

Agenda - Focus Group - Faculty

Nov. 15, 2019

- 12:00 PM Introduction**
Welcome and Introduction
- 12:05 PM Ground Rules (Categorizer)**
- 12:10 PM Nomination of Issues or Initiatives (Categorizer)**
When effectively addressed or implemented, will result in the most meaningful improvements in productivity, satisfaction and responsiveness to the needs of our students and our community.
- 12:20 PM Prioritizing Issues/Initiatives (Vote)**
- 12:30 PM Re-Vote After Discussion (Vote)**
- 12:40 PM Brainstorming Issues/Initiatives (Categorizer)**
- 1:50 PM Feedback Survey (Survey)**
- 2:00 PM Adjourn Meeting**

Ground Rules

- 1. Only what gets entered into the conversation will show up in final meeting report. Verbal comments are welcome, as they may stimulate ideas, however, if you want the verbal comments to get reflected in the report, please be sure to enter them into the online conversation.**
- 2. The comments will not be attributed to individuals in the focus group. The software is designed so that the entire conversation is anonymous. Please be candid about your ideas and opinions.**
- 3. At the same time, please be constructive and professional with your comments. Anything that comes across like an ad hominem attack or a cheap shot will be deleted. Remember that the entire conversation will be published.**
- 4. The only editing the facilitator will do this report is to run a spell check using Microsoft Word before submitting.**

Nomination of Issues or Initiatives

1. Administrative transparency and engagement with needs of diverse campus groups

Administrators/leaders should be more empathetic to the different needs of the different areas on campus.

Leadership and communication training for senior staff and deans--how to build teams, increase engagement, lead meeting

Transparency of funding to individuals and departments - need to strive for equality among programs

Greater transparency from senior staff, fewer closed-door decisions

2. Qualifications of future President

To hire a President that actually has experience as both an instructor and administrator.

Strong vision for the future: Where is De Anza going? What new initiatives and programs will be introduced? How will current programs be supported? What will change?

Articulation of a clear and inspiring vision by top administration--beyond "let's increase enrollment."

Hire a president with deep intellectual curiosity, a proven passion for teaching, demonstrated skills in effective interpersonal and organizational management, and experience and knowledge with administration of a CA community college.

President who can inspire college with new sense of purpose

College-wide vision and campus-wide practices--sustained--that take up matters of teaching, learning, and student equity. (Administrators need to more than just talk about equity, teaching, and learning and attend "diversity events" but openly acknowledge how college practices such as increasing seat counts, cancelling classes early, etc., impact student success negatively).

3. Accountability up and down management chains

4. Agree on a direction about online classes

We should increase online offerings.

More online classes. Please do not put a limit on full time faculty teaching them.

Concerned that the increase in online offerings is going to turn De Anza into an "Online College."

NOT an increase in online classes; don't make De Anza College a correspondence school; maintain face-to-face quality instruction

5. Proactive curricula planning, including associate degrees

6. External relations - fundraising from governmental, non-profit and for-profit organizations.

7. Reasonable workload that allow for high-quality and high-impact teaching

Flexible scheduling. Two day a week schedules and creative scheduling.

Strive for equitable workloads, responsibilities, compensations across departments.

Smaller class sizes. 70 students in a science class is daunting when most of those students see science as "their toughest subject."

Equitably review and revise the use of release time and extra pay in non-instructional assignments

Eliminating the use of "Fill Rates" as a means for program elimination/viability... it's unfair when one department has class caps of 30 while another has class caps of 70

8. Developing a "majors" track for my program

9. Better administrative support for professional development

10. Replace faculty and staff that have been lost.

11. Planning consciously to help Promise students succeed

12. Balancing academic freedom and accountability for quality

Greater trust in faculty expertise and instructional experience. Increased faculty autonomy in relation to questions of instruction.

Continued evaluation of faculty - FT and PT

The tenure process is broken

13. More respect for shared governance and voices of faculty at an educational institution

14. More coordination between planning efforts and governance groups

15. Innovative and imaginative teaching initiatives

16. Create a Stem Center to include all STEM programs creating support and a sense of community for STEM students.

17. Develop a protocol to select participation for committee work etc. that rotates who is chosen

18. External relations - create partnerships with local tech companies like Apple, Google and Facebook to create certification programs on campus. Let's stand out as The CC tech campus in the local area.

Establishment of career center to reach out area industry to have more internships for students.

19. Improve coordination across the two campuses (for the sake of our students)

More effective partnering/sharing with Foothill regarding programs and decisions that have succeeded/failed.

20. Emphasis on serving our diverse group of students by hiring a diverse group of leaders and faculty.

21. Communication and community building

To create a more trusting and collaborative cultural environment

Let's have a good time together! Community building and bonding activities.

Increase efforts to build trust and engagement across areas to improve college as a whole, rather than focus on individual area/competition for resources

22. Institutional guidelines for timeframes for reports due in order to prevent too-short turnaround time / calendar planning

Institutional guidelines for timeframes for reports due in order to prevent too-short turnaround time / calendar PLANNING

Institutional guidelines to prevent extensive reports due without enough turnaround time

23. Increase the ability of De Anza to be nimble and responsive to both community needs and state directives

24. Discussion of whether or not "productivity" is a "useful" measure--What does it mean in this context?

25. Campus wide STEM events

26. Overhaul of general counseling, including better connection to instruction.

27. Increase the number (%) of full-time faculty teaching

28. A more forgiving and equitable class cancellation process... not just "it's under 20, so CANCELLED!"

29. Actual diversity in campus, division, and department committees, positions, etc. The same people get to do everything. Nepotism. Please stop it.

30. Funding/reimbursement for faculty that take students on fieldtrips - this \$\$ should be thought of like lab supplies

31. Development of resources to meet the needs of diverse whole students

32. Improve, increase, and foster student counseling services

33. More collaboration between faculty to create a STUDENT-CENTERED, LEARNING-CENTERED environment in each department.

34. Increased support for SSRS and Equity programs.

35. Real equity. Not just virtual signaling. Calling in and out culture does not work.

36. Hiring practices - Hire the BEST manager for the job, not necessarily simply the one that thinks alike. Respect and embrace differences of opinion.

37. Stop bullying. Faculty in power bully junior faculty.

End the professional relations committee

38. More efficient means of intercollege-level communication, specifically administrative documents and materials.

39. Invest in support staff and programs in order to strengthen instruction and engage our most disadvantaged students

- 40. Summer STEM bridges to prepare students for their science and math classes - faculty should get paid for these**
- 41. Given what we scientifically understand about the concepts of race, gender, sexuality--- institutionally and comprehensively provide processes for addressing the biases or preferences to be identified and reconfigured.**
- 42. Support for faculty to develop a "Guided Pathways" plan that will be centered on student needs in all categories including food/housing insecurities, health, etc. as well as academic.**
- 43. More encouragement of Continuing Education courses**
- 44. Have shared governance actually articulated in our respective contracts**
- 45. Bring back the testing center.**
- 46. There is support for people in the Tenure Process... but it stops after year 2... we need a TYE (Third Year Experience) and FYE (Fourth Year Experience) so the tenure coordinator can continue to check in with candidates**
- 47. We need administrators who inspire, empower and reward faculty/staff who are innovative (rather than make them jump through hoops to get anything done)**
- 48. Increase the profile of and support for CTE programs. Identify new CTE programs that our area needs**
- 49. Representation from ALL disciplines on campus should be expected (not just encouraged). Right now, it seems like the Language Arts and Humanities are running the show.**
- 50. An institutional means of recording or documenting and distributing meetings between faculty and administrators at all levels**

Prioritizing Issues/Initiatives

Voting Results

Multiple Selection (maximum choices = 12) (Allow bypass)

Number of ballot items: 54

Total number of voters (N): 16

Total

- | | |
|----|---|
| 14 | 1. Qualifications of future President |
| 14 | 2. Administrative transparency and engagement with needs of diverse campus groups |
| 9 | 3. Accountability up and down management chains |
| 8 | 4. Agree on a direction about online classes |
| 8 | 5. reasonable workload that allow for high-quality and high-impact teaching |
| 7 | 6. We need administrators who inspire, empower and reward faculty/staff who are innovative (rather than make them jump through hoops to get anything done) |
| 7 | 7. Balancing academic freedom and accountability for quality |
| 6 | 8. Improve coordination across the two campuses (for the sake of our students) |
| 6 | 9. Communication and community building |
| 6 | 10. Discussion of whether or not "productivity" is a "useful" measure--What does it mean in this context? |
| 6 | 11. Actual diversity in campus, division, and department committees, positions, etc. The same people get to do everything. Nepotism. Please stop it. |
| 5 | 12. More respect for shared governance and voices of faculty at an educational institution |
| 5 | 13. Create a Stem Center to include all STEM programs creating support and a sense of community for STEM students. |
| 4 | 14. External relations - fundraising from governmental, non-profit and for-profit organizations. |
| 4 | 15. Better administrative support for professional development |
| 4 | 16. Replace faculty and staff that have been lost. |
| 4 | 17. Given what we scientifically understand about the concepts of race, gender, sexuality---institutionally and comprehensively provide processes for addressing the biases or preferences to be identified and reconfigured. |
| 4 | 18. Invest in support staff and programs in order to strengthen instruction and engage our most disadvantaged students |
| 4 | 19. External relations - create partnerships with local tech companies like Apple, Google and Facebook to create certification programs on campus. Let's stand out as THE CC tech campus in the local area. |
| 4 | 20. Emphasis on serving our diverse group of students by hiring a diverse group of leaders and faculty. |
| 4 | 21. Hiring practices - Hire the BEST manager for the job, not necessarily simply the one that thinks alike. Respect and embrace differences of opinion. |
| 4 | 22. More collaboration between faculty to create a STUDENT-CENTERED, LEARNING-CENTERED environment in each department. |

- 3 23. A more forgiving and equitable class cancellation process... not just "it's under 20, so CANCELLED!"
- 3 24. We need administrators to empower, inspire, encourage and reward faculty and staff to innovate, bring fresh ideas, speakers, programs
- 3 25. Representation from ALL disciplines on campus should be expected (not just encouraged). Right now, it seems like the Language Arts and Humanities are running the show.
- 3 26. More efficient means of intercollege level communication, specifically administrative documents and materials.
- 3 27. Stop bullying. Faculty in power bully junior faculty.
- 3 28. Proactive curricula planning, including associate degrees
- 3 29. More coordination between planning efforts and governance groups
- 3 30. Increase the number (%) of full-time faculty teaching
- 2 31. Develop a protocol to select participation for committee work etc. that rotates who is chosen
- 2 32. Bring back the testing center.
- 2 33. Increase the profile of and support for CTE programs. Identify new CTE programs that our area needs
- 2 34. Planning consciously to help Promise students succeed
- 2 35. Summer STEM bridges to prepare students for their science and math classes - faculty should get paid for these
- 2 36. Innovative and imaginative teaching initiatives
- 2 37. Increase the ability of De Anza to be nimble and responsive to both community needs and state directives
- 2 38. Real equity. Not just virtual signaling. Calling in and out culture does not work.
- 2 39. Increased support for SSRS and Equity programs.
- 2 40. Development of resources to meet the needs of diverse whole students
- 2 41. Overhaul of general counseling, including better connection to Instruction.
- 2 42. We need administrators who encourage, empower, inspire and reward faculty/staff who innovate, bring fresh ideas, programs, speakers to campus through their actions.
- 1 43. Institutional guidelines for timeframes for reports due in order to prevent too-short turnaround time / calendar planning
- 1 44. Campus wide STEM events
- 1 45. Have shared governance actually articulated in our respective contracts
- 1 46. There is support for people in the Tenure Process... but it stops after year 2... we need a TYE (Third Year Experience) and FYE (Fourth Year Experience) so the tenure coordinator can continue to check in with candidates
- 1 47. Improve, increase, and foster student counseling services
- 1 48. An institutional means of recording or documenting and distributing meetings between faculty and administrators at all levels
- 1 49. Allow for curriculum that responds
- 0 50. Support for faculty to develop a "Guided Pathways" plan that will be centered on student needs in all categories including food/housing insecurities, health, etc as well as academic.

- 0 51. More encouragement of Continuing Education courses
- 0 52. Bring back the testing center.
- 0 53. Developing a "majors" track for my program
- 0 54. Funding/reimbursement for faculty that take students on fieldtrips - this \$\$ should be thought of like lab supplies

Re-Vote After Discussion

Voting Results

Multiple Selection (maximum choices = 10) (Allow bypass)

Number of ballot items: 31

Total number of voters (N): 16

Total

- | | |
|----|--|
| 15 | 1. Administrative transparency and engagement with needs of diverse campus groups |
| 13 | 2. Innovative and imaginative teaching initiatives |
| 13 | 3. Qualifications of future President |
| 11 | 4. Accountability up and down management chains |
| 10 | 5. Communication and community building |
| 9 | 6. Reasonable workload that allow for high-quality and high-impact teaching |
| 9 | 7. Replace faculty and staff that have been lost. |
| 8 | 8. We need administrators who inspire, empower and reward faculty/staff who are innovative (rather than make them jump through hoops to get anything done) |
| 7 | 9. Agree on a direction about online classes |
| 7 | 10. Balancing Academic Freedom and Accountability for Quality |
| 7 | 11. Actual diversity in campus, division, and department committees, positions, etc. The same people get to do everything. Nepotism. Please stop it. |
| 7 | 12. Increase the profile of and support for CTE programs. Identify new CTE programs that our area needs |
| 7 | 13. Create a Stem Center to include all STEM programs creating support and a sense of community for STEM students. |
| 6 | 14. External relations - fundraising from governmental, non-profit and for-profit organizations. |
| 5 | 15. Improve, increase, and foster student counseling services |
| 3 | 16. Emphasis on serving our diverse group of students by hiring a diverse group of leaders and faculty. |
| 3 | 17. Improve coordination across the two campuses (for the sake of our students) |
| 3 | 18. Stop bullying. Faculty in power bully junior faculty. |
| 3 | 19. Better administrative support for professional development |
| 2 | 20. Hiring practices - Hire the BEST manager for the job, not necessarily simply the one that thinks alike. Respect and embrace differences of opinion. |
| 2 | 21. A more forgiving and equitable class cancellation process... not just "it's under 20, so CANCELLED!" |
| 2 | 22. Discussion of whether or not "productivity" is a "useful" measure--What does it mean in this context? |
| 2 | 23. Increase the ability of De Anza to be nimble and responsive to both community needs and state directives |
| 2 | 24. Real equity. Not just virtual signaling. Calling in and out culture does not work. |
| 1 | 25. More respect for shared governance and voices of faculty at an educational institution |

- 1** 26. Have shared governance actually articulated in our respective contracts
- 1** 27. More coordination between planning efforts and governance groups
- 0** 28. Given what we scientifically understand about the concepts of race, gender, sexuality---institutionally and comprehensively provide processes for addressing the biases or preferences to be identified and reconfigured.
- 0** 29. Institutional guidelines for timeframes for reports due in order to prevent too-short turnaround time / calendar planning
- 0** 30. An institutional means of recording or documenting and distributing meetings between faculty and administrators at all levels
- 0** 31. More encouragement of Continuing Education courses

Brainstorming Issues/Initiatives

1. Administrative transparency and engagement with needs of diverse campus groups

Administrators/leaders should be more empathetic to the different needs of the different areas on campus. {#10}

Leadership and communication training for senior staff and deans--how to build teams, increase engagement, lead meeting {#12}

Transparency of funding to individuals and departments - need to strive for equality among programs {#57}

Greater transparency from senior staff, fewer closed-door decisions {#50}

There are no "back door" deals, and administration works closely with the faculty to make this college a better place. It seems like administration makes decisions with little input from faculty (other than the "usual suspects.") {#91}

The new president should be a PRESENCE on campus. This should be someone we actually SEE on campus. We'd like to know that you actually work here and like being here. {#92}

Senior staff needs to communicate more closely not only with each other, but with faculty and staff layers below them--they need to feel more accessible {#93}

Faculty input should be valued. {#95}

Bring back the involvement of Office of Education in the tenure process {#96}

More frequent communication with campus in general - thoughts/ perspectives in La Voz on a regular basis. {#97}

In the survey, Administrative Services were the only one that gave administration an "A." That's pretty telling. {#98}

Make sure that the VPI isn't doing a million jobs. Please stop having so many interim administrators. {#99}

Ditto #96 above - Bring back involvement of Office of Education in the tenure process. {#101}

Ditto #92 {#106}

President and senior staff should be "out and about" on campus. They should actively be seeking input from all quarters, not just the same closed circle of high-level administrators. There is too much "groupthink" in the senior staff. {#107}

Administrators should provide for an unbiased method of recording and documenting verbal agreements made in the various committee meetings among the different institutional players. {#108}

Have open office hours a few times during the year for direct communication to hear concerns. {#110}

Boundaries. We want community building and presence, but also going out to drinks with people presents boundary issues. {#112}

Senior staff is too insular. {#113}

Ditto #107 {#116}

We need to have administrators that don't just go into "panic mode." Enrollment had been declining for years, and we only decided to address it from a budget issue in 2018, resulting in a very rushed inequitable process (cough, cough, fill rates!) {#118}

Program review should NOT be every year, but every two years, or three years, or five years (?) {#122}

Ditto #95 {#123}

Administrators, from Deans on up, would benefit from skills training in the areas of their actual job duties (i.e., how to facilitate a meeting, how to structure decision-making processes, how to build a sense of community among co-workers, how to handle interpersonal conflict, how to short-term and long-term plan for academic programs, etc.). The competence of administrators sets the tone and creates the foundation from which all divisions/departments operate. Incompetency, with regard to basic job functions and responsibilities, among any administrator erodes confidence, trust, and belief in the institution. Competency in job duties should be a BASELINE for all administrators. Low employee morale is usually a function of belief in the leader's ability to be effective. (This does not even say anything about the attitude or vision of the administrators, which, of course, are also important to building an academic/administrative unit.) The skills of administrators affect the quality of work life of employees. It also adds to the institutional robustness and quality of the institution. {#124}

I'm not sure I completely agree with #112... I think having someone who can be seen as human is essential. A happy hour with the president a few times a year might not be a bad idea. {#127}

#127 unless it becomes nepotism... {#133}

Ditto #122. It feels very much like redundant paperwork just to ask for equipment. {#134}

Administrators need to trust faculty decision making and not "micromanage" {#177}

2. Innovative and imaginative teaching initiatives

Proactive curricula planning, including associate degrees {#4}

Support for faculty to develop a "Guided Pathways" plan that will be centered on student needs in all categories including food/housing insecurities, health, etc. as well as academic. {#71}

Allow for curriculum that responds {#74}

Developing a "majors" track for my program {#9}

Planning consciously to help Promise students succeed {#18}

Summer STEM bridges to prepare students for their science and math classes - faculty should get paid for these {#64}

Development of resources to meet the needs of diverse whole students {#49}

Campus-wide STEM events {#43}

Increased support for SSRS and Equity programs. {#53}

Invest in support staff and programs in order to strengthen instruction and engage our most disadvantaged students {#63}

Bring back the testing center. {#81}

Funding/reimbursement for faculty that take students on fieldtrips - this \$\$ should be thought of like lab supplies {#48}

Bring back the testing center. {#78}

More collaboration between faculty to create a STUDENT-CENTERED, LEARNING-CENTERED environment in each department. {#52}

Building a STEM community for faculty and students that makes them feel like a part of campus, not just a part of a transfer degree, is key moving forward if we want to have a College identity that involves the sciences. {#90}

We would like to see our college thinking about the big picture - about how we can develop innovative strategies and curriculum to keep our diverse students engaged and supported as they work their way through the pathways of our institution. {#100}

Bring speaker series to campus focusing on careers - help students understand how academics are connected to professions {#120}

We currently have degrees and course offerings that are quickly becoming out of date. Other colleges in the area are beginning to provide AA degrees in data analysis / data science (like West Valley). We're seeing more and more of our student base going to other universities in recent years. We have one data science course. That's ironic for the college that first hosted Apple's corporate events and the nearest college to one of the largest tech firms in history. More innovation regarding programs/ degrees will attract more students to our campus. Instead of following, it would be great to be leading this charge. {#130}

Partner with companies in Silicon Valley to have a more structured mentoring program. Many of the Silicon Valley companies are actually focused on equity, and this could be a win/win situation for all of us. {#136}

Ditto #64 - focus summer bridge to preparing students for college - academic preparation, plus college survival know-how {#137}

Encourage faculty to be in new programs and come up with new ideas. There is a lack of innovation on campus. You are struck down if you have new ideas. {#141}

Construct different classroom spaces!!!! {#169}

De Anza is in desperate need of fresh leadership that can connect with and inspire confidence from faculty. Most faculty, at least some time in the life of their career, teach from a passion for learning and intellectual engagement. Yes, the President of De Anza needs to be a strong administrator and manager. S/he needs to know how to navigate the institution in the context of Ed Codes and state mandates. S/he needs to raise money, S/he needs to have strong interpersonal skills that builds a sense of community among all employees. S/he needs to know about course management systems and productivity. S/he needs to support shared governance protocols. At the heart of it though, the college springs from the creation of learning experiences for students. The President of De Anza must have a deeply personal connection to the art and craft of learning. Without that, we just have another bureaucrat or a technocrat. {#184}

How do we ensure that our students are receiving the best quality education that we can provide for them? How in-tune are we with the changing dynamics of employment around us? How can we support our most vulnerable students? How can we rethink our support programs to make them more accessible and available to students? How can we stop wasting time on tasks that do not directly help us serve our students? And if we can do this, how might we do our jobs better. {#194}

3. Qualifications of future President

To hire a President that actually has experience as both an instructor and administrator. {#11}

Strong vision for the future: Where is De Anza going? What new initiatives and programs will be introduced? How will current programs be supported? What will change? {#26}

Articulation of a clear and inspiring vision by top administration--beyond "let's increase enrollment." {#34}

Hire a president with deep intellectual curiosity, a proven passion for teaching, demonstrated skills in effective interpersonal and organizational management, and experience and knowledge with administration of a CA community college. {#36}

President who can inspire college with new sense of purpose {#59}

College-wide vision and campus-wide practices--sustained--that take up matters of teaching, learning, and student equity. (Administrators need to more than just talk about equity, teaching, and learning and attend "diversity events" but openly acknowledge how college practices such as increasing seat counts, cancelling classes early, etc., impact student success negatively). {#69}

We need a LEADER not a REACTOR. How do we move forward and not just tread water? {#94}

We need innovative vision, not just doing things the same way we've done them {#102}

We need to move beyond crisis/survival mode into a culture of possibility and hope {#104}

Ditto on #11 {#109}

#11 is essential. The president needs to have years of experience in classroom instruction. They need to know the details of our job. {#115}

Ditto on #34. There seems to be a lack of coherent vision at De Anza at the moment. Who are we and why do we do what we do? The answer shouldn't just be "we chase enrollment." {#121}

We hope for our new president to empower and support faculty and staff as they re-envision our institution to meet the changing needs of the communities that we serve. We want the president to be clear minded in their leadership, creating transparency and advocating for shared participation in decision making, working with staff and faculty to develop innovative new ways to inspire and support our students, to fight for a fair workplace with reasonable workloads shared by full-time employees, who balances the vibrancy of our campus and online program offerings, who develops radical new partnerships with industry, and who likes to have parties to build community. {#125}

The new President needs to be able to inspire students, faculty, and staff in public settings. {#128}

Ditto #59 {#143}

Our new leader needs to step away from the status quo and needs to be thinking big picture about how to re-envision a BAD-ASS De Anza for the 21st Century. {#145}

We need a president who is qualified and doesn't just get the job because of a good story or because we don't want someone to rock the boat. {#148}

Ditto #145 {#150}

De Anza is in desperate need of fresh leadership that can connect with and inspire confidence from faculty. Most faculty, at least some time in the life of their career, teach from a passion for learning and intellectual engagement. Yes, the President of De Anza needs to be a strong administrator and manager. S/he needs to know how to navigate the institution in the context of Ed Codes and state mandates. S/he needs to raise money, S/he needs to have strong interpersonal skills that builds a sense of community among all employees. S/he needs to know about course management systems and productivity. S/he needs to support shared governance protocols. At the heart of it though, the college springs from the creation of learning experiences for students. The President of De Anza must have a deeply personal connection to the art and craft of learning. Without that, we just have another bureaucrat or a technocrat. {#190}

4. Accountability up and down management chains

Administrators, managers, faculty and staff should all be held to the high standards set out in both our college mission and individual contracts. Too many people on campus slide by doing the bare minimum required (or less). {#103}

What additional resources are required to actually accomplish our mission? You cannot always do more with less. {#105}

There should be more attention to administrative evaluations, with a lot of feedback from diverse groups that are affected by that administrator's work. Not only deans, but senior staff. {#111}

Administrators should go through a self-reflection process similar to tenure review {#117}

"Rate my Administrator" to allow feedback to administrators. {#119}

Deans who make arbitrary decisions to pull faculty in primarily to bully them...stop it. {#153}

Review deans EVERY year. And, if they have low evaluations from faculty, actually do something about it! Don't keep them just because they are sycophants. {#156}

5. Communication and community building

To create a more trusting and collaborative cultural environment {#22}

Let's have a good time together! Community building and bonding activities. {#7}

Increase efforts to build trust and engagement across areas to improve college as a whole, rather than focus on individual area/competition for resources {#33}

More efficient means of intercollege level communication, specifically administrative documents and materials. {#62}

Clearly spell out and distribute goals and objectives for each year for all constituents, along with an end of the year report indicating how successful each group was in meeting those goals and objectives. {#151}

We need more opportunities to work together. There are too many silos. {#160}

Put agreements, especially among faculty, in writing! {#163}

Ditto #160 {#167}

Create scheduled, systemic, system-wide, intentional team-building efforts-- both within areas and between them. {#171}

Use professional development more intentionally to create community, train leaders {#180}

6. Reasonable workload that allow for high-quality and high-impact teaching

Flexible scheduling. Two day a week schedules and creative scheduling. {#24}

Strive for equitable workloads, responsibilities, compensations across departments. {#28}

Smaller class sizes. 70 students in a science class is daunting when most of those students see science as "their toughest subject." {#58}

Equitably review and revise the use of release time and extra pay in non-instructional assignments {#76}

Eliminating the use of "Fill Rates" as a means for program elimination/viability... it's unfair when one department has class caps of 30 while another has class caps of 70 {#25}

Counterpoint to #24: Encourage FT faculty in particular to have 4-5 day/week schedules that include service to the college, community building, and student support. {#114}

I agree with #114. I only teach here 2 days a week, but I proudly come in 5 days on most weeks, and 4 on others. Students benefit when we are on campus. {#155}

Faculty and staff have been experiencing severe workload creep... This is related to great state regulation/requirements, more bureaucracy, fewer full-timers, an extra hour of e-mail every day and a general expectation to increase more, more, more, more, more, AND more of everything - from enrollment to productivity {#162}

Right now, we are having "active learning" crammed down our throat (and for a good reason), but it's not doable in huge 50, 60, 70 people classes. I don't want to be a "sage on the stage," but it's impossible to prevent it when the only classrooms that fit my size classes are stadium seating. {#165}

We need more flexible teaching schedules. We are coming from a deficit model, which is typical De Anza. There is a logical fallacy that is not based in fact that we need to be on campus to do our work, that if we are teaching online, we are lazy. It's simply not true. Because of how expensive it is in the Bay Area, many of us have to live far away and/or teach overloads. We already are sweating our blood for our students, and we'd like more support with flexible schedules. {#168}

9 classes for everyone! {#191}

Agree with #191. I bet teaching at most 3 classes a quarter results in better quality teaching than 4 courses a quarter. {#202}

7. Replace faculty and staff that have been lost.

Increase the number (%) of full-time faculty teaching {#45}

Increasing FT positions increases the sense of ownership in a department and introduces needed stability and accountability within programs. We should focus on investing in our FT faculty as a way of supporting some of our long-term adjuncts. {#126}

Replace classified staff so that departments are not in bare-bones, survival mode, with loss of morale and motivation {#129}

Ditto #129 {#142}

The over-dependence on Adjuncts greatly reduces quality of instruction. Many of them deserve to be here full-time. {#146}

Rather than allocating new spots based on recent hires (for example, biology hasn't had a new hire in the past year, so they may be "due" for a new hire), consider the recent retiree volume per department and/or including a metric of full-time faculty /student with consideration of student enrollment trends. {#158}

Honor the statewide initiative! {#181}

Ditto #129 {#185}

8. We need administrators who inspire, empower and reward faculty/staff who are innovative (rather than make them jump through hoops to get anything done)

We need administrators who encourage, empower, inspire and reward faculty/staff who innovate, bring fresh ideas, programs, speakers to campus through their actions {#79}

We need administrators to empower, inspire, encourage and reward faculty and staff to innovate, bring fresh ideas, speakers, programs {#70}

What new ideas can be applied to our workflow processes to make De Anza more nimble and responsive to changing demographics, community needs, and state directives? {#131}

Administrators need to be more mindful and respectful of faculty expertise in instruction. The attitude should be "how can we help you innovate?" {#172}

And, respect what we do as a profession! {#174}

Stop micro-managing faculty. Trust our judgment. We know what we are doing! {#176}

Current administration policies actually discourage innovation by faculty. There's no incentive for faculty to step beyond teaching and committee duties on campus. {#182}

Create a culture of trust, innovation and creative problem solving. {#188}

9. Agree on a direction about online classes

We should increase online offerings. {#3}

More online classes. Please do not put a limit on full-time faculty teaching them. {#66}

Concerned that the increase in online offerings is going to turn De Anza into an "Online College." {#67}

NOT an increase in online classes; don't make De Anza College a correspondence school; maintain face-to-face quality instruction {#72}

Extensively research what the school will look like and feel like if amount of online teaching is not limited for full-time faculty. {#132}

Yes on #72. De Anza has prided itself on offering a "full college experience." We need to prioritize a vibrant campus and face-to-face instruction. Increasing online instruction will lead to a "ghost town." {#135}

If an increase in online offerings is desired, we have to make sure that quality of instruction remains high, as do expectations/rigor. {#140}

It seems like the only real benefit of increasing online teaching is to increase enrollment. I'm teaching online because it's the only way to get butts in seats... I'd prefer to only teach face-to-face, but that's pretty much impossible here now. {#173}

There is an incredible generational divide here. I'm sorry, but the fear that this will become a correspondence school illustrates this. That idea is completely outdated. Online is the future. Foothill already surpasses us. Our students want it, particularly with our busy schedules. People against online teaching are out of date. Give the students and faculty what they want. {#178}

Limiting full-time faculty from teaching online is unfair and loses institutional knowledge. {#183}

If we are qualified, let us teach online! Don't limit us just because we are full-time. {#187}

10. Balancing academic freedom and accountability for quality

Greater trust in faculty expertise and instructional experience. Increased faculty autonomy in relation to questions of instruction. {#14}

Continued evaluation of faculty - FT and PT {#6}

The tenure process is broken {#55}

There is support for people in the Tenure Process... but it stops after year 2... we need a TYE (Third Year Experience) and FYE (Fourth Year Experience) so the tenure coordinator can continue to check in with candidates {#82}

We need to have a serious conversation about how to make sure our faculty can be themselves and teach how they want AND the depth of responsibility they have to provide a quality learning environment for students {#139}

FT and PT faculty evaluations need to be followed up on. Managers need to be given the resources to address problems with training or through administrative action. {#144}

Ditto #14. Faculty have expertise and the admin needs to rely on that expertise and take it into account when making decisions. This is a reason why the new president should have significant classroom instructional experience. {#147}

I see tenure as a "mend it, don't end it" issue. Tenure is important to support academic freedom, but anyone who tries to just coast after getting tenure doesn't deserve to teach here. {#186}

Most faculty work hard, labor union contract protections need to be supported, but faculty who don't fulfill contract obligations (e.g., don't have a syllabus, and who don't fulfill requirements of transfer-level and CTE courses, etc.), harm our students who aren't prepared for transferring and job market, and those faculty not earning their paychecks also harm the reputation of our institution, so there need to be greater accountability measures in place which are enforced for fairness to all faculty and vetting of evaluation process in divisions (e.g., dean's designees' work is evaluated further up by admin., and VPI stepping in to evaluate when warranted) {#198}

11. Actual diversity in campus, division, and department committees, positions, etc. The same people get to do everything. Nepotism. Please stop it.

Representation from ALL disciplines on campus should be expected (not just encouraged). Right now, it seems like the Language Arts and Humanities are running the show. {#86}

Develop a protocol to select participation for committee work etc. that rotates who is chosen {#30}

How do we give a sense of agency back to disenfranchised faculty who do no longer view themselves as having a voice in campus discussions? {#152}

Help areas and departments that have low participation rates (such as CTE, Counseling, STEM) build trust, engagement and capacity to participate in shared governance. {#161}

The same people get the positions with course releases and money time after time. It is unfair. If someone is Academic Senate President, that person gets to do everything and shares things with their department but no one else. Please limit this. {#193}

The makeup of the current presidential selection committee screams of this issue. It's pretty much all made up of "the usual suspects." {#195}

We should see diversity everywhere and at all times on this campus! {#197}

Promote actual diversity e#199}

The current Presidential Search committee does not represent faculty {#200}

12. Increase the profile of and support for CTE programs. Identify new CTE programs that our area needs

CTE has not been a focus on our campus for some time. We need to develop new programs that address the needs of our community while providing rewarding careers that provide the support needed to live in our area {#157}

13. Create a Stem Center to include all STEM programs creating support and a sense of community for STEM students.

Adapt/copy the STEM center at Foothill? {#164}

14. External relations - fundraising from governmental, non-profit and for-profit organizations.

External relations - create partnerships with local tech companies like Apple, Google and Facebook to create certification programs on campus. Let's stand out as THE CC tech campus in the local area. {#31}

Establishment of career center to reach out area industry to have more internships for students. {#15}

I think it's really important that the new president be able to connect to Silicon Valley and to the local community. We need someone who can raise money and make connections. {#159}

15. Improve, increase, and foster student counseling services

Overhaul of general counseling, including better connection to instruction. {#44}

Bring to the surface the tension between centralized and decentralized counselling services {#138}

Require faculty to understand basic counseling and advising principles, online tools, etc. and encourage them to informally mentor their students. Create a culture of shared responsibility for student success. {#149}

16. Emphasis on serving our diverse group of students by hiring a diverse group of leaders and faculty.

17. Improve coordination across the two campuses (for the sake of our students)

More effective partnering/sharing with Foothill regarding programs and decisions that have succeeded/failed. {#29}

More collaboration between divisions/departments to make sure our courses align and that we support each other, not detract from our respective programs {#166}

18. Stop bullying. Faculty in power bully junior faculty.

End the professional relations committee {#61}

What can the administration do to create an environment where faculty can safely and effectively address this? {#170}

19. Better administrative support for professional development

More PD opportunities on campus or near campus with access to current topics in pedagogy {#175}

20. Hiring practices - Hire the BEST manager for the job, not necessarily simply the one that thinks alike. Respect and embrace differences of opinion.

No agenda going into a hiring situation. Give external candidates a fair shot. {#179}

Counter the perception that certain powerful people influence hiring decisions {#196}

21. A more forgiving and equitable class cancellation process... not just "it's under 20, so CANCELLED!"

Publish why each class is canceled; if class does not meet enrollment number but is not canceled, publish that too. {#154}

22. Discussion of whether or not "productivity" is a "useful" measure--What does it mean in this context?

23. Increase the ability of De Anza to be nimble and responsive to both community needs and state directives

Sometimes our process of decision making seems very stilted and overly bureaucratic. How do we streamline that? {#189}

24. Real equity. Not just virtual signaling. Calling in and out culture does not work.

25. More respect for shared governance and voices of faculty at an educational institution

26. Have shared governance actually articulated in our respective contracts

27. More coordination between planning efforts and governance groups

How do we decrease repetition? {#201}

28. Given what we scientifically understand about the concepts of race, gender, sexuality--- institutionally and comprehensively provide processes for addressing the biases or preferences to be identified and reconfigured.

29. Institutional guidelines for timeframes for reports due in order to prevent too-short turnaround time / calendar planning

Institutional guidelines for timeframes for reports due in order to prevent too-short Turnaround time / calendar PLANNING {#40}

Institutional guidelines to prevent extensive reports due without enough turnaround time {#37}

30. An institutional means of recording or documenting and distributing meetings between faculty and administrators at all levels

31. More encouragement of Continuing Education courses

How can we develop more community Ed programs to help keep the "community" in "Community College?" {#192}

Feedback Survey (Survey)

Survey Results

1. This session was a good use of my time

A) Ballot

Method: Agree/Disagree (4-point)

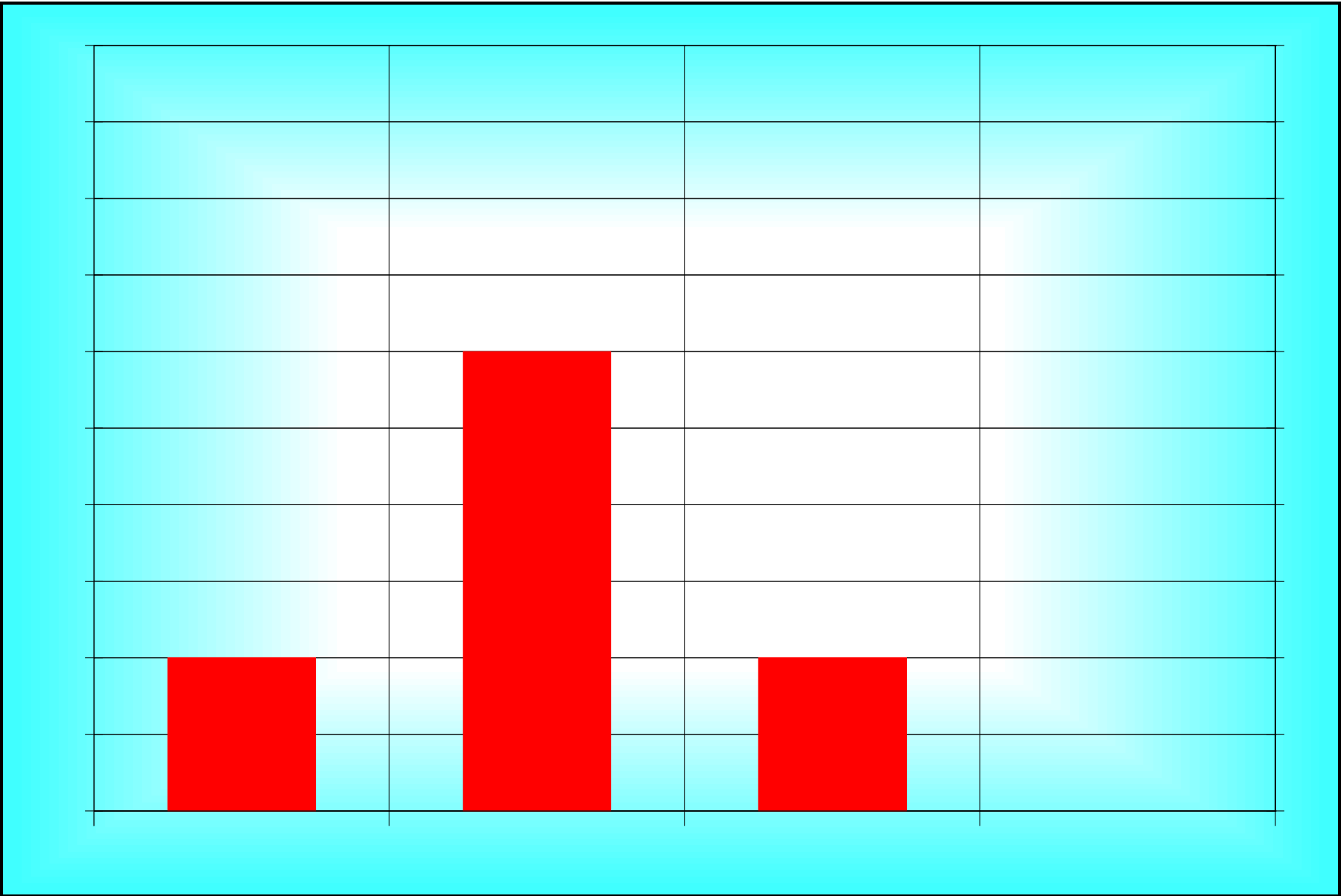
Options: Allow Bypass

Descriptions:

SA-Strongly Agree A-Agree D-Disagree SD-Strongly Disagree

B) Results Spread

<i>Choices</i>	<i>Count</i>
<i>SA(4)</i>	<i>2</i>
<i>A(3)</i>	<i>6</i>
<i>D(2)</i>	<i>2</i>
<i>SD(1)</i>	<i>0</i>
 <i>Statistics</i>	
<i>Total</i>	<i>30</i>
<i>Mean</i>	<i>A(3.00)</i>
<i>Mode</i>	<i>A</i>
<i>High</i>	<i>SA</i>
<i>Low</i>	<i>D</i>
<i>STD</i>	<i>0.67</i>
<i>N</i>	<i>10</i>
<i>n</i>	<i>10</i>



Results Chart (1. This session was a good use of my time)

2. I have confidence that this information will be used constructively to benefit the organization

A) Ballot

Method: Agree/Disagree (4-point)

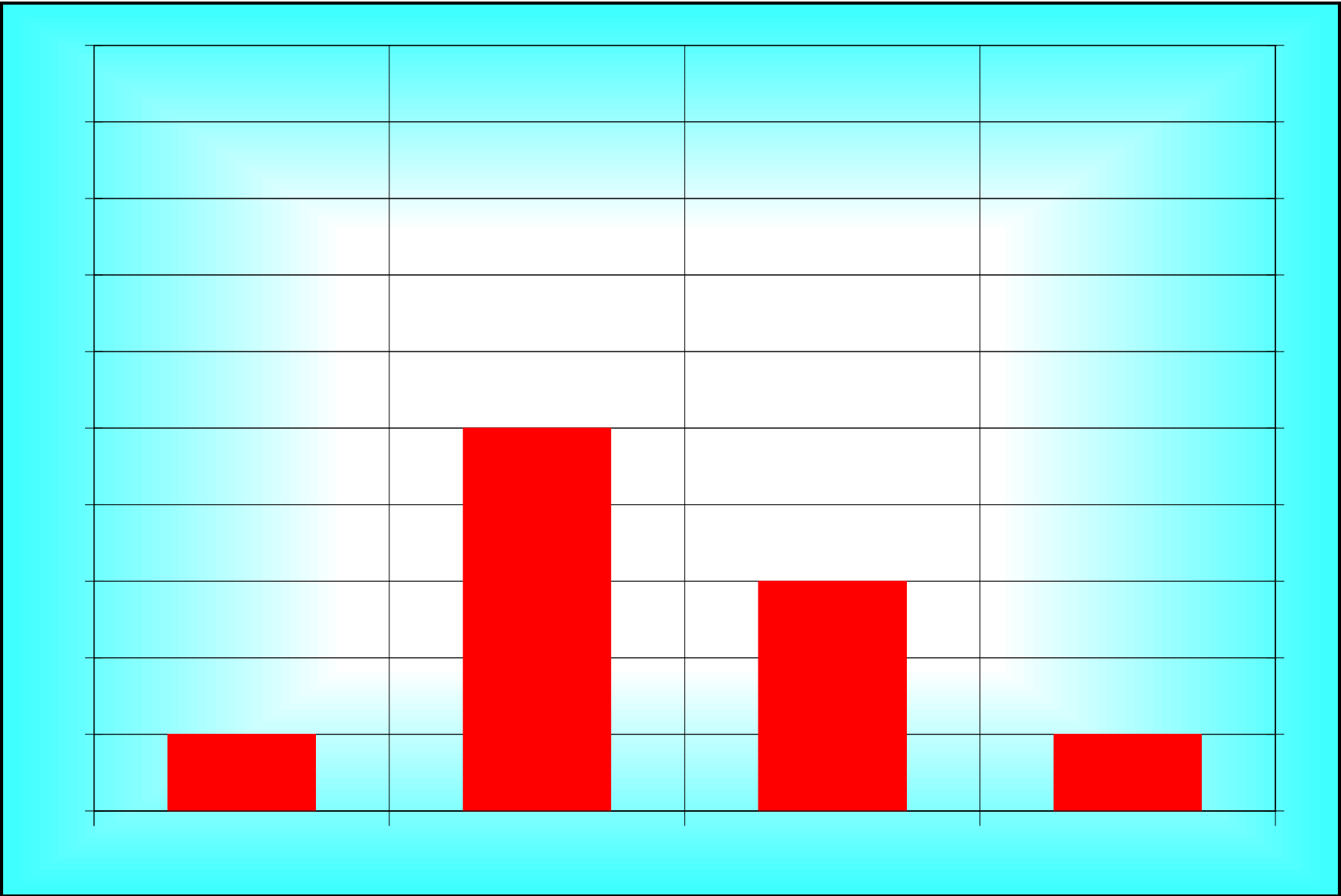
Options: Allow Bypass

Descriptions:

SA-Strongly Agree A-Agree D-Disagree SD-Strongly Disagree

B) Results Spread

<i>Choices</i>	<i>Count</i>
<i>SA(4)</i>	<i>1</i>
<i>A(3)</i>	<i>5</i>
<i>D(2)</i>	<i>3</i>
<i>SD(1)</i>	<i>1</i>
 <i>Statistics</i>	
<i>Total</i>	<i>26</i>
<i>Mean</i>	<i>A(2.60)</i>
<i>Mode</i>	<i>A</i>
<i>High</i>	<i>SA</i>
<i>Low</i>	<i>SD</i>
<i>STD</i>	<i>0.84</i>
<i>N</i>	<i>10</i>
<i>n</i>	<i>10</i>



Results Chart (2. I have confidence that this information will be...)

3. I enjoyed using the group interactive software

A) Ballot

Method: Agree/Disagree (4-point)

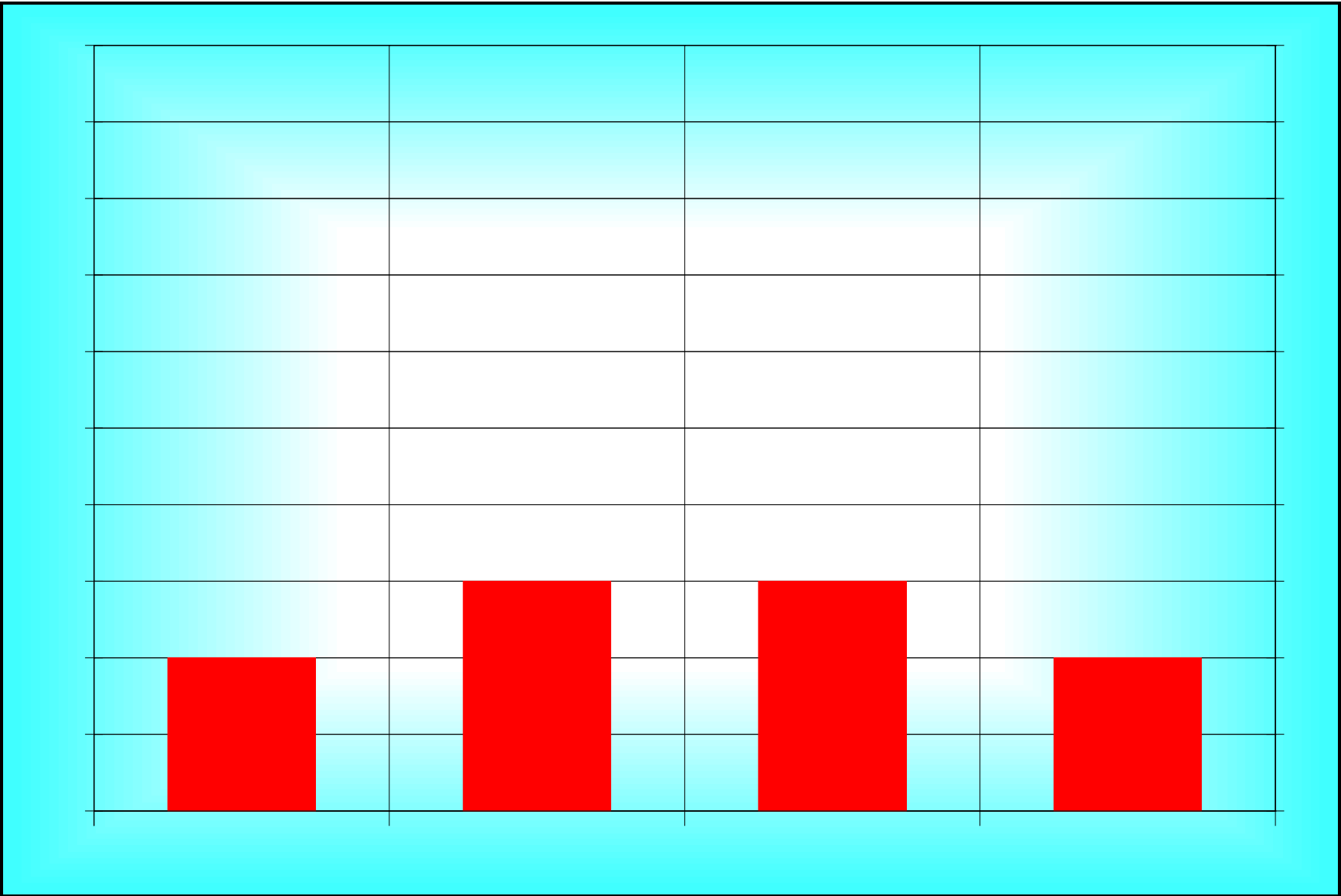
Options: Allow Bypass

Descriptions:

SA-Strongly Agree A-Agree D-Disagree SD-Strongly Disagree

B) Results Spread

<i>Choices</i>	<i>Count</i>
SA(4)	2
A(3)	3
D(2)	3
SD(1)	2
 <i>Statistics</i>	
<i>Total</i>	25
<i>Mean</i>	A(2.50)
<i>Mode</i>	??
<i>High</i>	SA
<i>Low</i>	SD
<i>STD</i>	1.08
<i>N</i>	10
<i>n</i>	10



Results Chart (3. I enjoyed using the group interactive software)

4. I have the following suggestions for future improvements

A) Ballot

Method: Open-Ended
Options: Allow Bypass
Maximum Number of Characters: [12288]
Descriptions:
Click in the box to enter text.

B) Text Responses

Total Number of Respondents (N): 10
Number of responses to this question (n): 7

1. When merging topics, do not update numbers until hitting a "sort/synch" button. This would help with keeping track of what multiple individuals want to combine or discuss
2. Explain the process better at the beginning.
3. I did do some prioritizing of issues before I came into the meeting. You might consider asking (in explicit terms) for participants to enumerate and order their list of concerns before they enter the meeting.
4. This went way over time, and so we lost many of the important voices. It was honestly frustrating that the number of things kept changing... it made the process way more chaotic and time-consuming than necessary.
5. This was also not my preference for sharing ideas or concerns, so I do think more time is certainly warranted.
6. The purpose and process needed to be made a bit more clear at the outset.
7. This software is really clunky and difficult to use. It is difficult to read what is on the screen. I also wish the facilitator would talk less because it took up a lot of our time, which could have been used much more efficiently.