

OFFICE OF INSTITUTIONAL EFFECTIVENESS

Los Angeles Mission College Faculty/Staff Survey-Fall 2013

COLLEGE CLIMATE & COLLEGIALITY

January 24, 2014

Introduction

During the Fall 2013 term, the Los Angeles Mission College (LAMC) Office of Institutional Effectiveness conducted a comprehensive Faculty/Staff Survey of campus services and employee experiences/opinions regarding topics such as institutional effectiveness, campus climate, student needs, and services provided to students, faculty, and staff. 133 valid responses were received from classified staff (33 percent), regular faculty (32 percent), adjunct faculty (26 percent), classified management (4 percent), unclassified staff (2 percent), and academic administrators (2 percent).

This report summarizes the comments and suggestions made by respondents in the section on **campus climate**. On the whole, the majority of respondents (64 percent) felt that "the climate on campus this year is more collegial than in prior years." Only ten percent disagreed and 26 percent neither agreed nor disagreed. The majority of respondents (68 percent) also believed that the College community was "making more of an effort to be collegial with one another this year compared to prior years." Only four percent disagreed and 28 percent neither agreed nor disagreed.

In addition, respondent left open-ended comments clustered around three main themes: resources and resource allocation; communication; and adjunct and regular faculty. Respondents indicated that while they felt the campus climate was improving, budget cuts and understaffing were having a negative impact on the positive gains made in better communication between and among faculty, staff and administrators. Adjunct faculty, in particular, voiced continued concerns over not being treated as equals to regular faculty. Overall, respondents seemed to believe that the campus community was making a good faith effort to improve collegiality on campus.

Campus Climate and Collegiality

The section of the Faculty/Staff Survey on campus climate and collegiality asked the following questions:

Part 1: Indicate your level of agreement with each of the following statements (Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, Strongly Disagree, or Not Applicable).

1. I feel well supported by member of the College community in ways that help me be more productive.
2. LAMC offers adequate opportunities for me to meet and socialize with other College employees.
3. I feel a sense of belonging to the LAMC community
4. I feel a sense of camaraderie with other LAMC employees.
5. I am respected by my colleagues at LAMC.
6. I am treated with integrity by my colleagues at LAMC.
7. The climate on campus this year is more collegial than in prior years.
8. Members of the College community are making more of an effort to be collegial with one another this year compared to prior years.

Part 2: Indicate the level of collegiality in your relationships with faculty, staff and administrators at LAMC (Extremely Collegial, Collegial, Somewhat Collegial, Not at all Collegial, Not Applicable):

- 9a. My relationships with faculty in **my** department/unit
- 9b. My relationships with faculty in **other** departments/units
- 10a. My relationships with staff in **my** department/unit
- 10b. My relationships with staff in **other** departments/units
- 11a. My relationships with administrators in **my** department/units
- 11b. My relationships with administrators in **other** departments/units

Part 3: 12. Examples and/or comments relating to LAMC's campus climate.

On the whole, the majority of respondents (64 percent) reported that they felt the campus climate was more collegial during Fall 2013 than in the past (question 7 above). A slightly larger majority (68 percent) reported that they believed an effort was being made by the College community to be more collegial this year (question 8 above). The gap between these two results may indicate that there is a gap between good intentions and actual achievement of results. As can be expected, different categories of employees had different opinions. In particular, the responses of regular and adjunct faculty differed. While ratings for both groups as a whole were positive, adjunct faculty gave consistently lower ratings on all indicators of collegiality (questions 1-8) than regular faculty. Figure 1 shows the proportion of respondents answering "Strongly Agree", "Agree", "Neither Agree nor Disagree", "Disagree" and "Strongly Disagree" to questions 1-8 above.

Figure 1: Responses to Campus Climate & Collegiality Question

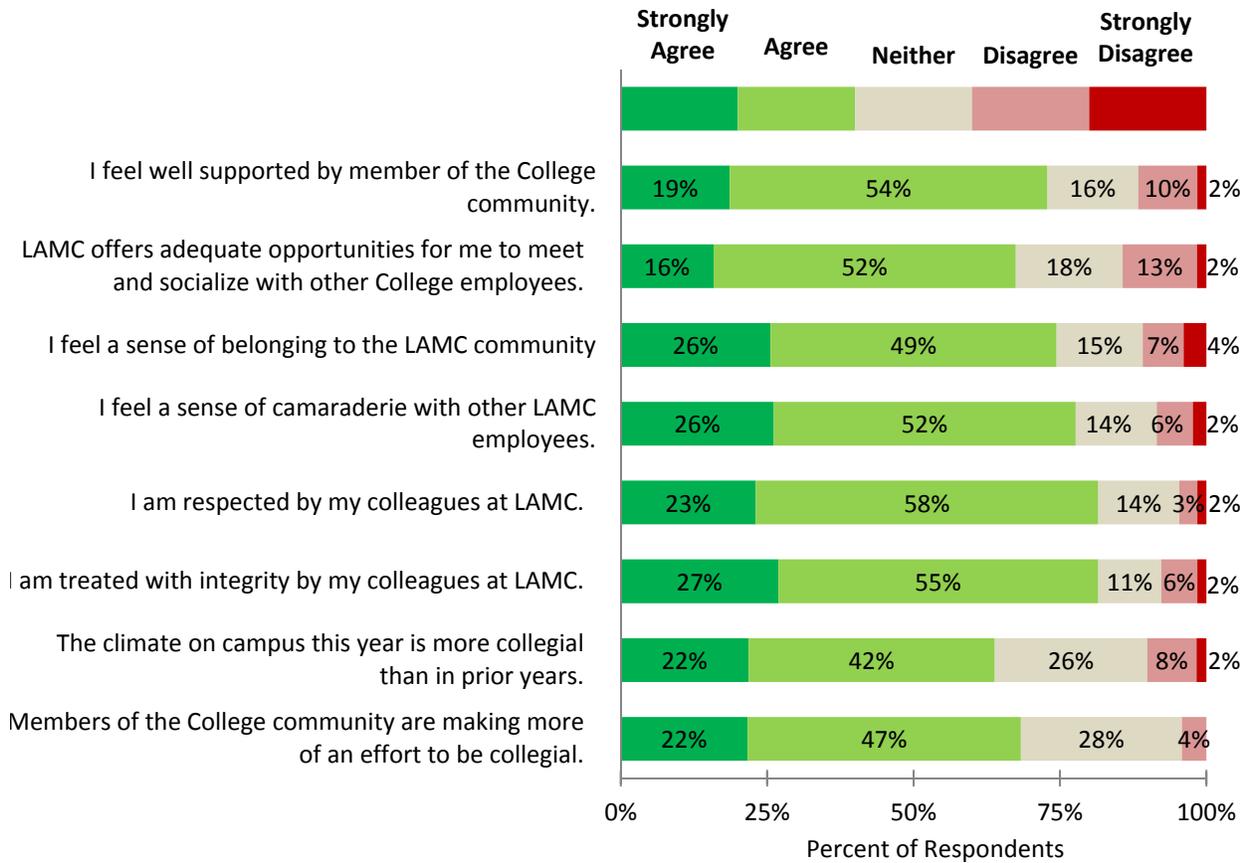
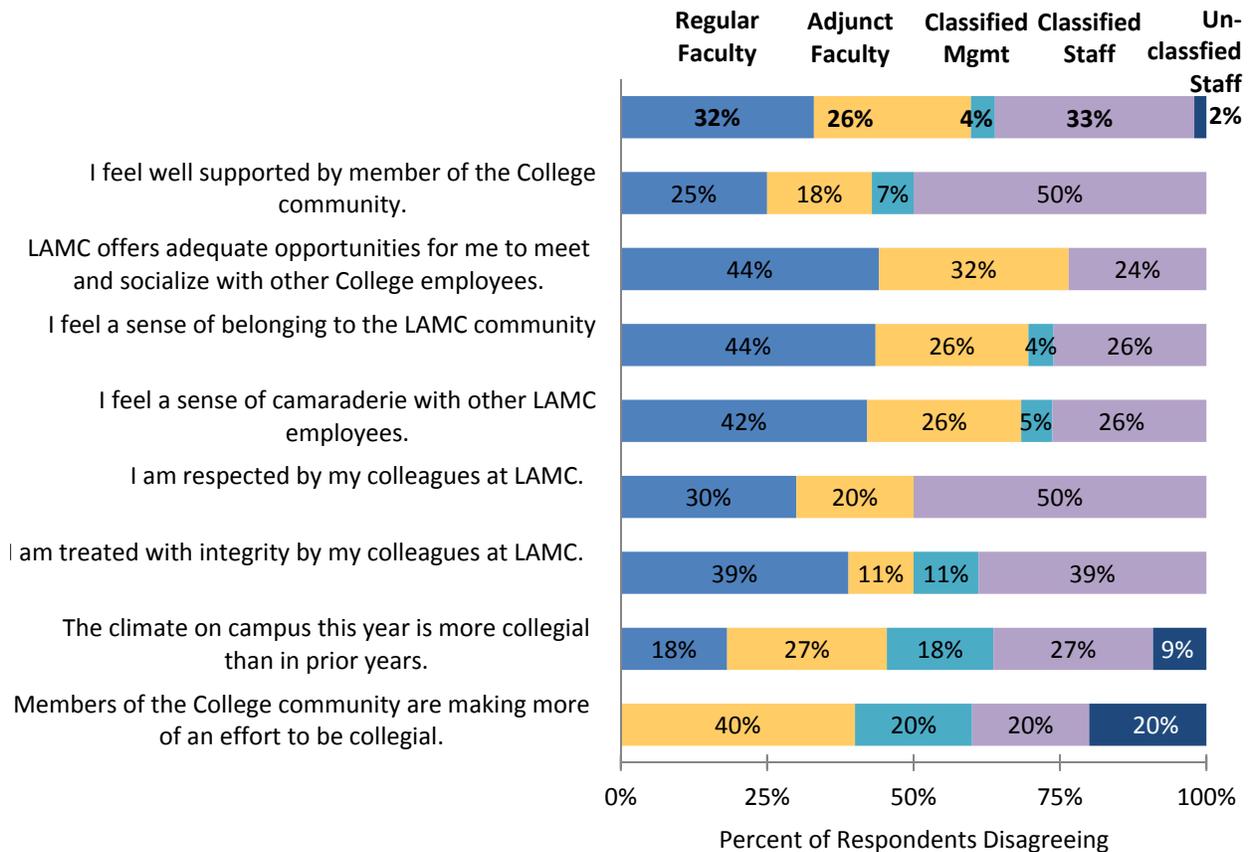


Figure 2 shows the employee group of the respondents who gave negative responses ("disagree" or "strongly disagree") to the indicators of campus climate and collegiality listed in questions 1-8 above. The percentages shown refer to the proportion that each employee group comprised among the total number of responses for that question (e.g., 25 percent of those reporting "disagree" or "strongly disagree" were regular faculty). They do not refer to the proportion of each employee group that answered "disagree" or "strongly disagree" to the question. These proportions should be compared with the overall response rates for each employee group shown in the top bar: regular faculty (32 percent of total survey responses); adjunct faculty (26 percent); classified management (4 percent); classified staff (33 percent); unclassified staff (2 percent); administrators (2 percent - no administrators disagreed or strongly disagreed). A wider bar indicates that an employee group is less satisfied than average with regard to that indicator.

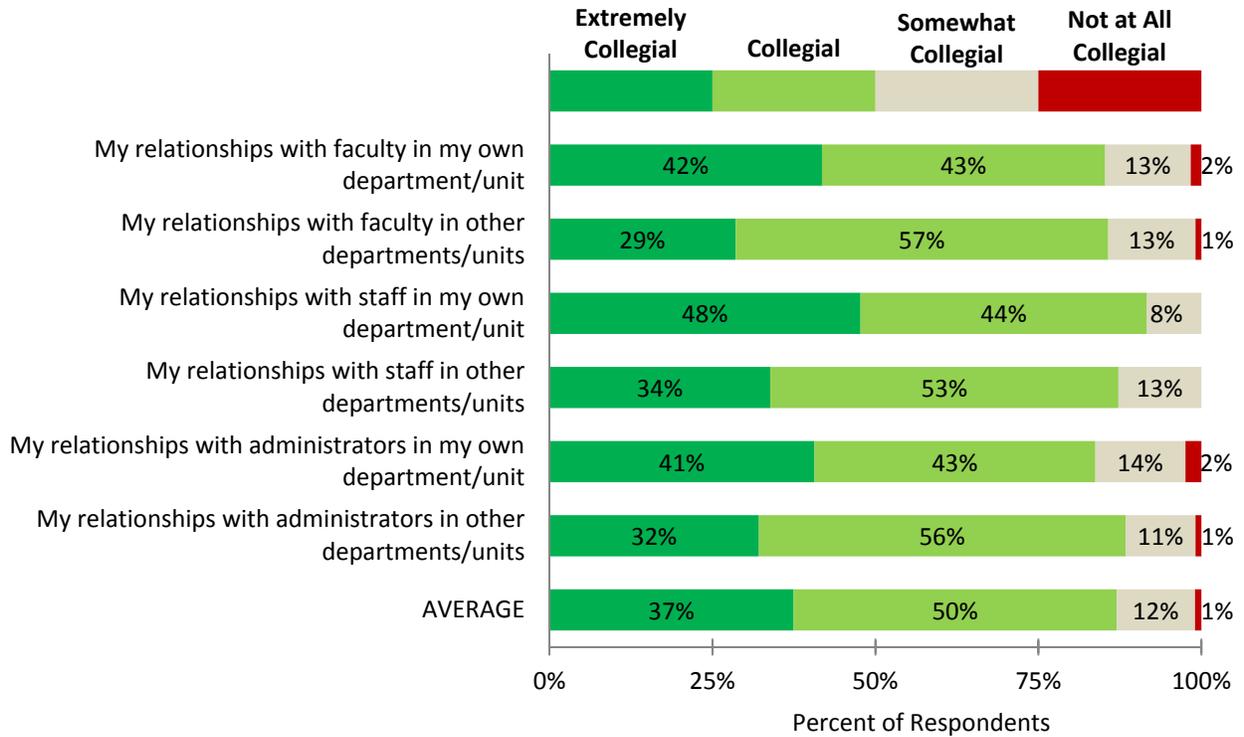
Figure 2: Employee Group of Respondents who **Disagreed** or **Strongly Disagreed** with the Campus Climate & Collegiality Indicators Listed



Questions 9a through 11b ask respondents about their relationships with faculty, staff and administrators in their own department/unit and in other departments/units. On average, the vast majority of respondents (87 percent) reported "collegial" or "extremely collegial" relationships with all six groups, with staff being the most collegial group. The highest proportion of respondents (92 percent) reported being collegial or extremely collegial with staff their own department or unit. No respondents reported "not at all collegial" relationships with staff in any department, their own or others, and only 1-2 percent reported "not at all" collegial relationships with faculty or administrators.

Among those who reported "not at all collegial" relationships, adjunct faculty predominated (four out of seven responses were from adjunct faculty, two were from regular faculty and one was from classified staff). Figure 3 shows the proportion of respondents reporting "extremely collegial", "collegial", "somewhat collegial" and "not at all collegial" for each of the six groups.

Figure 3: Level of Collegiality at LAMC



Summary

The following representative comments were given in the open-response section for comments relating to LAMC's campus climate and cluster around three main themes: resources and resource allocation; communication; and adjunct and regular faculty.

I. Resources and Resource Allocation

- "Overall excellent, although with recent budget cuts over these past few years, I feel it is reflective on the Campus Climate." - Regular Faculty;
- "I believe people still feel territorial and feel that if there is change, there will be a loss. Also, unfilled positions add additional work/stress to the understaffed employee. This leads to friction with supervisors/administrators and a loss of moral because they feel unimportant and unheard." - Regular Faculty.

II. Communication

- "Overall, communication has improved with staff and other colleagues." - Adjunct Faculty;
- "The atmosphere (faculty) at LAMC is improving. The President is much more interactive - more present - with the faculty and staff than previous presidents." - Adjunct Faculty;
- "Faculty should seek out opportunities to learn from and support each other, rather than trying to find ways to embarrass and prove others wrong publicly." - Regular Faculty.

III. Adjunct and Regular Faculty

- "While I have been treated as an equal by colleagues, I am not convinced that all adjunct faculty have had the same experience." - Adjunct Faculty;
- "If one is a part-timer and teach in the evenings, it's difficult to meet, socialize, and share ideas with other faculty. Most offices are closed and faculty is teaching at that time or working in their offices." - Adjunct Faculty;
- "Favoritism continues to be an issue." - Adjunct Faculty.

The following comments, from another section of the survey summarizes the overall opinion on campus climate: "I believe from my experience, especially during the last year, that the College climate has improved significantly. I also believe that the majority of my faculty colleagues, administrators, and staff care about the students and work diligently in their respective positions for students' success."