

# *COLLEGE OF THE CANYONS*

*Santa Clarita Community College District*

*26455 Rockwell Canyon, Santa Clarita, CA 91355*

*Office of Institutional Development and Technology*

## Climate Survey: Spring 2016

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**Table of Contents**

Introduction.....3  
 Methods.....3  
 Results.....4  
 Summary of Findings.....15  
 Recommendations.....18  
 Appendix A: Survey Instrument ..... A-1  
 Appendix B: Response Frequencies  
     Summary **Counts and Percentages** of Responses.....B-1  
 Appendix C: Summary of Open-Ended Responses .....C-1

**Figures and Tables**

Tables

Table 1. Opportunities to Engage (by Employee Group) ..... 4  
 Table 2. Awareness of Committees and Decision Making (by Employee Group)..... 5  
 Table 3. Agreement that the College Promotes Lifelong Learning (by Employee Group) ..... 5  
 Table 4. Agreement that the College is Transparent in Decision-Making (by Employee Group) ... 6  
 Table 5. Agreement that the College Promotes Diversity (by Employee Group) ..... 6  
 Table 6. Agreement that the College is focused on Solutions (by Employee Group) ..... 7  
 Table 7. Agreement that the College Welcomes Input from People with Diverse Viewpoints (by Employee Group) ..... 7  
 Table 8. Agreement that the College Environment is Conducive to Teaching and Learning (by Employee Group) ..... 7  
 Table 9. Agreement that the College Values the Work of Its Employees (by Employee Group) .... 8  
 Table 10. Agreement that the College Appreciates the Work of Its Employees (by Employee Group) ..... 8

## ***Introduction***

The Office of Institutional Research, Planning and Institutional Effectiveness, in coordination with the Academic and Classified Senates, surveyed full-time faculty, adjunct faculty, classified staff and confidential staff in Spring 2016. The purpose of this survey was two-fold: 1) To assess how faculty and staff engage with and understand how to participate in decision making and planning for the college and 2) To assess perceptions of campus climate.

## ***Methods***

The Office of Institutional Research, Planning and Institutional Effectiveness, in cooperation with the Academic and Classified Senates, developed a survey that contained questions intended to gather information on how faculty and staff engage with and understand how to participate in decision making and planning processes at the College and to assess their perceptions of campus climate as it pertains to those processes.

## **Procedures**

Surveys were distributed on May 27, 2016 to full-time faculty, adjunct faculty, classified staff and confidential staff through surveymonkey.com. Administrators were not surveyed.

Completed questionnaires were coded and tabulated using Excel (2013) and Survey Monkey.

## **Subjects**

Of the 1,139 surveys distributed to faculty and staff, 362 completed surveys were returned, resulting in a response rate of 32 percent. For each employee group surveyed, the response rates were as follows:

- Full-Time Faculty: Of the 195 surveys distributed to full-time faculty, 129 completed surveys were returned, resulting in a response rate of 66 percent.
- Adjunct Faculty: Of the 669 surveys distributed to adjunct faculty, 112 completed surveys were returned, resulting in a response rate of 17 percent.
- Classified/Confidential Staff: Of the 275 surveys distributed to classified and confidential staff, 121 completed surveys were returned, resulting in a response rate of 44 percent.

## **Instruments**

The survey included six closed-ended questions. The first asked for the employment classification. Response alternatives were *Full-time Faculty*, *Adjunct Faculty*, *Classified and Confidential Staff (full-time)* and *Classified Staff (Part-Time)*. The second question asked respondents about perceived

opportunities to engage in planning and decision making in seven areas. Response alternatives were *Yes* and *No*. Two questions assessed respondents' awareness of committees and decision making processes and the college environment. Response alternatives for the former questions were *Yes* and *No*. For the latter question, response alternatives were *Strongly Disagree*, *Disagree*, *Neutral*, *Agree*, and *Strongly Agree*. The survey also included two open-ended questions asking respondents about barriers to participating in planning and decision making and other comments. See Appendix A for a complete copy of the survey.

## Results

### Employee Status

About one-third of the respondents were full-time faculty (37 percent – 133 respondents), classified and confidential staff (33 percent – 118 respondents) and adjunct faculty (31 percent – 111 respondents).

### Opportunities to Engage

Respondents were asked to indicate their level of awareness of opportunities to engage in planning and decision making (see Table 1). Overall, there was a high degree of awareness of opportunities. The highest levels were with full-time faculty related to professional development and committee work. Adjunct faculty expressed relatively lower levels of awareness, especially related to planning processes (45 percent) and involvement in decision making (48 percent). Classified staff expressed relatively lower levels of awareness with assessment of Student Learning Outcomes/Administrative Unit Outcomes (30 percent) and involvement in decision making (56 percent).

**Table 1. Opportunities to Engage (by Employee Group)**

	Overall	Full-Time Faculty (n=128)	Adjunct Faculty (n=103)	Classified Staff (n=97)
Professional development	99%	100%	97%	99%
Committee work	85%	100%	66%	86%
Celebration of diversity	75%	84%	68%	71%
Assessment of Student Learning Outcomes (faculty)/ Administrative Unit Outcomes (classified/confidential)	74%	99%	81%	30%
Community service	69%	78%	61%	65%
Planning processes	65%	85%	45%	61%
Involvement in decision making	63%	79%	48%	56%

See Appendix C for other comments, which did not follow a clear pattern.

### Awareness of Committees and Decision Making

Respondents were also asked about their awareness of committees and decision making (see Table 2). There was a high degree of awareness of the purpose of committees (82 percent) and role of Academic Senate and Classified Senate (78 percent). Overall, the lowest levels of awareness were related to how

staffing (51 percent) and budget decision are made (40 percent). Adjunct faculty had the lowest levels of awareness, with only 26 percent indicating that they are aware of how budget decisions are made. However, the majority of respondents from all groups indicated that they are unaware of how budget decisions are made. Also, only 34 percent of adjunct faculty and 47 percent of classified staff are aware of how staffing decisions are made.

**Table 2. Awareness of Committees and Decision Making (by Employee Group)**

	Overall	Full-Time Faculty (n=129)	Adjunct Faculty (n=103)	Classified Staff (n=97)
The purpose of committees on campus	82%	95%	65%	84%
The role of the Academic Senate or Classified Senate (as appropriate)	78%	93%	60%	77%
How to join a committee	72%	98%	40%	72%
How to visit a committee	60%	81%	38%	53%
How faculty are appointed to committees (faculty only)	59%	85%	28%	*
How staffing decisions are made	51%	67%	34%	47%
How budget decisions are made	40%	47%	26%	46%

See Appendix C for other comments.

### **College Environment**

Respondents were asked about eight areas related to the college environment. The first is the level of agreement that the College promotes lifelong learning (see Table 3). The majority of all groups indicated that they agree that the college promotes lifelong learning.

**Table 3. Agreement that the College Promotes Lifelong Learning (by Employee Group)**

	Strongly Disagree/ Disagree	Neutral	Strongly Agree/ Agree
<b>Overall (all employee groups)</b>	<b>10%</b>	<b>14%</b>	<b>76%</b>
Full-time Faculty (n=127)	13%	13%	74%
Adjunct Faculty (n=100)	7%	16%	77%
Classified and Confidential Staff (n=92)	10%	12%	78%

The level of agreement that the College is transparent in decision making is relatively lower than other questions. Between 23 percent and 34 percent of full-time faculty, adjunct faculty, and classified staff agree or strongly agree with the statement. For the full-time faculty, adjunct faculty, and classified staff, 51 percent, 31 percent, and 43 percent strongly disagreed or disagreed with the statement, respectively.

**Table 4. Agreement that the College is Transparent in Decision-Making (by Employee Group)**

	<b>Strongly Disagree/ Disagree</b>	<b>Neutral</b>	<b>Strongly Agree/ Agree</b>
<b>Overall (all employee groups)</b>	<b>42%</b>	<b>30%</b>	<b>28%</b>
Full-time Faculty (n=127)	51%	26%	23%
Adjunct Faculty (n=100)	31%	35%	34%
Classified and Confidential Staff (n=91)	43%	30%	27%

The majority of respondents agree that the college promotes diversity (see Table 5). For full-time faculty, adjunct faculty, and classified staff, 61 percent, 69 percent, and 70 percent agreed or strongly agreed with the statement, respectively.

**Table 5. Agreement that the College Promotes Diversity (by Employee Group)**

	<b>Strongly Disagree/ Disagree</b>	<b>Neutral</b>	<b>Strongly Agree/ Agree</b>
<b>Overall (all employee groups)</b>	<b>14%</b>	<b>20%</b>	<b>66%</b>
Full-time Faculty (n=127)	17%	21%	61%
Adjunct Faculty (n=99)	11%	20%	69%
Classified and Confidential Staff (n=92)	14%	16%	70%

About half of respondents agreed or strongly agreed that the College is focused on solutions, 30 percent indicated neutral, and 15 percent disagreed or strongly disagreed. A slightly higher proportion of full-time faculty (58 percent) and adjunct faculty (58 percent) agreed or strongly agreed compared to the classified staff members (49 percent).

**Table 6. Agreement that the College is focused on Solutions (by Employee Group)**

	Strongly Disagree/ Disagree	Neutral	Strongly Agree/ Agree
<b>Overall (all employee groups)</b>	<b>15%</b>	<b>30%</b>	<b>55%</b>
Full-time Faculty (n=126)	14%	28%	58%
Adjunct Faculty (n=100)	12%	30%	58%
Classified and Confidential Staff (n=92)	20%	32%	49%

Slightly lower than half (47 percent) of the respondents indicated that the College welcomes input from people with diverse viewpoints, with 29 percent indicating neutral and 25 percent indicating strongly disagree or disagree. A slightly higher percentage of adjunct faculty (51 percent) agreed or strongly agreed with the statement compared to full-time faculty (45 percent) and classified and confidential staff members (45 percent).

**Table 7. Agreement that the College Welcomes Input from People with Diverse Viewpoints (by Employee Group)**

	Strongly Disagree/ Disagree	Neutral	Strongly Agree/ Agree
<b>Overall (all employee groups)</b>	<b>25%</b>	<b>29%</b>	<b>47%</b>
Full-time Faculty (n=127)	32%	23%	45%
Adjunct Faculty (n=100)	17%	32%	51%
Classified and Confidential Staff (n=92)	23%	33%	45%

The majority of respondents (79 percent) strongly agreed or agreed that the College environment is conducive to teaching and learning. The high percentage of respondents agreeing or strongly agreeing with the statement was true for full-time faculty (72 percent), adjunct faculty (81 percent) and classified and confidential staff members (85 percent).

**Table 8. Agreement that the College Environment is Conducive to Teaching and Learning (by Employee Group)**

	Strongly Disagree/ Disagree	Neutral	Strongly Agree/ Agree
<b>Overall (all employee groups)</b>	<b>9%</b>	<b>12%</b>	<b>79%</b>
Full-time Faculty (n=126)	10%	18%	72%



Adjunct Faculty (n=100)	13%	6%	81%
Classified and Confidential Staff (n=92)	3%	12%	85%

About half of the respondents indicated that the College values the work of its employees, with 22 percent indicating neutral and 26 percent indicating strongly disagree or disagree, the percentage agreeing or strongly agreeing was relatively lower for full-time faculty (46 percent) and classified and confidential staff (47 percent) compared to adjunct faculty (64 percent).

**Table 9. Agreement that the College Values the Work of Its Employees (by Employee Group)**

	Strongly Disagree/ Disagree	Neutral	Strongly Agree/ Agree
<b>Overall (all employee groups)</b>	<b>26%</b>	<b>22%</b>	<b>52%</b>
Full-time Faculty (n=127)	29%	24%	46%
Adjunct Faculty (n=100)	22%	14%	64%
Classified and Confidential Staff (n=91)	26%	26%	47%

About half of the respondents indicated that the College appreciates the work of its employees, with 23 percent indicating neutral and 25 percent indicating strongly disagree or disagree, The percentage agreeing or strongly agreeing was relatively lower for full-time faculty (46 percent) and classified and confidential staff (48 percent) compared to adjunct faculty (63 percent).

**Table 10. Agreement that the College Appreciates the Work of Its Employees (by Employee Group)**

	Strongly Disagree/ Disagree	Neutral	Strongly Agree/ Agree
<b>Overall (all employee groups)</b>	<b>25%</b>	<b>23%</b>	<b>52%</b>
Full-time Faculty (n=127)	30%	24%	46%
Adjunct Faculty (n=100)	19%	18%	63%
Classified and Confidential Staff (n=92)	27%	25%	48%

See Appendix C for other comments.

## **Barriers to Getting Involved in Planning and Decision-Making Processes**

Respondents were asked to identify barriers to participating in planning and decision making. A complete list of open ended comments is included in Appendix C. For full-time faculty, the most common groups of comments were that there are no opportunities for providing input or the input is not used (22 comments), not applicable (15 comments), lack of awareness (6 comments), and workload (4 comments. Examples of these comments include the following:

### No Opportunities for Providing Input or the Input is Not Used

- “Input on planning not considered. Decisions imposed from top down and not discussed....”
- “When deciding how to spent funds for equipment, entities outside of the department(s) have the authority to decide what equipment is best and bypass the recommendations from the faculty without having a conversation with us.”
- “While I am very involved I find that my voice is often overlooked and administrators disregard my ideas as well as other faculty.”

### Not Applicable

- “no barriers”
- “none”
- “NA”

### Lack of Awareness

- “Lack of information as to when meetings are held.”
- “Lack of master calendar of committee meetings and locations makes it hard to get involved....”
- 

### Workload

- “time/workload”
- “Time constraints, increasing departmental responsibilities”
- “Time is the main barrier. The excessive work load in teaching, coordinating, constant college projects, & committee work makes it difficult to participate in decision making.”

For Adjunct Faculty members, the most common groups of responses include: lack of awareness (16 comments), schedule or timing (12 comments), no opportunity for input or input is not used (9 comments), not applicable (9 comments), and compensation (4 comments). Examples of these comments include the following:

#### Lack of Awareness

- “As adjunct, it's difficult to know where to start, who to go to, and giving time to do so.”
- “I believe I have not participated, because it was never an option to get involved. The schedule was never posted that I could see in our department that I could join when meetings were held.”
- “I don't know how to get involved.”

#### Schedule or Timing

- “My class schedule does not always allow me to be involved in the meetings....”
- “...As adjunct faculty I have another job,, as one class a semester cannot support me. I do not have time to participate in committees.”
- “The only barrier I have experienced is time. There are committees I would like to join but I teach when they meet.”

#### No Opportunities for Providing Input or the Input is Not Used

- ...Never asked to be involved. By the time I learn about something, it has already been decided....
- “I've been told not to be involved in planning and decision making because our chair doesn't like it”
- “I've been in some meetings where it would appear that the input and participation of adjunct faculty is not appreciated by full-time faculty. Which becomes a deterrent for some that desired to get involved.”

#### Not Applicable

- “I have not experienced difficulties”
- “As an adjunct faculty, I am still not engaging in such processes, though I am aware of the opportunities and certainly will engage in the future. I do not really see barrier to get involved, each term there are a few E-mails that seek volunteers for a committee.”
- “N/A”

#### Compensation

- “...lack of compensation for part-time faculty....”

- "...pay...."
- "...as an adjunct, I have no financial incentive to be involved...."

For classified and confidential staff members, the most common groups of responses include: no opportunities for providing input or the input is not used (9 comments), not applicable (8 comments), schedule or timing (7 comments), and lack of awareness (5 comments),

#### No Opportunities for Providing Input or the Input is Not Used

- "Clarity for time to attend committee meetings as a classified."
- "Decisions are usually made by the time I find out about a specific matter...."
- "...Because staff do not have a release time to participate in committee it can also be difficult to get supervisors permission for continued involvement...."

#### Not Applicable

- "None"
- "I've not experienced one barrier. I feel welcomed and encouraged to get involved with any committee or group on campus. It's up to me!"
- "I have not experienced any barriers."

#### Schedule or Timing

- "Limited hours as a part-time employee do not allow me to get involved without it impacting my work duties."
- "There simply isn't enough time in my day to get my work done and get involved in other areas."
- "Getting time away from my daily duties"

#### Lack of Awareness

- I just think that unless you may know the right people on campus it could be a bit confusing or intimidating on how to get involved in the decision making process as well as planning.
- "...I wasn't aware that the college wanted classified staff to be involved in any decision making at COC...."
- "It isn't really advertised that one can join a committee...."

**Additional Comments/Suggestions Regarding Opportunities to Get Involved in Planning/Decision-Making Processes**

Lastly, respondents were asked to provide additional comments regarding opportunities to get involved in planning and decision making. A complete list of open ended comments is included in Appendix C. For full-time faculty, the most common groups of comments were that there are no opportunities for providing input or the input is not used (14 comments), not applicable (13 comments), and climate of fear (3 comments). Examples of these comments include the following:

**No Opportunities for Providing Input or the Input is Not Used**

- “Strategic planning is meaningless if it doesn't drive decision making. If decisions are based solely on a single point of view, then involvement in planning is just an exercise in futility.”
- “I feel that decisions are made that impact our department without consideration of our input and knowledge. Decisions are made in hiring adult hourly/college assistants when the department needs permanent full and/or part time staff.”
- “Solicitations of contributions to the decision-making process seem gratuitous and not valued. It seems like an exercise to appease some process or procedure, but our leadership believes themselves to have superior judgement and do not actually consider other viewpoints.”

**Not Applicable**

- “The college has always been very open and welcoming to my involvement in any decision-making.”
- “None at this time.”
- “I participate in many committees and decision-making processes at the college.”

**Climate of Fear**

- “Work to avoid...fear environment.”
- “Less fear from rank and file employees.”
- There is a very real climate of fear on our campus. ...I have made choices (to act or not act) based on fear of retaliation on several occasions. ...I've seen several cases where an employees [sic] actions/ decisions have ended poorly for them. Or where administrative desires have led to faculty/staff acting in a manner that they otherwise would not have, due to pressure from an administrator. ...everyone knows that it is common. Many just accept it is part of our community....”

For Adjunct Faculty members, the most common groups of responses include: not applicable (10 comments) and no opportunity for input or input is not used (3 comments). Examples of these comments include the following:

Not Applicable

- “I realize that the new adjunct contract allows for some committee positions for adjuncts with some remuneration, so that is a step in the right direction.”
- “My dean has provided a pathway for me to get involved and make decisions for our small area. This is what it takes - the power of the people at the top to provide opportunities and listen to feedback from adjuncts.”
- “None”

No Opportunities for Providing Input or the Input is Not Used

- “I think that when there are committee openings that these need to be shared to the entire campus community and that adjuncts need to be more included. Most adjuncts have NO idea about how many committees are at COC, when they meet, how to join and what they do within. There are those that may want to get more involved but have no idea how. I do not believe dept chairs are helping adjuncts learn about opportunities and mentoring them to get involved in planning and decision-making. I also think that in terms of planning, the college admin might do a broader sweep of input... For the first time ever, my new division dean sees to it that meeting minutes from the division meetings are shared with the entire department. This had never happened before. But, I think it should have.”
- “-Almost all meetings are on-the-ground vs. remote options to dial in or attend virtually. This inhibits diversity right there both by geography and in some cases by disabilities as well as some folks cannot make it to all the meetings in person.”
- “Adjuncts teach a vast number of courses, and are therefore in contact with a majority of COC students. We should be a big part in how decisions are made, not silenced and left on the sidelines.”

For classified and confidential staff members, the most common groups of responses include: no opportunities for providing input or the input is not used (8 comments) and not applicable (7 comments). Examples of these comments include the following:

No Opportunities for Providing Input or the Input is Not Used

- “Advance notifications for input prior to decision being made.”
- “I feel that planning and accountability should go hand in hand. Often times real world experience provides a more practical foundation to planning for some types of issues than classroom experience, and I don't feel that opinion is supported on this campus.”

- “Just as the union grants release time for employees to get involved with various committees, it might be helpful to delineate basic rights to participate for staff members whose managers are not supportive of participation in college planning and decision-making committees.”

Not Applicable

- “None”
- “I can't think of any”
- “As a classified employee, I am regularly included in the decision making process; planning; and execution of new projects and programs. I feel my opinion and ideas are taken seriously and that I am a valued member of the team and of the college as a whole....”

## ***Summary of Findings***

### **Opportunities to Engage**

- Overall, there was a high degree of awareness of opportunities.
- The highest levels of awareness were with full-time faculty related to professional development and committee work.
- Adjunct faculty expressed relatively lower levels of awareness, especially related to planning processes (45 percent) and involvement in decision making (48 percent).
- Classified staff expressed relatively lower levels of awareness with assessment of Student Learning Outcomes/Administrative Unit Outcomes (30 percent) and involvement in decision making (56 percent).

### **Awareness of Committees and Decision Making**

- There was a high degree of awareness of the purpose of committees (82 percent) and role of Academic Senate and Classified Senate (78 percent).
- Overall, the lowest levels of awareness were related to how staffing (51 percent) and budget decision are made (40 percent).
- Adjunct faculty had the lowest levels of awareness, with only 26 percent indicating that they are aware of how budget decisions are made.
- The majority of respondents from all groups indicated that they are unaware of how budget decisions are made.
- Only 34 percent of adjunct faculty and 47 percent of classified staff are aware of how staffing decisions are made.

### **College Environment**

- The majority of all groups of employees indicated that they agree that the college promotes lifelong learning.
- The level of agreement that the College is transparent in decision making is relatively lower than other questions. Between 23 percent and 34 percent of full-time faculty, adjunct faculty, and classified staff agree or strongly agree with the statement. For the full-time faculty, adjunct



faculty, and classified staff, 51 percent, 31 percent, and 43 percent strongly disagreed or disagreed with the statement, respectively.

- The majority of respondents agree that the college promotes diversity (see Table 5). For full-time faculty, adjunct faculty, and classified staff, 61 percent, 69 percent, and 70 percent agreed or strongly agreed with the statement, respectively.
- About half of respondents agreed or strongly agreed that the College is focused on solutions, 30 percent indicated neutral, and 15 percent disagreed or strongly disagreed. A slightly higher proportion of full-time faculty (58 percent) and adjunct faculty (58 percent) agreed or strongly agreed compared to the classified staff members (49 percent).
- Slightly lower than half (47 percent) of the respondents indicated that the College welcomes input from people with diverse viewpoints, with 29 percent indicating neutral and 25 percent indicating strongly disagree or disagree. A slightly higher percentage of adjunct faculty (51 percent) agreed or strongly agreed with the statement compared to full-time faculty (45 percent) and classified and confidential staff members (45 percent).
- The majority of respondents (79 percent) strongly agreed or agreed that the College environment is conducive to teaching and learning. The high percentage of respondents agreeing or strongly agreeing with the statement was true for full-time faculty (72 percent), adjunct faculty (81 percent) and classified and confidential staff members (85 percent).
- About half of the respondents indicated that the College values the work of its employees, with 22 percent indicating neutral and 26 percent indicating strongly disagree or disagree, the percentage agreeing or strongly agreeing was relatively lower for full-time faculty (46 percent) and classified and confidential staff (47 percent) compared to adjunct faculty (64 percent).
- About half of the respondents indicated that the College appreciates the work of its employees, with 23 percent indicating neutral and 25 percent indicating strongly disagree or disagree, The percentage agreeing or strongly agreeing was relatively lower for full-time faculty (46 percent) and classified and confidential staff (48 percent) compared to adjunct faculty (63 percent).

### **Barriers to Getting Involved in Planning and Decision-Making Processes**

- For full-time faculty, the most common groups of comments were that there are no opportunities for providing input or the input is not used (22 comments), not applicable (15 comments), lack of awareness (6 comments), climate of fear (4 comments), and workload (4 comments). Examples of these comments include the following:
- For Adjunct Faculty members, the most common groups of responses include: lack of awareness (16 comments), schedule or timing (12 comments), no opportunity for input or input is not used (9 comments), not applicable (9 comments), and compensation (4 comments). Examples of these comments include the following:
- For classified and confidential staff members, the most common groups of responses include: no opportunities for providing input or the input is not used (9 comments), not applicable (8 comments), schedule or timing (7 comments), and lack of awareness (5 comments),

### **Additional Comments/Suggestions Regarding Opportunities to Get Involved in Planning/Decision-Making Processes**

- For full-time faculty, the most common groups of comments were that there are no opportunities for providing input or the input is not used (14 comments), not applicable (13 comments), and climate of fear (3 comments). Examples of these comments include the following:
- For Adjunct Faculty members, the most common groups of responses include: not applicable (10 comments) and no opportunity for input or input is not used (3 comments). Examples of these comments include the following:
- For classified and confidential staff members, the most common groups of responses include: no opportunities for providing input or the input is not used (8 comments) and not applicable (7 comments). Examples of these comments include the following:

## *Recommendations*

Upon review of the survey results and comments provided, the following recommendations should be taken into consideration:

- Further explore developing an understanding of different perspectives on transparency and identify strategies for making improvements.
- Create a centralized list of committees and disseminate information on how to get involved in planning and decision making, including meeting schedules, agendas and minutes.
- Consider developing a committee fair-type of event to provide information on committees to employees.
- Disseminate information on the budget process and process of creating budget requests from initial idea to funding.
- Disseminate information on the staffing process from initial idea to positions being filled.
- Develop and disseminate information that delineates roles and responsibilities for college-wide, school, and department teams, including soliciting membership on committees.
- Consider adjusting start times of committees to maximize participation.
- Consider recognition opportunities for adjunct faculty providing years of service.
- Disseminate information on the process for getting involved with committees for each group of employee (classified, full-time faculty, and adjunct faculty members).
- Develop training for committee chairs and others leading meetings on facilitation and communication, including ensuring active participation, developing common understanding, inviting membership, developing agendas, and ensuring feedback and communication to groups represented on the committee.
- Develop additional strategies and implement the strategies that improve transparency in decision making with the participation of people from a variety of employee groups and perspectives.
- Expand mentoring opportunities, whether formal or informal.

- Offer professional development opportunities on how to participate in planning and decision making at College of the Canyons, from college-wide planning to school and department planning.
- Ensure information on committees is included in employee group orientations, including what committees exist, responsibilities of the committee and how to join.
- Consider conducting additional surveys and/or focus groups to obtain more detailed information on areas to improve participation in and satisfaction with planning processes, decision making and the quality of communication.
- Consider also including questions on future surveys that would enable disaggregating results by whether the person has previously participated on committee and if the person is new to the college.

**Appendix A: Survey Instrument****Climate Survey: Spring 2016**

On behalf of the Academic and Classified Senates, this survey is being sent to faculty and staff (full and part-time). The purpose of this survey is two-fold: 1) To assess how faculty and staff engage with and understand how to participate in decision making and planning for the college and 2) To assess perceptions of campus climate. To accomplish this we need your help completing this survey. Your participation is voluntary and every effort will be made to keep your responses confidential. We greatly appreciate your assistance!

**Employment Classification**

1. Please indicate your PRIMARY employment classification:

- Full-Time Faculty
- Adjunct Faculty
- Classified and Confidential Staff (Full-Time)
- Classified Staff (Part-Time)

**Opportunities/Awareness**

- |  | <b>Yes</b>            | <b>No</b>             |
|--|-----------------------|-----------------------|
| 2. I am aware of opportunities to engage in the following:   |                       |                       |
| a. Committee work  | <input type="radio"/> | <input type="radio"/> |
| b. Planning processes  | <input type="radio"/> | <input type="radio"/> |
| c. Community Service   | <input type="radio"/> | <input type="radio"/> |
| d. Involvement in decision making  | <input type="radio"/> | <input type="radio"/> |
| e. Assessment of Student Learning Outcomes (faculty) /<br>Administrative Unit Outcomes (classified/confidential staff) | <input type="radio"/> | <input type="radio"/> |
| f. Professional development  | <input type="radio"/> | <input type="radio"/> |
| g. Celebration of diversity  | <input type="radio"/> | <input type="radio"/> |
| h. Other (please specify): <input style="width: 450px; height: 20px;" type="text"/>                                    |                       |                       |

- |   | <b>Yes</b>            | <b>No</b>             |
|---|-----------------------|-----------------------|
| 3. I am aware of the following:   |                       |                       |
| a. The role of the Academic Senate (faculty) /<br>Classified Senate (classified/confidential staff) | <input type="radio"/> | <input type="radio"/> |
| b. How to join a committee  | <input type="radio"/> | <input type="radio"/> |
| c. How faculty are appointed to committees (faculty only)   | <input type="radio"/> | <input type="radio"/> |
| d. How to visit a committee   | <input type="radio"/> | <input type="radio"/> |
| e. The purpose of committees on campus  | <input type="radio"/> | <input type="radio"/> |
| f. How budget decisions are made  | <input type="radio"/> | <input type="radio"/> |
| g. How staffing decisions are made  | <input type="radio"/> | <input type="radio"/> |
| h. Other (please specify): <input style="width: 450px; height: 20px;" type="text"/>                 |                       |                       |

4. The college works to provide an environment that has the following attributes:	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
a. Promotes lifelong learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Transparent in decision-making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Promotes diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Focused on solutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Welcomes input from people with diverse viewpoints	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Conducive to teaching and learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Values the work of its employees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Appreciates the work of its employees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Other (please specify):	<input style="width: 100%; height: 20px;" type="text"/>				

**Barriers/Additional Comments**

5. Please indicate any barriers you've experienced regarding getting involved in planning and decision-making processes at College of the Canyons.

6. Please provide any additional comments or suggestions you may have regarding opportunities to get involved in planning and decision-making processes at College of the Canyons.

**Thank you for your participation in this very important survey!**

**Appendix B: Summary of Percentages****Climate Survey: Spring 2016**

On behalf of the Academic and Classified Senates, this survey is being sent to faculty and staff (full and part-time). The purpose of this survey is two-fold: 1) To assess how faculty and staff engage with and understand how to participate in decision making and planning for the college and 2) To assess perceptions of campus climate. To accomplish this we need your help completing this survey. Your participation is voluntary and every effort will be made to keep your responses confidential. We greatly appreciate your assistance!

**Employment Classification**

1. Please indicate your PRIMARY employment classification:

- 37%** Full-Time Faculty
- 31%** Adjunct Faculty
- 27%** Classified and Confidential Staff (Full-Time)
- 6%** Classified Staff (Part-Time)

Note: Classified Staff (Full-Time), Confidential Staff, and Classified Staff (Part-Time) have been combined for reporting purposes

**Opportunities/Awareness**

2. I am aware of opportunities to engage in the following:

**Yes**                      **No**

**a. Committee work**

<b>Overall</b>	<b>85%</b>	<b>15%</b>
Full-Time Faculty	100%	0%
Adjunct Faculty	66%	34%
Classified Staff / Confidential Staff	86%	14%

**b. Planning processes**

<b>Overall</b>	<b>65%</b>	<b>35%</b>
Full-Time Faculty	85%	15%
Adjunct Faculty	45%	55%
Classified Staff / Confidential Staff	61%	29%

**c. Community Service**

<b>Overall</b>	<b>69%</b>	<b>31%</b>
Full-Time Faculty	78%	22%
Adjunct Faculty	61%	39%
Classified Staff / Confidential Staff	65%	35%

2. I am aware of opportunities to engage in the following:  
(cont)

**Yes**                      **No**

**d. Involvement in decision making**

<b>Overall</b>	63%	37%
Full-Time Faculty	79%	21%
Adjunct Faculty	48%	52%
Classified Staff / Confidential Staff	56%	44%

**e. Assessment of Student Learning Outcomes (faculty) /  
Administrative Unit Outcomes (classified/confidential  
staff)**

<b>Overall</b>	74%	26%
Full-Time Faculty	99%	1%
Adjunct Faculty	81%	19%
Classified Staff / Confidential Staff	30%	70%

**f. Professional development**

<b>Overall</b>	99%	1%
Full-Time Faculty	100%	0%
Adjunct Faculty	97%	3%
Classified Staff / Confidential Staff	99%	1%

**g. Celebration of diversity**

<b>Overall</b>	75%	25%
Full-Time Faculty	84%	16%
Adjunct Faculty	68%	32%
Classified Staff / Confidential Staff	71%	29%

**h. Other (please specify):**

Please see Appendix C.

3. I am aware of the following:

**Yes**                      **No**

**a. The role of the Academic Senate (faculty) /  
Classified Senate (classified/confidential staff)**

<b>Overall</b>	78%	22%
Full-Time Faculty	93%	7%
Adjunct Faculty	60%	40%
Classified Staff / Confidential Staff	77%	23%



## 3. I am aware of the following: (cont)

**Yes****No****b. How to join a committee**

<b>Overall</b>	72%	28%
Full-Time Faculty	98%	2%
Adjunct Faculty	40%	60%
Classified Staff / Confidential Staff	72%	28%

**c. How faculty are appointed to committees (faculty only)**

<b>Overall</b>	59%	41%
Full-Time Faculty	85%	15%
Adjunct Faculty	28%	72%
Classified Staff / Confidential Staff	N/A	N/A

**d. How to visit a committee**

<b>Overall</b>	60%	40%
Full-Time Faculty	81%	19%
Adjunct Faculty	38%	62%
Classified Staff / Confidential Staff	53%	47%

**e. The purpose of committees on campus**

<b>Overall</b>	82%	18%
Full-Time Faculty	95%	5%
Adjunct Faculty	65%	35%
Classified Staff / Confidential Staff	84%	16%

**f. How budget decisions are made**

<b>Overall</b>	40%	60%
Full-Time Faculty	47%	53%
Adjunct Faculty	26%	74%
Classified Staff / Confidential Staff	46%	54%

**g. How staffing decisions are made**

<b>Overall</b>	51%	49%
Full-Time Faculty	67%	33%
Adjunct Faculty	34%	66%
Classified Staff / Confidential Staff	47%	53%

**h. Other (please specify):**

4. The college works to provide an environment that has the following attributes:

Strongly Disagree/  
Disagree

Neutral

Strongly Agree/  
Agree

a. Promotes lifelong learning

Overall	10%	14%	76%
Full-Time Faculty	13%	13%	74%
Adjunct Faculty	7%	16%	77%
Classified Staff / Confidential Staff	10%	12%	78%

b. Transparent in decision-making

Overall	42%	30%	28%
Full-Time Faculty	51%	26%	23%
Adjunct Faculty	31%	35%	34%
Classified Staff / Confidential Staff	43%	30%	27%

c. Promotes diversity

Overall	14%	20%	66%
Full-Time Faculty	17%	21%	61%
Adjunct Faculty	11%	20%	69%
Classified Staff / Confidential Staff	14%	16%	70%

d. Focused on solutions

Overall	15%	30%	55%
Full-Time Faculty	14%	28%	58%
Adjunct Faculty	12%	30%	58%
Classified Staff / Confidential Staff	20%	32%	49%

e. Welcomes input from people with diverse viewpoints

Overall	25%	29%	47%
Full-Time Faculty	32%	23%	45%
Adjunct Faculty	17%	32%	51%
Classified Staff / Confidential Staff	23%	33%	45%

4. The college works to provide an environment that has the following attributes: (cont)

f. Conducive to teaching and learning

	Strongly Disagree/ Disagree	Neutral	Strongly Agree/ Agree
<b>Overall</b>	<b>9%</b>	<b>12%</b>	<b>79%</b>
Full-Time Faculty	10%	18%	72%
Adjunct Faculty	13%	6%	81%
Classified Staff / Confidential Staff	3%	12%	85%

g. Values the work of its employees

	Strongly Disagree/ Disagree	Neutral	Strongly Agree/ Agree
<b>Overall</b>	<b>26%</b>	<b>22%</b>	<b>52%</b>
Full-Time Faculty	29%	24%	46%
Adjunct Faculty	22%	14%	64%
Classified Staff / Confidential Staff	26%	26%	47%

h. Appreciates the work of its employees

	Strongly Disagree/ Disagree	Neutral	Strongly Agree/ Agree
<b>Overall</b>	<b>25%</b>	<b>23%</b>	<b>52%</b>
Full-Time Faculty	30%	24%	46%
Adjunct Faculty	19%	18%	63%
Classified Staff / Confidential Staff	27%	25%	48%

i. Other (please specify):

Please see Appendix C.

**Barriers/Additional Comments**

5. Please indicate any barriers you've experienced regarding getting involved in planning and decision-making processes at College of the Canyons.

Please See Appendix C.

6. Please provide any additional comments or suggestions you may have regarding opportunities to get involved in planning and decision-making processes at College of the Canyons.

Please See Appendix C.

**Thank you for your participation in this very important survey!**

**Appendix B: Summary of Counts****Climate Survey: Spring 2016**

On behalf of the Academic and Classified Senates, this survey is being sent to faculty and staff (full and part-time). The purpose of this survey is two-fold: 1) To assess how faculty and staff engage with and understand how to participate in decision making and planning for the college and 2) To assess perceptions of campus climate. To accomplish this we need your help completing this survey. Your participation is voluntary and every effort will be made to keep your responses confidential. We greatly appreciate your assistance!

**Employment Classification**

1. Please indicate your PRIMARY employment classification:

- 133** Full-Time Faculty
- 111** Adjunct Faculty
- 97** Classified and Confidential Staff (Full-Time)
- 21** Classified Staff (Part-Time)

Note: Classified Staff (Full-Time), Confidential Staff, and Classified Staff (Part-Time) have been combined for reporting purposes

**Opportunities/Awareness**

2. I am aware of opportunities to engage in the following: **Yes** **No**

**a. Committee work**

<b>Overall</b>	<b>281</b>	<b>48</b>
Full-Time Faculty	128	0
Adjunct Faculty	67	34
Classified Staff / Confidential Staff	83	14

**b. Planning processes**

<b>Overall</b>	<b>210</b>	<b>113</b>
Full-Time Faculty	105	19
Adjunct Faculty	45	56
Classified Staff / Confidential Staff	58	37

**c. Community Service**

<b>Overall</b>	<b>224</b>	<b>101</b>
Full-Time Faculty	97	28
Adjunct Faculty	63	40
Classified Staff / Confidential Staff	61	33

2. I am aware of opportunities to engage in the following:  
(cont)

**Yes**                      **No**

**d. Involvement in decision making**

<b>Overall</b>	<b>203</b>	<b>121</b>
Full-Time Faculty	100	26
Adjunct Faculty	48	53
Classified Staff / Confidential Staff	53	41

**e. Assessment of Student Learning Outcomes (faculty) /  
Administrative Unit Outcomes (classified/confidential  
staff)**

<b>Overall</b>	<b>239</b>	<b>86</b>
Full-Time Faculty	127	1
Adjunct Faculty	82	19
Classified Staff / Confidential Staff	28	65

**f. Professional development**

<b>Overall</b>	<b>325</b>	<b>4</b>
Full-Time Faculty	128	0
Adjunct Faculty	100	3
Classified Staff / Confidential Staff	94	1

**g. Celebration of diversity**

<b>Overall</b>	<b>242</b>	<b>80</b>
Full-Time Faculty	106	20
Adjunct Faculty	67	32
Classified Staff / Confidential Staff	67	27

**h. Other (please specify):**

Please see Appendix C.

3. I am aware of the following:

**Yes**                      **No**

**a. The role of the Academic Senate (faculty) /  
Classified Senate (classified/confidential staff)**

<b>Overall</b>	<b>258</b>	<b>73</b>
Full-Time Faculty	119	9
Adjunct Faculty	62	41
Classified Staff / Confidential Staff	75	22

## 3. I am aware of the following: (cont)

**Yes****No****b. How to join a committee**

<b>Overall</b>	<b>238</b>	<b>92</b>
Full-Time Faculty	127	2
Adjunct Faculty	41	61
Classified Staff / Confidential Staff	69	27

**c. How faculty are appointed to committees (faculty only)**

<b>Overall</b>	<b>139</b>	<b>95</b>
Full-Time Faculty	109	20
Adjunct Faculty	29	73
Classified Staff / Confidential Staff	N/A	N/A

**d. How to visit a committee**

<b>Overall</b>	<b>194</b>	<b>132</b>
Full-Time Faculty	104	24
Adjunct Faculty	38	63
Classified Staff / Confidential Staff	50	44

**e. The purpose of committees on campus**

<b>Overall</b>	<b>270</b>	<b>60</b>
Full-Time Faculty	122	7
Adjunct Faculty	66	35
Classified Staff / Confidential Staff	81	16

**f. How budget decisions are made**

<b>Overall</b>	<b>130</b>	<b>196</b>
Full-Time Faculty	59	67
Adjunct Faculty	26	75
Classified Staff / Confidential Staff	44	52

**g. How staffing decisions are made**

<b>Overall</b>	<b>165</b>	<b>160</b>
Full-Time Faculty	84	42
Adjunct Faculty	34	67
Classified Staff / Confidential Staff	45	50

**h. Other (please specify):**

4. The college works to provide an environment that has the following attributes:

	Strongly Disagree/ Disagree	Neutral	Strongly Agree/ Agree
--	--------------------------------	---------	--------------------------

a. Promotes lifelong learning

Overall	32	44	246
Full-Time Faculty	16	17	94
Adjunct Faculty	7	16	77
Classified Staff / Confidential Staff	9	11	72

b. Transparent in decision-making

Overall	136	95	90
Full-Time Faculty	65	33	29
Adjunct Faculty	31	35	34
Classified Staff / Confidential Staff	39	27	25

c. Promotes diversity

Overall	46	63	212
Full-Time Faculty	22	27	78
Adjunct Faculty	11	20	68
Classified Staff / Confidential Staff	13	15	64

d. Focused on solutions

Overall	48	95	178
Full-Time Faculty	18	35	73
Adjunct Faculty	12	30	58
Classified Staff / Confidential Staff	18	29	45

e. Welcomes input from people with diverse viewpoints

Overall	79	92	151
Full-Time Faculty	41	29	57
Adjunct Faculty	17	32	51
Classified Staff / Confidential Staff	21	30	41

4. The college works to provide an environment that has the following attributes: (cont)

f. Conducive to teaching and learning

	Strongly Disagree/ Disagree	Neutral	Strongly Agree/ Agree
<b>Overall</b>	<b>28</b>	<b>40</b>	<b>253</b>
Full-Time Faculty	12	23	91
Adjunct Faculty	13	6	81
Classified Staff / Confidential Staff	3	11	78

g. Values the work of its employees

	Strongly Disagree/ Disagree	Neutral	Strongly Agree/ Agree
<b>Overall</b>	<b>83</b>	<b>70</b>	<b>168</b>
Full-Time Faculty	37	31	59
Adjunct Faculty	22	14	64
Classified Staff / Confidential Staff	24	24	43

h. Appreciates the work of its employees

	Strongly Disagree/ Disagree	Neutral	Strongly Agree/ Agree
<b>Overall</b>	<b>82</b>	<b>73</b>	<b>167</b>
Full-Time Faculty	38	31	58
Adjunct Faculty	19	18	63
Classified Staff / Confidential Staff	25	23	44

i. Other (please specify):

Please see Appendix C.

**Barriers/Additional Comments**

5. Please indicate any barriers you've experienced regarding getting involved in planning and decision-making processes at College of the Canyons.

Please See Appendix C.

6. Please provide any additional comments or suggestions you may have regarding opportunities to get involved in planning and decision-making processes at College of the Canyons.

Please See Appendix C.

**Thank you for your participation in this very important survey!**



### Appendix C: Text of Open-ended Questions

**Question #2:** I am aware of opportunities to engage in the following: (other)

Employee Classification	Response
Full-Time Faculty	Disemination [sic] of cultural events (music, art, film, etc.)
Full-Time Faculty	Faculty are only allowed to agree with decisions that have already been made
Full-Time Faculty	I know this mostly through the acedemic [sic] senate information
Full-Time Faculty	The above categories are vague. I'm not certain what planning and decision making mean
Adjunct Faculty	I am not at all involved in decision making
Adjunct Faculty	Sustainability
Classified/ Confidential Staff	For Committee work. I would some but not all that is available.
Classified/ Confidential Staff	Some of these come from [position removed] knowlege [sic]. In the past, when supervisors were more inclusive I was aware and involved; now not so much

**Question #3:** I am aware of the following: (other)

Employee Classification	Response
Full-Time Faculty	I am aware of how budget decisions are made but feel that many of them are rather arbitrary
Full-Time Faculty	I understand we have a staffing committe [sic] and I know that Departments present the need for new faculty but I am not sure the criteria for the final decision
Full-Time Faculty	Sometimes the budget and staffing decisions seem bias
Full-Time Faculty	Who could possibly understand the budgetary process?
Adjunct Faculty	How to be paid for committee work
Adjunct Faculty	Staffing decisions in my department are usually made with respect to who is 'friends' with the [position removed] and who goes shopping and has lunch with [pronoun removed].
Classified/ Confidential Staff	My awareness of how budget decisions are made is a general understanding, not specific or detailed.

**Question #4:** The College works to provide an environment that has the following attributes: (other)

<b>Employee Classification</b>	<b>Response</b>
Full-Time Faculty	Creates a climate of fear: strongly agree. Not sure why this is. Or how to resolve it. See comments on next page. We we [sic] have excellent faculty & staff. it [sic] saddens me how many times over the years I've heard conversations about fear based decision making. Usually feeling coerced (blacklists emailed to [position removed] with names of "non-supporters" of new buildings. I was on that list as a new hire. And told to contribute even \$1. Better off the list than on it.) even [sic] typing that here makes me nervous that I will piss off someone higher than me & feel the repercussions.
Full-Time Faculty	Diversity: Improving, Transparency: Decisions made [position removed], Too many hours spent helping the college run vs teaching, Work is valued but not compensated for,
Full-Time Faculty	I don't feel that faculty are appreciated or respected highly as they should be. It seems that the college fosters [position removed] approach which divides faculty and administrative staff instead of one that serves to unite all of us so that our college can be an effective model for a healthy functioning society.
Full-Time Faculty	Since lifelong learning is not part of the CA CC mission any longer, it is not really part of our local mission--though it should be. To the extent that we do promote it here, this is a benefit to the community.
Full-Time Faculty	Teaching and learning requires chairs students can sit on. Most of our chairs are broken. I've had to go to the bone yard to find chairs at times.
Full-Time Faculty	The college should provide faculty and staff with free classes.
Full-Time Faculty	There is a lack of concern for the classroom teaching environment. Classrooms are not clean, computer chairs are missing and replaced with plastic chairs, poor ventalation [sic], and no control over heat and AC.
Adjunct Faculty	I can't speak for other depts. but in our dept. our chair feels threatened by anyone who does well academically. Also, [pronoun removed] stopped giving classes to an old professor and straight out told [pronoun removed] "you're too old"
Adjunct Faculty	In my department they excel at making us feel appreciated.
Adjunct Faculty	Unpaid or \$20/hour office hours for adjuncts is unacceptable. It's insulting.
Classified/ Confidential Staff	Although overall the college does work to provide an environment of the attributes listed above, I have learned that the supervisors differ greatly [sic] in the way they value and measure their employees work and performance. The college needs better standards in evaluating work and all supervisors must refer to those standards when evaluating the work of their employees.
Classified/ Confidential Staff	Does not show appreciation for adult hourly contributions.
Classified/ Confidential Staff	focus on solution, depends on the issue
Classified/ Confidential Staff	Hear from students of some faculty that are unfair & not helpful with the learning process/not conducive to learning. Are chastised for asking questions, most of class failing from not learning, etc...

**Question #4:** The College works to provide an environment that has the following attributes: (other)

<b>Employee Classification</b>	<b>Response</b>
Classified/ Confidential Staff	Negative comments based on classified staff interactions with each other
Classified/ Confidential Staff	Please note: As a member of the COC Mission Statement Committee, there was a deliberate effort/decision not to include the phrase "lifelong learning" because students were staying at COC too long and not moving forward, amongst other reasons such as the needs of the community changing and the need for work-force skills development.

**Question #5:** Please indicate any barriers you've experienced regarding getting involved in planning and decision-making processes at College of the Canyons.

<b>Employee Classification</b>	<b>Response</b>
Full-Time Faculty	Admin does not value faculty or classified opinion on the big matters such as \$, direction, outcomes, etc.
Full-Time Faculty	Campus wide decisions are told to faculty. We not necessarily asked to contribute to the campus wide decision-making process.
Full-Time Faculty	Communication is the greatest barrier.
Full-Time Faculty	Contributions are solicited and then ignored.
Full-Time Faculty	Decisions are made without input way too frequently
Full-Time Faculty	endless paperwork and byzantine bureaucracy that would make an Italian magistrate blush
Full-Time Faculty	I don't really see any barriers at this time
Full-Time Faculty	I find that planning has several barriers: 1) things are often done in a hurry, 2) pedagogical planning decisions are often challenged by administration, 3) planning to sustain programs is sacrificed for something new, and 4) there are too many layers of goals and objectives in the program review that it does not create a cohesive statement of what a program wants to achieve. I also think that the emphasis is always on looking for something new to do. Programs with outside measures of success may already met those benchmarks.
Full-Time Faculty	I have had to put untold hours into preparing information to be reviewed and evaluated by administrators. However, in the end I feel like I'm running up against a brick wall in terms of being prevented from actually doing what is best for students. Doing what is best for the students is my only goal.
Full-Time Faculty	I seem to find that at the Dept level, there seems to be an almost pathological focus on majors and little to no concern for the service functions the Dept has to [department removed] or other students.
Full-Time Faculty	I would like to become more involved in the overall campus committee forum, but don't know if I can start attending meetings, or if I have to be an appointed member, etc. Also, I have not found a central list of all committees on campus, even those that may only meet once a year (e.g., Graduation Committee).

**Question #5:** Please indicate any barriers you've experienced regarding getting involved in planning and decision-making processes at College of the Canyons.

<b>Employee Classification</b>	<b>Response</b>
Full-Time Faculty	If committees could be grouped according to different category titles, which committees would fall under planning and decision-making? I could think of two right now. Barriers may include time conflicts with the classes that I teach or time limitations that there's not enough time in the week to address all of my interests. I couldn't teach all of my classes and be on many different committees that appeal to me while maintaining a level of commitment to my students. Am I invited to some of the committees, or are they geared toward administrators and possibly department chairs?
Full-Time Faculty	In attempts to meet with Admin about faculty concerns and problems, there was no real, authentic desire to actually discuss real problems in a two-way conversation. Always one-way. Top down.
Full-Time Faculty	Input on planning not considered. Decisions imposed from top down and not discussed. Positions created and filled without going through the HR process. Managers and deans who are poor communicators and yet get raises.
Full-Time Faculty	Issues involving nepotism on campus. Technology and scheduling decisions made without first consulting with those parties affected or consideration of requirements that impact teaching and learning.
Full-Time Faculty	It has been more of a division and department issue.
Full-Time Faculty	I've had a few projects that just fade away, which is frustrating after putting time and energy in trying to work on those projects.
Full-Time Faculty	Lack of information as to when meetings are held.
Full-Time Faculty	Lack of master calendar of committee meetings and locations makes it hard to get involved. Also not all committees have webpages or post on the intranet their agendas or minutes so it is hard to know how to get involved or what the committee does; software for program review is clunky. Not sure how classied [sic] staffing decisions are made or if the requests relate to department needs.
Full-Time Faculty	lack of transparency at the highest levels of administration
Full-Time Faculty	Lack of transparency, lack of respect for differing views, lack of respect for faculty in their teaching capacity
Full-Time Faculty	Most committee meetings start at 3:00 or 3:30. I usually teach until 3:20, sometimes at CCC or UCEN.
Full-Time Faculty	NA
Full-Time Faculty	na
Full-Time Faculty	NA. I've had some amazing opportunities to help implements plans for an OER degree path and a new emphasis option in our department.
Full-Time Faculty	no barriers

**Question #5:** Please indicate any barriers you've experienced regarding getting involved in planning and decision-making processes at College of the Canyons.

<b>Employee Classification</b>	<b>Response</b>
Full-Time Faculty	No barriers, per se. I know the committee meetings that I could attend. And I have. But from a budget standpoint, the general feeling is of a lack of transparency. The process to getting something funded is not consistent. Knowing the right people often assists with getting funding. While others do not receive funding, with no rhyme or reason.
Full-Time Faculty	none
Full-Time Faculty	none
Full-Time Faculty	None
Full-Time Faculty	none
Full-Time Faculty	None
Full-Time Faculty	None
Full-Time Faculty	None
Full-Time Faculty	None
Full-Time Faculty	None
Full-Time Faculty	None
Full-Time Faculty	None
Full-Time Faculty	None.
Full-Time Faculty	None.
Full-Time Faculty	Not enough time to participate - with my teaching load, [positions removed] responsibilities
Full-Time Faculty	Numerous decisions made by dean+dept chair without soliciting feedback from dept members first. Strong-armed into working on grants because "teaching is not enough"
Full-Time Faculty	One barrier that I've experienced is understanding how to put on events on campus. I have had difficulty in understanding which forms to fill out, which individuals or groups to contact for help with organizing an event, etc. I'd like a "How To" guide that will make event organization on campus more streamline, easy, and effective. This way I can make sure the event follows the campus rules and expectations.
Full-Time Faculty	Our department does not have enough full time faculty. The retired faculty was never replaced. We struggled to find adjunct to teach our course or lab. We even have to slit [sic] the teaching assignment which causes confusion for students some times. It's like a chronic problem. Our voice wasn't heard!
Full-Time Faculty	Planning and decision making is done [position removed] The meetings are a farce, only to make people thing they have input.

**Question #5:** Please indicate any barriers you've experienced regarding getting involved in planning and decision-making processes at College of the Canyons.

Employee Classification	Response
Full-Time Faculty	Reluctant to become involved, because it seems this college has a disconnect between planning and decision-making process. When decisions are made, plans are ignored or dismissed. A small example, the college has high need for instructional space (classroom), yet the second floor of BONH is being dedicated to administrative office space.
Full-Time Faculty	Rushed decisions and if feedback is solicited there is no process to close the loop and report back why certain decisions were made.
Full-Time Faculty	School meetings do not have time for committee reports, even though [person's name removed] is aware of this. No improvement this semester. Many decisions are made without faculty input...grants ect [sic].
Full-Time Faculty	Sometimes getting answers about specific issues is difficult because it's not clear whom to ask. (Having different members of the COC community visit school meetings is one good strategy to spread information about opportunities and contacts, one that has worked well previously.) Also, on several occasions recently, when reaching out to upper admin (those above deans) via e-mail, I have received no response.
Full-Time Faculty	stopped at the dean level 99.9% of the time no clear path to attempt to move a planning idea forward without threat of being written up
Full-Time Faculty	The barriers happen after an initial inquiry, request or suggestion is made. There is never any substantial follow up by Administration. Purely lip service. Many suggestions have been made, but to no avail. Too many people have no interest in problem solving. They are too comfortable in their positions and are unwilling to think outside the box for fear it will reveal weaknesses or shortcomings in their areas. For a campus of innovators, innovation seems to only come to fruition for some people.
Full-Time Faculty	The [position removed] has excluded faculty from collaboration on initiatives and programs directly impacting our work. "Planning" often looks as though it is reactive, and without forethought. Long-term goals are not shared.
Full-Time Faculty	The distinction between the Senate and the COCFA is seldom clear - the former seems often to be a mouthpiece for the latter rather than working on decision-making. Faculty who are not as active in the COCFA get pushed aside or do not have a welcome place.
Full-Time Faculty	The heavy work load is never ending. The new release time will be great, but it's yet to start so up to this point I never have time. My job requires working weekends, holidays, and during the summer when I'm off contract. Hence, I don't have time to get involved in planning and decision-making at this time.
Full-Time Faculty	There's no transparency. Decisions are made by the [position names removed] that do not favor instruction, which is the reason this institution exists. [Position removed] has made decisions based upon what will give [pronoun removed] the greatest profile. For example the makers space was NOT in any program review. It Is. Not. Needed. It is a waste of space, time, money, and energy. This is a perfect example of why faculty have no faith in planning documents because [pronoun removed] does whatever [pronoun removed] wants. It is irrelevant if the money for the space was foundation money because other more deserving programs need such attention and care, but the profile is so low [pronoun removed] doesn't care to provide assistance or give the respect the planning documents deserve.
Full-Time Faculty	Time constraints, increasing departmental responsibilities

**Question #5:** Please indicate any barriers you've experienced regarding getting involved in planning and decision-making processes at College of the Canyons.

<b>Employee Classification</b>	<b>Response</b>
Full-Time Faculty	Time is the main barrier. The excessive work load in teaching, coordinating, constant college projects, & committee work makes it difficult to participate in decision making.
Full-Time Faculty	time/workload
Full-Time Faculty	Times of committees do not allow full participation [sic]
Full-Time Faculty	Top down model, with power concentrated [position removed]. Involvement welcomed when it coincides with the wishes of those [position removed]. Monarchy.
Full-Time Faculty	When deciding how to spent funds for equipment, entities outside of the department(s) have the authority to decide what equipment is best and bypass the recommendations from the faculty without having a conversation with us.
Full-Time Faculty	When the last go rounds of remodels happened I was involved with adjusting room needs every time I was allowed, needs were acknowledged then ignored and several of them we paid for out of the department budget to fix in the future. Several are still not correct.
Full-Time Faculty	While I am very involved I find that my voice is often overlooked and administrators disregard my ideas as well as other faculty.
Adjunct Faculty	Adjunct opinions and time are not valued on campus. The one time I went to a meeting, I was not welcomed once it was know that I was not full-time.
Adjunct Faculty	Adjuncts are underpaid, overworked, have no offices, and by necessity teaching for multiple institutions.
Adjunct Faculty	As a new adjunct, beginning my job at COC has been both exciting and overwhelming. While COC sends out many informative emails, it is really up to adjuncts to learn the workings of the campus and understand how to get involved. I have attended numerous professional development workshops, but I feel that the inner workings of the school are still a mystery to me. Being an adjunct is not like working in an office where long-time employees explain every detail of the job to you. COC faculty has been extremely helpful when I have questions about teaching, and for that I am grateful. But as someone who learns best by talking to others with experience, trying to learn about senates and committees via various emails is like interpreting cryptic messages from an exclusive club you've never attended.
Adjunct Faculty	As a [department removed] adjunct, I have not been paid to get involved but did so anyway. Decision-making is much harder because [department removed] was so small and not considered important.
Adjunct Faculty	As adjunct, it's difficult to know where to start, who to go to, and giving time to do so.
Adjunct Faculty	As an adjunct faculty, I am still not engaging in such processes, though I am aware of the opportunities and certainly will engage in the future. I do not really see barrier to get involved, each term there are a few E-mails that seek volunteers for a committee.

**Question #5:** Please indicate any barriers you've experienced regarding getting involved in planning and decision-making processes at College of the Canyons.

<b>Employee Classification</b>	<b>Response</b>
Adjunct Faculty	As an adjunct who must teach between 8 and 10 classes per semester in multiple subjects at four institutions, it is not possible for me to become fully engaged in planning and decision-making at College of the Canyons. Committee meetings are almost always held during times in which I am teaching (at COC or elsewhere). I am a full-time adjunct, meaning that I teach more than a full-time teaching load equivalent at multiple institutions. This is how I make a living in academia. So, this leaves me with a schedule in which I am scrambling from college-to-college, with little time left for more sustained involvement in committee work, etc. beyond my own academic department at COC. I wish that I could be more involved, but the way that our system (not just COC, but state and nation-wide) is set up, adjuncts like me are at a distinct disadvantage when it comes to influence in planning and decision-making. Wouldn't it be nice if COC could be an institutional leader in changing this system?
Adjunct Faculty	Chairs of committees can be closed to opinions or suggestions that differ from their own.
Adjunct Faculty	Department meetings are always planned when I am in class, preventing me from attending them, and workshops are often planned very early in the day, making them difficult for freeway fliers like me to attend.
Adjunct Faculty	Given short notices of meeting
Adjunct Faculty	I believe I have not participated, because it was never an option to get involved. The schedule was never posted that I could see in our department that I could join when meetings were held.
Adjunct Faculty	I don't know how to get involved.
Adjunct Faculty	I have not experienced difficulties
Adjunct Faculty	I know of only a few committees but I assume there are a number of other committees on campus that I am not aware of. I've never been informed on how to become involved with committees. I think if adjuncts are better informed we would become more involved with various campus committees and activities.
Adjunct Faculty	I think that department chairs and school deans are perhaps unable to provide the mentorship to adjuncts that is necessary to help them be fully aware of planning and decisions-making processes at COC. I worked here for years and was never encouraged to join a committee, be a mentor or hold a FLEX workshop. Historically, it seems that there is little effort made to help adjuncts learn/understand and be motivated to get more involved. For instance, there isn't any information in the new hire orientation manual or basic adjunct orientation about joining committees, decision-making processes and misc. Also, many things happen at the college, but there is little information disseminated about the "how" things get done. Meetings take place but notes are not shared and outside opinions may not seem to be solicited.
Adjunct Faculty	I would like to be involved in committees but outside of my discipline I feel I am uninformed about what committees we have and when/where they meet.
Adjunct Faculty	I would like to see more organized information via email and on a website for getting involved with these processes.
Adjunct Faculty	It's hard for the adjunct to get involved in various committees
Adjunct Faculty	I've been in some meetings where it would appear that the input and participation of adjunct faculty is not appreciated by full-time faculty. Which becomes a deterrent for some that desired to get involved.



**Question #5:** Please indicate any barriers you've experienced regarding getting involved in planning and decision-making processes at College of the Canyons.

<b>Employee Classification</b>	<b>Response</b>
Adjunct Faculty	I've been told not to be involved in planning and decision making because our chair doesn't like it
Adjunct Faculty	I've expressed interest in working on a committee, but there was never any follow up.
Adjunct Faculty	Lack of information
Adjunct Faculty	lack of information
Adjunct Faculty	Mostly I'm just unaware when these opportunities arise.
Adjunct Faculty	My class schedule does not always allow me to be involved in the meetings. Also, as an adjunct, I have no financial incentive to be involved. I sometimes go because I am interested in the topic, but when I am not compensated, it is harder to make the time.
Adjunct Faculty	N/A
Adjunct Faculty	NA
Adjunct Faculty	Never asked to be involved. By the time I learn about something, it has already been decided. It's like on purpose every single time. Back stabbing adjuncts is also very popular.
Adjunct Faculty	No barriers. As adjunct faculty I have another job,, as one class a semester cannot support me. I do not have time to participate in committees.
Adjunct Faculty	-No one recognizes the adjunct anniversaries for service to COC. After a decade of service I feel so disrespected that NO ONE AT COC gave hoot about my service. -Unclear what the master schedule of committees or meetings would be. Would love to know what's out there, when to apply (or which are nomination only), etc.
Adjunct Faculty	none
Adjunct Faculty	none
Adjunct Faculty	None
Adjunct Faculty	none
Adjunct Faculty	None
Adjunct Faculty	Not sure how to approach this topic. How to learn what the different committees do and how to join.
Adjunct Faculty	Notification of meeting days/times and locations (ie. some meeting rooms are not on the college map). Lack of institutional support. Joined a committee and expressed interest, later to be removed from the e-mail listing. Other barriers: improper use of Parliamentary Procedure (ie. committees don't use it properly, therefore most voting at COC is legally questionable).
Adjunct Faculty	Part timers are definitely second class citizens at COC as regards facilities, information, pay, you name it.
Adjunct Faculty	Personally time
Adjunct Faculty	Scheduling conflicts or little overlap in my field
Adjunct Faculty	Scheduling conflicts.
Adjunct Faculty	Still new to the process.

**Question #5:** Please indicate any barriers you've experienced regarding getting involved in planning and decision-making processes at College of the Canyons.

<b>Employee Classification</b>	<b>Response</b>
Adjunct Faculty	The most obvious barrier for me is just the lack of time that I have. I rarely have time to be involved.
Adjunct Faculty	The only barrier I have experienced is time. There are committees I would like to join but I teach when they meet.
Adjunct Faculty	Time, lack of compensation for part-time faculty, not being aware of areas that are in need of service/leadership (lack of effort in active recruitment)
Adjunct Faculty	Too much dependence on chain communication, not individual
Adjunct Faculty	Unable to make it to campus at the time needed.
Adjunct Faculty	Unaware of opportunities, unclear on how to go about becoming involved
Adjunct Faculty	Unsure of how to join in. Unsure of full-time vs part-time roles and etiquette. As adjunct I often feel disconnected because outside of my department I am unfamiliar with who's who and what's what. I feel my primary focus is on my role as a teacher/SLOs, not as an advocate for the college.
Classified/ Confidential Staff	"That is not part of your job, you can do that during your lunch break or get docked."
Classified/ Confidential Staff	As a part-time employee my time, schedule, and workload limit the ability to get involved in the planning and decision-making process.
Classified/ Confidential Staff	Being based at the Canyon Country Campus I usually cannot take the travel time it would take to be a part of any committees making decisions
Classified/ Confidential Staff	Clarity for time to attend committee meetings as a classified.
Classified/ Confidential Staff	Classified members are the front lines and have trouble attending meeting.
Classified/ Confidential Staff	Decisions are usually made by the time I find out about a specific matter. In addition, I have experienced communication breakdowns when addressing details about a specific matter.
Classified/ Confidential Staff	Getting time away from my daily duties
Classified/ Confidential Staff	Great place to work but no clean way to promote by merit of experience and knowledge on the field. It creates a bad environment [sic] and untrusty environment [sic]
Classified/ Confidential Staff	High workload, making it impossible to be involved. Having to choose between union involvement and district involvement, not being able to do both.
Classified/ Confidential Staff	I don't think the administration really listens to input from many employees. I believe in general the Admin staff has their own plan and are not interested in other opinions about problem solving.

**Question #5:** Please indicate any barriers you've experienced regarding getting involved in planning and decision-making processes at College of the Canyons.

<b>Employee Classification</b>	<b>Response</b>
Classified/ Confidential Staff	I happen to live near the campus but I can see that if one lived farther away attending off-campus meets and events could be an inconvenience.
Classified/ Confidential Staff	I have not experienced any barriers.
Classified/ Confidential Staff	I just think that unless you may know the right people on campus it could be a bit confusing or intimidating on how to get involved in the decision making process as well as planning.
Classified/ Confidential Staff	I thought that all decision making at COC was done by administrators. I wasn't aware that the college wanted classified staff to be involved in any decision making at COC.
Classified/ Confidential Staff	It isn't really advertised that one can join a committee. Usually the same usual people and faces are involved and recognized. The college has a semi-cliquey atmosphere in terms of employees who are most visible in the college. It may be intimidating to newer employees who want to be more active, but are uncomfortable to join a committee where everyone already knows one another.
Classified/ Confidential Staff	I've not experienced one barrier. I feel welcomed and encouraged to get involved with any committee or group on campus. It's up to me!
Classified/ Confidential Staff	I've noticed on hiring committees that the best people put forward sometimes do not get chosen in the finals because the position has been earmarked for someone already.
Classified/ Confidential Staff	Limited hours as a part-time employee do not allow me to get involved without it impacting my work duties.
Classified/ Confidential Staff	n/a
Classified/ Confidential Staff	na
Classified/ Confidential Staff	None
Classified/ Confidential Staff	none
Classified/ Confidential Staff	None
Classified/ Confidential Staff	None.

**Question #5:** Please indicate any barriers you've experienced regarding getting involved in planning and decision-making processes at College of the Canyons.

<b>Employee Classification</b>	<b>Response</b>
Classified/ Confidential Staff	Not all committee actively maintain their Intranet page listings so it is difficult to find current information on their activities/goals. Because staff do not have a release time to participate in committee it can also be difficult to get supervisors permission for continued involvement.
Classified/ Confidential Staff	Not asked to meetings pertaining to planning or decision-making.
Classified/ Confidential Staff	Not aware how this works.
Classified/ Confidential Staff	not enough communication.
Classified/ Confidential Staff	Not many people so not feel the need to have a [position removed] involved in any part of any decision making process. I really feel its [sic] because only 1% of us actually work and 99% just complain about every little thing. I can't say I blame those not wanting us involved, however, there are a few of us that are very aware of issues on campus and in the community. I feel the [department removed] is just a fart in a wind storm :)
Classified/ Confidential Staff	Program review forms are confusing and frustrating at best.
Classified/ Confidential Staff	The final decision makers may listen but ignor [sic] recommendations from those who work in the field of study.
Classified/ Confidential Staff	There has been a disconnect between the planning for the department that goes on in CCC and the counterparts in Valencia. In addition, over the last 2 years I have been systematically barred from having any direct input into the planning and decision-making processes of the department in a very discriminatory way.
Classified/ Confidential Staff	There simply isn't enough time in my day to get my work done and get involved in other areas.
Classified/ Confidential Staff	Top-down approach in recommending or approving involvement on campus activities for lower level staff.

**Question #6:** Please indicate any additional comments or suggestions you may have regarding opportunities to get involved in planning and decision-making processes at College of the Canyons.

<b>Employee Classification</b>	<b>Response</b>
Full-Time Faculty	Ask the people who are involved before decisions are made....being told is not conducive to a positive working environment
Full-Time Faculty	Central database or website that list all committees, when an [sic] where they meet, agendas, and how to to [sic] get involved. The current intranet is not adequate.
Full-Time Faculty	Faculty (and other staff) were not told about the bond measure prior to it being floated at a BOT meeting, the last meeting at which it could be voted on to make it on the June ballot. While I support the measure and would have pushed for a BOT vote, the way in which the measure was decided upon and announced does not reflect shared decision-making. By contrast, other decisions, such as faculty staffing ones, tend to have more input from faculty and staff.
Full-Time Faculty	For grants-should hire separate staff to run logistics of grants and allow faculty to voluntarily participate (w/stipend) if they have time/choose to. Depts are impacted when faculty get release time to work on other projects, and yet depts are not consulted first. Depts are left with teacher shortfalls and no means to hire replacements. Our adjunct pool is completely empty and we cannot cover the # sections requested by academic affairs without full timers teaching overloads. Again less of a choice than a necessity...
Full-Time Faculty	Growth is important. But quality of teaching and learning is more important.
Full-Time Faculty	How about writing an accreditation report that honestly self reflects on institutional shortcomings.
Full-Time Faculty	I feel that decisions are made that impact our department without consideration of our input and knowledge. Decisions are made in hiring adult hourly/college assistants when the department needs permanent full and/or part time staff.
Full-Time Faculty	I like the idea of measure E; however, faculty were not included in planning and decision-making. This was wrong.
Full-Time Faculty	I participate in many committees and decision-making processes at the college.
Full-Time Faculty	I really wish the administration would see that faculty want to work with them and not against them for what is best for the college and students.
Full-Time Faculty	I remember a community college that had an organizational consulting group come in and analyze EVERY position on the organizational chart. Where was there overlap? What positions were gratuitous? Where was more support necessary? Are we working effectively? And we ALL could use some training on how to think collaboratively and critically about issues.
Full-Time Faculty	I suggest we improve communication between faculty and administration in charge of financial decisions like the one mentioned right above.
Full-Time Faculty	I think that for decisions that involve implementing the most effective success pathways for students that faculty should have equal weight as administrators in determining how money is spent. If faculty do not have equal say in decision making then all of the planning efforts are wasted. Administrative staff should also be respectful of faculty in terms of recognizing and welcoming their expertise in their disciplines in terms of decision making processes that may indirectly affect student success.

**Question #6:** Please indicate any additional comments or suggestions you may have regarding opportunities to get involved in planning and decision-making processes at College of the Canyons.

Employee Classification	Response
Full-Time Faculty	I thought there would be another page to this, addressing the overall campus climate. I hit back.... And am writing here. Hopefully it will go through. There is a very real climate of fear on our campus. It makes me very sad. I have made choices (to act or not act) based on fear of retaliation on several occasions. And I have tenure. I've seen several cases where an employees [sic] actions/ decisions have ended poorly for them. Or where administrative desires have led to faculty/staff acting in a manner that they otherwise would not have, due to pressure from an administrator. I love our college. And it breaks my heart that this type of behavior is allowed. And everyone knows that it is common. Many just accept it is part of our community. This is even more disheartening. I would like to see a campus community that does not tolerate this type of behavior.
Full-Time Faculty	Instruction needs to have a greater say in decision making. Having each VP have equal voting is ridiculous. [Position removed] should not be the one deciding budgetary issues unilaterally. It took [pronoun removed] MONTHS to dole out the one time funds. [Pronoun removed] should follow the processes for PAC B and ASC. To make decisions because "[pronoun removed] knows best" is the most self-centered narcissistic thing [pronoun removed] could do. Process and policy are a joke. [Pronoun removed] is a dictator.
Full-Time Faculty	It would be nice to have a day or week dedicated to highlighting what different committees do and showcase some of the ideas/progress committees have made. It would also be nice that during this time that faculty can join the committee, pending space, etc.
Full-Time Faculty	It's my impression that the administration doesn't respect faculty or care about their input. People who don't understand how things work in a classroom force decisions down our throats. It's a very top-down, disrespectful process.
Full-Time Faculty	Less fear from rank and file employees.
Full-Time Faculty	More of these surveys so that confidentiality is preserved and a true campus climate can be evaluated.
Full-Time Faculty	N/A
Full-Time Faculty	N/A
Full-Time Faculty	na
Full-Time Faculty	NA
Full-Time Faculty	na
Full-Time Faculty	Need better system for tracking work orders. Seems like orders fall through the cracks and repairs not made, not sure how equipment is repair or replaced
Full-Time Faculty	No comment at this time.
Full-Time Faculty	None

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<b>Employee Classification</b>	<b>Response</b>
Full-Time Faculty	None
Full-Time Faculty	None
Full-Time Faculty	None
Full-Time Faculty	None at this time.
Full-Time Faculty	School meetings should be organized as working meetings, rather than opportunities for management to report.
Full-Time Faculty	Seek transparency. Change feudal culture [position removed]. Value dissent. Stop funding pet projects. Work to avoid burn-out and fear environment.
Full-Time Faculty	Solicitations of contributions to the decision-making process seem gratuitous and not valued. It seems like an exercise to appease some process or procedure, but our leadership believes themselves to have superior judgement and do not actually consider other viewpoints.
Full-Time Faculty	Start meetings at 3:45 or 4:00.
Full-Time Faculty	Stop using safety and other tactics to try and dictate what type of labs and courses our students should have access to (where, how, when, etc).
Full-Time Faculty	Strategic planning is meaningless if it doesn't drive decision making. If decisions are based solely on a single point of view, then involvement in planning is just an exercise in futility.
Full-Time Faculty	The admin needs to see faculty as a resource that can actually help them with decisions. Admin tends to make quick, un-thought-through decisions, and does not appreciate the time faculty takes to make decisions.
Full-Time Faculty	The college has always been very open and welcoming to my involvement in any decision-making.
Full-Time Faculty	The same people do all the work.
Full-Time Faculty	This has improved this year. Dissemination of information from the Dean seems to be an issue.
Full-Time Faculty	This survey is a joke
Full-Time Faculty	When faculty are on committees offering their ideas they should be discussed. For example, professional development is a faculty led committee and administration should not tell us when they want to present, we should be telling them what we want and when. We often have to rearrange our plans for administration. This provides a poor campus climate.
Full-Time Faculty	Why was the faculty not asked about Measure E prior to going on the ballot?
Adjunct Faculty	Adjuncts teach a vast number of courses, and are therefore in contact with a majority of COC students. We should be a big part in how decisions are made, not silenced and left on the sidelines.

**Question #6:** Please indicate any additional comments or suggestions you may have regarding opportunities to get involved in planning and decision-making processes at College of the Canyons.

Employee Classification	Response
Adjunct Faculty	-Almost all meetings are on-the-ground vs. remote options to dial in or attend virtually. This inhibits diversity right there both by geography and in some cases by disabilities as well as some folks cannot make it to all the meetings in person.
Adjunct Faculty	As an adjunct [position removed] our time can only be spent on seeing students. If we were allowed more time to be involved, I would definitely love to be apart [sic] of the decision-making processes at COC.
Adjunct Faculty	Due to the difficulties involved in teaching here I have chosen to teach somewhere else
Adjunct Faculty	Having such a variety of Professional Development opportunities is one way to equally support both adjunct and full time faculty. I often get to meet some key players at COC.
Adjunct Faculty	I hears about joining and visiting committees from my mentor through the mentoring program. I wouldn't have learned about it otherwise until the committee was communicating about recruitment of adjunct faculty
Adjunct Faculty	I realize that the new adjunct contract allows for some committee positions for adjuncts with some remuneration, so that is a step in the right direction.
Adjunct Faculty	I think a FLEX workshop about these topics would be extremely helpful. There could be one workshop about the senate, committees, planning, etc., or different workshops for each topic. Also, there could be a FLEX course about "What is an Adjunct's Role at COC?" This workshop could explain how we can and can't be involved (I can go to Dept meetings but I'm not allowed to vote with the faculty), how the school views us compared to full-timers, and what role the [positions removed] would like us to play at the school. I think this would help adjuncts feel more like they were a part of the school, instead of traveling from campus to campus and not being invested.
Adjunct Faculty	I think that when there are committee openings that these need to be shared to the entire campus community and that adjuncts need to be more included. Most adjuncts have NO idea about how many committees are at COC, when they meet, how to join and what they do within. There are those that may want to get more involved but have no idea how. I do not believe dept chairs are helping adjuncts learn about opportunities and mentoring them to get involved in planning and decision-making. I also think that in terms of planning, the college admin might do a broader sweep of input. For instance, when the last budget process happened, aside from soliciting dept-related expense ideas, there wasn't a broad solicitation of ideas re: campus improvements or expenditures that people might suggest that were not dept related. Decisions about certain things seem to take place in a vacuum sometimes. Though I know admin is trying to solicit ideas via dept program review, this will not garner suggestions that are much bigger in scope. For instance COC NEEDS to make it a priority to get a cell tower at CCC. Having no cell service at that campus us a safety issue!!!! Why is there no concrete plan for a tower??? While I know adjuncts don't often participate in surveys like this, I think that it might be b/c there is a feeling that such input is not always highly valued. Adjuncts are sometimes not included in planning and decision-making b/c we don't know how to get involved or we're not asked. Information is not always shared. For the first time ever, my new division dean sees to it that meeting minutes from the division meetings are shared with the entire department. This had never happened before. But, I think it should have.
Adjunct Faculty	I would like to participate in anything that involves online learning, or planning in this department.



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<b>Employee Classification</b>	<b>Response</b>
Adjunct Faculty	If it works, why try to fix it.
Adjunct Faculty	It helps if someone takes you by the hand.
Adjunct Faculty	It would be helpful to have orientation meetings to the various types of committee work or SLO assessments.
Adjunct Faculty	Make department meetings more accessible to adjuncts.
Adjunct Faculty	Make part timers a part of the departments. Encourage and pay them for attending meetings.
Adjunct Faculty	My dean has provided a pathway for me to get involved and make decisions for our small area. This is what it takes - the power of the people at the top to provide opportunities and listen to feedback from adjuncts.
Adjunct Faculty	N/A
Adjunct Faculty	NA
Adjunct Faculty	NA
Adjunct Faculty	non
Adjunct Faculty	None
Adjunct Faculty	None
Adjunct Faculty	none
Adjunct Faculty	None
Adjunct Faculty	Perhaps have more Flex workshops that talk on this topic.
Adjunct Faculty	Publicly post an organizational structure chart online and distribute at the beginning of each semester to campus staff and faculty. Require all committees to have an agenda, take minutes and have them reasonably accessible and approved at meetings. Train committee members on their legal obligations and provide a thorough hands-on training in Parliamentary Procedure. Post a parliamentary procedure "cheat sheet" on the COC website, to assist attendees in understanding the process.
Adjunct Faculty	thanks
Adjunct Faculty	Time schedule
Classified/ Confidential Staff	Advance notifications for input prior to decision being made.
Classified/ Confidential Staff	As a classified employee, I am regularly included in the decision making process; planning; and execution of new projects and programs. I feel my opinion and ideas are taken seriously and that I am a valued member of the team and of the college as a whole. It's great to be part of the [division removed].
Classified/ Confidential Staff	Honesty between individuals [sic] is the best policy.
Classified/ Confidential Staff	I can't think of any

**Question #6:** Please indicate any additional comments or suggestions you may have regarding opportunities to get involved in planning and decision-making processes at College of the Canyons.

<b>Employee Classification</b>	<b>Response</b>
Classified/ Confidential Staff	I feel that planning and accountability should go hand in hand. Often times real world experience provides a more practical foundation to planning for some types of issues than classroom experience, and I don't feel that opinion is supported on this campus.
Classified/ Confidential Staff	I would say provide a clear cut message on how to get involved in committees and decision making process for those on campus that want to be involved. Also I would say to we also could maybe send out a survey to all staff and ask what is the areas of improvement that would be most beneficial to the students they serve. That way the choices or decision making will be student drive not job driven.
Classified/ Confidential Staff	Just as the union grants release time for employees to get involved with various committees, it might be helpful to delineate basic rights to participate for staff members whose managers are not supportive of participation in college planning and decision-making committees.
Classified/ Confidential Staff	Make goal-setting part of the evaluation of each employee. Make those goals measurable and in keeping with the college's overall strategic goals. Have the supervisors develop those goals togher [sic] with the employee and report to either HR, or Professional Development regarding them, make involvement on campus wide planning activities as well as professional development participation part of the measurable goals set in the yearly employee evaluation.
Classified/ Confidential Staff	More notifications to staff/faculty. Full detailed Minutes and Agendas available to read though on the intranet.
Classified/ Confidential Staff	n/a
Classified/ Confidential Staff	na
Classified/ Confidential Staff	None
Classified/ Confidential Staff	None
Classified/ Confidential Staff	None.
Classified/ Confidential Staff	not enough communication
Classified/ Confidential Staff	Release time or a form of FLEX for classified staff
Classified/ Confidential Staff	Similar to the comment I mad above, attending a board of trustees meeting might be an inconvenience if one lives farther away.

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<b>Employee Classification</b>	<b>Response</b>
Classified/ Confidential Staff	Since Classified Staffing is a terrible all time low, time is not allowed for those of who would like to participate.
Classified/ Confidential Staff	The only committee that I am aware of that has included classified staff in a decision making role is the Tech Committee.
Classified/ Confidential Staff	There are virtually none at the Canyon Country Campus.
Classified/ Confidential Staff	When new buildings are being designed, custodial should be able to give input on closet space needed. Canyons Hall was/is a disaster for custodial. There is almost no room in the custodial closets for supplies, wash basins, and chemicals. The IQue [sic] has the exact same problems. I have to store my cleaning supplies and equipment in another building because of the lack of closet space and employee/student theft and misuse of all of the items listed above.
Classified/ Confidential Staff	When the above occurs, it is a huge waste of time for all those involved in the review of applications, screening and interviews.