

<p align="center">What specific issues concerning transparency have you encountered at Cañada?</p>
<p>People using hiring loopholes to circumvent the process.</p>
<p>I hear about things that are happening that don't seem to be connected to anything else going on at campus. Unsure if they are pet projects of higher level administrators or where they came from.</p>
<p>Backdoor deals about facilities usage</p>
<p>It is hard to know what the expected processes are and who is in charge of what. It assumed that this information is known, but it isn't documented and centralized anywhere that I can find. it would be great to have a share point or a central portal webpage for key update information.</p>
<p>Hiring process outcomes. In majority of cases that I have seen, the Hiring Committees' recommendations are not given much weight in final decisions. And the Committee is not provided with sufficient justifications for the final decisions.</p>
<p>New updates sometimes do not get sent to the entire campus community which affects delivery and accuracy of information.</p>
<p>So far, none.</p>
<p>There have been hiring committees that have been manipulated by upper leadership at the college. Decisions are made in a vacuum on campus that only includes the executive leadership. They seem to believe that they know more about our roles than we do. They also make decisions that are bad for the college such as choosing leaders that are unqualified and inexperienced.</p>
<p>It seems that many people have questions about the funding for administrative versus faculty positions and release time as well as certain staff positions and the rationales for choosing and denying certain positions.</p>
<p>There has been a lot of administration change on campus. It would be beneficial to have more open dialogue about what jobs opening there are and the plan of how to fill them.</p>
<p>Funding through ACES, talk about new funding/budget categories that will affect how programs or positions will be funded, no clear dates for confirmation about funding next year's programs or positions, why so many leading administrators left last year, when are the rest of the interim positions expected to be filled, can we evaluate interims before they are interviewed for a possible permanent positions,</p>
<p>It doesn't really exist. Decisions are made in behind locked doors, then after being made justifications are offered. The process is not transparent, even if the results are then made public.</p>
<p>In student services, we have experienced many changes in administration that we encounter this all the time. Not all managers are fair when it comes to scheduling or workload. Most managers are friends with their supervisees, which is unfair to the rest of the team. For example, our current and past Dean of Counseling have friends who they supervise. This means these individuals get to create their own schedules take time off and get privileges that the rest of us do not have.</p>
<p>What transparency?</p>

<p>I believe administrators should be evaluated by all staff and faculty who work under their supervision. As faculty, we are evaluated by students whom we serve, and it should be the same for administrators. To have a fair and unbiased evaluation process, administrators should not be selecting their evaluators.</p>
<p>Lack of it</p>
<p>Unless I proactively look for information and ask around, I don't feel I readily get update on what are things that are being done especially in the administration side. I still don't feel I understand the mission and goals or our existing administration.</p>
<p>NONE</p>
<p>not informing faculty on increasing class size; not checking or consulting with faculty priority status before reducing teaching loads — disregarding higher priority of one & increasing workload of another with low priority</p>
<p>Decisions on removing course pre-requisites</p>
<ul style="list-style-type: none"> - process for final approval of hires, particularly at the administrative level - process for making temporary reassignments (promotions) of staff to other positions without a clear hiring committee
<p>The hiring process for administrators looks mostly predetermined. For example, the campus visits for the Vice President of Instruction position was only scheduled after the preferred/chosen candidate did not do well enough in the faculty forum.</p> <p>It would be good if the President was more forthright about the issues within administration. During the turmoil over the last year, pretty much all of the changes have been spun as administrators leaving for other opportunities. It would be nice if there was at least slighter fewer euphemisms in explaining these shifts because it underlines the impression that nothing of substance is communicated to faculty through public channels.</p>
<p>As far as I can tell, there has been very little, if any, open and frank conversations, initiated and lead by administrative leadership, as to why exactly Canada has suffered such high administrative turnover rate. It's incredibly destructive to our institution, and one of our biggest challenges, yet there is a distinct radio silence from above - leaving a vacuum for rumor, distrust, and suspicion.</p> <p>Another significant challenge - and one that threatens the future of our institution - is our sharply declining enrollment. We faculty have been asking for years to see a comprehensive and aggressive marketing plan, but there's been very little response from administrative leadership.</p>
<p>We requested 360-degree reviews of administration within the last couple of years and were told no. It's inappropriate that faculty and staff are evaluated regularly and administration is not.</p>
<p>None, compared to Skyline Canada is much more transparent.</p>
<p>None</p>

<p>Enrollment issues and working with faculty on the best strategies; most of the work is done with the deans, and little is communicated with the faculty.</p>
<ol style="list-style-type: none"> 1. the discontinuation of the faculty coordinator position for CWA. 2. Facilities -- while there are comment sessions for planning, usually major design decisions have already been made before the 'input' is solicited.
<p>Decisions are made and given to people. Sometimes, it's not even clear that the item was up for a decision.</p>
<p>not always sure that for staffing which occurs initially with soft money, how and where the money will come from to continue those positions after the soft money goes away. Also, never see much in the way of metrics that evaluate the program's effectiveness</p> <p>last year students disrupted a speaker on campus. There was not much public discussion of what consequences, if any, the students suffered(one subsequently got a scholarship, another was admitted to a UC)--what message does this send?</p>
<p>LACK of WRITTEN objective documentation...</p> <p>Causes tremendous problems.. and frequent bad outcomes</p>
<p>With the continuous turnover of administration, I have found it difficult to see or understand strategic directions. This turnover makes communication difficult and political posturing rampant.</p>
<ol style="list-style-type: none"> 1) Major program restructuring decisions were made without ever consulting program staff. Decisions made by administration were given without any explanation provided. What is the purpose of the program review process if decisions are made outside the process and with no connection to it? This is unprofessional behavior in any setting. 2) The hiring proposal process is clear and transparent, but the final decisions are not publicly explained. If there is no specific explanation/feedback given by the President for each of the decisions made, then it becomes increasingly difficult to participate in the process in the future. 3) A position was submitted to the Board for a title change without consulting the relevant committee(s) that would be affected by the modifications to the position. This indicated a lack of respect for participatory governance of the college.
<p>Most of all, it seems like the district and the president do not want to ever admit a mistake occurred, want complaints to simply go away and are more concerned with their external image than with their relationship to faculty and staff.</p> <p>It seems like people, including faculty and staff are not comfortable expressing their concerns.</p> <p>It also seems like the leadership mistakes presence at formal meetings with actual communication and leadership. There seems to be a "come to me first" mentality where having "office hours" replaces strategic conversations with people who are otherwise very busy running their programs.</p> <p>Also, It has been a while since any admin hiring has not been tainted with some unusual break with transparency. Making overtures to transparency that are in effect hollow, makes things worse.</p>
<p>Evaluation is important, but I hesitate to participate in surveys because I do not believe they can be to totally anonymous.</p>
<p>Major changes were made to the Paralegal program without consulting interested and involved faculty.</p>

No advance information to faculty/staff when reorganizations occur - i.e. Learning Ctr. moved under student services, SFSU nursing program closed on our campus, additional programs put under Dean of Counseling, etc.
Funds being directed away from programs/Divisions that actually earned them, WITHOUT notice even. Some staff/administrators being consistently made to feel uncomfortable/insecure about their job security if they disagreed with other administrators on college or district issues. Challenging each others' points of view, and championing their own divisions (without threat of dismissal!!) is EXACTLY what Deans and VPs are supposed to do!!
Last year's campus climate survey was done with blatant disregard for the anonymity of those completing the survey. Little has been done with the results and no college-wide discussions have occurred. No evaluation involving input from faculty has occurred for any of our administrators.

What suggestions do you have for improving transparency at Cañada?
Hiring must always be an open process.
Communications of priorities, upcoming major decisions (and timeline for those), how to give input. Communicate via email or video - not just at committee meetings. Also, this continual use of interim administrators makes it nearly impossible to make progress on any strategic issues because an interim is not going to make bold decisions or set new paths knowing that a full-time person will take their place (or if their approach is not deemed positively they won't have a shot at the full-time role). Lots of inertia results.
There is an assumption that there is a shared understanding of process and initiatives by all faculty. I see notifications inviting me to participate, but often I do not understand what I might contribute. While individual invitation is not appropriate within this context, just having a "Who should participate:" advisory would help me know better when my participation would be a benefit.
It would be good to have a centralized place for institutional knowledge, upcoming initiatives. We are so reliant on email and it is easy to miss things, particularly when we are inundated with the same information from multiple sources (All employee, resent by deans, etc.)
Improve accountability of administrators to the rest of the college
During Flex days in August, each college and department who have major updates should present it for the entire college to note in order to have the same information disseminated.
I have had a great run here, so I am unable to identify any problems in my division.
Start including the campus in major decision making. Consult the faculty and staff that are experts in their field and area before making choices that impact them. Consider the college and the staff that helps to support the college when making choices that involves them and the students. Start telling the truth and stop trying to manipulate process.
Create opportunities for the president to hear from faculty and staff as was done for the recent hires of deans and VP. Announce publically in campus/division wide emails reasons behind denials or choices made about positions. Let people present to and interact with IPC and PBC - have a dialogue- prior to final decisions about positions and release time.

<p>More Q+A meetings with faculty and administration. During flex maybe we can have a Q+A meetings available for faculty to ask questions to the administration. Maybe academic senate can take questions from faculty and ask administration anonymously during this flex meeting.</p>
<p>Clear procedures for applying for any funding on campus and Deadlines for confirmation of funding so programs can have enough time to plan in advance with the guaranteed budget</p>
<p>Try involving the academic senate.</p>
<p>There should be a rules of conduct workshop for all managers, especially those who have friends who they supervise. If you can attend your supervises wedding and then sit on his or her tenure review, is this really fair?</p>
<p>Fire administrators</p>
<p>Sending weekly or monthly updates of existing goals, showing how are they being reached, and results. I believe the president is planning to do great things, but I am still unclear what is her leadership outlook; what does she think of Canada and now that she's had 2 years, what are her priorities for the college and how can we help her achieve her goals.</p>
<p>Keep communication channels open. Have president and VPI at division meetings to keep faculty and staff up to date and answer question. Both must have an open door policy.</p>
<p>If administrators want input for their decision-making, then agenda topics on participatory governance bodies should be listed for "Action", not "Information" or "Discussion". Members of these bodies should be able to vote on specific recommendations that arise from their discussions. It does not make sense to have "information" items on these agendas. If there is no room for dialogue, it is better to communicate with the entire campus community through written email, rather than waste the time of a few individuals who attend meetings.</p>
<p>timely communication before decisions & actions</p>
<p>more open forums when final hiring decisions are made with the president to illuminate reasoning</p>
<p>Faculty should be able to see the aggregate feedback provided by faculty in the hiring forums. This would help ensure that the process is more than a theatre show.</p>
<p>The essential problem is that administrative leadership has no incentive to discuss anything with faculty. They can achieve their goals - including maintaining their own job security - without us. In fact, I expect that from their perspective, we're more often an obstacle than an asset. They simply have no incentive to include us in their decision-making process, and making decisions without us is easier and faster. The fact that excluding us from their inner circles is slowly killing the college is hard to see when they're focused on reaching their short-term goals - which, I expect, have more to do with beefing up their resume for their next big interview than it does with the long-term health of the college.</p> <p>The bigger problem is the ever-expanding government education bureaucracy. It's killing education at all levels, all across the country. It's sucking the money, energy, and spirit right out of what used to be an outstanding education system. The only solution to the lack of transparency - which is really a lack of interest - is for the size of educational administration (from the federal to the state to the local) to shrink down to somewhere around the level it was in the 1970's. Of course, nothing will do that except a major</p>

<p>economic crisis. Like when the state of CA goes bankrupt in another 30 years or so. But that's a topic for another survey, isn't it.</p> <p>Short-term, we need to create a situation where administrative leadership really and actually NEED our input in order to do -and to hold onto - their jobs. We need them to be calling and emailing and pestering us to please help them solve their problems before their next performance review. How to do that - well hopefully someone smarter than I can figure that one out.</p>
<p>A public space in a "secure cloud" where information can be posted and made available to staff and faculty would be helpful and then emails sent periodically to faculty and staff with the link to this page in the cloud.</p>
<p>After two years with the current president I don't have any. She has communicated effectively with what is happening at Canada unless it was a personnel matter the by law could not be communicated.</p>
<p>None. I really like working here and I have been lucky to work with an amazing dean and President.</p>
<p>Early solicitation of input on decisions, and then narrative reporting on how that input really did make a difference.</p>
<p>In the case of soft money, have an answer to "and then what" when introducing the new program. Have an on going, public list of the soft money programs so people can follow them, finally provide occasional updates, what have the new programs done, will do...</p> <p>As for the misbehaving students. The privacy argument only goes so far, at some point the public needs to know what, if any, consequences were handed out so that the public understands where everyone stands. If the students were "heros" so be it. Now we understand what is acceptable, if they are not heros, then we also understand.</p>
<p>REQUIRE ALL processes to be documented ! NO 'ADMINISTRATIVE' option to do just subjective verbal !</p>
<ol style="list-style-type: none"> 1) 360-degree evaluations of administrators, with results presented to the Board of Trustees at public meetings 2) Board of trustee meetings MUST be filmed and televised 3) President must justify EACH hiring decision in writing, explaining why each position was approved or disapproved. Each disapproved position should receive feedback for future hiring cycles. 4) Accurate and up-to-date program budget information should be made publicly available and easily accessible. This should not be restricted to "upon request only."
<p>Complete transparency in hiring. Vulnerability and honesty about mistakes. Follow rigorous procedures in accepting and reporting evaluations and feedback (i.e. don't cherry-pick results and gloss over serious complaints. This present survey could probably have been avoided had the Climate survey been handled in a professional manner.)</p>
<p>I think there needs to be better communication. Decisions are already made when passed down. True input in participation by faculty would be appreciated.</p>
<p>Have process for informing (and getting input) from the campus community on any organizational and faculty/staff changes.</p>
<p>Be more open to EVERYONE about exactly how funds are being used, especially to the Programs and Divisions that actually bring in the funds (eg: Grants, UC Berkeley extension income, etc.)</p>

Applaud differences of opinion from faculty, staff, and various administrators at the college. Champion our College over District-wide goals in many situations. Canada has often and still does get the smallest share of resources being distributed, even though many of our programs and students are Award-winning and incredibly successful.

What suggestions do you have regarding decision-making processes for ONLINE course offerings at Cañada?

I think that for our core transfer students online is less than ideal as a way to take courses toward transfer.

I have not heard conversations about what groups of students we are reaching with these courses. Some students prefer online, others prefer face to face. In some cases, we are shifting the culture, so we are reaching students we would not have otherwise, a wonderful thing, but at the same time alienating students who want a face-to-face educational experience. I would like to see conversations about how online fits within a given program and intentional communication to students about that expectation. We should definitely be including students in these conversations.

These should be made in conjunction with the faculty in the department.

Prioritize courses that are heavily taken by students toward certificates, degrees, and transfer.

I have no idea what the process is....

Survey faculty and students first to find out interest and how representative that interest is e.g. do online courses meet the needs of most student groups? Also, investigate whether online is the best modality and pedagogy for the goals of the course.

n/a

Look at the success rate of on-line classes for specific courses before offering more on-line sections of the same course. Look at the success rate at other colleges for on-line classes that we are considering offering for the first time.

Important classes need to be brought online, currently we just put online the few that are convenient to be offered.

Stop them

give paid-time to adjunct faculty to improve their online skills and class management through training or 1-1 with other faculty.

I would suggest that a trial class be attempted in for a shorter span and then a decision be made about Online courses.

Make sure that faculty participate with deans in determining which courses are offered.

Faculty should be the ones deciding whether a course is suitable for online delivery. It's not a matter of "student demand" or "preference", nor should it be an administrative decision driven by enrollment potential.
consider suggestions by union members
Make the online and the equivalent in-person course for content consistency.
Online courses seem to have higher fill rates, so having more classes approved for online offering might be good so there are more chances to offer them
Offer more - they seem to be working. Use those high numbers to offset lower enrollment in face to face courses, and work on marketing and building those courses, not cancelling them.
I teach both F to F and online courses. In my division the dean seems to think online courses are the answer to everything. I find that I am not included in the conversation concerning the merits of online verses F to F.
Share the work load. It appears only FT faculty have online classes and not necessarily the same level of training.
Online classes need to have the same minimum and maximum enrollment that face-to-face and hybrid courses do; there can't be any difference. Additionally, pedagogical class maximums must be maintained, regardless of the modality.
collect some data -- survey students, prospective students, and non-students about offerings and preferences comparing f2f, hybrid and online.
First, articulate what's the goal. Lay that out and explain why. Is it efficiency or something else? Second, whatever the goal is (are) if we are going to be using online courses to subsidize lower enrolled face to face classes, let's say so and say why.
Looks like online courses are more popular than in class courses
I can't see any sense of direction or purpose behind the online initiative.
none
More participation and input from faculty who are teaching online courses.
The college is expanding online course offerings. We need to take a closer look at success in these courses and identify what's needed to increase success. Because we are a smaller college, some courses are offered only online. This is an issue for students who are unprepared or do not want online. I feel that this doesn't address the needs of our younger, first-gen college student.
Based partially on enrollment, but also consider how important the course is for certain programs (especially CTE courses) for students to complete their degrees and certificates. Some courses need to be offered nearly every semester, even when enrollments are lower than usual.

The college needs to have a robust discussion about the direction of online education at the college. How much should it grow? What priorities should be given to online and face to face classes?

What suggestions do you have regarding decision-making processes for course offerings and/or cancellations at Cañada?

Focus on articulated, transfer-eligible courses, organize them in a schedule that does not have overlaps for transferring students, make a MAJOR focus on getting new-to-campus students through to course registration with an accurate SEP early in the process (ideally now!) so we know the actual demand before making decisions to cancel any classes for transfer students.

We need to have a discussion about what to do when we cancel courses that are the final in a degree requirement for students and about standardizing the process for substituting and for offering independent study.

These decisions should be made based on faculty recommendations.

Notify students about their currently enrolled class having low enrollment so that students can make a timely and informed decision to continue with the course, move to a different section of the class, or take a different course altogether.

Plan ahead, identify classes that are high-risk for cancelation and partner with faculty from multiple departments and counseling to fill. Yes, we COULD work together...

Share the parameters and decision making processes with faculty so that planning can occur. E.g. let divisions and departments know at which number (how low) at which time (when) cancellations will be considered and how program needs impact that (e.g. if cancelling a course means no program or pathway for students)?

n/a

Consider the requirements needed for certificates, AA/AS, and transfer. Consider the diversity in classes that we want to promote, especially cultural diversity, and have The. marketing Department help faculty find a way to promote those classes.

The significance of a class to it's program should be considered.

Involve faculty

See if there's a way to get data from ed plans as to how many students are supposed to take a specific course on a specific semester. Work with counseling to push a certain course during a specific semester. Try to hire more tenured faculty so instructors are available and we have certainty that we have the faculty needed to teach high demand courses. Also, if hiring adjuncts, provide contracts ahead of time, well before the following semester so you ensure they commit to the college.

Never cancel a course before the first class meeting. Make sure that affected program faculty are part of the process when canceling courses.

cut the workload of flakes who can't teach
Offer pre-requisites for each course and ENFORCE it to server the students in order to make sure they have the needed skills to succeed. Also enforce the Math and English entry exams like ALL other colleges and universities do. Letting anyone take any class they want is cheating the students and staff.
leave classes open a longer period to allow them to fill before cancelling them. lots of students add classes in the last two weeks before a semester starts and if the class is cancelled before then, it doesn't get a fair chance to fill
There should be more collaboration between the administration and Academic Senate on the college's enrollment targets and the underlying budgetary concerns. Right now, it feels as though the administration is content with emphasizing that college enrollments are generally down. The corresponding tacit message appears to be to move courses online.
Market the programs that need help.
It's insane that we still look at load as a determining factor in deciding on class cancellations. We are a county-funded district, and while we have to make smart decisions about how that money is spent, that we use load as a determining factor makes no sense.
The process for course cancelation in my division is flawed. The division dean cancels courses without bring the faculty into the process. Note, this is a dean problem not higher in administration. Courses are canceled without the acting VP or president involved in the process
We need to include more marketing strategies, so that fewer courses are cancelled and our course offerings are made even more known.
base cutting classes on percentage of max fill rates, not the arbitrary 20 number.
Make numbers for cancellation clear when the course is posted.
Have the above ideas as conversations, there aren't right and wrong as much as there are tradeoffs
Listen to the affected faculty about what to cancel first and base decisions on their input rather than arbitrary numerical calculations
More online classes
Before we cut our academic programs out of existence, we need to look at the proliferation of administrative positions at both the college and district level. I understand that being "local support" is not a license to waste money by offering low enrolled classes ... but it is outrageous that we continue to hire administrative positions as enrollment drops. This is true at the college level and at the heavy-handed district level. Stop hiring administrators and focus on education rather than empire building.
Lower caps in general to have more sections with smaller class sizes.

More participation and input from faculty.
Make sure that we are offering classes that are included in the major for a degree at least once a year; offer more "selectives" as part of certificates and degrees to provide students with more choices.
More discussions with faculty and Deans on an ongoing (semester) basis. Maybe include students from the programs too.
Courses with very low enrollment continue to be offered without clear plans for how to turn the ship around.

What specific issues have you encountered with the decision-making processes at Cañada?
It is unclear why resources are not better aligned (example Promise team and Outreach are not in same org as the team that runs orientations, SEPs for new students and placement for incoming students). No one "owns" the process dealing with incoming, new-to-campus students so it is incredibly fragmented and not as successful as it should be to get students from interest/application to registered for summer/fall classes. Yet, enrollment and # of students is a KEY ISSUE for this college (based on what admin says about the negative impacts of declining enrollment). Doesn't add up. This is just one example of things that don't make sense from an admin/org perspective.
A timeline being laid-out for a decision-making process, and then it not being followed (decision gets pushed off for months). A decision just not being made.
Often process changes are not communicated until one runs afoul of them. Creating greater accountability is desirable, but holding people to standards and processes that have not been communicated is not. An example is the process for approving expense reports. I do this once a year and it changes every year.
There is no actual way for faculty to be involved in the decision making process. There are attempts to "listen" to faculty, but that isn't the same thing.
Transparency on how much the college gets for the year and the breakdown of how much will go to different departments and services.
None.
Our current VPAS doesn't seem to be tuned into how college budgets are designed to support programs and services that support faculty and student success. Some of the choices around budget that have been made alienate faculty and others. There seems to be a definite lack of college experience that is evident in the choices and actions of our VPAS and the problem is getting worse with no regard from the district or the president who seems to have looked the other way to ignore that poor choices.
One thing that really concerns me is that since last year, I have heard one by one in spontaneous unsolicited conversations from faculty and staff in several divisions and six different departments that they are uncomfortable with decisions, treatment, work, attitude, and/or processes of our Interim VP of Student Services. A community partner commented recently as well. This pattern suggests that we do not have a good match right now for our institution and community and must find a permanent VPSS that is a better fit as soon as possible.

The new talk about funding going into different categories is confusing and the hiring-justification process is becoming less clear.
I do not know how the decision and criteria are used to select an internal candidate to take on an interim position. I have seen staff/faculty who do not qualify for the position and not having to work for it have been selected to take on the role.
It is discouraging for those who have worked very hard and dedicated themselves to the college but never have an opportunity to apply for "interim" positions.
Secretive
Budget is a mystery. Faculty do not participate in division budget process.
no proactive mentoring on improvement of instructors' curriculum — especially issues that collected negative evaluation responses by students
<ol style="list-style-type: none"> 1. The lack of and enforcement of course pre-requisites and Placement exams 2. Inconsistency of cancelling day vs, night classes
why some tenured replacement positions are open for being filled again
Not enough information about the college and district budget is shared at the PBC level.
Budgeting is not a "shared governance" process. It is a top-down process, with after-the-fact explanations of why we do what we do. PBC has no role in budgeting.
Note what do you mean in 3 above? It seems that we have a very open budget process.
I have no idea where to look at budget information. I've only seen items sent by the President, which is bias by position.
more ambitious, aggressive faculty hiring is needed.
Adjunct faculty are often left out of high-level decision-making. At the department and division level all seems OK, though.
not been in the loop, don't want to pre judge, I do find the current administration approachable--one can ask questions and get answers--that's good.
I'm adjunct and don't get involved. But if there's any "unavailable" budget information then there's no excuse. If you can't justify your decisions to the people on the front line, then you haven't done your job with the budget process.
Decisions made by a constantly changing cast of administrators lack congruence.

Major program restructuring decisions were made without ever consulting program staff/faculty. What is the purpose of the program review process if decisions are made outside the process and with no connection to it?
The state and the grants make things difficult with all the various restrictions on pots of money, and this also seems to be growing admin. positions faster than faculty ones. Some things are totally done in back-door meetings, partially out of a need for speed, but also due to specific admin's ideas about what's best and when those ideas are not articulated and defend, we get a lack of trust.
Decisions already made when they reach faculty.
I think that administration is "selective" about what information is provided to faculty/staff. I think many decisions are still made by leadership without input from college community.
Not being involved or aware until resources and funds have been redirected elsewhere, without notice nor explanation.

What suggestions do you have for improving the decision-making processes at Cañada?
Align resources and create ownership for results and outcome (not ownership of activity). Particularly for key issues like new student enrollment, getting current students re-enrolled for the next term, etc.
Make decisions according to the timelines you set. Make decisions.
Think in a process flow diagram with key checklists for critical processes. Make them easy to find on the website, include links to required documents, make the documents fillable and signable digitally.
Participatory governance bodies should have actual decision-making power.
Administration presentation on the budget and explanation on how the money was distributed.
None.
Hire a VPAS that actually cares about faculty and what is best for the college and the students. Some of the faculty have referred to the VPAS as the "cancer" that is killing what used to make this college a special place to work.
I'm super confused about why a VP of administrative services has power over academic and pedagogical decisions. Maybe a flex session that explains what the different roles and duties are. Also, it would mean a lot if more (some already do) administrators could come and listen such as during program review, campus events, and by visiting department/division meetings.
More open forums with administration to allow faculty to share their views points on topics.

Write funding and hiring justification procedures written down as clear steps for everyone to have access to and hold the applicants and the administration accountable for them.
To give everyone a fair chance to pursue a new role even it is an interim position, we should have a fair and transparent process and the decision should not be done by solely one administrator.
Involve faculty
Have division deans work with faculty in setting budget goals. Give faculty an opportunity to comment on budget before it goes to Budget Planning.
stop hiring unprofessional people
Keep student success in mind and enforce pre-requisites. Don't set up students for failure by not having pre-req skills for a class. Be consistent on class cancellation rules (student count)
prioritize replacement positions
Share more information with the Planning and Budgeting Committee.
none
the funding request system through SPOL is just getting started. we need to streamline it (lump small amount items together) and focus on major strategic spending questions.
perhaps place the budget in a pie chart and have conversations about the various pieces. It would help to know what is gen fund vs soft too.
Transparency, transparency, transparency.
Figure out why folks want to leave. Fix it.
Accurate and up-to-date program budget information should be made publicly available and easily accessible to faculty and staff. This should not be restricted to "upon request only."
it would help if we strove for more of a collaborative and coherent approach that involves broad sections of the campus in actual planning processes. We started to do that around pathways before blg. 8 turned over completely. But now, with the new set of Deans, I REALLY think they should be involved in creating collaborative relationships between faculty, staff and administration around budget. Also, let's get rid of part-time faculty work by hiring more full-time faculty who can engage in long-term projects beyond the classroom.
More faculty input.

Decisions should be part of longer term goals. Faculty/staff impacted by decisions should be informed and have opportunity to give input.

Involve all programs and staff/faculty involved and AFFECTED by redistribution of funds at the college and district. Make college- and district-wide meetings on these issues public, well-advertised, and since many staff and faculty have time-conflicts during workdays -- give them other avenues for receiving and contributing information for decision-making processes (eg: program-wide or Division-wide meetings before college/district-wide decisions are made).

What specific issues regarding lack of institutional memory have you encountered?

Admin (president and VPs and now deans) come and go with astonishing frequency. In the process interim people are put in place which almost guarantees institutional memory will get lost before the next permanent person is in that role.

In my role, I work with specific student groups. I often run into activities and conversations where my knowledge could be leveraged. People are so much in their own lane, often the conversation is not extended when partnership could be beneficial.

No one know what anyone else is doing, has done or how that impacts them.

N/A

Our executive leadership could care less about institutional memory. They only care about themselves.

It used to be very good. However, we have lost so many good people. It seems like some very qualified dedicated people are getting pushed out I think because new administrators don't know who they are/of their strong work and contributions. Also, I keep hearing that faculty and staff have had to worker harder longer to update interims and recreate relationships.

Interims do not know previous justifications or contracts that set up funding for certain and programs or projects. More writing support through a well-funded writing center keeps getting ignored (over 4 years).

VPs come and go so frequently very little that we have learned can be maintained.

It's not a topic discussed at our division meeting so unless I am looking for the information, it doesn't get communicated easily to all employees.

Clarity of resources and timely access to all details were lacking. It would have made things easier and more streamline with more transparency and accessibility to the right resources in a timely fashion.

Not much memory left at Canada.

accepting products of the broken k—12 system; why is this campus the receiving end of illiterates whose poor performance continually drag down class average and is detrimental to morale while contributing to high attrition rate?

<p>most of the administrators are new and don't know much about the history of the college</p>
<p>Some faculty funding requests have been dismissed due to "insufficient information." This seems more a problem with new administrators not knowing the college rather than faculty not providing enough justification for the funding request. If a funding request is going to be denied, the administration should give a real justification for the denial.</p>
<p>In my division the same mistakes are made over and over again.</p>
<p>Since the administrators have shuffled and exited so frequently in the last 2 years, there need to be assurances that institutional memory is acknowledged and factored in strongly in the decision-making.</p>
<p>sometimes too much "institutional memory" can be a bad thing, as when faculty cling to old resentments, not knowing that things have been changed for quite some time. The worst example was the wave of class cutting begun by VPI Anderson -- that was not the way we did things, and there was not enough time to change the culture (to get students to sign up for classes early, instead of procrastinating and waiting to the last minute)</p>
<p>I'm not sure what this is, but the college's mission seems to have changed in the last several years. I'm not sure, how, when, or why. I would assume radically changing the mission is similar to not having memory.</p>
<p>Had a faculty member challenge a new administrator about the efficacy and transparency about a program that was over 20 years old, had documented success. Moreover, the faculty member knew the person in charge of the program and didn't bother to ask questions of him prior to challenging the new administrator (who didn't have the institutional knowledge) That sort of thing should not happen. Not fair to the administrator or the program.</p>
<p>The whole admin is new in the past 3 years grants bring in dozens of new mid-level administrators who only focus on their grants and how they can position themselves for permanent positions. Chaos.</p>
<p>Interim administrators have made decisions without reviewing or considering program review information/results. Interim administrators unaware of key committees and stakeholders on campus. There is always one or two staff people to call who "know how things work"; however, many of our policies and procedures are not available in writing. To use one small example, what is the process for reserving space on campus? The answer: it depends on which space and who you ask!</p>
<p>Too many admin not understanding why things were done a way before and acting in a way that essentially discredited that work.</p>
<p>Unclear.</p>
<p>Every administrator who was on the college "cabinet" approx. 2 yrs. ago is now gone. Although the campus was told that administrators left for better opportunities, at least half of these administrators left because of the college leadership. This is very concerning in terms of continuity of college goals and priorities. For example, I know that previous Dean of Business had plans to bring in new CTE programs - with her departure, that didn't happen.</p>
<p>New Presidents and VPs drastically change the personality and openness of the college administrative processes. See Tom Mohr (as many of us know) as the Gold Standard for openness, congeniality, collegiality and especially being a stalwart champion for our College and our Programs!!</p>

How meaningful is an institution's memory when every one of its administrative decision makers have left?

What suggestions do you have for improving institutional memory at Cañada?

For this administration it appears too late -- nearly every Dean has been replaced or is leaving, nearly all VPs departed.

Much like it is possible to register for areas of interest for Amazon newsletters, it would be great to be able to register interest. Also, we should create a culture that is intentional about inclusion, but also about being clear about what level of feedback or participation would be appropriate (FYI, Sanity Check, Input, Active Participation, etc.)

N/A

We need leaders who actually care about our college at the helm.

Formalize and support the sharing that longtime faculty and staff can do to orient new administrators and other new faculty and staff. Have staff create manuals/handbooks on paid time. Take time and act to support, uplift, and appreciate people who have been here doing good work e.g. by being present. NO MORE emails and texting while we present or try to talk at meetings. This culture of not listening actively feels disrespectful and discouraging. This has got to stop if we want continuity and to be able to build.

Ask to meet with programs about their funding experience and needs early, before funding deadlines. Meet with departments to learn from faculty about curriculum oriented needs and projects.

Stop cycling through administration so frequently.

A lack of institutional memory is fundamental to the SMCCD business plan. We have whole departments that have no faculty. There is no one paid to build or update classes, only adjuncts paid to deliver them. The way most classes are maintained is by leaning on adjuncts, asking for them to invest in the college without compensation or acknowledgement. Deans and VPs ask this.

Over time that unpaid debt grows. When it does, SMCCD rotates administrators. Incoming managers have no memory of what was invested to build resources and can apply them without any obligation to those who built them. When they need more, they ask for new investment and favors. With the realization they will never give back for what they take on Cañada's behalf. No one will.

Institutional memory will not improve in SMCCD. The district would not be viable if it did.

Rely more on experienced staff

Perhaps making a web page where we are all made aware so whoever is interested can easily look for updates.

Suggest- More transparency and contact with other faculty members on a more periodic basis . Pre planned meetings already set up on the calendar would help.
Use the faculty and staff more to help new administrators understand what has preceded them and the successes and failures have occurred and why.
replace academic counselors with ones who knows if clients are adequately prepared to take on the challenges for excelling in advanced courses
making use of the memory that senior faculty and staff have and having them be a part of decision making processes
More governance power needs to be given to faculty and staff, since we are by far the most stable and committed members of the college.
Listen to those who have been around a while, occasionally?
At the division level bring faculty into the process.
oral history project through the library?
no good solutions here.
Find out why folks want to leave. Fix it.
Utilize flex days to review policy and procedure. Provide regular training for adjunct faculty, temporary staff, and interim administrators. Consider implementing mentorship networks.
New admins need to be coached in listening, strategic conversations with relevant stakeholders, basic leadership skills.
Identify the reason that administrators are leaving and address the problem.
More collegiality and more frequent sharing of information and ongoing processes in all decisions.

What cases of notably positive or negative working relationships have you encountered at Cañada?
People defending their turf rather than thinking about how to do things in new ways that would increase success for students. People blocking addition of new/more resources that would add capacity of the org to successful serve students.
Positive - VERY strong relationship with dean, very capable and focused support of faculty

What relationships between VPs and faculty members?
Instructors are directed not to review fellow employees as "exceeds expectations," even if they do. Creates unnecessary friction.
These questions were hard to answer in the aggregate because it varies wildly between individuals. I have worked under 5 deans and found them to be mostly approachable and collaborative, although currently there is a movement toward limiting interaction and creating a hierarchy. This is a symptom of fear and an inexperienced leader. Also, with the high number of interim positions, it is hard to work collegially, because there hasn't been time to develop a relationship. I have seen multiple examples of people being very protective of their span of control or their area, to the exclusion of collaboration.
There is a lot of variation between specific deans and faculty, but there isn't a strong sense overall that we are in it together.
Colleagues from different department consult with each other before making important moves for the college.
There are many many problems with the interims that have been hired at our college. They are unqualified and misguided and are a clear reflection of our current leadership. I have heard story after story of the incompetence and poor decision making plaguing the interim choices at our college.
Positive: Noticing what others do well, appreciating their work, showing respect through presence and active listening, listening and learning before making judgements, and being willing to accept and give positive and constructive criticism. Negative: Not taking moments to notice what other do well, grabbing power through lack of communication and discreet word slights, going on cell phone and/or emails while others are speaking, not being present at key events, not responding to requests or emails although sending emails out, or not focusing and being considerate of other's time.
I have not be pleased with the VPSS's decisions and remarks on campus. He has offended individuals working on this campus, while making decisions that are NOT in the student's best interest. Programs have suffered under his leadership. He runs late to meetings (making people wait as long as 45 mins for an hour apt.), does not read important emails (he has said this), makes huge decisions on the fly without discussing it with departments and does not clearly communicate information to staff about important decisions being made.
Building 9 staff and counselors are very friendly and hard working. I have had the honor of working with hard working and dependable faculty and staff on projects.
I'm an adjunct and have had no contact with anyone beyond the staff and a couple of faculty members.
I find that we are all very busy so it's hard to find opportunities to meet other faculty. As an adjunct I am seldom given the opportunity to meet others. Unless you're in a committee it seems difficult to meet other employees from a different division and during our division meetings, it's often hard to mingle b/c right after the meetings, most of us have to dash to another event. Also, if an adjunct wants to participate in a division meeting, if it's not on his/her scheduled date, he/she should still get paid for attending.
No collaboration in my division. Find out about new positions after the fact.
some infrastructural support groups do not take reports of ongoing problems seriously

one simple one is communication with staff who can't attend staff meetings -- publish meeting minutes or make them available on request
work with the majority of the deans has been positive, particularly when assisting with petitions for students
Impossible to rate working relationships with VPs or Deans, since practically all of them are new on the job. What, exactly, should we base ratings on?
At the division level the dean does not include all faculty in the decision making process.
I have been fortunate enough to work with amazing support staff, and my dean. My onboarding process was fast and I felt ready for my first class.
the rapid turnover in administrators has made it hard to form good relationships. Example: I was beginning to enjoy working with the VPSS and then he moved on.
My experience has always been that people are very friendly, helpful, and collegial at all levels: classified staff, faculty, and administrators.
I find that faculty members, when hearing of a concern or complaint from a student, are too often NOT telling the student to go speak to the source of the complaint. I also find that the faculty are too often taking the student's word as gospel without speaking to the faculty member. This is risky since students often miss interpret or outright fabricate.
I can't evaluate the working relationships with VPs ... I don't know them yet. I can't evaluate the working relationships with Deans ... I don't know them yet. (Though in the past the Deans basically ran the college) Faculty keep their heads down and do the work.
Positive: When Deans are attuned to the goals, strengths and weaknesses of the faculty running programs and work to grow those programs over time, offer guidance and support, advocate for faculty and are willing to take risks on behalf of students and faculty. When VPs work together to engage the entire campus in thinking about broad changes. I have seen this a few times here and expect to see it more. Negative: When admins say 'No' to requests or send down new rules without articulating a clear reason, or offering any alternatives. When the district or other admins ignore the findings of search committees and seem to pick a person they had already pre-determined should do the job. Then, when things go badly seem to blame everyone else. When repeated complaints about administrators are met with skepticism, denial and cover-up tactics. When new admins come in but do nothing to build trust, to show that they've actually heard what was expressed to them and seem to mainly empower a specific layer of people who make them feel safe as opposed to pursue an actually sound, student/community oriented policy. When bad decisions (or untactful ones) on the part of a VP are blamed solely on them, as if the president and other VPs would not have known.
Positive relationship with Dean Janet Stringer.
Because of turnover, there has been little opportunity to build relationships - we now have 3 VP's who have just been put into place - two are interim. In general, on the Dean level, I have found Deans to be very accessible and helpful.

Many mentioned before here. President/VPs working behind closed doors to make major process and fund distribution decisions without informing nor asking input from faculty and staff in general.

What suggestions do you have about improving working relationships at Cañada?

Align people/resources and make ownership of results/outcomes not just activities. Move people out of roles where they have been ineffective (or obstructive) for years and it is a known issue on campus.

I believe that we should be collaborating across levels and responsibilities in order to be at our most effective. I would like to see mentoring at all levels, across the organization. There may be more collaboration behind the scenes that are seen on the ground, in which class highlighting it as a good practice would be useful.

More Flex Day opportunities toward day-to-day concerns.

Hire people who are qualified and who fit at the college. Hire people who care about the college and the people who work here.

Having a clear vision and why and genuine caring goes a long way for all the other details to fall into place that will be important as we do the new hires. I like how the deans I have worked with and our president listen and act e.g. showing up to support at important events and meetings. They could set an example for other administrators, asking them to be at key events and to get off their electronic devices. I think our recent permanent Dean and VPI hires will help smooth the way. Another idea would be a Faculty, Staff, and Administrators Myths and Reality discussion activity to gain empathy for each other's positions and the different types of demands, pressures, and constraints.

We need to treat everyone that works at Cañada as an equal contributor to student success and listen for how they advocate for the students.

Adjunct faculty do not attend department meetings or flex days because they are not paid nor encouraged to do so. With so many adjunct faculty missing at these team meetings, the communication and sense of community is much less than it could be.

Realize that faculty receive overhead, benefits, and compensation. Adjuncts do not. When you offer the same per hour rate to an adjunct and faculty for additional work, the adjunct has to remove 2/3 from that money to pay for overhead and benefits. Meaning they are compensated at 1/3 the rate of faculty, for the same job.

Perhaps allow adjuncts to get a certain number of hours per semester (e.g., 3-5) to participate in social functions at school or if they decide to participate on flex day on a non-working day, that he/she has the opportunity to get paid for the whole time of attendance, not only the scheduled hours he/she is scheduled for on that day or not get paid at all if he/she doesn't work on that flex day. Start a lunch block where classes are not held, maybe once a week or more. During this block there can be campus specific event for the whole school (including students) or for employees only. Ex: Wednesdays, there are no classes at noon. 2 times a week there can be campus wide activities to promote community with the students and faculty and 1-2 times a week there can be an employee brown bag lunch where one day is for mingling and the other is for hearing updates on campus or to learn about a specific topic.

Make sure that deans bring everyone into decision making process as far as programs and courses are concerned.
investigate, analyze, fix cause & effect of complaints in a timely fashion instead of dismissing reports with excuses
having administrators that will be here for more than a couple of years to build relationships
Administrators need to respect both the spirit and the letter of shared governance at the college.
Bring ALL faculty into the process.
I am not sure the VPs offer much to the college except costly salaries.
I would feel better if I felt that the VPs had a strong sense of what specifically is happening within our classrooms -- the core of our mission.
Stress that different points of view (especially those not often welcomed in the politically charged Bay Area) must be tolerated, if not accepted. I think that deliberately bringing different points of view to the campus for conversations would be useful.
<ul style="list-style-type: none"> * Make integrity in hiring a priority. \ * Take complaints seriously and actually hold people accountable. * The top of the institution must own its mistakes if they expect to be respected and trusted. Don't pass the buck: the whole reason why administrators are paid more is because their decisions have an impact on many people. The consequences of those decisions remain for years. So, it should never appear like a mistake is an individual admin's fault. * take a learning stance and be honest about one's limitations. We are educators and should also expect everyone to be learners. Decisions and mistakes are important learning tools. Also, there is a body of research about colleges that we can be seen as drawing from and contributing to.
More stability - we should not be posting any interim positions - the applicant pool will be different and there is less chance that these individuals will stay in the job.
Make everything more open and collegial. Much more active campus-wide inclusion/collegial governance and in decision-making.

What other factors should be addressed to improve support from the President?
Communications - they need to be strategic and inspiring people to work together to improve outcomes for students. She needs communications support because they are fragmented and not at all strategic or inspiring but are random. It started off terribly with an email about the random people she met when walking around campus and hasn't gotten better since. One time we have gotten copy/paste info from LAO office - which was not tied to relevance for our campus strategy/vision. Employee communications skills, planning and execution is an area much needed for development.

I am unclear about this "support from the President." The President is a non-factor in my life as a faculty member here.
This is a hard job with warring requirements. I appreciate the transparency and the communication. I hear more from her in terms of vision and direction. I am always happy to hear her speak but would like a longer update on flex days to support my understanding of the organization goals and direction.
Further explanation toward not hiring specific individuals who were highly regarded by the team he or she will be working with while at the campus.
I feel like she is fake and not to be trusted. I am not sure that I believe one word that she says. There has been talk of faculty supporting a vote on no confidence in our administration. I am not even sure that any of them would care about that.
I think our president is already starting to address some of the issues. My experience has been good. But I hope that President Moore will look closely at the VP situations that seem to be causing a lot of the stress. I hope our president will be here long term and grow with us. I would guess that President Regina Stanback Stroud and former President Tom Mohr did not become the leaders they are overnight. I understand that they are both at the end of their long careers e.g. nearing retirement but I think they are models to aspire to. In particular, Trustee Mohr knows how to listen, respect, uplift, and inspire. He is an amazing mentor.
I like the open door policy, but it is hard to speak to the President during those hours when there are other people there. Maybe there should be tea with the President when it is a community-oriented open door policy and a 10-minute consultation/update sign-up period for some private time with the President.
A better orientation (or maybe I should say some orientation) for new faculty would be helpful. I have no idea what the goals of Canada are, their philosophy on teaching and grading, norms, etc.
The President should be informed of all the changes affecting his or her staff. The building 9 situation is a mess. The office space issue is like the "hunger games" and we have received no support or guidance. The last week of the semester is not ideal for everyone to be dealing with moving concerns and logistics.
I really like the President, she's really personable and open to meeting faculty who approach her. I believe it's important for us all to have an opportunity to meet her once a semester to check-in and build rapport, perhaps at the division/dept. meeting. She's probably being smart and strategic to keep her distance so she can manage from a non-biased approach, but I think it's important for her to get to know us and hear all perspectives. Decisions here takes a long time to make so if she were to hear everyone, for sure nothing would get done b/c of timing and diversity of opinions. Not sure what to recommend, but I'd like to see more of her and learn more of her leadership beliefs and goals.
Make sure whenever possible that the president gets input from all concerned when making college wide decisions.
blanketing everything with positive remarks leaves the impression that problems are not addressed head-on
focus on Education, not politics. This is an educational institution, not a community center
as mentioned earlier, more open discussion about decisions and reasoning for administrative hires
Relatively well satisfied with access and working relationship with the president. I feel she's doing a good job.

Support faculty with appropriate cost of living increases that are fair. Most adjuncts can't afford to live near the college, yet we drive in from a far to support the students and college mission.
More signals setting the intellectual vision and ambition for the campus.
I think any college president is at his or her best when he or she comes to speak to the faculty directly and answers questions honestly. I find the current president (and Tom, before) largely do this quite well. No one is perfect. My suggestions might be as follows: there's a perception that we have a lot of new administrators that have an "unclear" value to the college, this might need to be continually addressed. There is a perception that the three colleges are following different sets of rules, often to the detriment of Canada, true or false, this needs to be addressed as it arises. Whether or not the college, consciously, pursues a direction of subsidizing face to face classes with larger online sections should be discussed and addressed. Intentional conversation about the importance of differing points of view being accepted and debated in a civil way should never be far from the president's mind. We are all live in our silos too much. However, this can only happen if, when someone says something out of the main, they feel no fear or faculty or administrative retribution or ostracism. You won't get honest conversation as long as someone feels he or she is one comment away from being called a "hater."
I would like to know more about what President Moore has in mind for the college. How are we going to bring folks together to build a strong community.
The President should acknowledge and take responsibility for the overall morale at the college--it's the worst I've seen in many years! I even overheard a student telling another student that "the college is falling apart." Many of us only ever interact with the President when she comes by our offices to hand out candy. We do not see decisive leadership nor do we see a vision for the future of the college. The President must stand up for what's right, rather than hiding in the background when incidents occur on our campus or in our community. The President must be willing to challenge the Chancellor if necessary to advocate for what's best for the college.
Hire more full-time faculty. No more interims. Make hiring as transparent as possible and if the pool is not diverse enough, say so early - on and take real steps to help. Empower the deans to communicate with and get ideas and feedback from faculty.
More faculty involvement in decision-making processes.
Be truly present when attending meetings - understand the nuances of the issues facing faculty/staff; taking time to truly listen to build inter-personal relationships.
Meeting and listening and not just in meetings in the middle of the afternoon or late mornings -- when most faculty are teaching and cannot attend. Multiple meetings, days, and times are needed on important decisions.
In my experience when the president is making decisions, coming to faculty is not her first priority.

What other factors should be addressed to improve support from the Vice Presidents?

Because the VPI is no longer here, and that's the only VP that I interact with, I cannot comment.
Get people who are not interim and get them up to speed by talking to employees who have been around a longer time. reach back to past Deans to get institutional admin history.
I am again unclear about this concept of "support from VPs." Deans support faculty. Faculty support faculty. The President and VPs live in Building 8 and I can count on 1 hand the number of times I've seen them this semester.
There has been too much change. We need to be intentional creating opportunities to understand our new leaders and their beliefs about the organization, their working style and their priorities.
This question should not lump the VPs together
N/A
I have not been happy with our executive leadership at the college. The Interims have divided the college and the VPAS continues to lead the college down a destructive and disheartening path.
Genuine caring, listening, facilitating, and acknowledging good work. Not overstepping the role.
See comments about the VPSS on Page 6
Do not hire the current VPSS as permanent VPSS.
Better listening skills, less top-down and more team-oriented communication style, less wordy, long-winded and vague explanations that do not give clear answers to questions, honest clear answers even if they have to say "I don't know," help us save our classes with promotion instead of only resorting to cancellations due to low enrollments,
Our current VPSS is only focused on programs that bring in money (Promise and International) we do not have many support services for our general students who also need support.
VPI needs to be open and available to faculty when problems come up between deans and faculty.
need to show their presence & communicate some tangible accomplishments to suppress the level of awareness that this campus can operate without them.
In nearly all cases, too new to judge. Ask again in a year.
I've worked with 2 VPs, both were a waste of my time. Their instruction was incorrect and counterintuitive to the project goals.
Since we have all new VPs, I can't rate them at this time.
less turnover!

I have had no interaction with any vice president, so I can't say anything about them.
There has been such a turn over that it's really hard to evaluate the current VP's, instead what my comments above should be read as is: this is what the new people need to be doing more of, going forward.
I will need to get to know them before I can assess this.
It's impossible to improve support without the presence of permanent, qualified VPs and mechanisms to hold them accountable.
This has widely varied depending on the person. It would be great if the VPs were on the same page about effective practices in both the current reform agenda(s) and leadership. It would be great if there was an exchange of ideas and clarity about decision making. There has been an appearance at times that one VP had an undue amount of power over things related to instructional or support programs. The VPs (especially of Bus Services) should probably have more of 'servant leadership' role. And, of course, they should all be professional and respectful and any complaints against them should be taken very seriously.
Again, all VP's are new - really listen and act on recommendations from faculty/staff.
Meeting and listening and not just in meetings in the middle of the afternoon or late mornings -- when most faculty are teaching and cannot attend. Multiple meetings, days, and times are needed on important decisions. ESPECIALLY more transparency for Divisions/Programs most affected by the decisions.
The VPI needs to provide leadership around Guided Pathways and accountability for Strong Workforce.

What other factors should be addressed to improve support from the Deans?
Don't have interim deans -- that just makes it harder to have institutional memory.
My dean is outstanding, and is one of the primary sources of support I receive on campus. A factor that should be addressed to improve the support I receive from her is the support she receives from the VPs and President, so that she can remain happy in her job, and can continue to support me in mine.
I am often made to feel that my dean does not trust me or my colleagues and does not understand or value my contribution. I am a professional and I put in 100%. I work hard to communicate clearly and to be thorough. I would appreciate being respected for that and have my contributions valued.
Open, transparent communication with faculty and staff.
Unfortunately, my dean is an interim and very inexperienced and has made blunder after blunder. I don't know one person that has anything positive to say about him. We all notice his inexperience and remain shocked that he was chosen by the administration to be in that role. It is just one more

indication that our college leadership makes bad choices that are not in the best interest of the college.
Giving faculty and staff an opportunity to provide feedback -which is not comfortable when someone is evaluating you and you have no option to evaluate them. Faculty are constantly evaluated but the deans or VPs are not except by people they choose. Currently, it is a one way street.
Respond to faculty e-mails more quickly
To be fair, I never really asked the Dean for support. She did help me get access to email at the beginning of the semester.
Recognize privilege. Not all of us have the same advantage as the friends you supervise. This not okay. The worst part is if we bring this issue up we risk retaliation.
Dean needs to make sure that faculty concerns are heard.
invite faculty for one on one discussion or mentoring often as unofficial or informal evaluation instead of calling them in only when complaints surface
Implement math and English placement tests as well as course pre-requisites and enforce them in order to ensure student success.
so far, the dean is really new, but has been great in the position
In nearly all cases, too new to judge. Ask again in a year.
Dean Carranza has supported us at the highest level. I couldn't ask for a better dean!
I get good support -- he is just spread very thin across a big division.
Janet was an incredibly supportive and helpful dean.
Our interim dean has been wonderful. She's honest, straight forward and seems to work with many quite well. That being said, it would probably help her(or any dean) that when contentious issues arise (sometimes personality driven) that the dean be given some help and guidance from those above her.
I've had generally positive experiences, aside from one of the new ones. All the deans just need to be really competent with details, timelines and understand that they must also ask a lot of questions and build trust before they can expect to have authority over other faculty and staff.
Deans need to bring faculty concerns to the VP and President level.

Deans generally do a good job, but should not be threatened by VPs, Presidents, and Chancellors for doing their jobs for the good of their programs and their students and faculty. It is their JOB to champion their programs and people, and dissenting opinions should be welcomed.

What other factors should be addressed to improve support from other faculty members?

Although faculty members are supportive, faculty have very limited time due to an extremely high workload to enable them to provide additional support.

Faculty (including Counseling) needs to always be thinking about what would IMPROVE outcomes from students -- new processes, new approaches, alternative ideas and welcoming new resources.

We need to have a conversation about emotional labor, and about who does it in this job. It is not evenly distributed, and those of us who are doing the emotional labor (e.g., actually learning our students' names, engaging with them about their concerns beyond the classroom, helping them to access resources) are exhausted from doing all the lifting on this. This work needs to be more evenly distributed.

Faculty are not given encouragement or a framework for working together. In disciplines that are 100% adjunct, it feels like being an orphan and alone. I appreciate collaboration and would appreciate opportunities for more.

Be mindful of bias and forwarding their own agenda.

I feel supported and respected by my peers.

This is tricky as 97% of faculty I have worked with have been very supportive.

Let them do their job. Do not overload them with work.

none

timely update on dealing with changes in necessary activities

Consistency of online and classroom course content. Update course CORs with all in the department or teaching course.

there is not a lot of communication between departments, so perhaps more opportunities to share information and attend each others meetings would be good

While I feel that collegiality is strong on campus, there is room for improvement, particularly with respect to relations between full-time faculty and adjunct faculty. For those of us that have been at Cañada for many years, we are supported in our current work, but there is NO support for helping us improve in ways that will help us gain full-time positions, be it here or elsewhere.

I perceive that only a small percentage of faculty participate in participatory governance at a given time. Some never participate; some work really hard and then burn out and withdraw from governance activities; then their experience and institutional memory is lost.
I mentioned this before, but my interactions with faculty members have always been positive. Faculty members are truly concerned that students learn.
Fine as long as I a) agree with their point of view and b) forget that they should have a better memory of what transpired.
Full-time faculty should regularly communicate with and offer support for adjuncts.
Mostly people are just too busy to really support each other in a meaningful way.
no recommendations
We're all busy, but more opportunity to meet. By the way, FLEX-days in the middle of the week and in the middle of the semester are VERY disruptive to teaching and should be avoided. Many science programs have students and classes with ongoing experiments, and mid-week FLEX days put major obstacles in the way of good research/scientific process.

What suggestions do you have about improving support for the faculty at Cañada?
Additional support should be given to faculty in areas such as marketing classes and enrollment issues (e.g. add codes and class size) at the beginning of the semester.
Support any and all efforts for faculty to work with one another on improvements that have positive impacts on student success. When faculty work together with a common focus it is very empowering (as a faculty member).
Value emotional labor, and expect that this is part of our jobs so that everyone does it.
Keep an open mind. Avoid bias. Be transparent.
Encourage interaction between faculty and classified staff. We need each other in order to survive the terrible leadership at the college.
For the 3%: Don't assume until you know someone. Remember there is always more to learn. Share and collaborate.
Better reassign time for coordinating positions, more hours at Central Duplication. Embedded tutors in English 100 sections and more faculty-led writing support at the Learning Center because the new multiple measures are placing many students in this level that need more academic support,

I find the faculty and staff always willing to help if I have questions. They are very generous with their time.

We need to work together in program development.

communication

Possibly staff-only meetings for each department for colleagues get to know each other and learn for each other

prioritizing staffing of faculty and allowing classes chances to fill before cancelling

I think administrators--particularly at the Vice President level and up--need to think of their roles as more facilitating faculty and students. This is because not only is Cañada a public non-profit institution, but administrators have not been around for a long period of time at Cañada and this pattern of turnover does not appear as if it will change.

Right now, the attitude of administrators appears to be more of a top-down private corporate power structure.

Keep in mind that we are not strictly a transfer school. There is a lot of career training going on, and that frequently gets ignored in favor of transfer programs. Specifically, recruiting for career programs needs much more institutional support than what it currently receives. Faculty shouldn't be doing the bulk of the recruiting work as they are currently. If the college values these programs, it needs to show it in its marketing efforts.

My problem is at the division level. The current dean needs to bring all members of the division into the decision making process.

Provide funds for collaboration and training. Also, more faculty events.

more faculty!

I don't see a lot of support from the faculty for differing points of view (esp cultural, social and political) being tolerated on campus. How do you fix it? Well you could start by hiring people that clearly possess views different from the current majority on campus. You could also keep reminding faculty that they are in an academy that is supposed to foster contemplation and deliberation and not at Church where there is a accepted and unchallenged liturgy that those attending believe based on faith alone. You also could start by cultivating what you don't see on campus but does exist in large numbers in the greater community i.e. a welcoming environment for people that are politically conservative--i.e. actually voted for someone other than the progressive person; be more for those how are religiously traditional, culturally traditional; be more welcoming of those practice their faith and base their opinions, to a some degree, in their religious works and books; be more welcoming for those who question breaking laws to further some greater social good; finally, you could actively discourage the use of the word "hater". Far too often I see this label attached to someone who merely has a different point of view--it effectively truncates discussion and lets the person labeling the other as a hater out of having to have a conversation about what is often a difficult issue.

- * Hire more full-time faculty so they can work on long-term projects outside of the classroom.
- * Block-schedule with common no-class times for faculty meetings and PD.
- * Reduce course caps.
- * Get really competent, experienced people in admin roles.
- * Hire more full-timers

Involve faculty in decisions about major direction of college - if we should offer more online courses, evaluation of our CTE offerings, how is our student population changing, etc.

By the way, FLEX-days in the middle of the week and in the middle of the semester are VERY disruptive to teaching and should be avoided. Many science programs have students and classes with ongoing experiments, and mid-week FLEX days put major obstacles in the way of good research/scientific process.

This also relates to annual Calendar Construction: having so many Mon/Wed holidays, and allowing this to dictate strange calendar changes (eg: Classes the same week as FINAL EXAMS) are NOT student- nor program-centric policies and need to be stopped.

Also, course scheduling has become incredibly LAZY and extra minutes are no longer added to classes -- even when the same class meets 31 times one semester and 34 times the next semester. For content-heavy Majors Courses lack of added 5-10 minutes per meeting on fewer-meeting semesters makes it very hard to teach the same content and the same way. Course content should win over "Locked-in" scheduling blocks. There IS flexibility there, if we look for it and use it. Even the catalog shows ranges of class times/lengths, and faculty must be included in these decisions on scheduling.

What specific issues concerning hiring procedures or priorities have you encountered at Cañada?

There are very limited faculty positions in comparison to other positions as well as departmental need.

There have been times when a new person/team was hired and it wasn't clear how that approval/hiring happened. Some initial hires that seemed to be made almost unilaterally by new President were very weak in terms of qualifications for the role (undermined the credibility of the new admin).

I am really over the Faculty Hiring Hunger Games.

Cultural and procedural bias against older candidates.

I value the fact that the process needs to be equitable. Unlike out in the work world, there seems to be no opportunity to really ask any questions about the position or really learn about the environment.

Lack of openness by administration to discuss the most important positions that pose the greatest need.

Any hiring process that involves the president or one of the Vice President's is a sham. The hiring committees are manipulated by the highest leadership which are orchestrated to hire the worst possible choice for the college. Whoopie!

<p>How coordination release time is determined, how retention specialist positions are funded and monitored, and why we often can't hire full time faculty but can add administrator positions. That low enrollments some how mean less work for faculty-actually we work as hard and harder to retain and recruit.</p>
<p>We need more full-time faculty before creating more expensive administrative positions.</p>
<p>We miss Debbie Carrington once she left this whole process has not been fair.</p>
<p>We have departments with no faculty. At the same time, we're hiring administrators for new outreach efforts. Maybe hire someone to build curriculum, before you hire someone to promise it.</p>
<p>From the past few years, I have been disappointed with our hiring process. We select people not by their experience and skills but by how much we know them or we like them.</p>
<p>I do not believe that Vice Presidents should be part of the 1st round hiring as some staff/faculty might not feel comfortable to speak their mind.</p>
<p>I just wish Canada could hire more tenured faculty than adjuncts. I have also worked at Foothill and I see the positive impact from having tenured faculty as the majority.</p>
<p>Timely access to required resources were lacking. No keys or supplies delaying the flow of my classes and lack of training. Lack of teachers Aid making the smooth running of some classes challenging.</p>
<p>None</p>
<p>hiring substandard faculty released from other institutions because of unprofessionalism</p>
<p>vagueness in decision making for higher level administrative positions. vagueness in reassignment of staff into other positions without open opportunities for all to apply. vagueness in short term hiring and staffing.</p>
<p>Question 2 is not specific enough. Administrators at the VP and above do not have to be involved in a hiring committee for a faculty member. After the committee makes a recommendation that is when they should be involved.</p>
<p>More faculty. Less administration</p>
<p>there seems to be no long term strategy, only reaction to immediate needs.</p>
<p>The bias training isn't thoughtful and isn't open to discussion. For example, there are many (including some who have pioneered research in this area who now doubt its merits --see the link of two experts in the area below) Why is this not part of the conversation? It feels like going to Church rather than an academic discussion. I don't know who is right, I do know that if I don't know then neither does the district, yet I am taught that they do. https://faculty.washington.edu/agg/pdf/GB&N.Consequential%20small%20IAT%20effects.JPSP_final.2Sep2014.pdf?mod=article_inline</p>

District HR support is often miss-guided and they make many mistakes. This causes us to loose good applicants and waste our time. I personally do not want to sit on any more hiring committees.
Lack of willingness to institutionalize successful programs, opaque or delayed decisions in the hiring proposal process, lack of connection between program review and position decisions, lack of feedback in hiring proposal process, high turnover of staff/administrations, conflicting messages about the college's budget. I have presented the same hiring proposal year after year with no explanation for why the position is not approved. I have given up trying to understand how decisions are made.
Transparency.
Posting too many positions as interim - not doing enough to keep qualified staff.
It's good overall. Permanent replacements need to be hired proactively and not several semesters after faculty/staff/administrators have retired or resigned.

What suggestions do you have for improving hiring procedures or priorities at Cañada?
Continue to have the SMCCD Open Jobs email sent to all employees and be sure that all job opportunities are publicly posted.
I wish I had a great idea.
Evaluate which programs have the highest need based on multiple factors.
Don't include executive leadership at all. They can't be trusted.
I think we are moving in a better direction. The one thing I have not seen is justifications for the positions that are turned down. On a separate note: The people working on the equity in hiring seem to be doing good stuff.
Look at enrollment numbers in departments and make one full-time person departments into two full-time person departments.
Be transparent. Set high and realistic standards and do not just hire your friends.
For temporary positions, the persons should have gone through the fair interview process. Everyone who is interested should have the same opportunity to apply.
Hire more full-time faculty. Hire fully committed who can have the time to focus on one campus.

<p>Strongly suggest a new hire orientation/ training process and an opportunity to meet with the other faculty members with a detailed transfer of all required information in a timely fashion would help in the better planning and running the class.</p>
<p>Nothing</p>
<p>more in depth screening and scrutiny of performance during their probation period</p>
<p>more discussion and dialogue on reasoning for certain hiring's and why some programs have more staffing than others</p>
<p>Vice Presidents and the President should not, under any circumstances, be allowed to be on the first round of hiring committees. Without this check on power, the President can effectively pick his/her candidate. "Listening" to faculty, staff, and students in this kind of scenario amounts to waiting an additional month before announcing the candidate that was already chosen at the beginning.</p>
<p>None! The college is following the district wide process. If you want to change it then that is a district issue.</p>
<p>commit to hiring faculty as early in the as CSM & Skyline.</p>
<p>For a summary of the link above, try this.https://www.wsj.com/articles/the-false-science-of-implicit-bias-1507590908</p>
<p>Streamline.</p>
<p>Position proposals should not be ranked, the academic senate should offer a YES/NO recommendation for all faculty position proposals and the classified senate should do the same for classified positions. The president should communicate BEFORE the hiring proposal process opens with information about the college's budget and hiring goals. The president should communicate AFTER the proposal process to provide specific justifications and/or feedback for all positions. Institutional memory should play a role in the hiring priorities--we should not be starting from scratch every year. It's important for the college to have a multi-year vision for hiring and to carry out that vision as long as budgets allow and needs do not change.</p>
<p>Follow established best-practices.</p>
<p>For a Hispanic-serving institution, we should prioritize having Latino/a administrators at the college - this voice is very important. Our hiring process for administrators is too formal and short - doesn't allow us to really get to know the applicants. We should not be posting positions as interim!</p>
<p>Move the process faster, and quit waiting until the end of the semester to start the process. That is incredibly difficult and inconsiderate for faculty amidst the flood of late-semester work with their students.</p>

What questions not listed above should be included in a future faculty survey?
This survey is TOO long! Cut some.
We should be talking about our mission and goals and whether we feel that the work that we do is contributing to it, what support we need to meet those goals.
N/A
Great survey. I finally get to share my opinion about some of the things that are wrong and hurting our college.
About what support can be provided for faculty to do their job. Maybe I could have listed that earlier: Faculty need time to prepare engaging classes, to connect with students to build relationships to promote persistence and retention, to provide instructional feedback, to be early and stay after class, and to be engaged in committee work. We need reasonable class sizes and support in the form of embedded tutors, writing center, teaching assistants for large classes and paid professional development and committee time for adjunct faculty.
Have some of the interims not been hired permanently at our other two campuses? Are they not the best candidates for some reason?
Thoughts on how it's working with such a large pool of adjuncts vs tenured. How to make decision making process more effective and not take 10 meetings to make a decision.
Nothing now.
enrollment
it seemed comprehensive
None
something about strategic enrollment planning
This is a comment on the survey itself. The ratings for individual questions go from 0-5. There is no middle or "merely satisfactory". 2 tends toward bad, and 3 tends toward good. What if I wanted to rate something as neither? I can't do it. There is no 2 1/2. This makes for a biased survey.
Yes 1) In light of ADA accommodations, how has your workload changed? What do you more of less of? Is the trade off worth it. 2) Do you feel pressured, in light of ADA, to give students in that program advantages that you consider affecting the integrity of your testing?

3) Are SLO's and the associated required documentation worth the time and energy you put in them?
4) If you could currently not have to do one part of your job, what would it be?
5) If you could currently do more of one part of your job, what would it be and what stops you from doing more of it now?
The head of District HR has created a hostile work environment all the way from prohibiting fun student activities to harassing employees. I have never seen such an incompetent, power-hungry, socially inept person placed in a strategic position. I believe that he has created a toxic environment that it will take years for us to dig out of. He has caused many good people to re-think their commitment to the District and to higher ed in general.
student issues and needs, campus climate/safety
The impact of part-time/fulltime ratio on workload.
Do you think that Canada adequately addresses the needs of its students to support student success?
More detailed questions about campus calendar-making, college-wide meetings, and pro-active methods for collegial governance.

What factors not mentioned above positively or negatively impact your feelings about your job at Cañada?
Negatively impacted by heavy course load min for full-time and large class size in particular for online courses.
It is disappointing to see high-level people making decisions that lack full context -- and to see them apparently ignoring the need to take on key issues like improving student enrollment process (at a time when it sounds like declining enrollment should be a key issue being worked on at the college). Given the number of administrations we have had in the recent years it makes me feel like this too will pass and I will just keep my head down, doing my specific focus rather than worrying about things beyond my direct control.
Instructors are required to teach double sections without pay for the second section. This is the equivalent of requiring someone to work overtime and requiring them to not report that work.
Adjuncts need to be more integrated into what we do. We want to contribute, but often are overlooked, ignored, or treated like second-class citizens.
N/A
In order for this college to go back to the great place that it used to be, our leadership has to change. Over the last two years this college has gone from a great place to work to a terrible place to work

<p>where the leadership don't care about the college and where personal agendas are more important than students. I used to be proud to work here.</p>
<p>My personal experience has been good overall but I hear many colleagues who are frustrated. This is a small community of in many cases people who have known each others for years, so if one staff member or professor is discriminated against, or treated poorly, we all notice and feel it. The walls have ears here. Thus, new or interim people need to listen and build on the strengths. Come in as an anthropologist first and investigate the surroundings. Then share your insights and new ideas as some of our deans have done.</p>
<p>Meetings take much of my grading time, so meetings need to be one hour long and not two hours long.</p>
<p>The faculty that leave thrive at their new campuses. Our small campus drains people due to lack of leadership and support from managers.</p>
<p>I love Canada and its students and employees. I believe we are all passionate about our jobs and we want to do whatever it takes for our clients (out students) to succeed.</p>
<p>Administrators should be here to give faculty and staff the tools and support to help in student success. That should be the number one goal of everyone in the district.</p>
<p>my job itself and the students I serve -- +++</p>
<p>This survey was not anonymous</p>
<p>It drives me nuts how much political gamesmanship is practiced among faculty. We say we're here for the students, but there are plenty of folks on campus who have their own agenda that doesn't involve educating our students. I'd be happy if these folks would do their damn jobs and quit trying to undermine other faculty and administration.</p>
<p>Not enough question concerning division interaction with faculty.</p>
<p>workload; semester length (more for the students)</p>
<p>Seeing the college and district not stand up to protect and defend our most marginalized students deeply concerns me--especially when students have been physically attacked by community members, excessively disciplined for minor infractions (despite letters of support from faculty and staff), or targeted for their identities. I no longer feel safe or satisfied working at Canada. It has become clear to me that the college cares more about its brand and image than its students. I would rather work somewhere where my colleagues stand up for what is right.</p>
<p>The district's lack of transparency. It almost feels like we were put under receivership for running ourselves without a president for a while. My interactions with the district have made me feel like we were being somehow punished. I have lots of negative feelings about how the district office looks down on us and has conversations about our problems that are so disconnected from the actual service of students. They think they're so smart and we're somehow lazy, stupid and crazy.</p>

More respect from administrators and staff for faculty members.

I love my coworkers -- fellow staff, faculty and deans. VPs and President are harder to read, and are more political. They need to be more open, PERSONAL, and collegial.