what is needed, then having workshops to address those things later

Whenever the dots are connected and motions that pass in one committee move forward and are effectively communicated to the next level.

no

Addressing Equity, Diversity, Inclusion; Difficult Dialogs.

The mission of Merritt College is to enhance the quality of life in the communities we serve by helping students to attain knowledge, master skills, and develop the appreciation, attitudes and values needed to succeed and participate responsibly in a democratic society and a global economy.

**Comments submitted in response to “Can you provide any examples where participatory governance has been effective?” (continued)**

The PDC committee listened to students on equity and inclusion hearing from them directly, so a Student Panel of Alum and currently enrolled students to share out personal experiences as a student, what helped them become successful students and what problems did they encounter along the way.

i dont know

Not really

Academic senate has brought forth a number of resolutions

To meet our budget deadlines committees have come together to support our process.

Curriculum Council helped increase the number of course updates; accreditation helped us survive ACCJC's review and hopefully will lead to us getting off of probation

n/p

CDCPD and faculty hiring

Non

Chairs subcommittee obtaining ft faculty hires

Curriculum committee steering the update of course outlines

I'm working on improving the faculty prioritization form/process. I introduced a resolution to improve the process of contract and MOU approvals for CE programs - supported by CE, Senate, at both college and district levels. Hopefully the new Chancellor will accept the proposal to streamline the process.

No.

1. Curriculum Committee has been invaluable in getting programs and disciplines to update course outlines and deactivate old courses/programs; 2. Accreditation Committee has been helpful in updating PG committee bylaws and updating the new PG handbook; 3. SLOAC committee supports faculty ability to completed assessment; 4. Technology Committee pushed for much-needed upgrades

No

The Academic has power to to influence College Council and seemingly all other committees are represented by Academic Council.

Senate



Comments submitted in response to “Can you provide any examples where participatory governance has been effective?” (continued)

During open comments, I believe most of us listen to the issues at hand and bring them to our VPIs etc.

Accreditation committee worked hard to address those

no

No

Academic Senate has provided leadership between the college and the district

no

The CDCPD/Senate task force has done an excellent job of recognizing the need to hire more full time faculty



Comments submitted in response to “Please describe any processes of participatory governance committees which you think are effective”

Answered: 41 Skipped: 55

??

I don't have enough experience to provide information.

all

N/A

The work done in meetings could be more effective if there is some background work done by members before the meetings. When I have been asked to review some thing and provide feedback, either through email or surveys or Google docs, I find I participate more in the decision making process and shared governance committees.

Action items

In general, the dialogue of the committees are respectful and constructive.

voting is effective.

Merritt's PF committees make space for all to be heard.

Recorded Zoom calls and standard templates for Participatory Governance Committees has been very effective for all PC groups including people that could not attend, or for those writing minutes for their PC groups.

Passing motions. Inviting the responsible parties to address the committee.

The school's president which I have worked with seems to have an open mind & open door

agendas populated with committee participants. templates

Having clear agendas, checking in with the various constituents during meetings if possible, and using meetings as a problem-solving session instead of just a "summary" session

Sharing information/transparency

meeting

CE committee, PDC, CIC, College Council

Discussion and decision making.



Comments submitted in response to “Please describe any processes of participatory governance committees which you think are effective” (continued)

Following a good agenda and respecting peoples time.

i dont know

College Council meetings are effective because they represent all constituency groups.

Moderator & time-keeper were effective

none at this time

Academic Senate, College Council, Curriculum, PDC, SLOAC, Classified,

Posting agendas and minutes, soliciting members to help do the essential work with proper guidance from chairs and others

A variety of assessment formats can be used to enhance faculty and programs' assessment process, including effectiveness

CE committee and Curriculum Committee

New faculty hires are bringing much needed energy to old committees; the current admin team works well together and with faculty, they take shared governance seriously

Faculty outreach--faculty to faculty

Senate, CE committees, Tech committee (these are the ones I have personal experience and knowledge of)

Accreditation, CDCPD and College Council

Effective PG Committees have dedicated members who complete work outside of regular meetings and this moves processes forward between meetings

The hope that College Coucil Admin team can truly represent our committees' needs at the Chancellors Office

DE, Curriculum

Curriculum, SLO, DE, PDC

Curriculum updates, assessment

none



Comments submitted in response to “Please describe any processes of participatory governance committees which you think are effective” (continued)

Professional Development committee due to them hosting at least 2 events every semester.

The Merritt Curriculum Committee is an excellent example. Academic Senate is working well.

Curriculum Committee is well run and is a model

**Comments submitted in response to “Please describe any processes of participatory governance committees which you think can be improved.”**

Answered: 41 Skipped: 55

??

I don't have enough experience to provide information.

n/a

N/A

Accountability for action plans arrived at during meetings. The timing of meetings being more adhere to in terms of the agenda. Preparatory work before a meeting Being disseminated to the members of the participating governance committee.

Honoring the agenda and respecting that the committee has a responsibility to support action items and understand it is not just a discussion.

Please refer to answer in question 19

minute taking and posting of minutes

N/A

i dont know

The training for new chairs should be more streamlined.

Limit the same people in multiple committees

more Brown Act training for current and future members

meetings that feel fruitless or that lack direction; competent chairs that are well organized, diligent, and have a genuine eye for equity are vital to the overall integrity of the college

n/p

Facility and Technology Committee

We need less committees- there are several with overlapping areas. Pay Nghiem/a team to propose a streamlined structure.

Not sure

**Comments submitted in response to “Please describe any processes of participatory governance committees which you think can be improved.” (continued)**

Get new, fresh faculty involved. Its great to see the faces of those with much experience and knowledge to share, but we get burned out! Time for the newer folks to step up!

N/A

Budgeting process should be improved.

Ineffective meeting management, do we need note-takers separate from Chairs?, WE NEED TRAINING on basics of Roberts Rules, how to write a resolution, how PG committees and the system works, etc.

Faculty request procedure as it relates to equity.

Respecting the voice of our committees at the District Level instead of overriding all their efforts in proposing College wide improvements.

communication among and between governance bodies

Academic Senate needs to be better organized.

Budget

na

Facilities/ health & safety

Make the roles clear: what is expected, who can participate, compensate part time faculty for participation

All

Committee chairs need to do the work they sign up for, plan accordingly, do work outside of meetings