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SUMMARY

The focus group responses to the first question on awareness of governance and decision-making seemed to indicate that committee emails with agendas and minutes are an effective way of keeping the campus informed. Adjunct faculty do not feel that they are stakeholders in decisions, and as a result do not stay informed.

On the subject of structural effectiveness, participants did not know how to find out what the needs of the community were; perhaps not directly related to the question, some thought the college could do a better job of promotion. There was lack of knowledge about where the organization chart could be found on the campus web site.

On the effectiveness of the administrative structure, responses included comments that decision-making was not transparent. It was repeated both that emailed information was useful, and that adjuncts didn’t have an incentive to participate and become informed.

The improved collegial campus had a counterintuitive effect on one participant, who said that it was in times of conflict that he felt more interested in governance. Another respondent said that the Collegiality Pledge created awareness of the need to improve campus relations.

The fifth question, on staffing levels, was answered briefly with the comment that it’s too early to tell what difference recent hiring has made, and the comment that staffing is too administrator-heavy.

RECOMMENDATIONS FOR FUTURE ACTION

Provide adjunct faculty with an incentive in order to increase their participation in collegial governance. Also, for a better understanding of survey responses, we might make a distinction between fulltime and adjunct faculty. It could be that of the approximately 30% of faculty who are unaware of or uninterested in collegial governance, an outsize proportion of them are adjuncts without as much self-interest in participation.

Place organization and decision-making charts in an intuitive location on the campus web site.
To increase familiarity with governance and decision making, implement a policy that all committees and decision-making entities email new agendas and minutes to all faculty and staff.

QUESTIONS

1. From the fall 2013 faculty and staff survey one third of the respondents stated that they had no knowledge about planning, decision making, governance, administrative structure, senate's role, and resource allocation. Why aren't you getting this information? Do you get the information from your supervisors, unions, college website or administration? Please tell us why you aren't getting this information and how the college can insure you do get this information. Do you have a preferred method to learn about the college?
   - Academic Senate does a good job of letting us know what's going through their emails, which contain agendas and minutes. If we got agendas for all of those departments listed, that would be great. The agendas allow us to decide whether we want to participate or not.
   - The information is there [on the web site]. If someone is interested, the information can be accessed.
   - We don't spoon feed our students, so we shouldn't spoon feed faculty/staff. Emails that the web site is updated would be OK.
   - As adjuncts we don’t really know what’s going on because we’re only once or twice a week. There are a lot of holes in the structure. Too much information; how is it relevant to me? As an adjunct, how is it relevant to me? Why should I even look at the minutes if I can’t make decisions on committees and I don’t have a voice? I can’t vote.
   - As an adjunct, I’m here and I’m gone. If I was here full time and had an office ... we’re not on campus enough to have the connection. That's why email updates directs my attention. If I go to the campus web site, it's because I’m looking for something I already know is there.
   - Why as an adjunct do I need to know this information?
   - Working as an adjunct for four years, I always took the extra step [to get informed].
   - Adjunct rep should be sending the adjuncts updates.
   - I’d like more than one adjunct representative on the Senate.

2. How effective is the administrative structure in making sure you know about the needs of the college such as: (1) Student needs, (2) employee needs, (3) resource needs, (4) community needs or (5) other needs? Do you have suggestions for improvement? (Organization Chart)
   - [off-topic comments about how students find out what resources are available]
• I don’t know what the community needs are. Emailed minutes and agendas would help.
• Look at all these charts -- this is an invitation for problems in communication. Theoretically, the flatter the chart, the better the communication.
• Is there a newsletter, something, that tells us about student needs? [Ronn answers about the Dean of Research]
• The administration does a poor job of promoting the whole college. ... I’ve been here since 1995, and I’ve seen that. It was better in the past when the campus was scattered all over.
• Other colleges advertise. You never see any ads on TV promoting the college as a whole.
• No one has taken over a previous position devoted to promoting the college. Instead of hiring someone, we could open up the job to student interns; use the power that we have in students ... to create the stuff that we need. All we need is the funds to market.
• For Oktoberfest, we had media arts (Curtis Stage) work with promotion.
• Where can we find this [chart] – it’s not on the web site. Hard to find staff by department. [Discussion of phone directory pull-down menu for department listing]. Is this structure available on the web site?

3. How effective is the administrative structure in making sure you know about the decision making on campus? How decisions are made and who make these decisions and whether the decisions in your opinion are effective or not effective? *(Shared Governance Chart)*. Do you have suggestions for improvement?
• Many decisions are not made in the formal ways through meetings. Things happen behind closed doors and in secret. The chart looks nice, but there’s too much behind closed doors and secrecy.
• People are invited to join committees but there are often vacancies.
• Committees should be temporary, like a task force.
• Committee term limits are a good idea.
• Work Environment Committee’s emails are helpful.
• The College Council should ensure that minutes and agendas are sent out. Agendas are more transparent and practical than minutes because minutes are after-the-fact. With an agenda I can decide if I want to participate.
• If adjuncts had a vote on committees, they would participate more and be more informed.
4. The fall 2013 faculty and staff survey found that the collegial climate on campus has improved. Does the improved collegial campus make more of you interested in getting involved in governance and decision making on campus? If so, in what ways does the climate encourage you to get involved?

- I think our current administration has done an excellent job in improving collegiality, as did the president before him, but collegiality and shared governance don’t have anything to do with each other.
- We did training in peer mediation. Information about it is on the web site. Peer mediation handbook is on the web site.
- As a society we’re getting away from more traditional, more effective face-to-face communication.
- When things were heated on campus, I was more involved.
- The collegiality pledge created awareness.

5. The College has hired more staff in Academic Affairs, Student Services, and Administrative Services. Do you believe the hiring has now put the college in a position to adequately serve the purpose and mission of the college? If not, why not? (Organization Chart)

- Too early to tell.
- District is weighted with administrators which takes away from our teachers.