

# Glendale Community College

A Progress Report on Campus Climate

To the Higher Learning Commission of the North Central  
Association of Colleges and Schools

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## Glendale Community College Background and Information

The City of Glendale, once a suburb in the Phoenix greater metropolitan area, is now the fourth largest city in Arizona, and has become a focal point for major change in the West Valley. Population growth has led to economic growth, increased ethnic diversity, and an increased demand for education. Glendale Community College faculty, staff and community supporters are united in the mission to prepare students:

- To participate responsibly in a culturally diverse, technological and global society.
- For successful transfer to colleges and universities.
- For employment and advancement within their chosen careers.

In October 2005, Glendale Community College (Glendale) will celebrate 40 years of continuous service to the community. While the growth of the College has brought many new faces to the faculty and staff ranks, the College is also unique, having two faculty members who have taught in the Maricopa Community College District (Maricopa) since its inception, and five faculty members who have served at Glendale since its founding in 1965. Long-term service is equally evident among administrators and staff, several of whom have served the College and community for over 35 years. This service is celebrated annually, and in April 2005, GCC honored the commitment of 97 faculty and staff at the Employee Years of Service Awards Reception.

Also significant is the history of long-term executive leadership in Maricopa and at Glendale. Dr. Paul Elsner served as Maricopa's Chancellor for 22 years (1977-1999). Concurrently, Dr. John Waltrip served as the President of Glendale Community College for 20 years (1975-1996). Together, these two leaders and many others pioneered numerous initiatives in education while contributing to the development of the largest community college system in the United States.

The above faculty and staff are emblematic of the depth and commitment of the college community, each group continually working to provide the finest quality learning experience for Glendale students.

During its 40 year history, Glendale Community College has pioneered innovations in education, accommodated explosive enrollment growth (fig.1) and changing educational needs, and become more diverse as a college community. Commitment to continuous improvement is evident in the four accreditations by the Higher Learning Commission since 1966. Though the path to excellence has not always been easy or level, faculty and staff have remained dedicated to creating a learning environment at Glendale that cultivates student success.

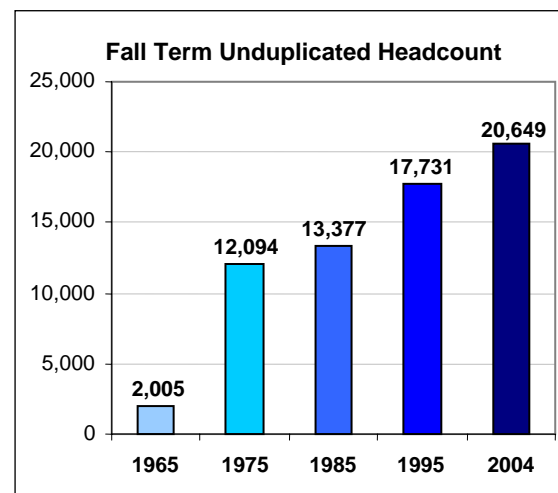


Fig. 1 – Glendale Community College Enrollment

In March 2002, Glendale hosted its fourth accreditation visit by a comprehensive evaluation team representing the Higher Learning Commission of the North Central Association (HLC-NCA). Accreditation was continued, but Glendale was asked to submit a progress report on college climate to the Commission, due by June 1, 2005.

The request for a progress report stemmed from an HLC-NCA advisory visit to Glendale in May 2000. That visit was requested by Dr. Raul Cardenas, Interim Chancellor, to investigate Faculty Senate concerns over management decisions and non-compliance with NCA criteria at GCC.

By the time of the March 2002 accreditation visit, a climate survey had been administered and was in the process of being analyzed. During the HLC-NCA visit, then Glendale President Dr. Tessa Martinez Pollack announced that she had accepted the Presidency at Our Lady of the Lake University in San Antonio, Texas. Dr. Phil Randolph, a long-time District leader and native of Glendale, was appointed Interim President of Glendale Community College.

This report responds to concerns surrounding the campus climate, first raised in 1997. It also describes significant changes in six areas of concern identified in a 2001 College Climate Survey.

## Follow-up to the 2002 HLC-NCA Accreditation Visit

Following his appointment as Interim President, one of Dr. Randolph's priorities was a thorough review of HLC-NCA findings and challenges, particularly in the area of campus climate. The College contracted with Dr. John E. Rose, a former faculty member, to review the climate study analysis. He and Linda Hawbaker, Glendale's former Director of Planning, Research & Institutional Effectiveness, identified several *areas of concern* from the [2001 Climate Survey](#) to be further explored in a series of focus groups (called *Listening Sessions*) with employee and constituency groups. These focus groups addressed the following:

- ❑ Leadership
- ❑ Communication
- ❑ Fairness
- ❑ Diversity
- ❑ Decision Making/Governance
- ❑ Morale

Thirteen Listening Sessions were conducted from Spring 2003 to Spring 2004. All sessions were facilitated by the President and conducted with each of the following formally recognized employee or constituency groups:

### Employee Groups

- ❑ Faculty
- ❑ Maintenance and Operations (M&O) (Crafts employees were included with this group)
- ❑ Management, Administration and Technology (MAT) (College Safety employees were included with this group)
- ❑ Professional Staff Association (PSA)

### Constituency Groups

- ❑ Arizona Association of Chicanos for Higher Education (AACHE)
- ❑ Asian Pacific Islanders Association (APIA)
- ❑ Maricopa Council on Black American Affairs (MCBAA)
- ❑ United Tribal Executive Council (UTEC)

The number of participants in each session varied from 3 to 50, and some groups required two or more sessions to address all areas of concern completely. Some participants enjoyed membership in both an employee and constituency group, and their active participation in both sessions was welcomed. Each session lasted approximately 90 minutes.

During each Listening Session, participants were asked to express their views about each of the six areas of concern by responding to three questions:

- ❑ What is the College doing in this area?
- ❑ What issues remain?
- ❑ What actions could lead to improvement?

For those attendees preferring anonymous input, blank index cards were available for written comments prior to and during each session. Minutes were taken at each session, though names were not associated with comments. Once all Listening Sessions were concluded, a [Listening Session Executive Summary](#) was written and posted on the College's website (Appendix A).

From September 9, to October 1, 2004, a second series of Listening Sessions was conducted with all employee and constituency groups. The same procedures were followed, though the focus was slightly different. Sessions addressed two of the original questions, "what issues remain" and "what actions could lead to improvement", and the college addressed options for a follow-up employee climate survey.

Prior to the conduct of the second series of Listening Sessions, during the August 16, 2004 All Employee Convocation, Dr. Randolph distributed a draft Progress Report on College Climate and discussed concerns and ongoing improvements as part of the convocation program. He also announced his intention to retire in July 2005. In keeping with the College's pattern of performing due diligence in all areas identified for improvement by the HLC-NCA accreditation team, Dr. Randolph strongly advocated that the College conduct a follow-up employee climate survey.

During the second series of Listening Sessions, attendees discussed progress in the six areas of concern (Appendix B), and then addressed four options for conducting an employee climate survey. The general consensus was that the College should not attempt to repeat the original 2001 survey (Option 1). Attendees opined that the campus was very different and many of the original questions far too personal in nature. Many employees supported using a recognized survey (Option 2), provided the survey focused on like educational institutions, and allowed for the addition of questions to address GCC specific concerns. Some support was shown for a third option, developing a new in-house survey, though many felt the process would be very time intensive and could lead to the same problems as the original 2001 survey. Lastly, a hybrid option (Option 4) surfaced from the discussion, to use a recognized survey, tailored if necessary, to be conducted in Spring 2005. This survey could then serve as a tool for future climate surveys, at a time appropriate for the College.

During a Campus Conversation with college employees on October 6, 2004, the College formally decided on Option 4. The responsibility for coordinating the survey was assigned to Matt Ashcraft, who had replaced Linda Hawbaker as the Director of College Research Services.

An [Executive Summary](#) of the outcomes from the second series of Listening Sessions is provided at Appendix B. Progress under each area of concern is addressed in the following pages, followed by a discussion of the procedures and results of the follow-on Employee Climate Survey, conducted in March 2005.

## Addressing the Climate Areas of Concern

Campus leadership responded to Listening Session comments by developing an [Action Plan](#) to track and monitor initiatives aimed at improving the campus climate.

Various faculty and managers were charged with implementing these initiatives, but the President maintained overall responsibility for monitoring the plan. Through the implementation of Action Plan initiatives, employees could see that the leadership had a genuine desire to address the areas of concern and make Glendale Community College a place where employees could enjoy a sense of respect, fairness, and opportunity. The following pages in this section summarize initiatives and progress from the College's Climate Action Plan.

### **Area of Concern: Leadership**

In August 2002, Phil Randolph was appointed President. Dr. Randolph's personal leadership style involves face-to-face communication and management by walking around (MBWA), in essence, a commitment to dedicate a significant amount of time to employees across all areas of the campus. This approach makes college leadership accessible on employees' terms and sets a standard of cordiality and respect. Participants in the MAT Listening Sessions said that the acknowledgement of and interaction with front-line staff by the President had a profound impact on morale, especially since Dr. Randolph previously spent 16 years of his career at Glendale and was known and trusted.

Senior leadership changes extended beyond the President's Office. In 2004, a national search was conducted for a Vice President of Administrative Services. Connie Sherman was chosen to assume this position. Her skills and experiences in both public and private higher education were key to her selection. Connie served most recently as Vice Chancellor of Systems Administration for the Community Colleges of Spokane, where she managed many diverse areas parallel to those at Glendale.

### **Area of Concern: Communication**

Listening Session comments support the premise that having access to information supports community building. When employees feel "in the loop" they feel they are part of something meaningful and that their contributions matter. Knowing about College initiatives, priorities and programs gives employees an opportunity to find out more and encourages involvement. Initiatives to improve communication among all employees include the following:

**All-Employee Convocations:** The Fall Convocation, an all-employee meeting just before the start of each school year, was redesigned to present critical information about the College. For example, the Fall 2003 Convocation focused on the College Facilities Master Plan and Prioritized Project List for the November 2004 bond initiative, and the Fall 2004 Convocation focused on the College Strategic Plan 2003-2007 and progress on HLC-NCA required reports. Both were developed with input from faculty, staff, students and community members. The Fall Convocations were offered both in the morning and afternoon, to better reach all employees on various work schedules.

**Campus Conversations:** To complement the traditional presentation format of the Convocations, "town hall" type all-employee meetings, called Campus Conversations, have also been scheduled each semester.

Campus Conversations are designed to be employee-driven. Employees provide the content and structure for the event by submitting anonymous questions, comments and issues via their employee

group representative or one of the collection boxes on campus. Content may address any topic. Employees are also free to comment and ask questions on any topic during the session. In Fall 2003 the Campus Conversation allowed the newly-appointed chancellor, Dr. Rufus Glasper, to dialog with employees concerning his vision and aspirations for the district. During the Spring 2004 Campus Conversation, newly-appointed Maricopa Governing Board Member Scott Crowley was present as employees engaged in a discussion about salary issues, dress code policy, a proposed tuition increase, and Maricopa Governing Board relations. In October 2004, the College discussed progress on college climate concerns and committed to a follow-up climate survey in Spring 2005. In April 2005, the College discussed the results of the Spring 2005 climate survey.

**Adjunct Faculty Initiatives:** Adjunct Faculty have long been acknowledged as an important internal audience, but have too often been overlooked as a group. Several initiatives have been implemented to improve communication with all adjuncts.

- Adjunct Faculty Career Fairs are held each semester to provide information about certification and other requirements for working as an adjunct faculty member at Glendale.
- Adjunct Faculty orientation programs were developed and implemented. Orientations are conducted each semester and compensation is provided for attendance. Subject area managers serve as instructors, and residential faculty are encouraged to attend to add depth to the program.
- An [Adjunct Faculty website](#), “In the Loop” was developed. “In the Loop” provides adjunct faculty up-to-date information to complement information provided during orientations.
- An Adjunct Faculty newsletter “[Postcards from the Adjunct](#)” was developed. This newsletter is published bi-monthly by Glendale’s Adjunct Faculty Association President, mailed to every adjunct faculty member, and posted on the College’s web site

**HLC-NCA Visit:** In December 2003, the College leadership invited Assistant Director for Accreditation Services Diane Nyhammer, Glendale’s HLC-NCA liaison, to visit the College and meet with several audiences. She discussed the new Criteria for Accreditation that Glendale will be asked to address during the next accreditation visit in 2011-2012. A series of forums over two days provided more than 150 faculty, staff and students an opportunity to ask Ms. Nyhammer questions about accreditation, requirements for assessment, institutional effectiveness, governance, and other related issues.

**President’s Newsletter:** Listening Session participants lauded the [President’s Newsletter](#), a bi-weekly e-mail and print publication, as a key factor in helping employees feel “in the know.” This powerful communication tool was launched shortly after Dr. Randolph’s arrival in May 2002. A recent newsletter, for example, included information about the College-wide assessment program and the Maricopa bond election in November 2004. The newsletters are distributed electronically to employees. To reach employees who lack regular computer access (such as custodians and groundskeepers), newsletters are posted in both English and Spanish on 43 bulletin boards around campus. PSA Listening Session participants noted that the President’s Newsletters have helped staff to understand campus priorities, issues, and projects.

**Cultural Calendar Communiqué:** This monthly electronic newsletter, disseminated from the President's Office, was started in December 2004 as a means of informing faculty and staff of upcoming commemorative dates, religious and cultural observances, and national holidays. The Communiqué provides brief background information on the day (or dates) and alerts readers to related campus events.

**Construction Updates:** Published by the Dean of Institutional Planning, [Construction Updates](#) describe upcoming improvements to the campus, alert employees early to change in their areas, and

provide information about construction techniques and the diverse aspects of Facilities Master Planning. PSA Listening Session participants noted that the Construction Updates contribute to a well-informed staff. Success of this document recently spawned a comprehensive [Administrative Services Newsletter](#), published twice each semester.

**Gacho Gazette:** Glendale's [Gacho Gazette](#), a monthly on-line employee newsletter, helps employees stay connected with each other. The column 'Have You Met?' provides a brief profile of a different staff member each month and the 'Applause' section highlights accomplishments of Glendale faculty and staff. Knowing each other better contributes to a greater respect for each other's differences.

**College Website:** The [College website](#) has become an archive for many important College documents. For example, when the Strategic Plan 2005 – 2008 was released, it was announced on the College homepage with a link to the report. There is a permanent link on the homepage to direct viewers to a list of linked college documents: Facilities Master Plan-Project List 2004-2014, President's Newsletter, Construction Updates 1-17, Action Plans supporting the Strategic Plan 2005-2008, Reports to the Faculty concerning College-wide Assessment results, and others. Print copies of these documents also are available in the John F. Prince Library and the College Research Services Office.

**Computer Resources Usage:** One lingering problem for GCC was the District's policy regarding the use of the College's computer resources to circulate personal opinions or positions. Dr. Randolph championed change in this area, and on January 18, 2005, the Maricopa colleges adopted sweeping changes to reduce/redirect unofficial email traffic and bring employee websites in compliance with campus and community expectations of proper and appropriate use (Appendix C).

**New Employee Orientation:** At the beginning of each Fall semester, many new faculty and staff join the Glendale community. Glendale has long held a New Employee Orientation at this time of year to provide a welcome to new employees and let them know where to locate resources on campus. Because a number of one-semester-only faculty, adjunct faculty, and staff join the College throughout the year, additional New Employee Orientations have been added to the calendar to accommodate late hires and those unable to attend in the Fall.

**History and Heritage:** As Glendale prepares to celebrate its 40<sup>th</sup> anniversary, a renewed emphasis has been placed on the significant role the College and its employees have played in improving the lives of the citizens of metropolitan Glendale. The College has already begun to capitalize on this by holding events for students, alumni, employees, and community members centered on this idea. In December 2003, the College hosted a community open house to dedicate the newly remodeled Administration Building. The building's interior design showcases photographs of the College, students, major events, and visiting dignitaries through the years. Retired faculty were invited as special guests of honor. Additional events are planned throughout 2005, leading to a joint celebration with Mesa Community College (also established in 1965) in October 2005.

In 2000, Glendale was chosen as one of 30 college sites across the country to host "Faces of America." The project, initially funded by the National Endowment for the Humanities and the Maricopa Center for Learning, is a nationwide examination of how personal histories shape a community such as Glendale. In March 2004, Glendale hosted the fifth annual Glendale "Faces of America" Community Dialog. More than 70 participants brought photos and told stories about the College and the community.

## **Area of Concern: Fairness and Diversity**

Many employees responding to the 2001 climate survey expressed concerns about the hiring and promotional practices of the College. Compounding this issue was the differing opinions about working at Glendale, and the lack of a clear understanding of the meaning of equal opportunity, under-representation and Maricopa policies regarding employment matters. Glendale has responded to many of these concerns through process changes and educational initiatives.

**Five-Day Internal Postings:** Responding to a need for increased opportunity for employees to advance professionally, the College instituted a new internal hiring process related to temporary positions. To gain experience in positions outside those they hold permanently, Glendale employees have a five-day window to ‘pre-apply’ for positions temporarily vacant due to sabbaticals or other temporary leaves of absence. Professional development and increased opportunities to learn are key goals of this program.

**Minority Recruiting Campaign:** One issue that most higher education institutions face today is the ongoing effort to maintain a diverse, qualified faculty group. Glendale is in the third year of a minority recruiting campaign. Some of the components of this campaign are increased college funding for advertising positions in national publications such as *The Chronicle of Higher Education*, *Community College Times*, *Hispanic Outlook in Higher Education*, and regional publications serving high concentrations of well-qualified minority candidates, such as the *Arizona Republic* and *Los Angeles Times*. Additionally, Glendale is also capitalizing on cost-effective job-boards, such as HigherEdJobs.com, to increase the size of candidate pools.

**Selection Committee Composition:** District administrative guidelines indicate that all selection committees need to have ethnic and gender balance. The GCC President instituted an additional oversight by which he and at least one Vice President review selection committees to ensure ethnic and gender representation.

**MFI:** The Maricopa Faculty Internship (MFI) program (formerly the Faculty In Progress Program (FIPP)) was initiated in Fall 2000 as a “grow your own” program to address anticipated faculty vacancies and the Maricopa Governing Board’s goal to hire new faculty that reflect the diverse communities each college serves. MFI provides eligible candidates teaching experience, mentoring and professional growth opportunities. Since program inception, GCC has sponsored five MFI candidates, three of whom have since acquired full-time faculty positions. Two are teaching within Maricopa, and one at Temple University.

**Supervisory Skills Training:** Training is key to providing high-quality services to students and faculty. Listening Session participants voiced concerns about inconsistencies in management, communication and relationship skills of supervisors across departments. The Glendale Training and Employee Development Center partners with the Maricopa Employee and Organizational Learning Team to bring a series of supervisory skills workshops to Glendale’s campus. Dr. Randolph strongly endorses participation in the series and has urged members of the Glendale Administrative Group and their staff members to attend. Supervisors receive a “Passport” to document their completion in the series. To date, more than 92 employees have participated in 307 supervisory skills workshops since March of 2002.

**Student Services Realignment:** The Vice President of Student and Community Services, with staff and faculty, orchestrated a realignment of the Student Services departments in Fall 2003. The primary component was to bring Career Services, Counseling Services and Academic Advising together to ensure a seamless integration of information and processes and to better provide for students' development and academic support needs.

**Professional Development:** Professional growth is an important consideration for the development of all employees. Maricopa sponsors many programs that support the professional growth of faculty and staff including: sabbaticals, learning grants, tuition reimbursement, Creative Pathways, MFI, Women’s Leadership Group (WLG) Mentor Program, MCBAA Leadership Academy, and others. Additionally, the District has coordinated with several public and private accredited universities for Maricopa cohorts in Masters and Doctoral programs in Community College Leadership. Maricopa allocated \$2.6 million for the employee professional growth fund<sup>1</sup> in 2004.

**Performance Appraisals:** Maricopa employee group manuals present guidelines for performance and appraisal evaluations of the groups’ members. Historically, there have been inconsistencies in the quality and timelines of the delivery of these evaluations. This has been addressed by supervisory training, which contains a two-part series specifically dedicated to Managing Performance (*Conducting Effective Performance Conversations*, and *Setting the Stage for Employee Success*). Additionally, renewed emphasis has been placed on the importance of performing evaluations during the timeframes governed by each employee’s policy group manual. Both the MAT and PSA performance appraisal instruments were reviewed in 2003-2004, adding language to “fit the times” and to guide the development of employees. The PSA rating timeframe was also changed to parallel other employee rating timeframes, moving to a four-month window (April 1-July 31) from the former employment anniversary date.

**Secretarial Re-classification:** In a District as large as Maricopa, maintaining salary parity for positions among colleges that differ in size is a challenge. To this end, Maricopa maintains a job classification system with common job titles, grades and descriptions. However, it was recently found that the higher level secretarial positions were being used for similar responsibilities in instructional departments and senior administrative offices at smaller colleges. In Spring 2004, Glendale elected to participate with Mesa Community College (Maricopa’s largest college), to adjust applicable PSA grade secretarial positions. Glendale promoted instructional department, dean, and vice presidential level secretaries to comparable positions and salaries used at the other Maricopa colleges.

### **Area of Concern: Decision-Making and Governance**

Who and how decisions are made on campus exerts a great impact on the perception of fairness regarding resource distribution and other important college functions. Based on feedback from employees, several changes were made to key decision processes to enhance collaboration and equity.

**Advisory Committees:** The membership of several key advisory committees was changed. The President’s Advisory Committee (PAC), formerly known as the President’s Executive Committee (PEC), decreased the number of administrators and grew to include additional representatives from the other employee groups. The Administrative Group membership changed to include the three Vice Presidents, the four Deans, the Director of College Research Services, the Director of College Advancement Services, the Faculty Senate President, and the PSA President. Each of these groups provides a “sounding board” for ideas and supports sharing information across College departments.

**Budget:** Over the years, Glendale’s budget process became overly complex. Submissions often mixed operational and strategic needs, and in an effort to be inclusive, the college invited non-experts to serve on key planning area committees. These committees offered their best interpretation of the data, but often reprioritized many of the department/unit requests.

Several changes were implemented in 2003 to correct these shortcomings. A new component in the process was the President’s Budget Message, which provided an overview of strategic and operational issues to be considered by all planners and budget committee members. Following the submission of budgets by departments/units, decisions were prioritized by three planning area committees: Instruction,

<sup>1</sup> This fund supports sabbaticals, tuition reimbursement, travel, and other professional growth activities according to the Employee Policy Manuals. Budgets for other professional growth programs (e.g., MFI, etc.) are in addition to the \$2.6 million.

Student Services, and Administrative Services. Each subcommittee was comprised of experts in each area (e.g. the Instructional Budget Subcommittee was composed of six department chairpersons and the Vice President of Academic Affairs), and committees adjusted their procedures so that department/unit priorities were honored. Funding recommendations for computing resources were addressed by the Capital Review Subcommittee, construction and furniture requests by the Facilities Subcommittee, and faculty staffing by the Faculty Staffing Advisory Committee. With the exception of faculty staffing, recommendations from all subcommittees were forwarded to the President's Advisory Budget Committee (PBAC).

Each of the planning area subcommittees presented its funding recommendations to the PBAC as packages. This shifted the focus from competition among individual items, to coordinated groups of requests that satisfied the greatest needs. The PBAC then prioritized the budget for the President's review and approval. The revised process was made less complex, decisions made at department/unit level respected and, perhaps most significantly, trust reinforced. Lastly, [budget decisions](#) were shared with the College and posted on the College Research Services website.

**Strategic Planning:** In 2000, the ad hoc Futures Committee, made up of faculty and administrators, was created with the goal of developing a new Strategic Plan for the College. The group performed an internal and external scan, evaluated Strengths, Weaknesses, Opportunities and Threats (SWOT), conducted focus groups with faculty, staff and community members, and drafted a 'Futures Plan' for the College. The environmental scanning effort done by the Futures Committee was highly valued, but the College community wanted the administrative leadership team (e.g., the College President and Deans) to lead the College strategic planning efforts. In 2003, the charge of the Futures Committee changed, to be geared specifically toward environmental scanning. The committee's output became one of many inputs to the strategic planning process and the annual planning and budgeting process. In 2004, the Administrative Group worked with the Glendale community and Maricopa to produce a Strategic Plan 2004-2007. This plan links six district-wide *strategic directions* to 25 college-specific *strategic goals*. Strategic directions and goals are operationalized and monitored through seven *action plans*. The Strategic Plan was updated again in February 2005 (Strategic Plan 2005-2008) and added a new section, Strategic Accomplishments, providing valuable feedback and closing the loop in planning.

**Operational Planning:** Responsibility for carrying out actions to achieve the College's strategic goals and directions is tracked through the use of cross-departmental [Action Plans](#). These plans are maintained on the College web-site, have assigned owners, or "champions," to ensure accountability, are reviewed and updated regularly, and are linked to Maricopa's strategic directions.

### **Area of Concern: Morale**

Celebrating success has been an important cultural thread as the College has moved through many changes over the last few years. The use of 'Thank You' notes and the acknowledgement of professional successes in all-employee meetings and College communications has become a pervasive part of campus life. In 2004 alone, more than 350 notes signed by Dr. Randolph were sent to employees, students, and community members.

**Online GCC Employee & Student Recognition Awards:** The [Online GCC Employee & Student Recognition Award](#) system allows anyone to easily recognize employees and students for going above and beyond their normal job responsibilities. Any employee or student can access the simple web-based form. An e-mail notification is sent, and a certificate is given, to the employee, group or student being recognized on behalf of the Glendale Employee Recognition Committee. A copy is forwarded to the awardee's supervisor. In addition, the recognitions are included in the [Gaucho Gazette](#), as part of the Employee Kudos section. Since the program's inception in 2002, 319 certificates have been awarded.

The Online GCC Employee & Student Recognition Award system was nominated by Glendale faculty and staff for Maricopa's Innovation of the Year Award in 2003.

**Employee Recognition:** Although Glendale has sponsored employee recognition events since the founding of the College, they tended to be annual events to recognize employee years of service only, and not integrated with other recognition activities. Recently, employee recognition has become the responsibility of a collaborative team of Marketing and Human Resources staff. They have developed a more integrated approach to communicating employee success through both ceremonies and College publications.

**Campus Beautification:** The improved appearance of the campus grounds and facilities continues to be a source of pride for students and employees. In November 2001, one student commented that she had been attending Glendale since the late 1960's, and starting in 1998 she began to notice a transformation. Green lawns, beautiful flowers, tidy classrooms and clean windows replaced a once litter-strewn landscape<sup>1</sup>. This same praise for the work of the M&O staff was recently heard again during the Listening Sessions and is a constant theme in each Construction Update.

**“Ask Me” Program:** In 2003, the “Ask Me” program was implemented to make the College more responsive to facilities questions and issues, and to solicit the daily observations of all employees on the campus. Department coordinators were designated as ‘Ask Me’ liaisons, providing an important link between employees and facilities management.

**Health & Wellness:** Emphasis has also been placed on employee health and wellness. Nine Automatic External Defibrillators (AED) have been installed on campus, and staff are regularly trained on proper usage. Stress reduction programs have been implemented, including wellness fairs with health screenings, chair massages for faculty and staff, Weight Watchers meetings, and subsidized membership to the campus Fitness Center.

**Faculty Picnic:** The end of each year is a great time to celebrate. In the past, the annual picnic has sometimes been limited to faculty or not organized at all. For the past several years, the Faculty Senate has sponsored this all-employee event at neighboring Sahuaro Ranch Park. It is well attended and enjoyed by all.

## 2005 Climate Survey

### Survey Background

Following the second set of Listening Sessions concerning the campus climate conducted from September 9, 2004, through October 1, 2004, Dr. Phil Randolph held a Campus Conversation on October 6, 2004 to communicate the college's desire and intent to administer a climate survey in the Spring of 2005. It was also noted that employees preferred not to administer the survey instrument used in 2001, but rather to administer a recognized survey instrument, if one could be found, that met the needs of the College. To this end, on October 13, 2004 Dr. Randolph asked all employee and constituency group leaders to forward the names of two to three employees to be considered for appointment to a Climate Survey Instrument Selection Committee (CSISC). This committee was charged with reviewing recognized surveys and determining if one could be used at GCC. Employee and constituency group leaders were given until October 22, to forward nominations to the President's Office.

The CSISC was formed in early November of 2004, was diverse in both ethnicity and gender, and included representatives from all employee and most constituency groups. The committee also included Dr. Bruce Merrill, Director of the Media Research Program at Arizona State University, who would serve as a consultant to the committee and would provide data analysis and reporting of the survey

<sup>1</sup> NCA Self-Study Report, January 2002, pg. 70.

results. The committee began work in late November reviewing recognized surveys for potential use at GCC. The committee ultimately determined that none of the known and available recognized surveys met the needs of the college; specifically none of them thoroughly addressed the six areas of concern identified from the 2001 survey.

Based on a recommendation from Dr. Merrill, a subcommittee was formed to develop a new survey that addressed the six areas of concern. The subcommittee met over December of 2004, and developed a draft of the Glendale Community College Climate survey. Following an extensive review and revision process, the CSISC adopted the draft survey developed by the subcommittee in January 2005.

To remain consistent with the administration of the 2001 GCC Climate Survey, the population of employees who received the 2005 GCC Climate Survey included GCC Governing Board Approved Employees [excluding Adjunct Faculty, One Year Only (OYO), and One Semester Only (OSO) employees]. In order to allow confidentiality, employees received the survey at their home through United States Postal Service (USPS) first class mail. GCC employee names and addresses were acquired from Maricopa Community County College District (MCCCD) Human Resources, the official repository of MCCCD employee data. A total of 572 employees met the population criteria stated above.

Survey packets containing one survey introduction letter, one survey, and one return envelope (with a 60 cent postage stamp and mailing label addressed to Dr. Bruce Merrill at ASU) were created for each of the 572 employees. All 572 survey packets were mailed out the morning of February 10, 2005. Employees were given until March 1, 2005 (11 business days, four weekend days, and one holiday) to complete and return the survey to Dr. Merrill. Surveys were accepted after the March 1, 2005 date to allow for any delivery lag through the mail.

Survey research communication practices, aimed at garnering an acceptable response rate, were followed for the administration of the survey including the following five communication pieces:

1. Pre-survey notice in the President's Newsletter sent via email on February 8, 2005.
2. Introductory Letter that accompanied the survey mailed via USPS first class mail on February 10, 2005.
3. Reminder postcard sent via USPS first class mail on February 17, 2005.
4. Reminder in the President's Newsletter sent via email on February 25, 2005.
5. Reminder from employee group leaders to employee group members sent via email on February 25, 2005.

### **Survey Results**

Of the 572 surveys mailed, 306 surveys were returned for a 53 percent response rate. This response rate does not allow generalization to all employees of Glendale Community College; rather generalizations are made to employees of GCC who returned surveys. However, a comparison of the demographics of the sample (statistics) with the demographics for the population (parameters) indicates that the sample is a fairly accurate microcosm of all employees. The sample is generally representative of age, gender and ethnic background, and over weights faculty by eight percent and under weights PSA employees by six percent. These differences are so small that weighting the data to match the sample statistics with the population does not change any of the results by more than one or two percent. The sample therefore, is

generally representative of all employees at GCC but generalizes only to those employees who returned a survey. For reporting purposes, data were grouped into positive responses (strongly agree or agree) and by negative responses (disagree or strongly disagree).

Overall, respondents reported a positive work environment. Ninety-one percent said they receive personal satisfaction from their work, eighty-eight percent are proud to be GCC employees and ninety-one percent report that communications are both civil and professional. Respondents also stated they feel safe at the College (87%), that race (82%) and ethnicity (81%) are respected, that diversity is encouraged (84%), that their personal morale is high or very high (83%) and that they are treated fairly (83%). Most of the concerns voiced in this year's survey focus on jobs, policies, resources, and the way the college is organized and run. In comparison, the 2001 climate survey found a more negative, highly polarized environment primarily related to support or opposition for the previous GCC President.

#### *Six Areas of Concern Identified in the 2001 GCC Climate Survey*

The survey focused on six areas of concern identified in the 2001 survey that affect working conditions at GCC. A short overview of the findings regarding each area, as ordered in the survey, are presented below (the percentages quoted are based on respondents who held an opinion).

1. **COMMUNICATION:** The GCC communication environment is positively evaluated. The average positive response was eighty-three percent. Ninety-one percent of all respondents reported that communications at GCC are both professional (91%) and civil (91%). Respondents also indicated they are satisfied with both the amount of information and the content of the information they receive from the President's office and from their Dean, Department Chair, or manager.

One area of concern regarding the communication environment was in regard to reservations some respondents voiced about having open discussions with colleagues and supervisors. About one-in-four respondents said they did not feel they could participate in open discussions without fear of retaliation.

2. **FAIRNESS:** Evaluations of fairness were good, but mixed. Eighty-five percent of all respondents felt they are being treated fairly, and fairness in terms of how minorities are treated also received high marks (87%). The average positive rating for fairness was 79 percent.

However, the way administrative procedures are applied at GCC received considerably lower marks (68%). Almost one-third (32%) of all respondents felt administrative procedures are not applied fairly to all employees, 30 percent do not believe competition for permanent positions is fair and 29 percent do not think competition for advancement is fair.

Significant differences do exist between Anglo and non-Anglo respondents regarding fairness as well as the other areas of concern. Ninety-five percent of Anglo respondents agree or strongly agree that minorities are treated fairly at GCC compared to 65 percent of non-Anglos. Seventy-seven percent of Anglo respondents agree or strongly agree that competition for advancement is fair compared to 55 percent of non-Anglos.

3. **DIVERSITY:** Respondents indicated that they have a strong belief in, and commitment to diversity. The average positive response for the questions measuring diversity was 89 percent. The highest measurement - 96 percent said a diverse workforce strengthens the GCC community. The lowest measurement - 84 percent, agreed that District policies encourage diversity.

4. **DECISION MAKING/GOVERNANCE:** This area received an average rating of 70 percent. The ratings within this area ranged from a high of 78 percent for those who felt their employee policy group represented their interests, to a low of 47 percent which reflected the percentage of all respondents who felt there is adequate coordination between departments at GCC. In fact, the single most negative finding in this survey was the finding that there is poor coordination among the various departments in the college. This finding was found among both faculty and staff, among non-Anglos and Anglos, and among both men and women employees.

Much of the concern about governance and decision making appears to be related to three areas. First, the budget is viewed as being both inadequate and not fairly allocated among the various departments. Second, coordination between departments is viewed as being poor and third, as seen in the measurements regarding fairness, there is a perception that the procedures for filling new positions and for advancement are not fair.

5. **LEADERSHIP:** Overall, respondents gave GCC leadership high marks. The President is trusted (85%) and seen as approachable (82%). The Vice Presidents, Deans, Chairs and Supervisors likewise are trusted (79% to 81%) and approachable (83% to 89%).

One-third of those returning surveys (34%) felt administrators are not particularly interested in how satisfied they are in their jobs. Almost one-fourth (23%) of the respondents also said they didn't think their supervisor was interested in their job satisfaction.

6. **MORALE:** The morale of respondents appears to be high. Eighty-five percent of all respondents with an opinion characterize their morale as very high (37%) or high (48%), 78 percent rate the overall morale at the college as very high (10%) or high (68%) and 79 percent rate morale in their department as very high (22%), or high (57%). In addition, 93 percent indicate they get personal satisfaction from their work and 90 percent say they are proud to be GCC employees.

One area that appears to have a negative affect on morale is that almost one-fourth of respondents indicated that they do not have the resources they need to do a good job.

#### *Comparison of Anglo and Non-Anglo Responses*

Survey item 64 asked respondents to indicate which group they most identified with and provided six answer choices: White/Anglo, Hispanic/Latino, African-American/Black, Asian/Pacific Islander, Native American, and Other. Since some of these groups potentially represent a small number of respondents, the CSISC decided to group all of the non-Anglo response options into a non-Anglo group and subsequently compare this group to the Anglo respondent group.

Even though, with only one exception, a majority of non-Anglo employees gave positive responses to the questions on the climate survey, some non-Anglo employees hold different opinions than Anglos about working at GCC. The average positive rating for Anglos was 85 percent; for non-Anglos, 70 percent. While Anglos were basically homogeneous in their responses to the questions on the survey, the non-Anglo respondents were much more likely to be divided.

Nevertheless, the sheer magnitude of the differences in how both groups responded to several questions should be of concern. For instance, while 95 percent of the Anglo respondents feel minorities are treated fairly at GCC, only 65 percent of the non-Anglo responders agreed. Ninety-four percent of the Anglos compared to 66 percent of the non-Anglos agreed that race is respected. Ninety-three percent of the Anglos and 65 percent of the non-Anglos believe ethnicity is respected at GCC.

Differences also exist in terms of beliefs that competition for advancement and new positions is fair; 22 percent and 21 percent differences respectfully.

#### *Comparison of Anglo and Non-Anglo Responses within Faculty and within Staff*

Anglo faculty are more favorable in their evaluations of GCC than are non-Anglo faculty. The average positive rating for Anglo faculty was 88 percent; for non-Anglo faculty 77 percent. Faculty differences between Anglos and non-Anglos are primarily related to administrative procedures and respect for race and ethnic differences. The largest differences between Anglo and non-Anglo faculty were: administrative policies are applied fairly (Anglo 82%, non-Anglo 55%); ethnicity is respected (Anglo 93%, non-Anglo 66%); age is respected (Anglo 93%, non-Anglo 68%); competition for new positions is fair (Anglo 83% non-Anglo 59%); race is respected (Anglo 93%, non-Anglo 69%) and District policies are applied fairly (Anglo 84%, non-Anglo 63%).

Anglo staff are considerably more positive in their evaluations of the environment at GCC than non-Anglo staff. The average positive rating for Anglo staff was 81 percent; for non-Anglo staff 65 percent. Differences between Anglo and non-Anglo staff related primarily to minority relations and respect for ethnicity and race. The largest differences between Anglo and non-Anglo staff were: minorities are treated fairly (Anglo 96%, non-Anglo 59%); ethnicity is respected (Anglo 94%, non-Anglo 60%); race is respected (Anglo 94%, non-Anglo 61%); belief that the GCC organizational structure is well defined (Anglo 78%, non-Anglo 49%) and that competition for advancement is fair (Anglo 67%, non-Anglo 40 percent).

#### *Comparison of Faculty and Staff Responses*

Survey item 61 asked respondents to indicate which employee group they primarily belonged to and provided six answer choices: Residential Faculty, Management/Administrative/Technical (MAT), Professional Staff (PSA), Maintenance & Operations (M&O), Crafts, and Safety. Since some of these groups potentially represent a small number of respondents, the committee decided to group MAT, PSA, M&O, Crafts, and Safety into Staff and make comparisons of Faculty and Staff.

With a few important exceptions, faculty and staff who responded were similar in their evaluations of the GCC environment. In general, faculty members were more positive in their evaluations than staff members. The average positive rating for faculty was 85 percent; for staff 76 percent. An analysis of the major differences showed that staff members were more likely than faculty to be concerned about the fairness of the procedures related to advancement and promotions. Staff members were also more likely than faculty to feel the administrative structure and procedures at GCC were unfair.

#### *Comparison of Male and Female Responses*

Survey item 63 asked respondents to indicate their gender and provided two answer choices: male and female. Few differences were found regarding how men and women answered the questions on the survey. The average positive rating for men was 81 percent; for women 79 percent. Men were less concerned than women about the lack of coordination between departments at GCC. Men were more likely than women to believe that District and GCC administrative policies are applied fairly. They also tended to be slightly more trustful of the President and Deans. Women were more likely than men to believe the employee and constituency groups they belong to are effective.

### *Age Comparisons*

Survey item 62 asked respondents to indicate which category included their age and provided five answer choices: Under 25, 25 to under 35, 35 to under 45, 45 to under 55, and 55 or older. Since some of these groups potentially represent a small number of respondents, the committee decided to compare respondents who were 45 years of age and under to respondents over 45 years of age.

Few differences were found by age. The average positive rating for respondents over 45 was 82 percent; the average positive rating for those under 45 years of age was 81 percent. Younger respondents were slightly more trusting of the President, more likely to feel the organizational structure of the College was well defined, more likely to believe promotion is treated fairly, and more likely to believe religion is respected by faculty and staff.

Older respondents were more likely than younger respondents to feel their constituency group is effective, more likely to get personal satisfaction from their job, more likely to feel that morale in their department is high and they are more likely to feel they have enough resources to do their jobs.

### *Length of Employment Comparisons*

Survey item 60 asked respondents to indicate how long they have worked at GCC and provided four answer choices: less than 2 years, 2 through 5 years, 6 through 10 years, and over 10 years. Since some of these groups potentially represent a small number of respondents, the committee decided to compare respondents who have worked at GCC 10 years or less and those who have worked over 10 years.

Few differences were found between respondents employed at GCC 10 years or less and those employed over ten years. The average difference was two percent. In general, longer term employees were slightly more positive in their evaluations than those working ten years or less. Employees who have worked over ten years were more likely than those working ten years or less to feel morale in their work place is high (83% and 73% respectively), that they have enough resources to do their jobs (81% and 71% respectively), that it is what they do rather than who they know that matters (72% and 65% respectively), and that they receive adequate information from their Deans (81% and 76% respectively).

Employees who have worked 10 years or less are slightly more likely than employees who have worked over 10 years to feel they are treated fairly (87% and 81% respectively) and that District policies are administered in a fair manner (72% and 68% respectively).

A complete copy of the report has been included with the reference materials and an electronic version is available by [clicking here](#).

## Challenges and Continuous Improvement

Creating a climate of respect and a culture of opportunity can be achieved only when solutions affect the deep roots of attitudes. Continued persistence and commitment from the College leadership and every member of the College community are necessary to achieve our desired goals. By documenting this as a strategic goal in Glendale's Strategic Plan 2005 – 2008, College leadership has integrated it into the core College processes. The following continue to be areas where the Glendale community must continue to work towards creative solutions:

**Minority Representation:** Glendale continues to address the representation of a qualified minority workforce at the College,

particularly in the faculty and MAT employee groups. Steps have been taken to insure minority representation in all candidate pools and on every screening committee, and continued efforts are being made to extend recruitment to regions with significant minority populations. Still, segments of the college population feel that more should be done to address this topic until the employee demographic profile generally reflects that of the student population and the service area. Viewed from a national perspective, the College is performing as well in this area as other colleges and universities across the United States.

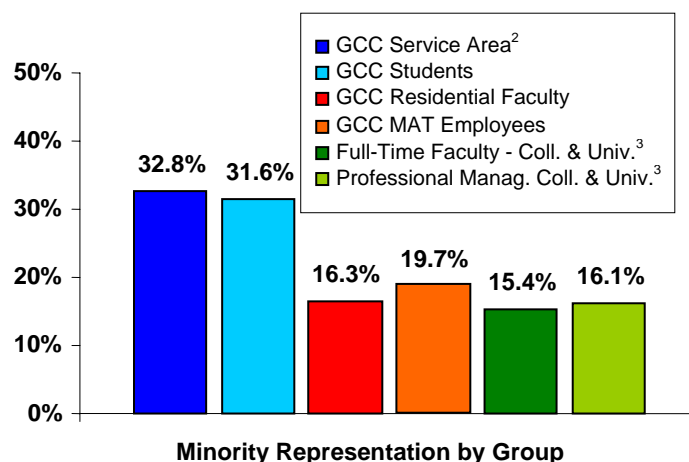


Fig. 2 Minority Population Comparisons. All data as of Spring 2005 unless noted.

**Adjunct Faculty Hiring:** More collaborative work needs to be done among instructional departments to standardize the hiring processes for adjunct faculty. Differences among departments must be reduced so that the process is clear and perceived as fair and equitable.

**Training and Development:** Training will continue to be emphasized as a means to improving fairness. Supervisors will continue to be encouraged to complete the *Supervisory* series, and refresher courses will be developed once many supervisors have gone through the first round of training. Also, new training for search committees will be fully implemented to ensure all search committee members have a common body of knowledge from which to make the best recommendations for hire.

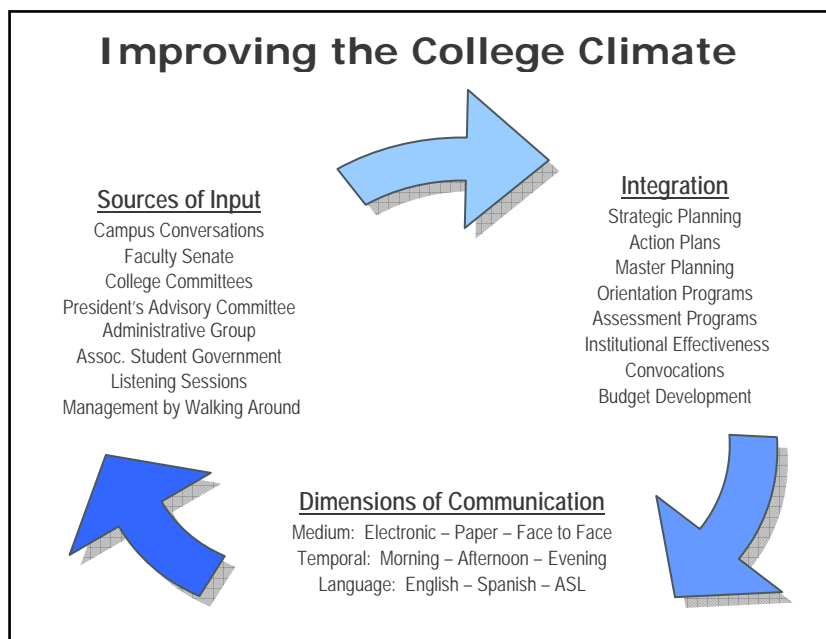
**Committee Assignments:** The College continues to improve the process for faculty committee assignments and rotation of committee members. Documenting and implementing this process will enable all faculty and staff to be more engaged in the Glendale community, as well as distributing the extra-curricular workload more equitably.

<sup>2</sup> U.S. Census 2000

<sup>3</sup> *The Chronicle of Higher Education*, Aug. 27, 2004 pg. 29. Data as of Fall 2001. Population totals were adjusted by removing Non-resident Aliens and Race Unknown statistics.

## Conclusion

The College has implemented and assessed many new initiatives designed to create a greater sense of fairness, respect and opportunity for members of the Glendale community. Other specific climate-



related issues are being handled in accordance with existing Maricopa policies, and pertinent State and Federal laws.

Glendale is on a five-year cycle for the implementation of a formal climate study involving all board approved faculty and staff. The Fall 2001 *Campus Climate Survey* put tremendous strain on the campus community in terms of time, resources and interpersonal relations. After the conclusion of the Fall 2001 process, there was overwhelming support to not perform such a study more often than every five years. On this cycle, Glendale conducted a follow-up survey in the Spring of 2005 and will tentatively conduct

Fig. 3 Tools and Techniques for Improving Campus Climate

another survey in 2010. In the interim, Listening Sessions, Campus Conversations, and the many other diverse communication tools and techniques (fig. 3) described in this document will be vehicles through which climate-related feedback and ideas continue to feed into the Climate Action Plan to improve the Glendale community.

## Appendix A – Listening Sessions I Executive Summary

### **Purpose**

Thirteen listening sessions were conducted during 2003-2004 on the Glendale Community College (GCC) campus to collect impressions of campus climate. The process was initiated by then Interim President Dr. Phil Randolph in February 2003. Following the permanent appointment as President of the college, Dr. Randolph continued the process as an aid to his decision making and to initiate actions to improve the college climate.

### **Format**

Each session focused on the membership of a formally recognized employee group (Faculty, MAT, M&O/CRAFTS/SAFETY, and PSA) or constituency group (Hispanic - AACHE, African-American - MCBA, Asian American - APIA, and Native-American - UTEC). The number of participants at each session varied considerably, and some groups required two or more sessions to complete the process. Some participants hold membership in both an employee and a constituency group. Their active participation was welcomed in both. Each session lasted approximately ninety (90) minutes.

Participants were provided a handout listing six (6) topics previously identified as “Areas of Concern” by respondents to the Fall 2001 Climate Survey: diversity, morale, communication, fairness, leadership and decision-making/governance. President Randolph facilitated each discussion by inviting participants to voice their views about each area and by seeking answers to the following questions:

- How are we doing in this area? Describe examples that demonstrate this.
- What issues remain?
- What actions could lead to improvement?

Blank index cards were available on-site or through the leadership of each focus group for those preferring to provide anonymous input. Views from each session were summarized.

### **General Impressions of GCC Campus Climate**

The general impressions of campus climate learned from the listening session process include the following:

Diversity - Faculty attitudes about the diversity of the workforce at GCC are more favorable than those expressed by staff, with the exception of Hispanic faculty. Beliefs about the meaning of equal opportunity, under-representation and related Maricopa District policy have created unfulfilled expectations for many staff members. Steps have been taken to insure minority representation on every screening committee, and new efforts are being made to extend recruitment to regions with significant minority population. Still, the general sentiment is that more should be done to address this topic until the employee demographic profile generally reflects that of the student population and the service area.

Morale - Faculty morale is highest of all groups, except as noted above. Attitudes about morale vary among staff and constituency groups. Concerns over diversity, the perceived fairness of

assignment/promotional practices and fear about speaking out within a group appear to be the dynamics affecting groups reporting low morale. New leadership and a more civil atmosphere were often cited as contributors to higher levels of morale.

Communication - The general impression is that communications have improved. The President's Newsletter, the Listening Sessions, the President's personal communications style and cessation of the "email wars" were most often cited as improvements to communications. Expanding the distribution of information and improving cultural sensitivity within communications would help even more.

Fairness - Within staff and constituency groups, many expressed suspicion about hiring/assignment and promotional practices. Some opportunities appear predetermined, and it is perceived that the result is either the deliberate or de facto exclusion of minorities. The process of hiring adjunct faculty--a position that may lead to a provisional appointment--was a frequently cited example. The new practice of advertising internally for acting or interim staff opportunities for five (5) days before external advertisements, received mixed reviews.

Leadership - The appointment of the new president was given broad acceptance and support. Trust is gradually building. Some are still reluctant to bring the President their concerns because they fear fallout from supervisors and managers. Some positive change has been noticed. Interaction with Deans and other administrators has been described as "kinder and gentler." There is hope that others will adopt the President's leadership style.

Decision-making / Governance - Although there were questions regarding the allocation of resources, overall there was satisfaction with the influence individuals and groups have on decisions that matter. Some temporary employees, including those with long tenure, feel left out. It appears too that attempts made from 1996 - 2002 to create a more inclusive budget process have in fact added well intentioned but cumbersome input to what should be routine decisions<sup>1</sup>. Meetings using a "town hall" format are planned for the future and will afford employees new opportunities to provide input and seek information about matters of governance.

## **Conclusion**

Overall, the quality of the campus climate has improved at GCC since it was last measured by the Fall 2001 survey. Participants in the Listening Session process credit a change in leadership as the most profound factor contributing to that improvement. Diversity is the over-arching area of concern for many minority employees, and coupled with related perceptions of bias, prejudice or favoritism, is the most contentious issue on campus today. Most minority employees appear willing to give the President's initiatives aimed at improving diversity matters more time to succeed. Others would like to see alternative approaches taken and the timeline shortened.

Campus climate is not a static phenomenon. Perceptions about the quality of campus climate are likely to be affected by numerous variables and events. Events of the past few years have demonstrated though, that campus climate is a matter of great interest to all GCC employees and that they support methods to monitor its quality. The President's on-going open meetings, open-door policy, and management by walking around to assess campus climate were noted and clearly appreciated by listening session participants. In conclusion, it is recommended that the Glendale Community College Action Plan related to campus climate be amended to include conducting a formal study of campus climate every five years.

<sup>1</sup> The 2003-2004 budget process has not yet been fully evaluated, but seems to have alleviated some of these concerns.

Respectfully submitted,

Linda Hawbaker and  
Jack Rose

March 2004

## Appendix B – Listening Sessions II Executive Summary

### Purpose

Ten listening sessions were conducted during the period September 9 to October 1, 2004 on the Glendale Community College (GCC) campus to obtain feedback on the draft Climate Progress Report and to discuss climate survey options presented at the August 16, 2004 All-Employee Convocation. The listening sessions also served as a continuation of listening sessions conducted Spring 2003 through Spring 2004. Following the completion of listening sessions, a Campus Conversation was scheduled for Wednesday, October 6, 2004 to communicate how and when the College would conduct a follow up climate survey.

### Format

Each session addressed the membership of a formally recognized employee group (Faculty, MAT/Safety, M&O/Crafts, and PSA) or constituency group (Hispanic - AACHE, African-American - MCBA, Asian American - APIA, and Native-American –UTEC). Two additional groups were added to the process; the Faculty Senate and Department Chairs Council. Some participants hold membership in both an employee and a constituency group and attended more than one session. Their active participation was welcomed in both. Each session lasted approximately ninety (90) minutes.

The draft Climate Progress Report was distributed to every Governing Board approved employee of the College prior to the listening sessions. The report addressed the six (6) topics previously identified as “Areas of Concern” by respondents to the Fall 2001 Climate Survey: leadership, communication, diversity, fairness, decision-making/governance, and morale, and the actions taken to address these concerns. President Randolph facilitated the discussions, summarized changes in each area of concern that emanated from previous listening sessions and then invited participants to voice their views about each area, seeking additional feedback to the following questions:

- What issues remain?
- What actions could lead to further improvement?

Dr. Randolph also outlined the four (4) climate survey options presented at the All-Employee Convocation and solicited feedback and recommendations on the options.

Additionally, blank index cards were available on-site or through the leadership of each group for those preferring to provide anonymous input. Views from each session are summarized below.

### Climate Survey Options

The general impressions of climate survey options learned from the listening session process include the following:

Option 1 – Repeat Fall 2001 Survey – There was little support for this option from any group. Listening session attendees felt there was no compelling reason to run this survey again. Several opined that the campus was very different today, that the survey would not accurately gauge the present climate. Others stated that the Fall 2001 survey was aimed at situations that no longer exist

and individuals that are now gone. The survey questions would certainly require major revision, and must be depersonalized.

Option 2 – Use a Recognized or Existing Survey – Many employees liked the idea of using a recognized survey. Dr. Randolph mentioned that there are literally hundreds of climate surveys on the web, though a large number of these target business, industry and government agencies. There are several surveys applicable to educational institutions. The HLC-NCA does not have a climate survey of its own to offer, though it may be of some help in recommending surveys (Note: *Several of the HLC-NCA surveys are only available if the institution is participating in the AQUIP process*). An obvious advantage to this option is the establishment of an immediate benchmark for future assessments. Several attendees mentioned that they would favor this option if the College was able to add questions, should the recognized survey not address all of the College's concerns. College Research Services is in the process of investigating/obtaining copies of some recognized surveys for review by the College. If the decision is to use a recognized survey, Dr. Randolph stated that a committee of employee and constituency group members would review and select the survey. Survey administration and management would be contracted to an external consultant or research agency to insure confidentiality and an unbiased analysis of results.

Option 3 – Develop a New In-house Climate Survey – While tailoring questions to the institution is an advantage, the process of developing questions, insuring validity and reliability, while still meeting the timeline established for report submission to HLC-NCA is problematic. Also, if benchmarking is a concern, this survey would have to be used repeatedly, and thus might suffer from similar concerns of the Fall 2001 survey. Several employees stated that coming to any consensus on questions is a monumental task, and takes months (Note: *The Fall 2001 survey development process lasted 8-9 months*).

Option 4 – Systematic Approach, Use a Recognized Survey, Conduct in 2005/6 and Repeat Every Five (5) Years – This option received considerable support from all groups. The use of a recognized survey (Option 2) versus a New In-house Survey (Option 3) was discussed, but the majority would prefer Option 2 (*see above*). Considerable discussion centered on when to conduct the survey. Option 4 originally envisioned submitting the draft Climate Progress Report to HLC-NCA in June 2004, and deferring a formal climate survey until 2006, after the installation of a new president. A sub option was later developed that included conducting a climate survey in Spring 2005, followed by a second survey in 2006, one-year after the installation of a new president. Many opined that neither of these sub options would serve the College well, that the College should stay the course and conduct a climate survey as part of its progress report to HLC-NCA in June 2005. Conducting a survey one year after the arrival of a new president provided too little time to accurately assess change. Collectively, two surveys seemed like a waste of resources to some. Dr. Randolph then discussed a third sub option, conducting a survey in Spring 2005, including survey results as part of the College's response to HLC-NCA in June, and allowing a new president to conduct a future survey at a time appropriate to the College.

Summary - After much discussion by all groups, consensus seems to include the following characteristics:

- though the College could just report out on actions taken to address the concerns identified in the Fall 2001 survey, and delay a formal climate survey until some future date, the general feeling was to conduct a survey and include results in the June 2005 report to HLC-NCA.

- if possible, a recognized/existing survey should be used.
- attendees approved of the idea of the president appointing a committee to select the survey instrument.
- an external consultant should be contracted to manage/administer the survey and prepare all analyses.
- the systematic approach was desired, but the timing need not necessarily be every five (5) years.
- attendees approved of the idea of including a climate survey as part of the next Accreditation Self Study (2011-2012).

### **General Impressions of GCC Campus Climate**

The general impressions of campus climate derived from the listening session process include the following:

Leadership – Dr. Randolph’s service to the College was uniformly appreciated. Many cited his calming influence on the campus and the re-establishment of trust as key contributions. The appointment of a new Dean of Administrative Services, the reorganization of the President’s Advisory Committee and establishment of a President’s Administrative Team (includes Associate Deans) were given broad acceptance and support.

Communication - The general impression is that communications have improved. The President’s Newsletter, Listening Sessions, Campus Conversations, and the President’s personal communications style were cited as improvements to communications. Expanding the distribution of information and improving cultural sensitivity within communications has helped even more. One lingering problem is the Maricopa County Community College District (MCCCD) policy regarding the use of the College’s computer resources to circulate personal opinions or positions. Dr. Randolph informed several groups that the District was addressing this issue and that changes in policy were being considered.

Diversity – At GCC, beliefs about the meaning of under-representation and related Maricopa District policy have created unfulfilled expectations for many staff members. Steps have been taken to ensure minority representation on every screening committee, and new efforts have been made to expand recruitment activities, employ a variety of media, and extend recruitment to regions with minority populations. Still, the general sentiment is that more should be done to address this topic to improve the demographic profile of the College. Several attendees asked about the available pool of qualified candidates. In some cases, an insufficient number of qualified candidates apply. This makes it very difficult to improve representation.

Fairness – Several employees expressed continued concern about hiring/assignment and promotional practices. To some, opportunities for hiring or advancement appear predetermined, to the exclusion of minorities. The new practice of advertising internally for acting or interim staff opportunities for five (5) days before external advertisements appears to be well received.

Decision-making / Governance - It appears that changes made in 2004 to create a simpler, fairer and more understandable budget process have succeeded. Dr. Randolph stated that his initial budget message establishes a focus for each year and reinforces the development of budget packages that support the College's administrative, instructional and student services needs. Informational convocations, inclusive retreats regarding strategic and master planning, and Campus Conversation using a "town hall" format have afforded employees new opportunities to provide input and seek information about matters of governance.

Morale - New leadership and a more "civil" atmosphere were cited as contributors to higher levels of morale. Still, issues of diversity and fairness negatively impact the morale for some employee/constituency group members.

### **Conclusion**

Overall, the quality of the campus climate has improved at GCC since it was last measured by the fall 2001 survey. Participants are most complimentary about new leadership and communications improvements, as evidenced by feedback from 23 listening sessions conducted since January 2003. Diversity and fairness remain areas of concern for many minority employees. The College remains committed to improving these areas of concern.

Campus climate is not a static phenomenon. Perceptions about the quality of campus climate are likely to be affected by numerous variables and events. Events of the past few years have demonstrated though, that campus climate is a matter of great interest to all GCC employees and that they support methods to monitor its quality. The president's on-going open meetings, open-door policy, and management by walking around to assess campus climate were noted and clearly appreciated by listening session participants.

In conclusion, it is recommended that Glendale Community College continue to work on the six areas of concern, amend the College Climate Action Plan to include recent listening session findings/outcomes, conduct a climate survey in Spring 2005 (Option 4) - to be included as part of updated Progress Report for the HLC-NCA (due June 2005), and conduct additional campus climate surveys at regular intervals as part of the College's management philosophy.

Respectfully submitted,

Charles F. Jeffery, Linda Hawbaker and  
Matt Ashcraft

October 2004

## Appendix C – Glossary of Terms and Acronyms

**AACHE** – Arizona Association of Chicanos for Higher Education

**Administrative Group** – Includes the College President, Deans, Sr. Associate Deans, Director of College Research Services, College Advancement Services, and Faculty Senate President.

**Administrative Leadership Team** – Term used to refer to the College President, Dean of Instruction, Dean of Student and Community Services, and Dean of Administrative Services.

**APIA** – Asian Pacific Islanders Association

**ASL** – American Sign Language

**Campus Conversation** – Term used at Glendale for a town-hall style, all-employee or student meeting. Meeting is typically facilitated by the College President, but the content and structure are entirely employee or student driven (depending on audience). Format is informal and dialog-oriented.

**College Safety** – College Safety Employee Group

**Constituency Group** – Maricopa has six sanctioned employee groups that represent the interests of their members: Arizona Association for Chicanos in Higher Education, Maricopa Council on Black American Affairs, Asian Pacific Islander Association, United Tribal Employees Committee, Gay and Lesbian Human Rights Association, and Women's Leadership Group. Some of these groups have affiliated groups at one or more of the Maricopa college campuses.

**Crafts** – Crafts Employee Group, includes journeyman and skilled trades

**Creative Pathways** - The [Creative Pathways](#) program enables employees to take a paid leave of absence from their regular position to work in another area of the College or District that interests them.

**E-mail war** – Practice of voicing college or personal issues to everyone in the college or district across the e-mail network. Often e-mails may be directed at a specific individual, but copied to a large group.

**Employee Group** – Maricopa has nine separate classes of employees, each governed under its own Policy Manual: Adjunct Faculty; Chancellor's Executive Council; College Safety; Crafts; Maintenance & Operations; Management, Administrative, & Technology; Professional Staff; Residential Faculty; and Specially Funded. Some of these groups have affiliated groups at one or more of the Maricopa college campuses.

**Facilities Master Plan** – A phased, comprehensive master plan for the college through 2023. Developed by DWL Architects + Planners, Inc. as a part of a Maricopa initiative to produce master plans for all 10 colleges, in preparation for a district-wide bond initiative.

**Faculty In Progress Program (FIPP)** – A “grow your own” internship program designed to address anticipated faculty vacancies and improve diversity in college communities. FIPP was initiated in Fall 2000 and renamed the Maricopa Faculty Internship program (MFI) in 2004.

**GCC** – Glendale Community College, sometimes referred to as the College.

**Glendale Community** – Refers to the faculty, staff, community supporters and students of Glendale Community College.

**Glendale Rotary Clubs** – There are two Glendale chapters, the Glendale Chapter and Kachina Chapter.

**Historic Sahuaro Ranch Foundation** – The Foundation is an oversight entity that governs preservation activities for this historic city of Glendale park. Sahuaro Ranch abuts the GCC campus and provided much of the land on which the college was instructed.

**Learning Grants** – Maricopa's Learning Grants support projects that are designed to improve, advance, and enrich student learning. The grants are flexible and intended to support ideas and projects at the appropriate stage of development. Qualifying proposals will range from formative ideas that explore learning concepts to fully tested models ready to be adopted and disseminated. The fiscal year 2005-2006 will be the sixth year of the Learning Grants program. The total funding available is \$185,000.

**Listening Session** – Term used at Glendale for a focus-group style meeting facilitated by the college president with one specific group of employees.

**Management by Walking Around (MBWA)** – A management/communication style effective in large organizations with several layers of management. Enables a leader to have direct contact with employees as he/she designates time to visit various departments on campus.

**Maricopa Community College Governing Board** – Five member, elected board that governs the policies of the Maricopa District, including all 10 colleges and two skill centers.

**Maricopa Faculty Internship Program (MFI)** – A “grow your own” internship program designed to address anticipated faculty vacancies and improve diversity in college communities. MFI was originally initiated in Fall 2000 as the Faculty In Progress Program (FIPP). The program was renamed in 2004.

**MAT** – Management, Administrative, and Technological Employee Group

**M&O** – Maintenance & Operations Employee Group, includes landscapers and custodians

**MCBAA** – Maricopa Council on Black American Affairs

**PAC** – President’s Advisory Committee, formerly called the President’s Executive Committee (PEC). This committee serves in an advisory capacity and a conduit for the exchange of information from and to the campus.

**PBAC** – President’s Budget Advisory Committee

**Prioritized Project List** - A comprehensive, prioritized list of capital projects the College desires to complete over the next ten years (2004 – 2014).

**PSA** – Professional Staff Association

**UTECH** – United Tribal Executive Council

**Western Maricopa Coalition (Westmarc)** - A regional coalition among the leaders of government, education, business and community organizations in Western Maricopa County. Former Maricopa Director of Government Relations is the current President of Westmarc.

**West Valley Think Tank** - An outgrowth of Westmarc, specifically related to education in the West Valley. Membership includes K-12 school districts, community colleges, Grand Canyon University, and Arizona State University West.

**WLG** – Women’s Leadership Group

## Appendix D – Annotated Bibliography <sup>1</sup>

### ***Campus Climate Results: Faculty/Staff Reports, Dr. Bruce Merrill, April 23, 2002***

Detailed analysis of results from a Glendale Community College climate survey conducted Fall 2001 by Shapard Wolf of the Arizona State University Survey Research Laboratory. Includes two volumes of findings including separate cross-tabbed results for faculty and staff respondents.

<http://www.gc.maricopa.edu:2058/ie/Employees/2001ClimateSurveyResults.pdf>

### ***Campus Climate Results, Dr. Bruce Merrill, April 29, 2005***

Detailed analysis of results from a Glendale Community College climate survey conducted Spring 2005 by Dr. Bruce Merrill. Includes an Executive Summary, a discussion of survey methodology and findings, including separate cross-tabbed results.

<http://www.gc.maricopa.edu:2058/ie/Employees/2005GCCClimateSurveyReport.pdf>

### ***Glendale Community College Master Plan 2003 - 2023, April 2003***

A phased, comprehensive master plan for the college through 2023. Developed as part of a Maricopa initiative to produce master plans for all 10 colleges, in preparation for a district-wide bond initiative. Includes: short history of GCC, growth and enrollment trends, hydrology, landscaping, pedestrian and vehicular flow analysis, and design concepts for new facility construction and renovation.

### ***Glendale Community College Master Plan – Prioritized Project List (Main and North), September 26 2003***

Two volumes (Main campus and North campus) including comprehensive, prioritized lists of capital projects the College desires to complete over the next ten years (2004 – 2014).

[http://www.gc.maricopa.edu/admin\\_services/index.cfm?date=Master\\_Planning\\_Updates](http://www.gc.maricopa.edu/admin_services/index.cfm?date=Master_Planning_Updates)

### ***Glendale Community College NCA Self-Study Report, January 2002***

A report developed for the Evaluation Team representing the Higher Learning Commission of the North Central Association of Schools and Colleges in preparation for a Comprehensive Accreditation Visit in March 2002.

<http://www.gc.maricopa.edu/ncaselfstudy/>

### ***Listening Session I Executive Summary, Linda Hawbaker and Jack Rose, Spring 2004***

A summary of findings from 13 Listening Sessions facilitated by Glendale Community College President Phil Randolph. Sessions were held from Spring 2003 through Spring 2004 with employee and constituency groups on campus.

[http://www.gc.maricopa.edu:2058/ie/Employees/Exec\\_Sum.pdf](http://www.gc.maricopa.edu:2058/ie/Employees/Exec_Sum.pdf)

### ***Listening Session II Executive Summary, Charles Jeffery, Linda Hawbaker and Matt Ashcraft, Spring 2005***

A summary of findings from 10 Listening Sessions facilitated by Glendale Community College President Phil Randolph. Sessions were held during the Fall semester 2004 with employee and constituency groups on campus.

<http://www.gc.maricopa.edu:2058/ie/Employees/Listening%20Sessions%20II%20Executive%20Summary.pdf>

<sup>1</sup> Copies of reports not e-linked can be furnished upon request.

***Report of an Advisory Visit to Glendale Community College, May 8-9, 2000***

A report of the HLC-NCA Advisory visit to Glendale Community College. Report addresses issues primarily related to campus climate and provides recommendations for the college in preparation for the upcoming Self-Study.

***Report of a Visit to Maricopa County Community College District - Glendale Community College, Glendale, Arizona March 4-6, 2002 for the Higher Learning Commission of the North Central Association of Colleges and Schools, May 2002***

A report of the HLC-NCA re-accreditation visit to Glendale Community College. Report addresses strengths and weaknesses of the college, and required progress and monitoring reports.

<http://www.gc.maricopa.edu/nca2002/>

***The Chronicle of Higher Education, August 27, 2004***

An annual report that provides information on employees in the education profession. Sample data includes student enrollment, employee group demographic profiles, median salaries by field, tenure status, characteristics of presidents and trends in faculty employment.

<sup>1</sup> Copies of reports not e-linked can be furnished upon request.

## Appendix E – E-Link Index

Adjunct Faculty Website – <http://www.gc.maricopa.edu/adjunct>

\*Budget Decisions – <http://www.gc.maricopa.edu:2058/ie/PlanningBudgeting/PlanningBudgeting.htm>

Construction Updates – <http://www.gc.maricopa.edu/construction>

Creative Pathways – <http://www.dist.maricopa.edu/comm/pathways/>

Online GCC Employee & Student Recognition Awards - <http://www.gc.maricopa.edu/recognition/>

Gauche Gazette – <http://www.gc.maricopa.edu/gauche/>

2001 GCC Campus Climate Survey Results-

<http://www.gc.maricopa.edu:2058/ie/Employees/2001ClimateSurveyResults.pdf>

\*Listening Sessions I Executive Summary –

[http://www.gc.maricopa.edu:2058/ie/Employees/Exec\\_Sum.pdf](http://www.gc.maricopa.edu:2058/ie/Employees/Exec_Sum.pdf)

\*Listening Sessions II Executive Summary-

<http://www.gc.maricopa.edu:2058/ie/Employees/Listening%20Sessions%20II%20Executive%20Summary.pdf>

2005 GCC Campus Climate Survey Results-

<http://www.gc.maricopa.edu:2058/ie/Employees/2005GCCClimateSurveyReport.pdf>

Postcards from the Adjunct – <http://www.gc.maricopa.edu/adjunct/pfta/>

President's Newsletter - <http://www.gc.maricopa.edu/president/index.cfm?id=7279>

\*Asterisked reports are intended for internal use and require an employee password.