

Research Report

Sacramento City College

Working
Together

Pursuing
Excellence

Inspiring
Achievement

**Office of Planning, Research, and Institutional
Effectiveness (PRIE)**

**Malissa Kekahu
Marybeth Buechner**

Summary Report
Governance and Communication Survey
Effectiveness of Decision-Making at Sacramento City College

OCTOBER 2017 SURVEY

Table of Contents

Effectiveness of Communication and Decision-Making	3
Introduction	4
Results	5
Respondents	5
Summary of Respondents Comments	6
Engagement with College Decision-Making	8
Summary of Respondents Comments	9
College Communication	10
Effectiveness of Communication	10
Communication Venues.....	11
Summary of Respondents Comments	13
Administrative Structures and Processes	15
Summary of Respondents Comments	16
Effectiveness of Constituency Groups and Committees.....	17
Effectiveness of Leadership Groups.....	17
Summary of Respondents Comments	18
Effectiveness of Standing Committees and the Campus Issues Process	19
Summary of Respondents Comments	21
Overall Comments	22
Summary of Respondents Comments	22
Appendix	23
Appendix A:	23
Appendix B:	33
Appendix C:	41
Appendix D:.....	50
Appendix E:	58
Appendix F:	62
Appendix G:.....	66
Appendix H:.....	69

Effectiveness of Communication and Decision-Making

A Sacramento City College Survey

The Communication and Governance survey has been conducted at SCC since Spring 2011. In Fall 2017, the survey was conducted for the third time and received more than 240 responses including 145 faculty members, 88 classified staff, and 14 administrators. Most survey respondents have been at SCC for more than 3 years.

The percentage of SCC employees who have been active in decision-making processes varies. Involvement in decision-making processes and groups was greatest for administrators, followed by faculty and then classified staff. Involvement in some areas, e.g. standing committees and planning discussions in the unit was above 50 percent for all employee groups.

Overall, SCC employees reported “Moderate” levels of engagement with most areas of decision-making at the college. Employees’ personal sense of engagement with college decision-making was moderate to high. However, responses on related items were considerably lower. The lowest rating was to the question about the degree to which their jobs allow time to participate in college decision-making – more than 50 percent responded “Low” to that item. Classified staff and faculty expressed relatively low engagement compared to administrators. Although the overall engagement of administrators with decision-making remains higher than that of the other employee groups, it declined substantially from 2014.

Overall, survey results indicate that respondents, especially administrators, see communication and decision-making at the college as somewhat less effective than prior survey years. For example, the percentage of administrators responding that engagement in decision-making across the college is “Moderate” or “High” declined from 94 percent to 50 percent. The percentage of administrators responding that college processes share information effectively declined from 73 percent to 21 percent.

Email is the most common means of learning about the college in nearly every category. Communication venues for faculty, classified staff and administrators has remained relatively unchanged since the 2014 survey. Meetings are a more common communication venue for administrators than for other groups. Classified staff and faculty rely more on email for college information than do administrators.

“Agree” was the most common response to most of the items related to the effectiveness of administrative processes, however responses varied widely. Ratings in some areas, for some groups, increased from 2014 to 2017, while others decreased. Most notably, the percent of administrators who agreed or strongly agreed decreased from 2014 to 2017 in every category. For 2017, the overall pattern in the percent of respondents who agreed or strongly agreed with statements indicating understanding of administrative structures and processes was Administrators > Classified staff > Faculty.

Overall, it appears that SCC employees are not generally knowledgeable about the effectiveness of the constituency leadership groups. “Don’t Know” responses have increased in most categories. An analysis comparing the percentage of “Don’t Know” responses was conducted between the three survey years. The percentage of SCC employees who responded “Don’t Know” increased in nearly all areas from 2014 to 2017.

Comments at the conclusion of the survey suggest a need for improved communication and better use of time. The PRIE Office found several reoccurring themes in the respondent’s answers including improved communication, better use of time, the importance of leadership, and the need for adjunct inclusivity. More than one-third of respondents specifically mentioned the need for improved communication at SCC.

Introduction

Decision-making at Sacramento City College includes a wide range of groups and processes. This work takes a substantial amount of time and effort and involves numerous avenues of communication. In order to help the college work more effectively, we pause from time-to-time to ask ourselves what is working well and what could be improved. Starting in 2011 the PRIE Office and the PIO began conducting a survey about how decision-making and communication venues work at the College.

In Fall 2009, an initial draft of a survey on the effectiveness of governance at SCC was developed and presented at Executive Council, Pres. Cabinet, AS, and CS. In Spring 2010 the draft survey was piloted with participation by constituency leaders and councils, results were provided to the College President and Executive Council and a task force was convened by the PIO. In Fall 2010 the results of the draft survey were discussed with the CSPC and the standing committee tri-chairs.

Due to the related planning agenda item on communication effectiveness, the PIO and PRIE Dean conducted focus groups in Fall 2010 for each constituency. This work resulted in a combined survey that would address the effectiveness of governance structures and communication effectiveness at SCC. The newly combined survey was administered in Spring 2011 and a three-year survey administration cycle was planned.

The survey was subsequently administered again in Fall 2014. The originally scheduled Spring 2014 survey was moved to Fall upon the request of the District Office, who administered a district-wide survey at that time, and asked that colleges not administer any similar surveys during that semester. In 2015, the Accreditation visiting team commented on the importance of the Governance and Communication Survey.

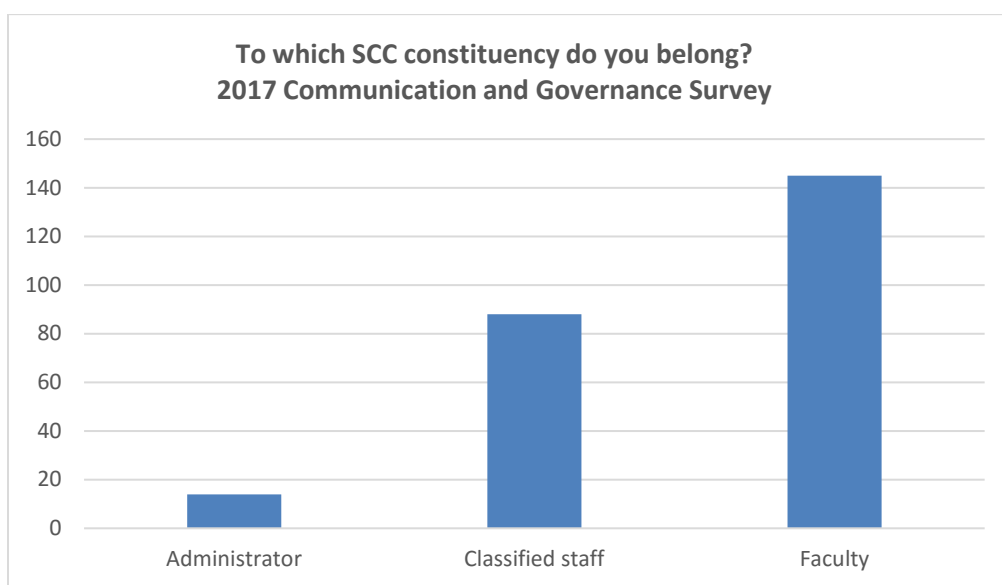
As planned, the survey was administered again in Fall 2017. The results of that survey are detailed in this report. The results of the survey are shared with the College President, the Senior Leadership Team, the Academic Senate, the Classified Senate, the Associated Student Government and the SCC Standing Committees and the Department Chairs Council. The data becomes part of the Institutional Effectiveness that the PRIE Office produces for the College Strategic Planning Committee and the PRIE Committee, and will be used in the accreditation mid-term report. The Governance and Communication Survey also provides information used for the preparation of the accreditation Self-Evaluation written by SCC.

Results

Respondents

The number of respondents increased from the 2014 survey to the 2017 survey. The increase in response number from faculty is especially notable. More than 200 SCC employees responded to the Fall 2017 survey including 145 faculty, 88 classified staff and 14 administrators.

Number of respondents	Faculty	Classified staff	Administrator
2011 Survey	105	42	10
2014 Survey	115	91	17
2017 Survey	145	88	14



Most survey respondents have been at SCC for more than three years. However, those numbers have declined significantly from 2014 to 2017. More than half of the respondents who are faculty have been at SCC for more than 10 years. Administrators with more than 10 years at SCC has declined from 2014 to 2017, while classified staff has remained the same.

Percent of respondents who answered the question who...			
(Changes of 10 or more percentage points from 2014 to 2017 are noted by bold italics.)			
	Faculty	Classified Staff	Administrators
Have been at SCC more than 3 years			
2011 Survey	89%	71%	70%
2014 Survey	90%	<i>81%</i>	<i>94%</i>
2017 Survey	81%	<i>64%</i>	<i>57%</i>
Have been at SCC more than 10 years			
2011 Survey	54%	43%	50%
2014 Survey	54%	40%	<i>71%</i>
2017 Survey	63%	40%	<i>36%</i>

Overall, the percentage of SCC employees who have been active in decision-making processes varies widely. Classified staff and faculty who have been active in the decision-making processes of the college including standing committees, senates and councils, division/unit planning discussions, other college groups (e.g. BSI, FSAG, etc.), and college initiatives, grants or projects has declined in many categories. Involvement in these activities were greatest for administrators in the 2017 survey compared to the 2014 survey in most categories. However, the use of the Campus Issues process by administrators, as well as classified staff and faculty, has declined from the 2014 survey.

Involvement in shared governance standing committees is fairly high. Those who have served on standing committees include 73 percent of faculty, 61 percent of classified staff and 100 percent of the managers who responded to the 2017 Governance and Communication Survey.

Percent of respondents who... (Changes of 10 or more percentage points from 2014 to 2017 are noted by bold italics.)	Faculty	Classified Staff	Administrators
Served on standing committees			
2011 Survey	81%	57%	100%
2014 Survey	82%	62%	94%
2017 Survey	73%	61%	100%
Member of senate or representative council			
2011 Survey	46%	29%	80%
2014 Survey	51%	32%	81%
2017 Survey	52%	27%	93%
Used the campus issues process			
2011 Survey	20%	7%	40%
2014 Survey	24%	14%	35%
2017 Survey	12%	9%	14%
Are active in planning discussions in division or unit			
2011 Survey	86%	60%	100%
2014 Survey	88%	65%	100%
2017 Survey	82%	55%	100%
Served on other college groups (e.g. BSI, FSAG, etc.)			
2011 Survey	Not applicable - not asked on the 2011 survey		
2014 Survey	63%	40%	94%
2017 Survey	52%	42%	86%
Been involved in college initiatives, grants, or projects			
2011 Survey	Not applicable - not asked on the 2011 survey		
2014 Survey	37%	23%	93%
2017 Survey	45%	32%	100%

Summary of Respondents Comments

Survey respondents were asked: What could the College do to (1) encourage your participation on college committees, senates or work-groups (2) help you provide input to decision-making? The PRIE Office found several reoccurring themes in many of the respondent's comments including issues with time, input and communication. More than 25 percent of respondents mentioned time (lack of time, no release time, adjunct time constraints, etc.) as a barrier to participation in decision-making and governance at SCC. About 20 percent of respondents want their participation and input to be valued by the College and around 10 percent of survey

respondents referenced the need for improved communication (between administrators, faculty and staff) at the College.

The most used terms by respondents are displayed in the word cloud below. Larger font indicates a more commonly used word in the responses. *Full comments are available in Appendix A on Page 23.*



Engagement with College Decision-Making

Most survey respondents reported “Moderate” to “Low” levels of engagement with decision-making at the college. Relatively few respondents answered “Don’t Know.” The lowest rating was to the question about the degree to which their jobs allow time to participate in college decision-making – more than 50 percent responded “Low” to that item.

The following items ask about engagement with decision-making at the college. For this survey "engagement" means an active attention to and willingness to participate in the processes of decision-making.					
2017 Survey	High	Moderate	Low	Don't Know	Response Count
My personal sense of engagement with college decision-making is...	55	103	71	6	235
In general, engagement in decision-making across the college is...	24	89	98	24	235
The degree to which engagement with decision-making is expected of SCC employees is...	46	96	65	27	234
The degree to which engagement with decision-making is valued by college administration is...	36	72	93	33	234
The degree to which my job allows time for me to participate in college decision-making is...	31	59	140	5	235

Overall, SCC employees responding “High” or “Moderate” decreased in most categories related to engagement with college decision-making. Classified staff and faculty expressed relatively low engagement. The percentage of administrators responding “High” or “Moderate” levels of engagement in college decision-making decreased in every category from 2014 to 2017. The most notable decline was for the rating of “engagement in decision-making across the college,” where the percentage of administrators responding “High” or “Moderate” declined by nearly 50 percent. Ratings of the degree to which engagement with decision-making is expected of SCC employees increased for faculty and classified staff, but decreased for administrators from 2014 to 2017. Although there was a slight increase in some areas from 2011 to 2014, this was not the case for the 2017 survey. Most ratings declined in comparison to the 2011 survey responses.

Engagement in college decision-making: Percent of “High” or “Moderate” responses by constituency groups. (Changes of 10 or more percentage points from 2014 to 2017 are noted by bold italics.)			
	Faculty	Classified staff	Administrator
My personal sense of engagement with college decision-making is...			
2011 Survey	72%	58%	100%
2014 Survey	68%	51%	100%
2017 Survey	71%	54%	93%
In general, engagement in decision-making across the college is...			
2011 Survey	53%	63%	70%
2014 Survey	50%	49%	94%
2017 Survey	45%	50%	50%
The degree to which engagement with decision-making is expected of SCC employees is...			
2011 Survey	60%	58%	70%

College Communication

Effectiveness of Communication

In 2017, more SCC employees (72) disagreed that college communication processes share information effectively across the college in comparison to 2014 (55). More than half of respondents answered “Neutral,” “Disagree,” or “Strongly Disagree” to most statements. Relatively few respondents answered “Don’t Know”.

Please indicate your agreement/disagreement with each of the following statements.							
2017 Survey	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know	Response Count
College communication processes share information effectively across the college.	7	51	57	72	25	3	215
Information about major college processes is readily available to me.	14	65	59	56	13	8	215
Information about the work of my division is readily available to me.	41	83	49	26	13	2	214
Overall, the college is moving in the right direction with respect to campus climate and communication.	14	65	67	37	17	16	216
My senate or representative council has sufficient opportunities to communicate about college decisions.	24	74	56	25	7	30	216

Overall, SCC employees responding “Strongly Agree” or “Agree” has been declining in each survey year.

The percent of SCC employees strongly agreeing or agreeing is much lower than the 2014 survey. In the 2011 survey, more than half of the respondents agreed or strongly agreed with each of the items related to the effectiveness of college communication. In the 2014 and 2017 survey this was not the case. This is especially noticeable in the responses of the administrators, where all items declined by more than 10 percentage points.

Effective college communication 2017 Survey: Percent of “Strongly Agree” or “Agree” responses. (Changes of 10 or more percentage points from 2014 to 2017 are noted by bold italics.)			
	Faculty	Classified staff	Administrator
College communication processes share information effectively across the college.			
2011 Survey	43%	49%	90%
2014 Survey	36%	33%	73%
2017 Survey	29%	25%	21%
Information about major college processes is readily available to me.			
2011 Survey	49%	59%	100%
2014 Survey	42%	43%	87%
2017 Survey	39%	30%	50%
Information about the work of my division is readily available to me.			
2011 Survey	62%	77%	100%
2014 Survey	67%	43%	100%

2017 Survey	58%	52%	71%
Overall, the college is moving in the right direction with respect to campus climate and communication.			
2011 Survey	48%	64%	100%
2014 Survey	38%	33%	71%
2017 Survey	34%	36%	57%
My senate or representative council has sufficient opportunities to communicate about college decisions.			
2011 Survey	57%	54%	90%
2014 Survey	48%	40%	71%
2017 Survey	49%	39%	50%

Communication Venues

Email is the most common means of learning about the college. Meetings are a more common communication venue for administrators. Communication venues for faculty, classified staff and administrators has remained relatively unchanged since the 2014 survey.

Most common communication venues			
2017 Survey Results	Faculty	Classified Staff	Administrator
College policies and procedures	Email	Email	Meetings
College events	Email	Email	Email
Major colleges decisions	Email	Email	Meetings
College planning processes	Email	Email	Email
The work of the respondent's council or senate	Email	Email	Meetings
The work of the respondent's division	Email	Conversations	Meetings
The work of the respondent's department	Meetings	Conversations	Conversations
Personnel changes	Email	Email	Email
External events affecting the college	Email	Email	Email

Overall, SCC employees learn more through email than any other source in nearly every category. Most notably, classified staff and faculty learn more through email than administrators.

How do you usually learn about the following topics? Mark all choices that apply.				
2017 Survey Results	Faculty	Classified staff	Administrator	Total
College policies and procedures:				
Email	99	48	8	155
Meetings	60	20	9	89
Conversations	52	28	7	87
Dean/VP	34	13	7	54
Campus website	33	15	3	51
Info from President's Office	20	9	3	32
Other	10	5	3	18
None	2	2	0	8
				490

College events:				
Email	126	60	13	199
Meetings	13	12	3	28
Conversations	24	11	3	38
Dean/VP	7	5	1	13
Campus website	40	22	7	69
Info from President's Office	5	5	0	10
Other	6	6	2	14
None	2	2	0	4
				375
Major college decisions:				
Email	100	40	8	148
Meetings	46	14	11	71
Conversations	41	6	7	54
Dean/VP	27	9	5	41
Campus website	5	5	0	10
Info from President's Office	29	16	4	49
Other	3	6	0	9
None	11	11	0	22
				404
College planning processes:				
Email	77	35	11	123
Meetings	59	19	9	87
Conversations	23	12	5	40
Dean/VP	19	12	4	35
Campus website	14	9	3	26
Info from President's Office	6	5	0	11
Other	11	3	2	16
None	14	19	0	33
				371
The work of your council or senate				
Email	107	41	7	155
Meetings	53	13	8	74
Conversations	38	9	5	52
Dean/VP	2	1	1	4
Campus website	1	3	0	4
Info from President's Office	0	4	0	4
Other	6	2	0	8
None	5	16	2	23
				324
The work of your division				
Email	82	32	9	123
Meetings	80	25	10	115
Conversations	63	36	9	108
Dean/VP	65	24	7	96
Campus website	1	4	0	5
Info from President's Office	0	6	0	6
Other	4	4	0	8
None	8	8	0	16

				477
The work of your department				
Email	91	36	6	133
Meetings	96	35	7	138
Conversations	82	41	9	132
Dean/VP	21	21	5	47
Campus website	1	2	0	3
Info from President's Office	0	3	0	3
Other	4	6	0	10
None	2	6	0	8
				474
Personnel changes				
Email	115	51	11	177
Meetings	25	10	3	38
Conversations	35	23	5	63
Dean/VP	15	15	3	33
Campus website	1	2	0	3
Info from President's Office	12	6	3	21
Other	6	8	3	17
None	6	4	1	11
				363
External events affecting the college				
Email	93	43	9	145
Meetings	25	10	5	40
Conversations	32	10	5	47
Dean/VP	10	7	5	22
Campus website	12	7	1	20
Info from President's Office	18	12	4	34
Other	9	8	2	19
None	17	12	0	29
				356

Summary of Respondents Comments

Survey respondents were asked: Do you feel that information sharing at SCC is effective and what works and what doesn't? The PRIE Office found that many respondents mentioned email, communication, and level of effectiveness. In terms of effectiveness, roughly 30 percent of respondents commented that information sharing at the College is not effective, more than 10 percent stated that it is effective and about 20 percent considered information sharing at SCC to be somewhat effective. About 30 percent of respondents stated that email does not work (too many, difficult to read, not enough time, etc.) and more than 25 percent of respondents mentioned that current communication is not working (information is not shared quickly, too much email, ineffective communication between administrators, supervisors, faculty and classified staff, etc.). However, 11 percent of respondents commented that email does work.

The most used terms by respondents are displayed in the word cloud below. Larger font indicates a more commonly used word in the responses. *Full comments are available in Appendix C on Page 41.*



In a separate question, survey respondents were asked: Do you have any suggestions to improve college communication? The PRIE Office found several reoccurring themes in many of the respondent's comments including email use, management accountability, increasing communication, changing how information is shared, and treating people (administrators, faculty, adjunct and classified staff) equally.

The most used terms by respondents are displayed in the word cloud below. Larger font indicates a more commonly used word in the responses. *Full comments are available in Appendix D on Page 50.*



Administrative Structures and Processes

There is a wide range of the exact level of agreement about the degree to which administrative processes work effectively. “Agree” was the most common response to most of the items in this area. However, “Neutral” was the most common response to the prompt “Administrative processes at the broad level of the whole college work well”.

Please indicate your agreement/disagreement with each of the following statements.							
2017 Survey	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know	Response Count
I understand how decisions that affect my work are made.	22	76	45	45	20	4	212
I understand the overall administrative structure of the college.	36	109	28	32	6	1	212
Administrative processes in my division or unit work well.	24	68	62	32	18	6	210
Administrative processes at the broad level of the whole college work well.	8	41	76	52	18	17	212
College processes allow all constituent groups to participate in decision-making.	11	64	52	43	23	18	211
Data (qualitative or quantitative) are used in decision-making at the college.	14	84	49	24	6	32	209

Overall, SCC employees responding “Strongly Agree” or “Agree” is varied. Ratings in some areas, for some groups, increased from 2014 to 2017, while others decreased. Most notably, the percent of administrators who agreed or strongly agreed decreased from 2014 to 2017 in every category. Almost all of the categories declined when comparing the 2011 and 2017 survey. For 2017, the overall pattern in the percent of respondents who agreed or strongly agreed with statements indicating understanding of administrative structures and processes was Administrators > Classified staff > Faculty.

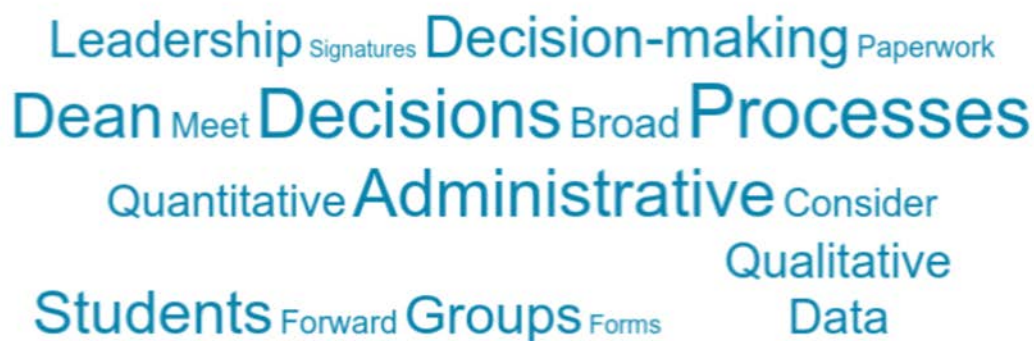
Administrative Processes: Percent of “Strongly Agree” or “Agree” responses. (Changes of 10 or more percentage points from 2014 to 2017 are noted by bold italics.)			
	Faculty	Classified Staff	Administrator
I understand how college decisions that affect my work are made.			
2011 Survey	38%	56%	90%
2014 Survey	44%	41%	93%
2017 Survey	48%	38%	71%
I understand the overall administrative structure of the college.			
2011 Survey	66%	72%	90%
2014 Survey	67%	59%	100%
2017 Survey	65%	75%	86%
Administrative processes in my division or unit work well.			
2011 Survey	54%	61%	80%
2014 Survey	42%	32%	93%
2017 Survey	41%	41%	71%
Administrative processes at the broad level of the whole college work well.			
2011 Survey	34%	44%	90%

2014 Survey	28%	24%	80%
2017 Survey	22%	23%	43%
College processes allow all constituent groups to participate in decision-making.			
2011 Survey	40%	56%	90%
2014 Survey	31%	28%	93%
2017 Survey	33%	37%	64%
Data (qualitative or quantitative) are used in decision-making at the college.			
2011 Survey	43%	49%	80%
2014 Survey	44%	38%	93%
2017 Survey	46%	42%	83%

Summary of Respondents Comments

Survey respondents were given the opportunity to add any comments related to their answers to the questions about administrative structures and processes above. The PRIE Office found several reoccurring themes in many of the respondent's comments including administrative issues, data needs and time constraints associated with current processes. Many of the respondents who mentioned administrative issues listed lack of communication and shared governance within their descriptions. More than 25 percent of respondents cited issues with current processes (college-wide decision-making, administration, transparency, lack of communication, etc.).

The most used terms by respondents are displayed in the word cloud below. Larger font indicates a more commonly used word in the responses *Full comments are available in Appendix E on Page 58.*



Effectiveness of Constituency Groups and Committees

Effectiveness of Leadership Groups

It appears that college employees are not generally knowledgeable about the effectiveness of the constituency leadership groups. “Don’t Know” was the most common response to most of these items for faculty and classified staff respondents. For respondents who did not mark “Don’t Know” the ratings of the effectiveness of the constituency groups varied widely.

Please rate the effectiveness of each of the following groups.					
2017 Survey	Good	Fair	Poor	Don't Know	Response Count
Academic Senate	81	59	14	48	202
Classified Senate	40	25	10	126	201
Senior Leadership Team	25	46	28	103	202
Associated Student Government	30	35	17	123	202
Executive Council	21	25	21	135	202
Department Chairs Council	41	48	17	96	202

Overall, SCC employees responding “Don’t Know” has increased in most categories. Survey respondents were asked to rate the effectiveness of each of the following groups listed below. An analysis comparing the percentage of “Don’t Know” responses was conducted between the three survey years. There was a decline in “Don’t Know” responses from 2011 to 2014, but this was not the case from 2014 to 2017. The percentage of SCC employees who responded “Don’t Know” increased in nearly all areas from 2014 to 2017.

Effectiveness of Each of the Following Groups: Percent of “Don’t Know” responses. (Changes of 10 or more percentage points from 2014 to 2017 are noted by bold italics.)	
	Total
Academic Senate	
2011 Survey	31%
2014 Survey	27%
2017 Survey	24%
Classified Senate	
2011 Survey	63%
2014 Survey	50%
2017 Survey	63%
Senior Leadership Team	
2011 Survey	56%
2014 Survey	50%
2017 Survey	51%

Associated Student Government	
2011 Survey	52%
2014 Survey	58%
2017 Survey	61%
Executive Council	
2011 Survey	63%
2014 Survey	59%
2017 Survey	67%
Department Chairs Council	
2011 Survey	50%
2014 Survey	43%
2017 Survey	48%

Summary of Respondents Comments

Survey respondents were asked: Do you understand the role of each of these groups (Academic Senate, Classified Senate, etc.), how their work affects you and would you like to comment on the work of any of these groups? The PRIE Office found that 40 percent of respondents answered no and 22 percent of respondents answered yes to understanding the role of each of the groups listed above, and 16 percent of respondents understood the role of some groups and not others.

The most used terms by respondents are displayed in the word cloud below. Larger font indicates a more commonly used word amongst a higher number of respondents. *Full comments are available in Appendix F on Page 62.*

Classified Senate Unaware Meeting Specifics
 Executive Council Dept Chairs Council
 Understand Send Groups students
 Academic Senate Hear Effective Nope Idea
 Regular Department Chairs Council

Effectiveness of Standing Committees and the Campus Issues Process

It appears that college employees are not generally knowledgeable about the effectiveness of the College Standing Committees or the Campus Issues process: “Don’t Know” was the most common response to most of these items for faculty and classified staff respondents. For respondents who did not mark “Don’t Know,” the ratings of the effectiveness of the constituency groups varied.

Please rate the effectiveness of each of the following:					
2017 Survey	Good	Fair	Poor	Don't know	Response Count
Budget Committee	58	37	13	96	204
Campus Development Committee	24	36	14	129	203
Campus Safety Committee	36	49	21	93	199
Curriculum Committee	87	39	4	74	204
Educational and Information Technology Committee	54	36	3	109	202
Honors & Awards Committee	62	29	2	109	202
Learning Resources Committee	39	35	5	123	202
Matriculation and Student Success Committee	25	45	8	125	203
Planning, Research & Inst. Effectiveness Committee	66	39	2	96	203
Staff Development Committee	45	42	11	104	202
Staff Equity & Diversity Committee	38	35	11	116	200
Student Equity Committee	33	40	10	120	203
Campus Issues Process	22	42	23	115	202

Survey respondents were asked to rate the effectiveness of each of the following groups (standing committees and the Campus Issues process) listed below. An analysis comparing the percentage of “Don’t Know” responses was conducted between the three survey years. Most notably, ratings in all areas increased from 2014 to 2017.

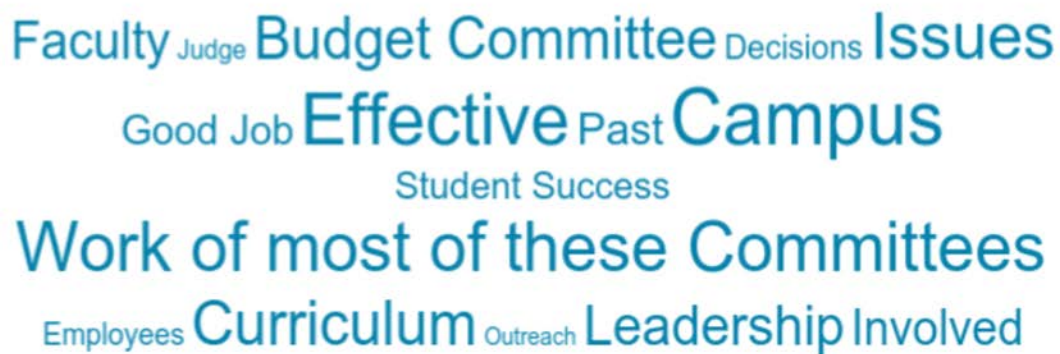
Effectiveness of Standing Committees and the Campus Issues Process: Percent of “Don’t Know” responses. (Changes of 10 or more percentage points from 2014 to 2017 are noted by bold italics)	
	Total
Budget Committee	
2011 Survey	37%
2014 Survey	33%
2017 Survey	47%

Campus Development Committee	
2011 Survey	65%
2014 Survey	53%
2017 Survey	64%
Campus Safety Committee	
2011 Survey	50%
2014 Survey	41%
2017 Survey	47%
Curriculum Committee	
2011 Survey	25%
2014 Survey	32%
2017 Survey	36%
Educational and Information Technology Committee	
2011 Survey	55%
2014 Survey	46%
2017 Survey	54%
Honors & Awards Committee	
2011 Survey	38%
2014 Survey	40%
2017 Survey	54%
Learning Resources Committee	
2011 Survey	54%
2014 Survey	52%
2017 Survey	61%
Matriculation and Student Success Committee	
2011 Survey	65%
2014 Survey	48%
2017 Survey	62%
Planning, Research & Inst. Effectiveness Committee	
2011 Survey	51%
2014 Survey	42%
2017 Survey	47%
Staff Development Committee	
2011 Survey	34%
2014 Survey	33%
2017 Survey	51%
Staff Equity & Diversity Committee	
2011 Survey	55%
2014 Survey	50%
2017 Survey	58%
Student Equity Committee	
2011 Survey	68%
2014 Survey	53%
2017 Survey	59%
Campus Issues Process	
2011 Survey	60%
2014 Survey	44%
2017 Survey	57%

Summary of Respondents Comments

Survey respondents were provided the opportunity to comment on the work of any of the groups (standing committees and the Campus Issues process) listed above. The PRIE Office found that the respondent's comments varied widely in negative and positive subject matter (specific committee actions, communication and campus issues, etc.). It is important to note that the PRIE Office found that 25 percent of respondents commented that they did not know about either the role or effectiveness of the groups listed above.

The most used terms by respondents are displayed in the word cloud below. Larger font indicates a more commonly used word in the responses. *Full comments are available in Appendix G on Page 66.*



A word cloud of survey responses. The words are arranged in a roughly rectangular shape, with larger fonts indicating more frequent use. The words are: Faculty, Judge, Budget, Committee, Decisions, Issues, Good Job, Effective, Past, Campus, Student Success, Work of most of these, Committees, Employees, Curriculum, Outreach, Leadership, Involved.

Overall Comments

Survey respondents were given the opportunity to include any additional comments at the conclusion of the survey.

Summary of Respondents Comments

The PRIE Office found several reoccurring themes in the respondent's answers including the need for adjunct inclusivity and change, improved communication, use of time and leadership, and survey-specific comments. More than one-third of respondents specifically mentioned the need for improved communication at SCC.

The most used terms by respondents are displayed in the word cloud below. Larger font indicates a more commonly used word in the responses *Full comments are available in Appendix H on Page 69.*



A word cloud of survey responses. The words are in various shades of blue and green. The largest word is 'Communication'. Other large words include 'Decision Making', 'Improvements', 'Students', 'Department', 'Campus', 'Survey Result', 'Opportunity', 'District', 'Pay Attention to Areas', 'Following', 'Allowing', and 'Parking'.

Appendix

Appendix A:

What could the College do to: (1) encourage your participation on college committees, senates or work-groups? (2) help you to provide input to decision-making?

It often seems that input given is not heard or has no impact on decisions that are made.
Do away with the hierarchic system of adjunct vs full time. If one group is encouraged (paid) to participate in governance while the other is not (unpaid), you can be certain that the latter will not choose to participate in a system that excludes them financially. To me, this is so obvious. Why do we perpetuate a system that excludes more than 50% of the faculty and then wonder why they don't participate?
Offer pay/stipend Attempt to engage adjunct more by offering meeting attendance at times when adjunct (who have other jobs) may attend or remote attendance ability.
Biggest professional asset of being involved: Building of community understanding of our system. It has re-energized me in seeing beyond my "silo".
Demonstrate that work done would be valued and provide a vehicle for change. Provide more time to engage in committees and do the research to adequately make the changes.
Allow me to become a full time faculty member instead of an adjunct.
1) our area Dean (Department redacted), routinely schedules full time faculty that exceed the 8 hour day yet has NEVER had one faculty member approval form signed. Hence, the average "work day" exceeds 10 regularly and breeds resentment and apathy about "doing" anything extra. 2) These types of surveys would be helpful in keeping abreast of key topics and concerns on our campus and at the least contribute to the search for further discussion and discovery.
for adjunct faculty you need to make it a monetary incentive because we work everywhere and release time is important to work on these committees and projects
Assign it as part of the work day
Provide clearer overview of long-term planning on initiatives aimed at student success.
One of my biggest obstacles is my teaching schedule. I teach Fridays during both semesters, and often into the lunch hour Monday-Thursday.
Make noticeable changes Stop the repetition. The same information is repeated in different groups with no obvious outcomes. It seems many of groups just work in circles with no significant impact other than what is told to us from the district
Allow time to participate and not have to rush through processes
Make both available online. This in-person meeting format is so archaic! Also, provide release time...expecting anyone to work for free is ridiculous.
Nothing

Offer pay for adjunct participation on standing committees.
I'm not sure. I'm fairly new, so I have joined a few projects due to the suggestions of my colleagues.
I already participate a lot. However, I think the college needs to re-examine the work of the standing committees. Some feel more productive than others, and I think we could get more participation if the work in the standing committees was meaningful.
Pay us for our time
I already am an active participant on collegewide committees.
I feel there is ample opportunities to participate and it is up to me as a professional to engage and put out the effort. I would appreciate seeing in a more visible fashion how feedback is processed and decisions made inclusive of feedback given.
Encourage us to join and participate often. Let us know in the faculty & staff calendar what, why, where, when. .
1. The college could introduce a classified staff mentoring program. People who are connected to those who are involved will in turn become more involved themselves. 2. Continue surveys. Ask deans and supervisors to solicit input from employees in their areas. Demonstrate that employees' input actually makes a difference in the college's decision-making (because it doesn't seem like input changes decision-making now).
Sending out emails about these things so that I actually have knowledge of them before it's too late to contribute. The only emails I get are for the academic senate meetings in the district office, who wants to go to those when we can't even have our voices heard over their big egos.
Make classified feel welcome on committees. A lot of committees have had the same members for a LONG time, especially the tri-chairs. Some rotation of tri-chairs might be nice. Some regular training on how to conduct a committee meeting so that all members feel heard might be necessary.
send surveys/questions via email
Utilize weekly podcasts and/or more interactive media outlets as a method of engagement and spreading information. Also, make visits to different locations across different departments/ work areas to produce a more personal connection with campus participation.
I feel that the college does a sufficient amount to engage the community and facilitate shared decision-making.
I suppose there's no need to encourage it, since I'm doing it...
Value our time spent in this service
reduce my teaching load-my student's support comes first and the college gets time after my responsibilities to them are completed
It is a challenge trying to fit this kind of work conveniently into faculty schedules, since the advent of compressed calendar.
The College could better facilitate participation for faculty who want to do so remotely.
If faculty felt like their input was considered, more likely would want to participate.

Nothing...I think I am very involved now.
I don't know that there is a good fix for this unless you have a way to create more time.
1. Reign in the Deans (name redacted). I have been very frustrated with the dictatorial powers of the division dean. She repeatedly ignores suggestions and faculty input and does whatever she pleases, usually in direct opposition to the faculty wishes. She belittles one faculty's ideas in a group setting with other faculty members present.
Pay adjunct to participate.
I'm responding to part 2 of the question. 1. Provide agendas and materials we need to read and respond to well in advance of the meeting, NOT the day before. How am I to respond thoughtfully to a 70-page report sent the day before when I have a full day of teaching and a full night of grading and preparation ahead of me? This has happened more than once. 2. Explain acronyms or refrain from using acronyms. It is difficult to keep up with every new project, program, and survey when we don't know what they are. 3. Give frequent reminders about input that needs to be given and by when and what the input is needed for.
I work at the college part time while engaged in another full-time education position which is pulling me into all these activities mentioned above. I would participate more if I had more time.
Offer support for opportunity to come from the students/Staff/Faculty versus being reactive to initiatives
Faculty input is politely ignored. The job of education is too import to waste one's time being ignored.
I teach on Fridays so most of the standing committees don't fit with my schedule. I am fairly new at the college still, but it is challenging to keep track of what committee/manager/administrator is making decisions. I have been getting emails about participating, but I don't feel that I have enough time to contribute to the group in a meaningful way.
My teaching schedule is always such that I teach through the lunch (college) hour, and thus cannot take part in committees, etc. that meet during that hour.
I'm still in the tenure process and plan to participate on college comittees as needed. Attending meetings would be helpful.
Spread the standing committee meeting dates throughout the week, rather than concentrating most of them on Friday.
Be sure that the input is valued and we know that. I do lots of work but sometimes it seems to be to fulfill the requirement for input but in the end decisions are still made without transparency
I already participate a lot, and I provide a lot of input in decision-making processes.
Have representatives from each standing committee on academic senate.
Allow release time for all faculty, adjuncts included. Make meetings at accessible times.
Stop looking for outsiders to "fix us". There are a group of dedicated and innovative teachers on this campus who are finding ways to help under-represented students be successful in college. Why not try expanding the successful practices of these teachers from within SCC?
Have my dean to encourage us to join work groups.
Hold meetings at times in which more people are available; significant advance notice and reminders of upcoming meetings; surveys/or other types of methods by which to give input.

1) Classified staff are not allowed any sort of release time or something similar to participate in these sorts of things. I don't have the time or energy to do extra work on top of the work that I already have. Additionally, I have work related constraints on my time that make participating in other activities during certain times of the month impossible. 2) I don't feel that participation is actually valued or really considered. No one wants to do a lot of work to have it tossed aside by the administration. There's no reason to participate since in the end, it doesn't affect anything.
Make it easier (time) for adjunct faculty to be a part of the process.
Unfortunately I think it need to be forced. More mandatory meetings for planning.
The college does a good job, It's the District that doesn't
My experience with a lot of initiatives is that the District and SCC already have a plan and tend to only want superficial feedback --things are essentially a 'done deal' and they don't want any true feedback. For me, this fails to motivate me to be part of anything because there is no chance for creativity or meaningful input. I believed that this type of governance should work at actively engage the faculty instead of looking for pro-forma confirmation of something they already want.
Most managers used to say to classified staff, "the work will always be here tomorrow," giving the feeling of being able to participate. Now we are all so busy, we feel the need to skip on participation so we can get the job done. The job that can be done tomorrow.
1. Maybe have seasoned participants mentor people who are new to participating on college committees, senates, or work-groups. It seems that there is a core group of people who participate in many areas; we need to get more of a cross section of people in the mix. 2.
Respect employees more get rid of bad supervisors listen more to the people that do the work
The workload in our division office is not compatible with taking on any other additional assignments. I feel that the divisions and their respective workloads are not evenly distributed. The Dean I support, works harder than anyone I know. If I had any additional time I would like to take classes to help out my division more, either by re-tooling for enhanced software or by increasing enrollment. I would enjoy participating in these process more, if I didn't feel so exhausted by the time I leave work.
What is the Campus Issues Process? I have never heard of it. As someone who has served on several committees, I see uneven communication about issues that are raised in committees. Some divisions are very proactive about sharing information from committees, others only want that information to go to the Dean, who decides whether or not to share information. We need a more uniform policy on this (and I would be in favor of the open sharing rather than the Dean-as-God model).
Some sort of "marketing" of how awesome each committee is, and the role that committee serves, and the important projects that have been accomplished - more transparency in other words. The ability for committees to showcase their important work and thank the members who have put a lot of work into it. Web pages for committees could be a vehicle for this and they should be updated regularly by committee members!
This is a very large organization, and I think that additional meetings -- such as a midterm division meeting, additional department meetings, or even an "all faculty" meeting during Flex week could be a great way to specifically discuss and disseminate information that faculty need to understand about what important issues are happening at the college. Knowledge is the first step to participation. I also think that there is not enough course release time associated with important roles. Give additional release time to department chairs so that they can better facilitate departmental discussions and ensure faculty input to decision making processes at the college/district.

I am planning to get more involved once I am here longer. I appreciate being made aware of the opportunities for service on campus committees. I think the College is doing OK in terms of letting us know about the issues in the question.
I am an adjunct so the stipend to serve on the Curriculum committee was helpful, but it did not truly cover my full time commitment. So increasing the adjunct stipend for serving on committees would motivate me to serve more.
Provide coverage so I can attend the meetings
I think the college is doing fine, I'm new, but am on a committee already.
It would be helpful if I felt my input was valued -- I don't.
More exposure to what types of programs and resources are available to help our students, and, in turn, how we can facilitate these resources to them.
More transparency between administration and faculty
NA
prioritize streamlined process, make follow-up/progress reports/closing the loop a mandatory outcome, have clear timelines for each stage of process. people need to know what to expect from the process and be able to see deliverables, otherwise they will not trust the process and burnout will be high.
(1) Please revise the current Senate meeting times. Four times a month is very challenging. I think the agenda could be better managed so that the Senate does not have to meet this frequently. (2) I would really look at workload issues. For example, the sheer volume of email generated each and every day is staggering. I think if we could cut the number of messages that go out, it would decrease information overload. Maybe it would have no effect, but I almost disregarded THIS email because it is just one of many I receive and I already feel burdened by the amount of other work I have to tend to. Thanks for listening.
Determine a way to decipher the information in a blog style communication, for easier participation.
I think there is adequate motivation for faculty to participate in shared governance, especially in that it is a requirement of our jobs. Perhaps more could be done to promote what the various committees, senates, or working groups do, and more invitations to enthusiastically participate beyond just required attendance.
(1) already clear (2) calendar input avenues/decision points throughout the year ... third ____ day of each month, etc.
Provide stipends.
Streamline approval processes for faculty participation such as substitute approval and reassigned time approval.
Go back to shared governance, not lip service participatory governance. Administrators make all the decisions in committees, regardless of staff and faculty input.
Limit service to a maximum number of committees or projects. This will result in a requirement that folks beyond the usual suspects are serving.
Not have all the meeting times on Friday. Nursing faculty is in clinical on Friday and cannot attend.
I feel stretched pretty thin already. There is too much to do and not enough time. Students continually take up more and more of my time. They should be the priority.

First thing the college can do to encourage participation is actually encourage participation. I have yet to see an email from administration encouraging faculty to participate.
As a temp classified, no one cares about my opinion or experience.
provide greater funding for faculty/classified support: more IAs, more secretarial support, etc so this would free up time to work on college-wide committees. I would love to participate more, but do not have the time nor IA, TA or secretary to help me.
Have no input at this time.
Make meetings efficient, welcoming, and productive.
I don't see too many ways in which faculty input is considered. This organization feels completely top-down management. For example, we're told on one hand that we don't have to do guided pathways unless the faculty senate approves moving forward with it. The senate voted against it. So the next thing we hear on this topic is that we're going ahead with guided pathways. This is how Los Rios works. I don't see any evidence of participatory decision making.
First, get rid of the compressed schedule - it doesn't allow for meeting times during the week. Second, support lab/lecture equity, so that faculty that teach labs actually have time during the week to meet with decision-making groups.
Listen to suggestions for improvement in decision making process. Consider suggestions before simply saying no. Restrain from over reliance on "the way things are", "these are our processes", "everyone has to have a say and everyone has to agree." While we may have many process and groups, decision making is still fairly autocratic - particularly among the administrative constituency. Shared decision making seems to be an entitlement of full time faculty.
It's difficult to attending meeting with my location being in outreach. However, I remember receiving an email allowing us to vote on a topic. I appreciate being able to be involved, even in a small way.
I have been extremely active in my 16 years at the district, college, and department levels. I have served as Dept. Chair, Senate Representative, Chair of a college committee, and the list goes on. The thing that makes me not want to serve is the vast number of faculty who do not do this important work. It is always the same folks that do the work and quite frankly there is little to no recognition. Basic management and psychological theories/research show us that people become dissatisfied when they don't feel like the "EXTRA" work that they do is recognized. Why do I say it is extra when it is part of the contract? Well, because the management in this district refuses to hold EVERYONE accountable to do this important work. If we are not going to make everyone participate at the same level, then in my opinion we should consider it voluntary. So, if I am putting in a lot of voluntary hours that my coworkers are not, I would like to at least be recognized for it. This campus has a lot of unsatisfied faculty that are working 50 - 60 hours a week between their course work and their committee/leadership work. Do something to showcase all of that hard work and thank people for it.
The campus communication, and keeping staff and Faculty in the loop is lacking. Topics may be touched on but then are left for some to work in, or topics are addressed but that is the last you hear about it.
I will participate on committees more when I settle down and pick which one I am more interested in.
I have not been employed at the college enough to participate in these activities but I have not yet been invited to do so.

Nothing. I see how management has a total disregard for the rules and spends money frivolously. These attitudes do not instill confidence.
nothing at the moment.
I'm newer to being full time, and I will participate in committees and work-groups more and more as time marches forward. I am also an advisor to two clubs on campus - Ski & Snowboard, and Circle K. I am excited about contributing, but have measured my involvement to gauge the best fits for my abilities and field.
?
I think everyone should be on a committee, and many in my division aren't. The Dean doesn't make them, and I am not sure if it is in their evaluation. It should be.
I think more people might get involved if there were more cross communication going on that trickles down. Not just an email.
I believe that our participation is part of our contractual obligation. There should be more accountability as to whether we are fulfilling these obligations. Maybe including it as part of our evaluative process would help.
Difficult to be a part of these committees due to office coverage.
1) Remind supervisors and deans that college participatory governance and active work in these areas is part of our work experience, and ask them to aggressively support Classified Staff participation. 2. I would be able to provide input (along with many others in my area) if there was more Classified Staff employees in my area, so that work responsibilities could be managed better so that people did not feel tied to their desks.
Invitation to participate.
I am an adjunct and have not had time for these extra activities since I worked until late afternoon at another job. I may participate in the near future since I have recently retired from my other job.
1&2: The best way to encourage faculty participation, would be for the administration to actively ask for advice early-- well before a course of action has been decided!
Make the process more visible to others. I'm continually surprised by what I learn serving on Campus Development and Budget committees. There doesn't always seem to be an easy way to communicate what we do to the larger campus community.
Accept recommendations of shared governance groups or provide meaningful feedback on why recommendations cannot be implemented. Perhaps a stipend or load balancing would encourage broader participation.
Ensure that work is more broadly distributed; provide more incentives to support that work being done by all
The college communicates these opportunities very well.
Schedule for other than noon on main campus.
As classified staff, most of these committees are not applicable to my job; I am involved elsewhere on campus in things such as hiring committees, C-CERT, etc.
I'm an adjunct, so I have scheduling issues that differ from full-time faculty, and of course participation in shared governance is not one of the things required (or paid) by my contract. I think something like the office hour program, where adjuncts receive a stipend, would be helpful, as would more flexible or varied scheduling of these meetings. The

concept of college hour" and saving Fridays for committee work is great for full timers, but that doesn't always mesh well with my schedule.
N/A
Re-structure faculty workload.
1) This can be a difficult task but I think the college has afforded everyone the opportunity to participate...it is just a matter of actually getting constituents to participate and that becomes a personal decision. The College has done what it can to encourage the faculty and staff. 2) Well...this is a sticky one...overall the College does a pretty good job of keeping us informed, the District on the other hand can be quite bad in many instances. In particular this debacle of the new parking regulations. The District, most definitely!, can improve their communications with the Academic Senates.
Administrators need to support and encourage classified involvement more. It takes a lot of strength for some classified to get involved, having to defend and justify, as well as still having to deal with mounds of work in their position (no back-up help when involvement happens). Involvement feels like extra, not a part of the job. There is no expectation to BE involved. It only happens if the individual pushes hard for it.
Pay stipends to part time faculty to participate
Have those bodies have true power instead of their conclusions being ignored (as they usually are) by the Powers-that-be (PTB). No one wants to work hard if that work is simply ignored - which is what happens now.
If the administration demonstrates that it has actually listened to our input and taken other views into consideration BEFORE making a decision, over time people would participate more.
Provide alternatives to the traditional "meeting" format. Too many self important folks pontificating!!! After 14 years of working here, I can't take much more!
Take away other tasks and fix broken processes that eat our time. There aren't enough hours to do everything.
The most difficult part of participating is balancing the at times overwhelming work load we already have with the extra research and planning required to actively participate on committees.
It's a workload issue. I know from experience that the more I am involved in such things, the less effective I am in the classroom due to time restraints and mental and physical energy.
Focus on a finite number of issues. Currently, there seems to be an initiative for every color of the rainbow, and when there is too much, and too many acronyms, then people stop paying attention.
follow the process of participatory governance
I am an adjunct. This means that I spend a lot of time driving to different campuses and I don't feel completely part of any one campus. Therefore, I don't dedicate time to any committee, group, etc. at any particular campus. In addition, when I am at multiple campuses, the meeting times are not convenient and would often entail an additional drive out to a campus. Honestly, the only thing that would make me able to participate more would be a commitment from the college that I could actually be a part of one particular campus for a set period of time. If I knew that I would be teaching (even part time!) at one campus for the next year or two I would be very happy to participate in that campus. Frankly, it is unreasonable and unrealistic for the college to expect that commitment from me (by asking me to be part of a committee, etc.) when they can't give me the same commitment.

(1) Provide classified staff release time to participate. (2) Release survey questionnaires much like this one when seeking input for employees, in addition to asking senates, committees, etc.; more transparency regarding decision rationale would increase employee confidence in decision-making.
Have ALL Supervisors and Deans support their classified staff with their (reasonable) campus professional development needs and desires. Unfortunately, we have a few that do not support their staff and we all know who they are! Stating that your department is too busy is BS. There are ways to make things happen so I believe they just choose not to because it is easier for them to micro manage and repress/control their staff. Most people like their lemonade with a little sugar; makes it better to the taste = easier to swallow.
No encouragement is needed. I take responsibility for my participation.
Have a list of available opportunities and what is required of them
Increase classified staff support so that we do not feel so much work pressure that we cannot really participate in activities like these.
We are great at making committees to talk about ideas. I would like to see more work being done actually changing problematic issues here (food safety, available technology for students and teachers in classrooms, enough classes for students, a real welcome process at the beginning of semesters [not a series of idiosyncratic departmental ones], a campus-wide or at the very least divisional tutor recruitment process, structural and professional [more staff] commitment to our writing center, more counselors [and full-time faculty generally in the most needed courses])
Provide stipends
Supervisors to allow time to participate. Dept is so understaffed that we are not allotted time to participate.- we are always too busy
To take time out from my position to participate more than I have would require someone to cover for me and, given budgetary constraints, that isn't possible.
1) No comment. 2) a) Provide sufficient background and other information pertaining to issue, initiative, desired outcome, etc. b) Provide adequate time to review information pertaining to item, initiative, etc. in order to provide input. c) As a non-classroom faculty, tasks that need attention do not end when attending a committee, etc. Thus, providing sufficient staff (permanent and/or adjunct) in area could enable more time to serve.
Stop the top-down approach to leadership.
Honest Communication
I think one of the biggest issues with being involved in work outside of our normal day to day jobs is that our supervisors worry that it will get in the way of our normal tasks, take up too much time, or leave the office without coverage. It would be nice if participating on committees or these types of work groups was encouraged AND supported.
The reason I do not participate on this campus college committee is because I am only here twice a week which only allows me to focus on my position as an Outreach Specialist for our Program.
communicate with the supervisors about scheduling to make it easier to attend meetings
Provide more information on these opportunities and how to be involved,
Let part timers know they can participate.

Deduct 20% of salary for failure to fulfill contractual College service obligation. Tell tri-chairs that they are expected to bring energy, enthusiasm, and caring to the committees they lead. Set up a succession of past, present, and next tri-chair, so these leaders can have some training and support and not have to wing it or "reinvent the wheel." Have fewer and shorter meetings when there isn't business to address. Don't meet primarily to share info that other committees or people want everyone else to hear. Work with food service so that sometimes different food would be offered at campus events.
Share unit planning with classified staff, don't write a plan for the department without input
Give us the allotted time without feeling guilty.
come around to each individual program and remind us
Stop denying large-scale professional development for the Math/Stat Dept. just because there are many of us, compared to other departments. We need training more than anyone else. Let us have a dept-wide off-campus retreat sometime.
Offer more staffing support to free up my time to serve on committees.
It would be helpful to have more focused tasks for some of the committees.

Appendix B:

What things (activities, interactions, etc.) make you feel engaged and encouraged to participate in college decision-making?

Hiring committees.
Nothing from the school - it is presented and treated by administrators as just another 'box' to check off in our obligations with no relevance or weight to it. It is my own desire to be part of issues, processes, decisions, that make me participate.
Being paid equally and assured that I have a job from semester to semester would encourage me to engage. Currently, adjuncts are not encouraged to participate because we are only paid for our teaching hours.
Being invited. Options for adjunct to participate that do not require in-person attendance during "normal" work hours.
Getting involved with servicing students through tutoring. Grant projects that have a specific goal in mind- it can help us be creative to try new things in curriculum and services.
When information and activities are offered that I feel address social justice issues facing students and faculty. When I feel I can participate in learning opportunities that will support my students' efforts to be successful.
Specific "open forum" Q & A sessions offered by topic during flex would be a fantastic start. A stenographer to record these sessions and submit notes for future debate/discussions would be a important tool for "openness"
Administration actually listening and doing what is recommended - in the past this has not been the case. It has been a top down approach which is not conducive to morale and involvement.
I like committees and meeting people from across campus and faculty and staff mix. I like a shared problem to solve
Inclusion in planning meetings for projects with goals common to my efforts. Inclusion in meetings with school district personnel with whom greater collaboration is necessary to reach our common goals and serve students more effectively.
I don't feel engage anything contribute to SCC
None.
I participate because when I do, I feel heard. However, I'm not sure everyone feels that way. I also engage and participate in decision-making because I want to advocate for students.
Invitations to participate on committees, in events, even if the invite is a general one sent to all on exchange.
When I am personally invited. I feel I am valued and my contributions in the past warranted the invitation.
Surveys help receive feedback from the masses. The campus Instagram and Facebook page encourages participation and lets us know about most activities, events, interactions but not any that involve college decision making.
A inner-drive to participate gets me engaged. The college has done very little to make me feel engaged and encouraged to participate. Things the college can do is set up classified mentorship, demonstrate that employees' input actually has impact and value, and make it exciting to participate.

Hiring more adjuncts in DSPS. The adjunct pool in DSPS has been depleted because we do not have any control over the adjunct pool. We once did but they reorganized and it doesn't work for DSPS. I suspect other categorical counselors may have the same problem. When a DSPS counselor is out our students are not served.
Hi everybody, I'm the senate president :)
Feeling just as valued as faculty, for starters. Classified employees are treated as an after-thought, or a group that "has to" be included, not that is wanted or needed in the decision making process a lot of times. Also, seeing our ideas brought to fruition. We work and we plan and we spend our precious time making decisions that are ultimately thrown to the side. It seems pointless.
A sense that the time we put into meetings, emails, etc. produces that the change that we are aiming for. I know that momentum can be lost when one feels that the work they put in does not easily result in change. So long as there is reward or "fruits for the labor", I think that it is easier for people to stay engaged and working to improve the college
Activities that are structured to generate definable outcomes as was used in the College strategic planning process.
Seeing results of these decisions.
Face to face interactions are the best
working on something that results in substantive changes, rather than on something that will be shoved aside when the next panacea-of-the-month gets thrown at us by the legislature, college administration, or the CCC's office.
Face to face meetings
Surveys sent via email.
Staff Equity Committee, Dept. Chair
I like the connections I make with colleagues and learning about how the school actually functions, this motivates me about other things.
Under the other administrations (deans, vp's and pres) a few years ago, it seemed I did have a voice. Current administrator's egos and displayed arrogance/self-importance are waaaay over the top. I can hardly stand to be with the current group. How about just following the requirements of law which mandated shared governance AB???? I see so many blatant violations - "lawlessness" at the college, that it seems futile to even attempt to make changes or provide input.
When the discussion is respectful and doesn't involve criticizing other colleagues and calling them a problem When I can participate as part of my department or division When students are part of the activity When the president, vice-presidents, and/or district leaders are present When working with colleagues in the sister colleges When I have information ahead of time
Actually, surveys like this one make me feel like I am participating. If the college asked for input before big decisions and collected input through a media system and revealed the results of the input before concluding with a decision, I would feel engaged and encouraged to participate in college decision-making.
Activities that directly serve students
staff meetings, unit plans
Communication with the Dean

I feel like there are a core set of people that are very active and engaged on committees and planning processes. They are all very busy. I would feel more encouraged if there was support for time. I know we are required to have 5 hours of service each week, but some standing committees require more than that. It can be hard to participate if you are already helping with a non-standing committee, a club, and department service.
More face to face participation of the senior leadership team with committees and sub-committees.
Serving on committees
I feel engaged and encouraged when the administration (both district and college) are genuinely interested in participatory governance, rather than just the appearance of it. I also feel engaged, but not encouraged, when it's clear that the administration is not interested in genuine participatory governance.
I do not find it encouraging to participate in these activities or interactions.
16 week semester goes by so fast. Allow more time for faculty to meet and discuss items.
Curriculum committee is great, hiring committees,
I'm engaged because I care about the issues the college is facing, and I care about our students and their education.
When feedback is solicited from me- not about philosophical ideas...but but concrete plans. Like should we go this direction or this direction...I mean, not every decision needs to be vetted by everyone. That seems unsteady and ultimately will not add to our innovativeness. Which decisions should be vetted and by whom- I haven't seen a clear direction about this. I have asked my supervisor and they say... vett it with everyone. Really? So when does that process end so that the work can start?
Nothing. Administration reverses any decisions we make at the department level on what seems like whim, especially if that administrator does not like said department personally
When SCC went to a compressed calendar in 2008, lab science classes lost college hour to avoid classes starting before 7am or ending after 11pm. This historical agreement has been disregarded. Informational meetings are repeated scheduled during "college hour" or during the same day/time patterns. For faculty to participate, there need to be a variety of day/time options. It is not reasonable to expect us to "cancel class" or "find a sub".
Outcome and action plans from the activities or work groups. Some action plans that benefits the students. e.g., open all computer classrooms for the campus community and students to use instead of placing restrictions on whom can access the computers in the computer classrooms.
Not much at all, really; we are given surveys -- like this one and the ones after Convocation, etc. -- but unless we're serving on specific committees (Senate, Curriculum, etc,) it feels as if our opinions are rarely requested.
Don't know.
As an adjunct faculty member, I rarely get the sense that our input is valuable.
When management actually gives us the time to attend important meetings where decision making is happening.
Speaking generally, some Deans encourage faculty participation- others do not. The biggest thing that makes me encouraged and engaged is my colleagues in my department who also set a high bar for participation.

Far too often only a few people do the work, and if it is on a topic or idea in which the faculty opinion differs from the administration dissent is often discouraged (e.g. AB 705). I think incentivized small group work helps, course release, or simply demonstrating transparency would go a long way in motivating participation
Personal growth activities, helping students, and student success.
my department is not allowed in decision making we are not even treated like employees and supervisor keeps us from interactions with other campus staff even harasses us if we talk to other staff and wants to know who we were talking to why and what about even if we are on a lunch break
They all do, Its a matter of balancing the workload. It appears to me that More administrative support dollars need to be added to grants/departments etc. to not be overwhelming.
Being informed about the issues that are under debate and having a clear process for participation. For example. having my academic senate rep send out an email when there is an issue up for debate and asking for feedback.
Updates from the President
Knowledge of college processes, regularly scheduled meetings, and structured opportunities to ask questions about how the college works. When committees and groups are open-minded instead of insisting that things need to be done the way that they have always been, it makes it easier to participate. Also, when policies written down and the reasons behind them are made clear, it is easier to engage with college decision making because it is possible to understand what the constraints on proposed changes actually are. There are many "unofficial" policies at this college, and I have been involved in decision making discussions that go nowhere because there is confusion about what faculty and/or the colleges are allowed to do.
variety of committees
My department chair/senator sending out weekly summaries of the academic senate meetings, reading the LRCCD board minutes. But as an adjunct in general I do not feel engaged in any decision making processes.
When administration engages in the conversation and is willing to listen.
Committees and being asked my input.
Committee work.
Face-to-face interactions with colleagues are helpful.
I teach at several Los Rios Colleges, therefore, I am aware of the diversity and needs of students in each campus.
lots of emails
Sitting on the Academic Senate for my third term
NA
activities that remind me of the importance of education, inclusion, and other topics that I value. seeing progress and feeling that I can trust our decision-making/governance process. feeling like my time, energy and expertise is valued (this is very different from feeling like my time, energy and expertise is exploited).
Meaningful meetings.

I feel very engaged in participation, and I am deeply concerned with the quality of services for our students, as are many faculty and staff. I am proud to teach here. However, our course load of 5-6 classes per semester leaves little time for participation, and it may help for us to get our FTE partially covered for our participation in shared governance.
committees that compile reports of significance which are broadly dispersed and contribute to discussion, receive acknowledgement
SLT Meetings and or Dean Meetings, Equity etc.
I am very involved at the state level. Also, with new administration, I feel that faculty voices are more valued.
Activities at college hour
Involvement in any activity, project, or committee will make anyone feel engaged, but one has to choose to be engaged.
Classified Senate, Counseling Dean, and Counseling Supervisor
The encouragement of my dean.
If encouraged by our leadership to participate through personal conversations, phone or email communications, then I would consider it. Unfortunately, leadership does not encourage it. "Mentioning" something is NOT encouragement... true encouragement is consciously interaction with faculty with the intent to recruit them onto standing committees.
Academic senate, hiring committees, PECC teams, assisting our chair and dean.
I feel more engaged when the outcome of my interactions/activities has a direct, observable effect on students and/or faculty and staff.
I don't feel like faculty have much of a voice. Administrators make all decisions.
When administrators actively solicit information from those doing the work they will affect, listen to new options, and actively help those negatively affected by a new decision.
At the present time, there are none. the groups I participate in are more concerned with accomplishing tasks and following processes - discussion and opportunities for innovation and group discussion are low.
Often, I get emails with information throw at me assuming I understand the basics, than both the subjects and the results disappear. This makes it difficult to feel engaged.
I am already engaged at a very high level. I do not necessarily feel like administration values faculty engagement. Faculty are not held accountable to be engaged. It is super easy for some faculty to fly under the radar and not do their fair share of the work. Unfortunately many years under the leadership of (college president) really destroyed the culture of SCC. It is going to take some work to get people engaged again.
Feeling valued on campus by Administration. It seems there are those that are valued and held with regard, and others, regardless of their efforts, are dismissed.
Being invited to do so, and feeling like a diverse voice is valued.
none at this time

Unit planning, curriculum development, etc.
Workshops, seminars, PD events, flex activities, anytime I get to interact with others and begin the discourse towards common, shared goals.
I have felt very engaged, but often after participating, it feels like we weren't heard. The Administration has a history of making decisions with no input from faculty & classified. So then i feel like why should i bother?
True discussion with Action behind. Motivation is lost when there is no follow through or action
Interacting with other faculty who care about the quality of education and support that students receive is a tremendous influence for me. Unfortunately, I find that the more demanding positions are held by those willing to spend the extra time and effort...which is a significantly small % of the total faculty.
Supervisors actively recognizing Classified Staff involvement and importance in engagement activities throughout the campus. The voices that are heard are often times only from those who have very supportive administrators, or have had to actively push back (including dragging contractual rights and the Unions). It's a constant fight that wears people out.
It is most fun when we have a sense of community. Not sure how to do that, except through appreciative communication.
When we are allotted time during the workday to participate.
Unsure.
See answer to 9.
I like meeting my colleagues from other departments and learning more about the campus, its employees, and students.
Conversations with administration.
Mainly I want to have clear tasks to accomplish which lead to something being done. I feel frustrated when there is all talk, with no action. I feel especially frustrated when there is proposed action but administration will not follow through or won't DO what's been developed through a process
The wide range of committees open for my participation.
Continuous improvement
Direct invitations in areas that either affect my ability to do my job or directly impact my department.
I'd feel more engaged if administrators reached out to faculty via surveys and so on before making decisions that affect the college community as a whole. I also would like to see more transparency when policies are being considered that change the status quo for faculty. An example of a situation where it feels like the administration played their cards very close to their chest was the recent after-hour parking policy changes on the SCC campus. This is one of many situations where I feel administrators haven't considered the impact their decisions have on faculty or how they affect the ability of faculty to do their jobs or for the college to serve the community and all its students.
I currently participate on various committees, though time constraints as a part-time faculty limit my involvement.

Meeting fellow faculty, learning about the different disciplines on campus and what challenges they face.
When I am included in something BEFORE a decision is made. Often, decisions are made during times (like summer) when only very few faculty are available to give feedback.
Easy...when we are brought into the process early and we are asked for our input before any predestined "pathways" are chosen and we have a true collaborative situation, then that encourages me and many of my colleagues to participate. If we have the sense that we're just being asked for input just to "check off a box" and that a decision has already been pretty much made...even the perception of this...will most definitely dampen any enthusiasm to participate.
I work long hours, on my own time, to be involved. I stay as current as I can with developing information. Student success inspires me to stay with the efforts.
Departmental meetings, union activities
Having the efforts be meaningful. This is not happening now where we have a Board that makes their meetings pro forma as the decisions have already been made privately.
When decisions are made AFTER soliciting input rather than the other way around, when opportunities to participate are scheduled outside of prime teaching times to gain maximum participation
When action steps are discussed instead of going on and on and on about the problems.
Things with our new President are great! The Office of Instruction is completely dysfunctional, so nothing there makes me feel encouraged about anything.
informing us of projects as they become possibilities versus actualization
When I feel like I am considered part of a campus then I also want to participate in college decision making at that campus. I do not feel part of any campus though, and I do not know much about what other colleagues are doing because I am an adjunct and I don't feel fully integrated at any campus.
A very supportive Supervisor, SCC Classified Senate, 4CS and other Classified Leaders on campus who mentor me.
campus-wide activities, as well as interactions in constituency councils
meetings that allow small group discussions to brainstorm ideas and then come together as a large group/committee and come to a decision.
Not feeling so overloaded with work and a sense (felt but never explicitly stated) from supervisors that the duties at our desk take much higher priority than participation in activities like these.
I'm a full-time faculty and I want to improve the school. Progress would be a great carrot.
Others that are on the committees
When decision makers listen
I feel that surveys are the only way I have to directly participate--the work group felt like a waste of time. I do feel that my dean listens, and we seem to be like-minded, but her VP seems to be less than receptive.

It is my nature to be actively involved as possible. Surveys and requests for input encourage participation and engagement.
When 10+1 is actually adhered to, which is rare.
Participating
I like that we have things like the impressions groups when we hire new VPs....however, it doesn't seem like the "higher ups" ever take into account our views/opinions that are shared from those meetings.
excitement about the necessity of the committee on which I serve.
training opportunities, emails in regards to attending meetings/events.
Feeling that there is a serious chance of improving things; Feeling that the leaders (especially the president) have a positive vision for the College; Feeling that administration is working productively, not solely coming up with more ideas of things for others to do; Feeling that resources are being used effectively; Feeling that there is a plan for use of grant funds, not just a plan for obtaining the funds, then a search for ways to spend the funds; Convocations the include vision from the leaders (president and chancellor), or inspiring presenters, not just reports; Hearing from students at Convocation; Hearing students tell their stories;
Seeing the leadership interacting with students, faculty, and staff around campus
There are plenty of activities, but it doesn't seem that they lead to decisions that actually involve faculty input, as in the recent parking decision.
None.
overnight retreats for a whole department.
When I am consulted on topics/issues impacting my work area and when I feel heard in those instances.
Positive, task-oriented interactions and clear tasks help alot.

Appendix C:

Do you feel that information sharing at SCC is effective? What works and what doesn't?

It is moderate. We are so busy in counseling that we don't get the opportunity to attend important events. We are booked weeks in advance. I saw the Admin xmas card and I realized I no longer know the administrators. That is not good. We don't have adjuncts to cover for us. This would allow us to attend some of the critical campus events that help us feel engaged.
Yes. The email is effective. The down side is there is a lot of emails and can become overloaded.
No. Many things are treated as 'secret' or 'confidential' and then all of a sudden decisions have been made and we are told "people have been working on this for a long time."
Too many emails makes it hard to discern which ones are important to read or not. Staff needs to learn not to "reply all" to promotion announcements, etc.
No. Oftentimes only hear about events via email with very short notice; no time to plan attendance. No master calendar to seek out information/events. I must go from website page to website page to try to get a view of everything. Email is far over-used independently by departments and much gets missed.
I think it is effective
Communication through email is effective. I am not sure about other forms of communication, as I typically only receive my info via email.
Convocation is certainly a broad based start with lots of tid bits but...each campus needs specific articulation about it's own progress and planning during Flex and mid term
It is not effective - we have been 'admonished' by the previous administration in the past for sending out campus wide emails because they wanted to keep this 'clear' but I am seeing more emails campus wide which is encouraging.
Emails can work; website not so much; meetings helpful with subcommittee aspects; smaller group dynamics;
Too many emails.
There needs to be better communication between all members of the relevant upper management and those working to implement the projects assigned under that management. Calling meetings with large groups of representatives without first clarifying what the meeting can concretely achieve, what documents should be provided prior to the meeting to make it more productive.
Not at all!
There are many e-mails and if there is time then they are all read.
I do not feel information sharing at the college is very effect. Information is hard to find and at times an employee must know exactly who to ask. Email is effective for passing along information and also the college website but only if it's not difficult to find the correct page and if the page gets updated and maintained regularly.
Have no clue.

Nope. There are far too many long-winded emails. Many times it is hard to know which ones are most important to read and pay attention to. Many, many times we hear of decisions that have been made seemingly without our input.
I think a lot of information is shared over e-mail, and I'm not sure that's the best way to do that. Often people say they prefer receiving information via e-mail vs. in a meeting, but I personally tend to remember things more when I hear about them in person. I also think the standing committees could do a better job providing regular reports to the various constituency groups.
It is somewhat effective but needs improvement. Our dean never meets with us and rarely communicates anything to us. It would be very helpful if our dean met with us once in a while and also if our dean would share campus information. I have missed opportunities to participate in a committee or event and I often hear about it after the fact, or when it's too late. Also what doesn't work is that the same people are directly invited to participate in campuswide panels or committees (for example, interview panels). What works are informative emails and announcements sent well in advance that allow a faculty member to indicate interest. Our department chair also doesn't share an opportunity with everyone but instead apparently invites select faculty. The same people seem to be invited to participate.
I get most of my information within my division from colleagues not from my Dean, who I have been told in numerous situations, should have been the one to share the information.
SCC's communication on events is great, I read the emails, see the flyers, hear it from others. Any information about the major college decisions though, I only hear about after a decision is made through one email notice. The opportunities to attend are not made apparent.
E-mails are ok, but impersonal. Plus, people need to learn the difference between "reply-all" and "reply;" there are too many campus-wide e-mail discussions that should take place between a few people.
Sometimes information sharing is effective, sometimes not. Too many emails are sent out by classified staff (and sometimes administrators) so that there is information overload. Emails are too wordy and we have to spend too much time searching for the main points.
I get most of my SCC info via email, which works if people read their emails. But we are inundated with so many emails per day, it can be tough to keep up. Also, it seems hit and miss as to what we are informed about.
There is not enough transparency and inclusiveness with those who will be directly affected by some decision making.
Email works; meetings work better. I like the information booths setup during convocation
keeping up with the emails can be very time consuming, which means that I can fall behind on information. Its hard to sift through lots of emails when only some are directly relevant. Time is pretty crunched so its hard to fit in "reading emails" time so it would be great if there were less emails. Perhaps meetings are more effective but there has to be time for this as well and with teaching time and prep time, and college hours, its hard to stay on top of everything.
I believe that the information is reasonably accessible.
I'm currently tied in to several committees so it's hard for me to gauge. Some committees do not post their minutes promptly. It would be nice to have fewer meeting with more substance.
Need better "just in time" information
No, too many different initiatives, programs, projects, and acronyms to follow and keep straight. How about a monthly or term length matrix chart which lists each of the things this campus is involved in, the goals of each, the affected people, the data that support the need for each, any regularly scheduled meetings, and contact people for each. No, many things that affect our jobs are presented as fait accompli and we have no input and no time to prepare for the change. Examples: the policy that all duplicating will be submitted digitally was told to us at the Division meeting on

<p>Convocation Day of the term it started. Example: the proposed change in parking rules was buried in a general parking bulletin but the first many people heard of it was an e-mail when it was put into effect and many people responded with the negative impacts it would have on their department programs. No, when new locks were put on our classroom doors as a safety feature we weren't told to expect them so professors arrived at school and couldn't open the classrooms, the division office hadn't been informed beforehand, and when we asked, there was no timetable available for the work on each room so for more than a week faculty arrived for work hoping the key would work and needing to scramble if it didn't which was unnecessarily stressful on students, staff, and faculty. To lose 15 minutes of class time hurts when you have planned for 1 hour and 20 minutes of lessons!</p>
<p>Not effective and getting worse. Administrators spend far too little time interacting with faculty and classified staff in their own work areas.</p>
<p>Somewhat. Email works for the most part, but messages can sometimes get lost in the mix.</p>
<p>The reasons behind major decisions are often not shared. The same problems are raised at meetings year after year-- problems with the unit planning process, for example--but nothing seems to be done at the administrative level to solve the problems. It seems like faculty and upper level managers do not have a venue to communicate about the processes that are not working at SCC.</p>
<p>It depends...the e-mail system can be used more effectively, as well as "town hall" meetings like the one (college president) held recently where people can ask questions.</p>
<p>I guess email is the best we've got but there is so very much of it. It is a sea of information and I have trouble keeping up with all of it.</p>
<p>Yes</p>
<p>I think it's effective within departments and divisions.</p>
<p>If we live in the computer age and 99% of our info comes through these channels, why are we told that a meeting will be held next week at this specific time and place and (humor) good luck to you if you can get here, find parking, and spare the time.</p>
<p>No. Superiors rarely divulge anything. We focus on avoiding lawsuits and greivance rather than the important job of education.</p>
<p>No. It lacks transparency.</p>
<p>I don't feel that mass emails work to disseminate information. The discussions derail quickly and distract from the message.</p>
<p>It is getting much better. People are asked to participate. Sometimes decisions made at the District level are not communicated properly which impacts college communication.</p>
<p>Not really. The college (and district) has a history of a very top-down approach to information sharing, or information isn't shared broadly at all. For example, the recent move toward a 24/7/365 parking enforcement policy. Technically, yest, we were notified about the policy change last spring but the information was buried in an email or two and went unnoticed by virtually everybody (see question #15). It impacted enough people that the district board meeting was taken over by the topic, but many of the issues surrounding it could have been addressed, without the resulting commotion, had the topic been PROPERLY broached with the academic/classified/student Senates.</p>
<p>Too much information coming through at one time. Too many expectations to clearly focus on one item for the best outcome.</p>

We need more storage for our email accounts.
The volume of emails I receive is overwhelming. I would like to see a faculty communication page that would allow for threaded discussions, rather than get an onslaught of "reply to all " emails about anything and everything. Most of these could be directed to just the sender.
We get so many emails we can't possibly absorb all of them. Also emails sent late on Friday are the worst. Emails for discussion should come out early in the week
I would rate SCC as "moderately effective" at sharing information. Email works, but only if people read it. Meetings seem to be more effective, if not time-consuming.
there is a TON of info sharing. Effective in what way? You mean towards community decisions being made? No. IN fact so much info sharing gets in the way of decisions being made. Sometimes no work can happen until everyone is involved. Its silly.
No, I don't think it is. Too many emails come in daily with trivial stuff meaning important things get overlooked.
E-mail is a double-edged sword - effective and onerous all at once. The subject line and first line of any message need to be clear and concise or the message is deleted.
I do not think so. The websites for some departments are not up to date. Information on the website is misleading for students. Departmental planning seemingly is made with the input of exclusive groups without conversations from classified staff that work with students. We also need inputs from students.
We are absolutely inundated with e-mails, and I think it causes some of us to miss important information at times. Plus, inevitably, controversies arise on some subjects, and one e-mail turns into an unmanageable string of "replies to all," which many of us just delete without reading. I find that student e-mails, which are my top priority, sometimes get buried under a mountain of informational e-mails from the college and district.
No, I don't feel that it's effective. There are often changes made that have broad impacts and we're not told about them. Then, we'll have a student show up asking for help and we don't know how to help them or where to find the information. Examples of this are changes to financial aid, the placement test, DSPS, etc. Not necessarily the large changes that are coming from the state, but smaller internal changes that haven't been communicated to the community at large. Then, we end up with these upset students and we don't know how to help them because we don't know about it.
no response
Not really, info trickles down slowly if at all.
Not in the last year.
Everything is done on email. This also doesn't account for the fact that many of us learn things through the union.
No
No some departments have no voice. Some departments have no where to voice the issues with out retaliation
Not always, there are so many e-mails, that I literally don't have time to read them all. My e-mail is full weekly, and I must spend valuable time purging. I am terrified that I will miss something very important from a department etc.

I do not feel that information sharing is effective, and I think part of the problem is that we are in a time of massive change, and the other part of the problem is that there is no clear policy within my division on how information is to be shared.
It's okay. We are too reliant on email and it's difficult to keep up with emails and reports from both chancellors, academic senates, President, etc. etc. though I don't have an answer for it
There are still obvious communication gaps as demonstrated by the recent parking fiasco. Departments are somewhat siloed.
I feel that it could be more effective. Even though email is an effective way to communicate, I feel it is overused, to the point that now many conversations that should be had at actually meetings are expected to happen by email. There are some times when I think additional discussion or clarification is helpful and that is best managed in a meeting (where everyone can hear everyone else's questions and responses). I believe that a lot of college employees receive so many emails that some of these get missed. Also, a lot of information that is sent by email comes in the form of a file attachment and it would be helpful (and more accessible) to make sure that what is being communicated or asked is clearly stated in text in the body of the email.
I think it's OK, although much info sharing seems to be by casual conversation
If you want to know whats going on you can usually find it in meeting minutes or asking the right person. Email of important info is probably most effective.
For the most part. Shared drives are annoying and I would rather just be communicated with by phone or email.
No. There is no regular, continual communication on major initiatives, it is more spur of the moment. There are a lot of e-mails which are broadcast to everyone, while of interest to just a few.
No. We get so much information all of the time that it is difficult to know what is truly important and what is not.
Sometimes. Other times, I am not aware or informed
Email may be environmentally friendly but is pretty ineffective when many emails are quickly deleted. More effective would be interaction in person. Having someone talk about a topic is so much more informative than getting an email.
No, I believe it needs to be more timely and consistent between administration and faculty
what doesn't work is: too much email. emails/reports/etc. too wordy. meetings that are not efficient, don't follow agenda, don't have outcomes and are too long. names of workgroups, committees, reports, etc. are too wordy and/or not clearly defined (i.e. not always clear what differentiates one workgroup, committee or report from another).
It seems chaotic to me. That may just be the nature of the size and scope of our organization.
Moderately. Areas, departments and divisions seem to have a stopping point for information that restricts it from flowing down to all staff. I think most people rely heavily on email communication, but as more and more people rely on email for general communications about events, projects, etc. there is an overload issue that keeps people from getting to all their emails.
Way too many emails. I have worked at several institutions of higher learning and have never before received the sheer quantity of emails. Daily updates, weekly notices, community opportunities, retirement celebrations, hacking notifications, not to mention all of the personal "reply all" messages that are sent after each one -- it is too much.

In general, yes. However, some decisions (such as the recent parking changes) appear to have been made in a unilateral way that did not involve faculty input. This did not affect me, though I know it has affected our weekend faculty.
sometimes information comes after decisions are made; sometimes admin responses are slow
Yes, it is effective. Emails work but more videos would be helpful.
It is fairly effective, but often there are discrepancies in the information from different sources.
Also, there is a problem with information overload. I receive 60 plus emails per day.
I'm sure there is room for improvement, but I choose to be heavily involved, so I typically know about things before they are either publicly known or shared.
We have strong leadership in the Nursing Department that values participation and keeps us informed.
Yes, email is effective.
It is not effective. Not centralized.
no. Budget at all levels of LRCCD must be informative and transparent to everyone.
Yes and no. Yes, it provides us with information that is for the overall goal of our institution, however how each department takes that information and implements something may need more clarification. Clarification in how it would assist our students directly and how we would implement. Each of us have interaction with students, but what we do and how we do it would depend on cultural views and habits. I feel we generalize a lot even though we talk about being aware of our students.
overall, information sharing is effective.
It's highly ineffective. Too much email is difficult to attend to. Convocation is inevitably a one-way street of information, when it comes to discussions between administrators and faculty.
I feel well informed in my department and not with other locations. I did not know what College Planning Processes was until I asked. Also, people use different names for the same subjects. I feel this large size of a work place makes it difficult to stay up to date on all areas of the school.
The constant email stream is pretty overwhelming. Many emails are not read when faculty receive 50 emails a day.
No, usually happens after the fact or not at all.
Not really. We receive an abundance of email and cannot devote time to most of them.
Yes, it is
on some things, yes; others, not so much
no opinion
What doesn't work is that in the vastness of e-mails sometimes some things get lost. In those moments I believe they just weren't the right match for me at the time, and that things that are pertinent for me I will notice and engage in.

I have been informed "after the fact" Our new state chancellor has come up with all these goals that directly relate to faculty, and no one was consulted. The whole document offended me. Clearly he is clueless or is going to run for office. He has no idea about teaching/ learning/ student completion rates.
There is not effective communication regarding changes from department to department. The information shared when supervisors meet does not always get brought back and communicated effectively to the rest of the department. Meetings occur and not all departments who need to be a part of the decision making process do not attend. No action happens to resolve issues and continue moving forward.
Policies, and changes, that affect campus facilities, staffing, etc. should be communicated more clearly in a timely fashion. For example, the most recent parking policy change could be brought up (survey, email, etc.) before appearing on an agenda for DO decision. Departments and programs that are significantly impacted were not included in this process.
No. What doesn't work is to have classified staff in partial discussion to ultimately do what management decides without taking our opinions/suggestions into consideration.
The current issues over the parking changes should be a key example of how information sharing is woefully lacking. Unless I can scramble time into my work schedule (usually forcing lunches to be eaten at desks and no breaks) to make it to campus committee meetings, much of the time decisions directly affecting me area are made with minimal to no input from those affected by it. The dean cannot be counted on to represent the needs of the departments when they are responsible for so many with many times, conflicting and complicated needs.
Good at the moment. Email isn't overwhelming and is clear.
Face to face short meetings on updates.
Email is the most effective. However, when a "hot" topic comes up, the resultant barrage of email responses does more harm than good.
Email would be effective--but we receive far too much already. How about inserting this warning in Outlook: "Is this really important? Do you really want to send this to everyone on the Exchange?"
It appears to be improving, although I think the deans and VPs could weigh in more often. For the last few years, communication from administrative levels has decreased. I often wonder where everybody is.
Too many meetings are either highly specific (EITC, Budget) or limited to one type of employee (Academic Senate, Department Chairs Council).
Yes, but there is too much.
There's enough, however it's not timely, especially at the department level. Always a rush job for providing input.
I feel that information sharing only comes out of a very few sources, and wish more would come from my department and my dean.
Replying on mass e-mails sent to all faculty or all on the exchange has become problematic, because every day I receive literally dozens of e-mails in my inbox, and I can't read (or at most skim) most of them. When major policies that affect faculty are buried in long e-mails that appear to be about something else, it's easy to miss. It feels like the decision making process is more top-down over the past several years, and it is far less about shared governance than it used to be.

I do not believe there is a major problem with sharing information. The root problem is there is too much information to share, it is overwhelming.
By email it is quite effective. Overall, general campus/college information outreach is quite good, communication from the Dean's office not so good.
Not effective. Info is available, but not readily. Too much information is blasted via email. Engagement in activities helps.
Convocation is a good method but its' primarily full time faculty who attend. Steps need to be take to engage PT faculty and staff to a greater degree.
No. Information is hidden where there is any danger of pushback from stakeholders as the recent parking fiasco shows.
No. It is extremely difficult to find basic information about policies or even common forms on the website. When policies or procedures change, the information usually comes out in an email, so what often happens is one has a vague recollection of some kind of change but then must hunt through emails to locate specific information.
Sharing is tough. I am very careful to read all campus emails and that is my main source of information but many do not bother to read them.
No! Anything that goes to the Office of Instruction dies. Nothing comes out or gets in. Too much email is a problem. Everything seeming urgent means nothing really seems more important than anything else.
The emails are overwhelming. People use the reply all button at inappropriate times. We don't all need to know that someone is congratulating a colleague.
General issues, yes, how each of the issues are decided upon and the decision processes are hidden at times in the sheer volume of e-mails.
The above questions about how we learn about the work of our division and department are really difficult to answer as an adjunct because I don't have one division or department to follow, I have one for every campus I teach at. What would help information sharing would be if I actually had one place that I worked, with one boss, and one office where I had conversations with coworkers. These questions seem to assume all employees have these basic things, and adjuncts, who are a huge portion of the Los Rios employees, do NOT. What does work is email. It is impersonal, but as an adjunct who is all over the place it is the only good way to get information to me.
No. Information doesn't always get to senates or committees and when it does it usually stops there and the reps don't pass it along. Executive Council decision rationale is often not communicated. We know much of the info is available online, but it is difficult to keep up with it all, even if a person is motivated.
for the most part communication is effective. i think we all deal with information overload which leads to some things slipping through the cracks.
no more time at work now to consider this
Somewhat. What works is that there are opportunities for involvement and information-gathering. What doesn't work is that sometimes we - members of the college community - assume are right to know everything but are reluctant to be responsible for our knowledge.
I feel that I get most of my information about SCC is via email, website or social media.

Email communication important
For my particular job, not really. Many division office classified staff are frustrated by how needed forms, procedures, etc. can be changed without warning or adequate instruction. In addition, the dean is also overloaded and does not always have opportunity to share needed information pertaining to actual work. In short, many of us classified feel overwhelmed with work and in addition we see our direct supervisors/deans also overloaded. It's not humanly possible for communication to be the best under such circumstances.
No. Email should not be an information sharing, or project organizing system. Email does not work. Clear, uptodate, dynamic website (with attachments) would work better, especially if it included historical iterations
It works--can be information overload at times with the many emails with no importance
No- Lack of communication from management to staff.
Although email can reach most or all employees, some do not receive it (not on Everyone list) and others may not read the email due to an overload of emails. Conversations and some meetings help relay information. Again meetings will not reach all employees. The website could be a source of information yet it is often hard to navigate.
No, the information is always given when it is too late to properly respond.
Sharing information is effective and consistency works best.
Emails is effective for the time we're living in, but it would be nice to have more face to face contact with people. Email takes away the personal interactions and I think it's effecting the overall culture/attitude of our campus. Multiple times a day you hear, "Just email me" - why can't we have a real discussion? If there's a reply all email going on between a division or the entire campus this is a great opportunity to organize a forum or meeting to discuss the issue at hand.
No I do not feel that information sharing is living up to its potential. There needs to be other forms of communication other than email and meetings.
information is told, but it is usually one-sided, minimal voices
It's hard to know what would be useful or important to know.
We need more prompt communication in some areas, especially when dealing with major changes in policy.
Sharing is only for administration and between them.
Open q time is nice with a VP or President or Chancellor.
Not entirely. Policies and procedures are often changed without adequate communication to users.
Information often goes only a few steps before dying out.

Appendix D:

Do you have any suggestions to improve college communication?

Enforce the college service requirement for faculty.
Email is out of control and ineffective at this point.
Educate staff about using the "reply all" button.
Stop the use of general email by each department or office to broadcast items/events. Have a single weekly/bi-weekly "newsletter" that culminates ALL the information from all the offices/departments that gets emailed out. The details of items can be posted on individual dept/office web pages and the newsletter email can contain links for us to access the specifics.
Increase availability of a department webpage where current projects/action items could be accessed with an employee password (not accessible to the public)
Campus based Flex Open Forum presentations driven by the President and VP's
Email is great but often difficult to wade through. Maybe color code emails in that you have different ones for internal events, external events, policy changes, important info from the President or administration, etc.
Have more shared goals between silos of majors and functions
Processes which require participation, and especially those with deadlines, need to be more widely disseminated.
Increase communication about collaborative projects with the school districts so that all parties serving those districts are aware of and can support each other's work.
Don't care!
Utilize email more often and also have a main college webpage for staff/employees to check for updates.
No.
Standing committees could provide reports to constituency groups on a regular basis. Other college working groups (such as the IEPI areas) could do that as well. The PIO has started a newsletter, and this could be a place to include links to those reports. It could also be a place where some of the work we're doing is highlighted.
Make the following mandatory: 1) deans must meet with their faculty; deans must communicate opportunities, events, etc. equally with all of their faculty. 2) Opportunities sent via department chairs must be equally shared with all faculty; require department meeting minutes be created and shared; create an equitable process for all faculty to have an opportunity to serve on interview panels (right now the department chair chooses who is invited to be on panels).
Effective supervision and assessment of middle managers /Deans follow through, communication, responsiveness to emails, scheduling of department meetings with meaningful and useful topics and responsiveness to timelines and paperwork that flows off desk to other areas on campus.
Treat all communication as you would promote events for students.

Establish clear point people. Be clear about how people can contribute to discussions and in what venue (e.g., board meetings, senate, e-mail, VPs, etc.). Be transparent about what is going on, instead of leaving people to guess.
Encourage faculty and staff to limit the emails that go out to the entire college. Information sharing emails should be clear and concise. Planning committees should share a bullet-point summary of their work once a semester or once an academic year, with ALL faculty and staff.
I can't even count how many times I found out via word of mouth that something was happening on campus but no email had gone out to the campus community, so most people had no idea it was happening! There needs to be some sort of funneling of all activity to the PIO so regular communication can occur. Perhaps a monthly calendar of everything happening on campus? Right now we have a student development calendar, a Staff Resource calendar, etc. We need one master calendar - sort of a snapshot of what's happening all around the campus. Additionally, we need to gather representatives from each department and send them on field trips to other departments regularly so they can learn what is happening in other departments and bring the information back to their people. And, Deans need to do a much better job of disseminating information they learn in SLT meetings to their department/employees. There is a communication breakdown from the top-down.
It's simple. Be inclusive of all employees.
Could we possibly limit the "announcements" somehow? Maybe organize the news items on our website so we can go browse and click at our leisure? For example for meeting minutes, can we post them on an easy to find link and then not email everyone that the minutes are posted? Or, if there is an event on campus, can we put it under "events" somewhere? THEN, when there really are urgent messages, they don't get lost in the slough of emails? I hate spending an hour a day reading all my emails and really only finding a few that are relevant to me.
Continue working on creating expectations that constituency group representatives on committees or work groups report back outcomes of meetings.
Put IMPORTANT in the subject line
As stated in previous question: How about a monthly or term length matrix chart which lists each of the things this campus is involved in, the goals of each, the affected people, the data that support the need for each, any regularly scheduled meetings, and contact people for each. Don't bury proposed changes in long e-mails. Short, focused ones with the topic in the subject line would be helpful. Most of us don't have the time to read it all plus the ones from our students so help us see what each is about quickly.
1. Disband executive council. 2. Schedule meetings between senior management and faculty in each department once each semester. 3. Turn enrollment management planning over to the DCC in consultation with VPI office. 4. Have faculty choose unit planning categories and processes that make sense to them. 5. Return responsibility for prioritizing all discretionary spending to the campus budget committee 6. Reduce the number of coordinators not associated with a specific class or program to the bare minimum. & Provide release time for all members of the academic senate.
Some means for faculty and staff to bring concerns to upper-level administrators
Maybe a second communication system where faculty/staff can communicate without clogging up the school system.
I think the website could be better. It isn't very to use on a phone. Maybe if events were sort of categorized or searchable by theme or something. I do like the bulletin that is put in my box but I don't always get a chance to read it and when I've had events I don't always get the info out to the campus community in time.
Face-to-face meetings so that we know who the email comes from
Set up a reliable method of receiving input electronically instead of through "whoever shows up" at meetings.

Administrators are very stingy with information. Faculty are not trusted with much of anything. Important matters affecting faculty are kept quiet all too often.
Yes. Be far more transparent.
If announcements are made through email discussions should be limited to a forum. Those that want to participate can. I think faculty get discouraged from participating when 25 extra emails are in their inbox because 4 people are having a "reply all" discussion.
Personally I would like to have more face to face communication in certain situations (where conversations go round and round via email or things get misconstrued because we can't just sit in a room all together and knock it out). Instead it becomes he said/she said.
Each committee should send out email well ahead of meeting with agenda and past meeting, some do this now but others such as Campus Development Committee do not, thus low outside attendance.
Continue trying to do what is right. I sure wish more people on campus would try harder to stay informed themselves and to engage more.
This is a tough one and certainly above my pay grade, but it's an enormous problem that needs to be addressed. We are bombarded by emails, which seem to be the best method of broadly sharing information, but there is only a limited amount of time available to review them. Thus I prioritize: student emails come first, department and division emails next, and only after that (and time allowing) do I sort through the many and varied emails that come my way.
Stop email overload. Develop a news feed website that can be visited for new information weekly.
No
See above--a Faculty discussion page where issues could be discussed in threads. And an announcement board. We could better utilize the communication tools we have available to us.
use multiple delivery methods. Not emails late on Fridays. Provide a better way for chairs to share information with their departments rather than requiring them to call a meeting. Find a way to triage emails so we know the ones that are important. Staff Development doesn't need to send 3 emails every week that say the same thing. It's hard to find time to go through all the information and find out what is important and what is a duplicate or simply junk. There should be some way to indicate emails that are important college issues.
Standing committees should be expected to provide regular reports to constituency groups. It would be great if groups like SLT, Dean's Council, and Executive Council made their minutes readily available.
Reorganizing standing committees and senate. Re-introduction senate to what their role is. Its not to question everything or be so rigid about process that nothing gets done. Why don't standing committees have a seat on academic senate. That is a disconnect. These standing committee meetings really only meet month the chair changes and the participation changes so frequently... how can anything be gelled together? There needs to be more examples of "how to" do things. For example, use an esa or a tcs, or a pex. The district has a WHOLE website to explain this. If its so complicated that you need a whole website...then you know something is wrong. Maybe just reduce the fact that you need to question what form to use. http://www.losrios.edu/hr/ESA%20Page/ESAs_Sep2010/EnterPage.html http://www.losrios.edu/hr/ESA%20Page/ESAs_Sep2010/FAQ.htm http://www.losrios.edu/hr/ESA%20Page/ESAs_Sep2010/TCS.html http://www.losrios.edu/hr/ESA%20Page/ESAs_Sep2010/FTFacultyESAdecision%20tree.pdf
Find a way to open a forum for the topics that need discussion instead of clogging our email with it all the time.

Take better advantage of convocation - most of the "information"
The manager should visit the personnel in the department for keeping abreast on what is being done for the students. It's because not all the campus news is in the electronic form. By talking to the staff or instructor face to face, the manager knows what need to be improved and work well for the campus community. At the same time pertinent information and ideas are sharing during conversation time with the employees. How about regular social events for employees within the department? And have the dean invite others from another department to socialize. That can build understanding, exchange ideas, improve camaraderie, sharing information etc.
Perhaps have a more centralized office from which the vast majority of information originates; or, provide Deans/management with information to pass along to faculty and staff.
I don't know...Some way to network divisions/disciplines so that there is a more dynamic exchange of information.
Always include adjunct faculty. For example, adjunct faculty were not invited to an event for all of student services.
More open forums.
Create a systematic feedback loop on specific topics. As people to subscribe to particular interests and feeds.
Treat all employees equal some departments that are not educational are treat as lower citizens and we don't matter
Perhaps we could use some funding to help SCC website. I would like to see website information be current and accurate, including forms, maps and the organization & presentation of material for department and divisions etc. Accountability for its maintenance is needed. Also, Instead of sending endless e-mails to everyone, perhaps we can have an active calendar that tells of the events. We all need to know what's critical, if we could limit the number of e-mails, perhaps Adjunct faculty and students would look at their e-mails and value its information more often. Executive summaries and modernization of meeting minute templates could help increase interest and overall understanding of the meetings held.
Yes. Set a clear policy that members of standing committees should share with their colleagues issues and policies discussed in the committee. Some divisions have Senate members who type up a little report and send updates to colleagues, and this is very helpful. Other divisions (unfortunately, mine) had a policy whereby reports went to the Dean, who promptly forgot all about them and colleagues never got that information, leaving faculty uninformed about important issues.
Perhaps more updates from Instruction Office "Top 3 things you need to know" each month / periodically.
More informal gathering opportunities such as happy hours.
Instead of emails being sent about various topics at different times, perhaps one clearly labeled email could be sent per week or month highlighting the important changes that have happened at the college, what specifically we are being asked to do or participate in, and who to contact to find out more about each issue or change. Fewer emails and more clarity!
Limit the number of emails sent. Communicate clearly. Try to avoid equivocating or avoiding answering questions directly. Develop an attitude of trust between faculty and administration. (How?)
More collaboration between divisions, departments and faculty.
Devote more time to face to face interaction.
Could we just do it? Tell what you can, when you can; and if you can't, tell us why you can't (and when you can).

streamlined, efficient processes that don't have too many or unnecessary steps. people are clearly directed what is expected of them, including what they are supposed to do when they get back to their office (i.e. are they supposed to write an email reporting something to a specific group of people they oversee?). clear timelines for when different milestones are expected to be achieved. make it mandatory to close the loop or report back out what the status AND outcomes are. meetings that have clear agendas and sense of what we are trying to accomplish. meetings that are only as long as they need to be to achieve outcomes in the agenda.
I would like to see all the CAC and special speaker events, etc. come in one email, not several. Some professors send out notices of special speakers. I really value this information and like to pass it along to my students, but I would prefer to have more information consolidated. I think this could happen with many different types of communication, not just special events.
Consolidate some general campus emails to create a more positive and effective communication piece. Also encourage others to be conscious of their sending and send short, effective and when possible mutli-subject emails to targeted groups.
If the number of institution-wide emails were reduced, I think I would have a much higher likelihood of reading through them. Also some sort of policy addressing the use of "reply all" might be something to consider...
Fostering clear communication between committees, and having more standardized channels of communication between groups would help.
President's message by email biweekly, essentially on a consistent basis, and declare what that "schedule" is going to be. I wish my dean would announce the committee schedules for which (this person) attends, ...
Podcast
A lot of information flows through the Office of Instruction; it is crucial that the information shared is accurate and timely.
Cut back on number of emails we receive. Sometimes important information gets lost.
Find leaders that collaborate. Once trust is rebuilt, then work on asking/encouraging faculty to participate on standing committees.
Yes. I hope the (college president) changes the SCC culture in terms of inclusiveness: many decisions from dean and administration are made without faculty and student input. Even our chair and director are left out. of major decision-making processes. Sometimes the excuses of "no time" and "a lot of meetings" are not new. We get weary and we are here mostly for the students. We loved to see change in the form of reciprocity and transparency.
Right now, no.
While the SCC website is for all who deal with SCC, it would be great to have a similar format on the Faculty/Staff site. The graphics and stories are engaging and ever-changing.
So much talking at people, and not listening to them. We need to sit down, solicit unfiltered ideas and concerns in a professional manner, and arrive at a consensus before actually making (and implementing) a decision.
Try hyperlinking to webpages of information on major name or topics. That way readers can learn more with out hindering those who already know the fundamentals.
I would like to see our new President actively communicating with the college. Management by walking around is something that has been missing for a long time and should start up again.

Provide more communication before hand and not as the outcome of being forced to because someone else brought it up.
create various classifications for the multiple emails received so I can prioritize which ones I need to devote my attention to.
Weekly/monthly newsletters or meetings
none at this time
no comment
I do not at this time have ideas here, but often I have great ideas.
Poll people before making a decision. Go to senate. Put out emails about input meetings. We have all these new pathways, SSSP meeting and goals, all these high numbers to meet about graduation and transfer numbers. And guess whats missing? No one is talking about the elephant in the room: the student who won't get off their phone, who doesn't care about being here.
meetings similar to brown bag where divisions can come together to discuss share issues, concerns, changes etc. The more information I have about how one department is run the better I understand the process on a whole and how it affects my own area.
see above
Involve classified in decision making and actually value our opinion.
Deans and their staff cannot be the stopping point for most information because it assumes that they have the capacity, capability, and time to disseminate information effectively, handle issues or questions, and be willing and able to communicate questions and concerns up and down the ladder, so to speak. Information needs to be asked for from Department Chairs, and Classified Staff (particularly those who directly work with and have significant knowledge of the campus planning processes and fiscal interests) within departments need to be recognized by Department Chairs as a significant resource.
We could improve the effectiveness of communication from/with the shared governance committees (that is a culture change).
Relationship building would help with information spreading.
Discourage "reply all" venting and debate emails. Provide a forum site for those discussion.
Increase the "signal-to-noise" ratio. See 14.
Have a shared body comprised of of classified, management, and faculty that deals with issues more globally. Perhaps a college senate with perhaps 5-7 members from each constituency
Need to do a better job disseminating info to interested/affected employees; need to do a better job of screening out external emails.
I think administration need to be in direct communication with deans and department chairs and with the academic senate about changes they are considering, and these need to be shared long before the decisions are made and irreversible. They should be asking faculty for feedback about the different options they are considering, and asking for ideas, not simply telling them about a change that is already decided. The deans, department chairs, and academic senate are the ones who should take this information to the faculty and solicit feedback and opinions, which can then be relayed back to the administration. There also needs to be an easy channel for departments and for the academic

senate to let administrators know about problems or about policies that aren't working, or when some service on campus isn't working very well. This decision making process needs to be two-way between faculty and administration. I really feel that this has broken down in recent years in the district.
Losrios employees need to show more self constraint in the use of "Reply All" or "Everyone on Exchange" when responding to emails. Personal conversations and graduations should be restricted to those that are affected, not sent to all SCC and/or Lorios employees.
It would be nice for the Dean's offices to provide more contact with the faculty and not just a once-per-month meeting with the chair.
Make involvement a part of the job description, an expectation we all must contribute, and be supported in our work place to do so. Also, I think we should have in-service days for all. K-12 shuts down several times a year. Staff is present, meeting, training, etc, and NO students. Flex week should be in-service week. No students.
PT staff wont attend meetings unless compensated. FT faculty are compensated. PT cannot be expected to "do it on their own time."
There are none because the District has no interest in doing so. SCC would best be served by succession from the District..
The website should have a clear, more organized way of allowing students and employees to find information.
I really like video delivery of information. I wonder if short clips could be sent out for critical information???
Don't send everything to everyone. Tailor is so that when I log in, I get a rundown of issues relevant to me and my job. Stop people from using reply all!
A social media page or group for scc staff would be a more responsive way to keep people updated
Corny, but a short newsletter from each division leader would be fun.
Integrate adjuncts to feeling like they are part of one campus! Then they have the opportunity to hear about what is going on through conversations and participation at more meetings.
More transparency with Executive Council decisions. Create a better infrastructure for information flow through the governance process.
the president's new "scc communication" emails may be a good way to get important communication to the college community.
no more time at work now to consider this
Our website can be used more effectively to share information about college success. Our stories need to be out there - they build our confidence in our ability to make a change.
I like the point of contact to be the PIO. They have done a great job promoting all events and information through out campus via email and social media.
Find more efficient ways to get the work done: eliminate cumbersome, repetitive and antiquated procedures: and bring in more people to help do the work... then we will have the time and bandwidth to communicate more effectively about the actual work as well as college-wide topics like participatory governance.

Yes, a trello board is a good example of what might work. Training in organizational management, in order to learn how to make processes transparent and easily found, might work. A clear process of how to operationalize decisions would be nice. This would make the process of change clearer, and would also illuminate weak links in the chain of change (the point being to strengthen those links, not to punish/berate/etc)
Monthly overviews of decisions, process changes,...instead of piecemeal approach.
Have information presented in email as an attachment (or possibly a link). However, noting where information is located where I need to navigate the site to find the specific information will likely result in my not looking into it. Brief and direct information are also helpful. More detailed information could be an attachment or link.
Respect 10+1
Communication is currently getting better.
Less email - more events - even if it's just like a bi-weekly "come to hear about what's going on on campus" - it offers people a chance to network with their colleagues, get out of their "hermit holes" (offices) and become part of the campus.
Yes, let departments communicate with each other better. For instance, very few students know they can attend sporting events for free or that there are even sporting events taking place.
Maybe have a link to a historical list of announcements and events, similar to "Recent News and Updates" at the bottom of the Intranet Services (Socrates) page, which leads to the "Intranet News and Updates" list.
It would be helpful to know what other departments are doing, what changes are happening in the student service area, etc. Each division website can have a news update. But who would be paid to do that?
A central online clearing house of forms and procedures would be helpful.

Appendix E:

If you would like to add any comments related to your answers to the question above, please do so here.

Two examples: 1. ADTPE was eliminated and I'm not sure what the process was to compensate for the elimination of specific classes for our students. 2. The DSPS adjunct pool was depleted because there was a process change (who made the decision I don't know. I know DSPS did not) Because of the change we have serious coverage problems.
Constituent groups are certainly "allowed" to participate in decision making but their input holds little weight on the overall decision. We are very top-down but claim we are not. Finally, we are shifting to more data driven decision making which is great. We are better at it now but still not great.
We do not use data driven decision making here at SCC if we did there would be an entire restructuring of each division, department and student leadership.
I marked disagree for broad administrative decisions. The processes simply take too long, and timely changes in response to external factors cannot be implemented effectively.
These are the types of things (i.e., decisions that affect work, administrative structure, and administrative processes) that are not part of the hiring packet/manual, but they should be. Unless someone specifically asks, no one will readily share the above information with them. This has to change. Deans, supervisors, and administrators should be having conversations about these topics with all employees frequently.
It is obvious that individuals who are the squeaky wheels or brown noses or "talkers" get what they want without justification. I've seen it and heard it in person in meetings and was left appalled when there is such disparity and inequality in approval of funding, staffing, facilities, etc. Administration needs to greatly improve their listening skills, open their eyes, and think twice before allowing themselves to be sweet talked, or railroaded into on-the-spot knee-jerking decisions.
We could be better at using the data that is available
We don't always see the data behind the decision-making.
Everyone agrees that there should be shared governance, However, the reality falls far short of the intent of AB 1725, and has led to many poor administrative decisions.
The division processes are just "whatever the dean decides it is for the day/month/wk. etc. They constantly change, and you're ridiculed if you don't know what the "latest process is". I have adjuncts who refuse to work for SCC, because of the crappy, horrible way the division office treated them just because they didn't know (or had even heard about) the latest MANDATORY division process. It's asinine and disgusting. Who is here to serve whom? I think the dean thinks we are all here to serve her, not the students. I try to stay away from the division office as much as possible. There are few things worse than a chance encounter with the dean in the office.
I recognize the sincere efforts of college administrators and staff to reach out for my input. Thank you.
Most decisions that matter are made ad hoc. From the State Chancellor to the District Chancellor all the way down to deans and dept. chairs, there is a paranoia about discussing anything remotely sensitive.
Our administrative procedures are straight out of the 1950's. When are we going to modernize? This makes it impossible to know the proper procedures.

Re: "I understand how decisions that affect my work are made" statement: I do understand how decisions are supposed to be made, but I disagree strongly that that is how they ARE made. Our district (to an strong degree), and our campus (to a somewhat lesser but still unfortunate degree) pay lip service to shared decision-making processes. There are too many instances to mention in this survey where faculty/staff/students are not, in any meaningful way, part of the decision-making process. We have also experienced work-load 'creep' over the years, which requires that we spend an inordinate amount of time on overly complicated and/or overwhelming administrative tasks (paperwork, emails, curriculum nit-picking, SLOs, GELOs, etc.) I realize that I stray from the survey topic but these are important and related problems. Current campus communication commonly leads to frustration, anger, annoyance, dysfunction, and poor morale across campus. I am proud and fortunate to work for SCC, but if I could change one thing it would be the top-down administrative approach. It used to be MUCH more collaborative and I look forward to a frank and open discussion with (college president) and a return to a more cooperative working environment.
We rarely see or hear from our dean. We are a fairly diverse division, and the focus seems to be on some of the other areas rather than ours. It would be good to have a separate dean for Allied Health.
data has to be good and real, there are many issues within our instructional office which need reviewed, Deans are not getting adequate support from the instructional office
When was the last decision that needed to be made by the college as a whole? Maybe the strategic plan or the Integrated plan. I would argue that it is rare, though to need a college wide decision making process for many thing. There are many many many decisions that need to be made quickly and on the local level. College wide decision making processes are not needed for those decisions. Unfortunately college wide decision making is interpreted very differently between us all.. and this mucks up the decision making process.
Processes change too quickly, or the whim of the VPI and AVPI change based on the departments involved that what worked last semester suddenly doesn't work now, but we are not informed of these changes. It also changes as fast as one week to the next. How can a department be expected to increase enrollment, meet our unit plans and tend to our students when we get wrapped up in so much VPA red tape we can't get our work done.
None.
no respons
So much of what is done is at the behest of the District and put upon the college to implement. The District is especially weak at issues related to diversity, equity, and undocumented students. That lack of clarity and their unwillingness to communicate has a domino effect
My comments relating to my own division, are that we do our best to make things work, however the work is overwhelming much of the time, with little time to think through process or anything else.
While information about college processes is available, faculty still have to seek it out. I certainly wouldn't consider information readily available, considering to be motivated to seek out information, one would need to know there had been a meeting and that something of interest had been discussed there. More proactive dissemination of ongoing issues is needed at the division level.
Some processes seem a bit bloated and things like Budget Committee processes are very murky. Decisions on how money is spent seem murky, e.g. how we decide to renovate which areas of our crumbling infrastructure.
Having had so many interim administrators and turnover during the past few years has led to the sense that we are visionless and without leadership.
Our division has serious issues with communication between administration, colleges processes, and faculty.

Thank you.
Division processes need to be streamlined. For example when are signatures on forms required to be "wet" and when is a scanned copy sufficient?
Data never comes "full-circle", meaning we are provided initial data... we never find out what happens after. This leads me to believe that data is not being used to make the initial decisions.
There is so much more room for improvement and I am very optimistic for our new leadership. Let's not be entrenched. Let's move forward. I have seen a lot in my 28 1/2 years working here and I still love coming to work :).
Not at this time.
Emailing 'constituent groups' is not effective. Rather, go to where these groups meet and have meaningful dialog about the matters at hand.
Data for decision making is selective. Data is used which supports a decision which has already been made.
It is easy to know about process, but how often has process NOT been followed? I have been here through several presidents etc, and even our chancellor is doing "politically correct" things. will they make a difference? What happens when none of the numbers go up? i am frustrated with all the goal setting, and no one is polling the students to see if they even care.
Data collected often does not provide a broad enough picture to really make effective change.
N/A
Regulations and Statutes place too much red tape on business processes. Most external systems have wide gaps in executing our business processes. We do not collect enough data to thoroughly analyze the effectiveness of our policies and actions. Many policies are based on out-dated constraints.
I think the decision making process has become very opaque and has become top down in its approach.
While great data is available, it is either unknown or hard to find. Often decisions are made without vetting through the people who are expected to deliver. This causes glitches for implementation and leave rich information out of the process.
Part time faculty are mostly left out.
The actual decisions are not transparent and therefore no one besides the PTBs have information about them. "Data" that is used is simply forced into a predetermined model that has no test in reality. Once again, SCC would best be served by succession from the District.
Process isn't often followed when the administration wants something instituted or changed--or process is followed up to the point of making a decision and then the admin does what it wants regardless of what the process indicates.
In our busy lives, I feel that tools like google docs, confer zoom and discussion boards should be used by committees and/or other groups. I feel these tools could help people collaborate without so much wasted time.
our travel and conference paperwork and purchasing forms are ancient!!! We need 8 weeks notice, multiple triplicates and takes WEEKS to get signatures from folks who are in the same building

As an adjunct, I don't understand how most decisions are made and I also don't think that each campus I teach at makes decisions in the same way.
in my opinion there has been a general disconnect between decisions being made and shared governance at the college and more egregiously at the district level in recent years. sadly i do not see this trend reversing any time soon as our upper district administration has shown blatant disregard for shared governance in our decision making processes and our whole organization has taken that cue and it has bled into the whole of our culture.
no more time at work now to consider
I feel that recently data seems to be the college/district go to for answers but sometimes the data isn't complete. Maybe the right questions were answered, or maybe not all the data was collected. I would like to see more surveys or information on student life. What do students like on campus for engagement? How do students want to engage with their school?
we use so much paper. Can we use less paper and more digital files?
Generally I get the info I need to do my job, but since the dean is also overloaded, I sometimes have to be more proactive to seek answers to questions that I need answered in order to complete my work effectively.
I often feel like SCC works because there are always enough students who come and fill seats (it can't fail). It could be run more smoothly, and this does not mean to add more committees/meetings.
Due to nature of some positions, not all groups are able to participate in decision-making. Not only do the daily tasks for these positions make it difficult; but also due dates for specific events and tasks could add to this difficulty (timesheets due; beginning or ending of a term; program planning deadlines; etc.). In many instances qualitative data is equal to quantitative data; however, the interest seems to be more in quantitative data.
There is little to no respect for the expertise that faculty have to offer. There is an egregious lack of data used in decision making.
Working together.
It seems to me that everything is driven by quantitative rather than qualitative data.
I think most of us have workload issues that impact the effectiveness of processes.
College processes allow all to participate in decision-making but don't necessarily encourage it.

Appendix F:

Do you understand the role of each of these groups and how their work affects you? If you would like to comment on the work of any of these groups, please do so.

Yes.
If these committees work to perpetuate a system that, in my eyes, is an unfair system that abuses the use of adjunct faculty, I don't think these groups are truly looking out for what is best our students and faculty. Students need their professors to be available. Adjuncts famously are not because they have to travel outside of the Los Rios District to supplement their part-time wages. This is bad for faculty and students. Why do these groups not address this serious problem?
Yes.
I probably don't understand the role of these groups. I feel pretty much like an outsider as an adjunct.
I have no clue about any of those groups other than the academic senate. in 24 years I've never heard of 3 of those groups
I understand the role of Academic Senate because I have served on senate. I do not understand the role of classified senate but I believe it is similar to academic senate. What is the difference between the Senior Leadership Team and the Executive Council? Associated Student Government is very paternalistic to students and needs administrative changes. Dept. Chairs council seems like a taboo to go but would love to go and discuss many issues if it is open to any faculty to attend.
pretty much
Very little info from the department chairs council.
There has been no communication between my office that implements many outreach projects with the Dept Chairs Council. Perhaps that council should request a report to be shared at the meeting in order to be better informed of this work.
Not a matter of understanding - I'm not interested.
We don't hear about many of these groups because we are not part of them. Information about the workings of these groups is not readily available to adjuncts. In many areas across the campus we are very much considered second-class citizens who do not deserve to be "in the know".
The fact that I don't know how effective each of these groups are says something about our communication processes. I have no idea what SLT, ASG, EC, or Classified Senate have been discussing in their meetings, because I'm not a part of them.
I am unaware of the roles of the Executive Council and the Department Chairs Council.
Yes, knowing the "mechanics" verses the detail on specifics is the problem.
I know Academic Senate because they send out their agenda and meeting minutes. Classified Senate does the same. All the other groups, I have no idea what they do.
I do not understand the role of many of these groups and how their work affects me.

I have no idea what any of these groups do.
Im sorry to say that I don't fully understand the leadership process yet, but I am learning slowly whenever I can
Now that you bring it up, I have no idea what decisions are made by bodies I'm not a part of.
I read the Senate Agenda and minutes each time they are e-mailed but the information especially on the agenda is so sketchy that I can't always decide if an issue even applies to my work. All of the other groups make no regular effort to report what issues they are addressing, the relevant arguments (advantages, disadvantages and to whom) are or what decisions were made and upon what basis.
Executive council is a governance dinosaur that mostly serves to insulate senior leadership from interactions with faculty and real information about the day to day situation in the work of departments.
I do not fully understand the roles of these groups, nor precisely how their work impacts me.
No...information about each group would be very helpful.
Don't know who the Executive council members are. Don't know who the Senior Leadership Team members are. Haven't had time to research either one.
As an adjunct I have not been involved with these.
I have no idea about these groups other than I have seen their names on various posts.
What I hear about the current state of the SCC senate is very discouraging.
Yes, I understand their roles. As long as the groups are functioning with a culture of respect and sincere consideration of faculty/staff/student priorities (since we are the ones 'in the trenches') then I am supportive of their roles. However, my understanding of the last few years seems to have been that they served more as a barrier to communication than a facilitator. Much of this might be due to our previous President's administrative style and the recent power vacuum created by the recent retirements of several VP's and other admins. So, I look forward to a new President, and have high-hopes for his (at first appearances) more open and inclusive approach.
Since I am a faculty I do not know how classified senate affects me. I don't know senior leadership team or executive council. I understand the roles of the others.
I don't. I didn't know there was an executive council or a department chairs council. I am fairly new to the academic world, and am learning as I go along.
Effective in what way? This really needs to be defined. Effective at meeting and talking? Effective at decision making for the college? Effective at what?
No
I understand their roles, I just don't know how effective they are. I'd like to understand what they are working on, I'd like to know that its beneficial and I would like to know that there was a deliverable on the time and energy spent and I'd like to know what the measured increase of productivity achieved since its implementation is or was.
Nope.
Yes

I do not really understand how any of these these groups affects me or how they are organized, except Academic Senate and DCC. (I'm a faculty member).
I don't know what the student govt does.
Yes, for the most part.
I liked Dept Chairs Council better when we met every two weeks. I don't really care for the current format. We meet once a month with the DCC and then the other meeting is just with chairs from our division. I haven't found this meeting to be that helpful and prefer to return to the previous format.
I am unaware of the different roles played by each.
yes - send regular updates
Yes.
Which group looks into the effectiveness of processes that adversely affect/are inequitable for students? For example, which group is active looking at financial aid and the discrepancies (based on gender/ethnicity) of timeliness of awards, amounts, and more importantly which students are being denied, and for what reasons?
I understand that the Senior leadership Team, executive council look at the broad coup of our mission and discuss what they think would be the best approach to an objective for the campus. I hear that they get input from the academic senate and classified senates, but whether they really take them into consideration has not been validated enough.
I know how they work, in principle. Not being a member of many of them, I don't know the specifics.
No. the interconnections of these groups is not known.
I understand that each one effects me. I do not know how effective they have been.
I understand how the work of each of these groups affects me.
I have not been here long enough to comment.
some yes, others no. Senior Leadership should lead by example. If they feel they are doing that now, nothing will change no matter how many surveys you send out.
I am still understanding these groups - from observation I have seen that sometimes things do move slowly in meetings that I went to, or get mired in controversial topics such as parking, rather than coming up with plans and getting through them.
Yes. The power shift is obvious when it comes to support and effectiveness of faculty driven and led decision making entities function.
Not really for many of them.
I do not know what each of these groups does, nor how they affect me.
Can these six groups be consolidated? More effort needs to be devoted to classifying more employees as part of a "primary" team.

I was on the academic senate a number of years ago, and at that time it was pretty much about everyone voting "yea" on everything. It was during the budget crisis that followed the crash of 08, and I think there was a strong desire for everyone to be a team player and to put aside personal goals and desires. However, now that there has been a recovery and the state coffers are full again, it feels like the culture hasn't recovered. I know people on the senate who say that the climate has gotten more contentious of late, and that many things feel like they're being sprung on the academic senate after the fact, without debate or discussion beforehand.
N/A
No comment
Information is useless if it is ignored. Executive council is simply a filter for the President to get wrong information and should be abolished. The Academic Senate follows rather than leads
No I do not know how the role of each group affects my work.
AS is the most populous of communication, while the other groups may send out information to their own, faculty does not always hear. Senior leadership is clandestine.
no, I don't
Honestly, I don't know what any of these groups do. I am an adjunct and spend the time that should be spend being involved with a certain campus driving to multiple campuses.
I know what the Senior Leadership Team, Executive Council and Department Chairs Council are, but I don't know what they discuss and how it effects my job or the campus.
I gave the classified senate a "poor" rating not because they are actually deficient themselves, but there has been a general decline in the college's responsiveness to classfiied concerns and in addition fewer classified employees feel it's worth the effort to participate in classified senate activities...especially considering that most of us don't have the time or the tacit approval of our supervisors to do so.
I'm not sure about how any of their work, besides academic senate, affects me directly. I'm new to DCC, so I should learn more about that.
There is limited information from other groups about any work, news, issues, etc.
Yes, I understand
I have no idea what "Department Chairs Council" even is.
I understand how they work but not the outcome or input in these groups because there is no communication.
While I have heard of these by name and receive emails in regards to meeting agendas, that is all I know about them.

Appendix G:

If you would like to comment on the work of any of these groups please do so here.

Our curriculum processes are very outdated and need to be more fluid for the changing needs of our society. Can't the catalog be a living document (with addendums being made to reflect new course offerings or changes in state law)? The committee is ineffective in the sense that, depending on who is reading it, there is disagreement on grammatical things. Get that worked out. All committees, really, need to be updated.
IT, Student Success, and Staff Dev. regularly encourage participation and offer valuable workshops to attend.
I only know of the work Equity is doing because they are involving everyone in their discussions and it is open and people are invited through email. I also know about curriculum because I have put through curriculum.
I already do
It would seem that the Matriculation and Student Success Committee should have representatives on it from each office that conducts major outreach projects! I have not been invited to attend and was unaware it existed.
The campus safety committee may work effectively but there are still many areas of concern about safety on this campus.
Again, I haven't seen regular reports from most of these groups, so I don't know what they've been working on or how effective they've been.
Unit plans are useless.
I don't know what any of the committees really do on campus except the few I'm personally involved with, which I'm declining to differentiate on this survey. I sometimes wonder why we have so many committees and what the exact purpose is. I think clearer definitions of their roles is necessary and would be helpful, not only for the committee members, but also the departments they "advise."
There are certain standing committees that do a good job of sharing information and sometimes even accomplishing some work. There are also a few that do nothing and should probably be eliminated.
Unless you are on the committee, there is no organized way to know what issues each is addressing, proposals being considered (and the pros and cons of each idea with the relevant data), or decisions being made and the basis for the decisions.
Curriculum committee is the Inquisition. (Curriculum Chair) is not half the leader that (Curriculum Chair) was as chair. (Curriculum Chair) was there to help. (Curriculum Chair) is there to OPPOSE. (Curriculum Chair) bogs down in minutia, does not communicate well, is inflexible and rigid on her demands and opines on matters which she has no knowledge. I was able to get all curriculum through under (Curriculum Chair) easily, but have yet to have a SINGLE item passed under (Curriculum Chair). She has her own personal agenda of oppression on things she doesn't deem "worthy" of being passed based on her own (pathetic) limited knowledge base. Since she is in the (department redacted) dept, if she was a company CEO, they company undoubtedly would be bankrupt from her terrible leadership.
Faculty input is frequently politely ignored on many committees. Hopefully the recent change in leadership will correct many years of ad hoc decisions made at the last minute without faculty input. Changing the culture of a college is like changing the direction of a large boat. I hope it can be done, because the water sure is choppy.
I haven't heard about the work of most of these committees this semester.

In general I think that our committees attempt to good work despite the difficulties that I previously described.
I was only involved with PRIE.
I have been here a long time and I don't know what all these committees are doing. That is really unfortunate. But where are the agendas and meeting minutes? How can you know?
I rated many of these "don't know" because I really have no idea what these groups have been doing over the past year. We don't receive regular reports from them, and so it's hard to judge how effective their work is.
Effective at what? Raising issues... ..Completing their charge?
the fact that I had to check of 'don't know' to so many is an indicator of the lack of information given
My department gets no info we are not treated as district employees
There is a general feeling among faculty that there is no point in asking for reallocation of funding since the budget committee is not really willing to consider new initiatives. If you want participation, you need to allow that participation to be effective.
I'm not familiar with the work of most of these committees or what they have accomplished, so I said "don't know" for almost all of them....
I don't know what many of these committees actually do... perhaps they could publicize more!
Teh Curriculum committee is the only comm that I have experience with. It is well run and effective...
I have not been here long enough to determine effectiveness.
After moving to portables this past summer, I can say with all certainty that safety is NOT a priority for our division!
Campus issues process does not generate a feeling of safety when an issue is brought up. Political and social consequences may haunt the individual who shares an issue. Feedback in not provided to campus community if issues are resolved, leading many to believe issues were never addressed.
Staff development is awesome under the leadership of Norman!
The 'poor' responses are due to a lack of engagement of these bodies towards examining the bigger picture of what is happening to the campus.
I have visited a few of these, and I know the individuals in these committees work hard to move things forward. They should be lauded on their continuing efforts. I do see in some of these overlap and the same set of individuals participating.
We still have approved campus issue forms that have not been acted on that are over two years old, and have tried to use CIFs in the past to raise serious safety concerns that have gone around and around the constituency groups and committees, to end up with little actionable results. The problems still exist and have not been remedied.
The campus issues process is the odd man out in this list. It may be fine, but it is rarely used and not widely known (I think).
I am pleasantly surprised by the Equity and Diversity Committee's very solid outreach.
N/A

Not in a position to judge
Budget committee still doesn't have control over most of the discretionary budget.
Campus issues take too long.
Honestly, I don't know what any of these groups do. I am an adjunct and spend the time that should be spend being involved with a certain campus driving to multiple campuses.
I rated the effectiveness of each group by what information I know of them. If I don't know much about the committee and what they are discussion and doing, then I don't know if they are effective.
I don't hear much about committees other than curriculum since their work product does not seem to have much impact on my job. And I never hear anyone complain about curriculum... I need to access Socrates frequently and it seems like that process is working well.
I don't know what most of these committees do. I would have to hunt for this information and I'm on many committees. I imagine folks who can't be on many committees know even less.
once again, communication between groups, committees and employees who do not serve on those committees have no idea what is occurring.
The Budget Committee does a good job; however, it could cancel many of its fall meetings, when they conduct little business. I feel the Campus Development Committee failed to communicate about the closure of the faculty and staff dining room in order to create a Subway restaurant. I recently learned about this through hearsay.

Appendix H:

Please add any comments that you would like to include.

I'm confused about our mission...what ever happened to the "community" part of our title? Why do the CSU's offer remedial classes RATHER than automatically refer them to our system? Our system is archaically slow in response to the market we serve but frankly...who do we serve?!? Our community OR the state department of education? There is a huge disconnect which will only foster the words..."HUH?!?" when administration wants to issue a bond in an upcoming election and wonders in amazement..."Why did our community fail to pass the Bond?" Hmmmm....I wonder why?!? Could it have anything to do with NOT serving the needs/wants of our community?

I would like to be involved in the college decision making - on the budget committee and involved in leadership but I am not sure how to be involved in these committees - better communication needs to happen to encourage adjunct professors and let them know they can be involved - remember release time for adjuncts is very important and allows for us to be involved.

With a new SCUSD superintendent supportive of articulations, dual enrollment, advanced ed, and major efforts to ensure more students successfully matriculate, there should be a regular meeting of SCUSD staff under him and assigned to facilitate matriculation and OUR SCC staff assigned to facilitating matriculation. Without regular meetings to do long term planning, we will be missing out on the most important recruiting opportunity we have. We need to improve matriculation success, and scale up our outreach to include much more meaningful program exploration.

The experience one has is based in large part, in my opinion by the leadership in their department. What I know, the insight I have, and the understanding of how things go is based very good Deans I have had in the past and trusted respected colleagues I work with in my department and across the campus. Deans are the most important leaders on our campus and when you have a weak one and their is no effort to address performance and expectations so your department benefits, you go off and do your own thing. Being left alone is not always a good thing.

Bottom line: people need to know that their voice is heard; when they raise issues, changes need to occur as a result. People have been voicing their concerns for years, but little has been done. It's time to change this. Let's see what actually happens with college decision-making and communication as a result of this survey.

Thank you for allowing me the opportunity to share my comments.

After so many years of working at SCC, there truly hasn't been enough progress in communication and shared governance in decision making. Plans about discussions that directly affect our programs and our students come to us by word of mouth from other staff while crossing a hallway. This fosters great distrust towards our administrators. It is so disheartening to see that just before each accreditation, the administration is scrambling around to ensure offices, classrooms, programs, employees and students are blasted with communication and trying to clean up or pay attention to areas that are overlooked since the last accreditation. They sometimes do just enough with smoke and mirrors to blind the accreditation team and cross their fingers that not all areas are visited or that an employee doesn't complain. Those of us who have worked here long enough know to just keep doing our best for our students and staff and try to keep a smile on our face. My recommendation is for each administrator to take a close look at each area for which they are responsible, ask questions, be willing to listen to the truth without judging, and sincerely help seek options and solutions for all of their assigned areas—equitably. And, please include us in discussions that have to do with our areas, our staff, our students, our programs.

I think we need to get used to looking at information and communications on our website as opposed to relying on emails. With a good, organized website, and a little shift in habit of learning where to obtain and reference information would really clear up some of the confusion that I get from the emails. if it were organized into categories on our

website, then that would also enable new employees to follow a little easier than trying to understand who and where the emails are coming from and how they apply to us
I love the idea of shared governance and participate but the plethora of programs and initiatives (however worthy) is becoming overwhelming. Even if I'm very interested in an issue, I can't keep adding more and more meetings to my work schedule unless I want to neglect my students, my family, or my health. We each have a finite amount of time and energy and that is not being respected. For example, this survey did not take me 15 minutes but much longer because of the thinking involved. I believe it to be valuable data but, again, even the most important things cannot be done without a time and effort investment that I don't believe is being realistically estimated.
Except for student services we have recently changed the entire senior leadership team. This seems to have left many administrative services wanting. For example, there seems to be no responsible party for replacing blackboard erasers. Our new senior leaders need to visit each department, and get out of Rhoda North more.
Sadly, the college is really headed in the wrong direction. it is no longer enjoyable to work here. I can't wait to get out. (Administrator) had heart, and a BRAIN and actually LED the college. (Administrator) was great too. They had excellent people skills and they made good decisions, and they somehow displayed they cared about what happened. The current administrators are heartless, have very, very poor people skills and ridiculously absurdly bad management skills. I see the decisions they make and it is painfully clear they are a mindless borg filling that administrative slot. (You could not have picked better examples of AWFUL management skills than our current group). WHO in the world hired these people? SCC is the textbook example of the Peter principle, especially at the AVP level and above.
Again, thank you for your efforts to reach out to me. I'm sure full-timers and other staff are getting more out of the offices and departments you have mentioned above. I'm just a time-crunched teacher.
Change starts at the top, by example. The sheeple will follow. I am cautiously optimistic.
Until we can truly 'work together' as our so called mission says, we will continue to have communication challenges. And if we can't even sit in a room together to all be on the same page and discuss a topic, well I don't see anything changing. All I've seen from this survey is a PowerPoint at our convocation showing the results. Where's the real change from what we are sharing in this survey.
Thanks for running the survey! I look forward to the Administration's response and to more fruitful and productive communication and decision-making on campus in the future.
This survey was valuable in letting me know some of the processes at work here that I did not know about previously. Thank you!
We are a mid size institution. When you grow in a organization, you need to have EFFECTIVE and STRATEGIC communication and also TRUST. We still operate as if we are a small institution and everyone needs to know about everything. That is not possible, its fatiguing, and leads to burn out.
The process needs to be more transparent. One person cannot have power over a decision based on personal favor. Processes need to be in writing and participants notified before changes are implemented. All communication needs to be in writing so when it falls apart, as it will, there will be recourse.
I'd like to see more measurable results so that improvements can be seen by all. I recognize we are all trying our best, maybe its a question of easier process's, re-working divisions, making the work more evenly distributed.
Emphasize fixing communication (type, frequency, and clarity), and I believe increased participation will follow.
We continue to say that improving communication is a goal, but I am not sure the commitment is really there.

Thank you for conducting this survey, and for allowing faculty participate in this important process. The trick from here, it would seem; is will something be done to improve this situation. One of our current Academic Senators described what we have as STUFFED GOVERNANCE, and it wasn't shared in an positive tone.
We need to clarify our role as an independent campus within Los Rios. Our district has too much control over our decision making.
With the teaching schedule I have, it is sometimes overwhelming to have to pay attention to areas of the college that do not directly affect me.
Communication depends so very much on personalities and trust. I think we've made some big strides in the right direction over the last year or two.
Hire a communications consultant to advise on improvements.
One issue I've seen on campus is a deterioration of many of the services provided. Most notably, there have been issues with the bookstore and with the duplicating center, where there have been issues with ease of textbook ordering and with getting copies reliably back to one's division office in time for class (or at all). I understand that the facilities maintenance and ops have had issues too, with faculty having trouble getting keys they need when they've been moved to new buildings and with delays or troubles in getting needed repairs made. I don't know much about the way staff are consulted or included in the decision making process on campus, but in my experience, poor service is often a result of poor morale, or perhaps issues with being understaffed, or with both.
I believe the college does a pretty good job in communication with it's constituents. I do not feel the same about the District, although usually there is a general silence from the District (thus we think all is okay...not a bad thing if it is true), but that lack of communication can also expose problems that can develop due to simply lack of information on the District's part (yes, I am thinking about the Parking changes in particular). A better line of communication with the District Academic Senate would help to ameliorate many of these concerns.
PT faculty outnumber FT faculty but FT make all the decisions. The college needs to change its pay formulae so that PT voices are equally represented.
SCC would best be served by succession from the District..
I have not had the opportunity to meet with the new President personally. I have heard him speak in public, but I work better once I have a rapport built with the individual. Coming down and meeting people in our space, versus a public setting would help communication. Choose a department once a month, come to a department meeting. Show your true self if possible, versus being professionally correct. Please.
Unless adjuncts are considered part of a specific campus with some element of job security at that particular campus there is no reason for them to become involved. We cannot be expected to commit to a campus committee, etc. if that campus can't give us the same commitment in return.
no time - back to work
We have sound practices and policies that govern our work. We need to be more open to change than we are.
I think a website would be informative. Send an email out about what's going on with committees or decision making but also have a constant resource where people can go and receive a quick update on what the committees/groups are discussing and moving forward with. A website with the committee/groups agendas could be informative. That way all staff/students know where to go to find information about each committee/group rather than going by word of mouth or just not knowing committees/groups exist.

Morale at this campus, especially among classified, has been sinking for a long time. We really need more classified support in particular and more of a sense that our concerns matter to the administration.

I'd like a clear decision making process. 10+1 is just an idea, we should have a clear and open decision making process that is followed from departments to the president. Communication needs to be done in more than email format; our website is not uptodate (not enough staff to do this probably, that is the case in my department), and it should be our main form of communication; this is a shame.

I love working here, but I hear the same complaints time and time again from people. I don't know if that's because no one is willing to say something to anyone who can make the change, or if the ones in charge aren't willing to change. There's definitely room for improvement as far as participatory governance and communication goes, but whether or not our opinions are taken seriously are a different matter.

I would like to discuss expectations for faculty. There is such a push now to move students faster through the system, and yet nothing has been said about reducing class size or providing in-class support for struggling students.

I want to more stronge for our cart please.