

INTEGRATED PLANNING AND RESOURCE ALLOCATION SURVEY

Additional Module: Equity and Leadership

Impetus:

- October 2013 Accreditation Recommendation:

“In order to improve and increase effectiveness, the team recommends that the College complete a systematic review of its integrated planning and resource allocation cycle in a purposeful and well documented manner to promote transparency and sustainability. (Standards I.B, I.B.6, I.B.7)”
- SEED sub-committee on Leadership: This inquiry domain is one of three to be researched as part of the Skyline College Comprehensive Diversity Framework. The committee would like to examine the college’s practices about the constitution of its leadership, those in leadership roles, and what our college does to impact those in leadership positions, through the lens of equity.
 - Does the leadership at Skyline College demonstrate an equity perspective?
 - What is the quality of the practices of Skyline College leadership as it relates to promoting an equity perspective?
 - What is the campus culture around the equity discussion?
 - What are the factors that encourage or discourage participation in Skyline College leadership?
 - What barriers exist, if any, to promoting engagement of leaders from a diversity of backgrounds?

Timeline:

- Spring/Summer 2015 – Draft both surveys. Aaron McVean and Karen Wong drafted the Integrated Planning and Resource Allocation Cycle questions. SEED sub-committee members Nina Floro, Michele Haggard, Aaron McVean and Karen Wong drafted the equity and leadership questions.
- Early August 2015— (a) Solicit input and approval from Cabinet to administer the survey. (b) Inform the Accreditation Oversight Committee about the survey.
- August 24, 2015 – (a) Solicit input about the survey from Institutional Effectiveness Committee members, and (b) Garner a recommendation from the IEC to administer the survey.
- August 28- September 11, 2015 – Administer the survey.
- October 7-8, 2015 – Present preliminary findings from the equity and leadership section of the survey at the Strengthening Student Success conference.
- 2015/ 2016 – Engage the campus in a discussion about the planning and resource allocation cycle survey results.

SURVEY

We welcome your feedback about the two-year old revised planning and resource allocation process, how the campus leadership influences the college's commitment to achieving equity, and the conditions that encourage people to step forward as leaders. Survey responses will help Skyline College to refine the planning and resource allocation process and be used to inform equity and leadership development efforts.

This survey will take approximately ____ minutes to complete. Responses will not be connected to any individual; only summary data will be provided.

Background

1) I am a/an:

- Part- time Classified Staff
- Full- time Classified Staff
- Part-time Faculty
- Full-time Faculty
- Manager/ Director
- Administrator

2) How long have you been employed at Skyline College?

- One year or less
- Two to five years
- Six to nine years
- Ten or more years

3) Select all activities in which you were directly involved:

- Reflecting on assessment results and their implications for Student Learning Outcomes/ Administrative Unit Outcomes
- Writing the Annual Program Plan/ Comprehensive Program Review/ Administrative Leadership and Unit Review for your area
- Discussing Annual Program Plan/ Comprehensive Program Review/ Administrative Leadership and Unit Review for your area
- Drafting/ compiling resource and/or faculty requests
- Discussing and/or prioritizing resource and/or faculty requests

4) Select all committees you were a member of for the past two years (2013- 2015)

- Strategic Planning and Allocation of Resources Committee (SPARC), Institutional Planning Committee and/or the College Budget Committee
- Stewardship for Equity, Equal Employment and Diversity (SEED) Advisory Committee
- Student Services Leadership Team
- Instructional Leadership Team
- Technology Advisory Committee
- College Success Initiative Coordinating Committee
- Academic Senate
- Classified Senate and/or Classified Council

The Integrated Planning and Resource Allocation Process

Directions: Please indicate to what extent you agree with each of the following statements pertaining to the college's planning and resource allocation Cycle.

Skyline College developed an Education Master Plan (EMP) to guide long range planning from 2013-2019. Following the establishment of the EMP, the College developed a Strategic Plan that outlined its strategic priorities in the following areas: (a) Facilities and Technology, (b) Student Services, (c) Equity and Excellence, (d) Comprehensive Community Connection, (e) Instruction and (f) Fiscal Stability/Resource Development.

- 5) I am able to access information that describes and explains the **integrated planning and resource allocation process** for Skyline College.

Strongly Agree
Agree
Disagree
Strongly Disagree

- 6) I am or have been actively involved in the **Annual Program Plan (APP)** process.

Yes
No

- 7) [If then Q- skip logic with "Yes" to #6] I am able to access information that describes and explains the Annual Program Plan process.

Yes
No

- 8) [If then Q- skip logic with "No" to #7] Why are you unable to access information about the Annual Program Plan process?

- 9) [If then Q- skip logic with "Yes" to #6] The timing of the Annual Program Plan process is effectively aligned with resource allocation processes.

Strongly Agree
Agree
Disagree
Strongly Disagree

- 10) [If then Q- skip logic with "Disagree" or "Strongly Disagree" to #9] Why do you think the Annual Program Plan process is not effectively aligned with resource allocation processes?

- 11) I am or have been actively involved in the **Comprehensive Program Review (CPR)** process.

Yes
No

- 12) [If then Q- skip logic with “Yes” to #11] I am able to access information that describes and Comprehensive Program Review (CPR) process.
- Yes
No
- 13) [If then Q- skip logic with “No” to #12] Why are you unable to access information about the Comprehensive Program Review (CPR) process?
- 14) [If then Q- skip logic with “Yes” to #11] The timing of the Comprehensive Program Review (CPR) process is effectively aligned with resource allocation processes.
- Strongly Agree
Agree
Disagree
Strongly Disagree
- 15) [If then Q- skip logic with “Disagree” or “Strongly Disagree” to #14] Why do you think the Comprehensive Program Review (CPR) process is not effectively aligned with resource allocation processes?
- 16) I am or have been actively involved in the **Administrative Leadership and Unit Review (ALUR)** process.
- Yes
No
- 17) [If then Q- skip logic with “Yes” to #16] I am able to access information that describes and explains the Administrative Leadership and Unit Review (ALUR) process.
- Yes
No
- 18) [If then Q- skip logic with “No” to #17] Why are you unable to access information about the Administrative Leadership and Unit Review (ALUR) process?
- 19) [If then Q- skip logic with “Yes” to #16] The timing of the Administrative Leadership and Unit Review (ALUR) is effectively aligned with resource allocation processes.
- Strongly Agree
Agree
Disagree
Strongly Disagree
- 20) [If then Q- skip logic with “Disagree” or “Strongly Disagree” to #19] Why do you think the Administrative Leadership and Unit Review (ALUR) process is not effectively aligned with resource allocation processes?

21) I am or have been actively involved in the **Strategic Planning** process.

- Yes
- No

22) [If then Q- skip logic with “Yes” to #21] I am able to access information that describes and explains the Strategic Planning process.

- Yes
- No

23) [If then Q- skip logic with “No” to #22] Why are you unable to access information about the Strategic Planning process?

24) [If then Q- skip logic with “Disagree” or “Strongly Disagree” to #21] The timing of the Strategic Planning process is effectively aligned with resource allocation processes.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

25) Please give us any additional comments or information that can help to improve the Integrated Planning and Resource Allocation Cycle at Skyline College.

Campus Culture and the Promotion of an Equity Perspective

Directions: The “leadership” of Skyline College includes not only its administration but also individuals from all constituencies serving in positions of influence and consequence. For the following statements*, please mark which you see most accurately reflects the reality at Skyline College.

- 1) How would you characterize typical behaviors and beliefs around issues of equity (“fairness or justice in the way people are treated” – Merriam Webster) in college programs and activities?

Conversations about academic and professional matters tend to treat “equity” as a separate and distinct element.

Equity issues and equity-related services are often delegated to under-represented groups as “their” task.

The importance of equity is recognized, but the campus community struggles with how to achieve equity.

College dialogues consciously include how diverse faculty, students and staff may be impacted by any decision, program or policy being considered.

- 2) In terms of equity, what kinds of “common conversations” take place in campus meetings or gatherings?

Equity and “excellence” are seen as conflicting values.

Equity is mainly discussed by people who are considered to be from underrepresented racial/ethnic groups and women.

Conversations are tentative but well intentioned; people struggle with being honest yet not offensive.

Equity is an essential and valued part of most discussions about policies and programs.

- 3) In terms of accountability, how would you characterize the ways in which equity is prioritized and accounted for at Skyline College?

Equity is not evaluated or discussed.

Equity is included as a metric in college institutional effectiveness measures.

Equity is evaluated and used to develop an action plan implemented by the college.

Equity is an established part of the college’s evaluative process, and regularly used to inform our action plan.

* These statements are an adaptation of a survey tool developed by the statewide Academic Senate, who based theirs on an assessment created by Susan Drange Lee, Director of Faculty Diversity at UCLA.

Factors that May Impact the Pursuit of Leadership Roles**
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Directions: Each item below describes an expectation about your experiences on this campus. Please tell us how important it is for Skyline College to meet this expectation.

- 4) Most faculty feel a sense of belonging here.

Very important
 Important
 Somewhat important
 Neutral
 Somewhat unimportant
 Not very important
 Not important at all

- 5) Most staff feel a sense of belonging here.

Very important
 Important
 Somewhat important
 Neutral
 Somewhat unimportant
 Not very important
 Not important at all

- 6) People on this campus respect and are supportive of each other.

Very important
 Important
 Somewhat important
 Neutral
 Somewhat unimportant
 Not very important
 Not important at all

Directions: Each item below describes a perception about your experiences on this campus. Please tell us how satisfied you are that Skyline College has met this expectation.

- 7) Most faculty feel a sense of belonging here.

Very satisfied
 Satisfied
 Somewhat satisfied
 Neutral
 Somewhat dissatisfied
 Not very satisfied
 Not satisfied at all

8) Most staff feel a sense of belonging here.

Very satisfied
Satisfied
Somewhat satisfied
Neutral
Somewhat dissatisfied
Not very satisfied
Not satisfied at all

9) People on this campus respect and are supportive of each other.

Very satisfied
Satisfied
Somewhat satisfied
Neutral
Somewhat dissatisfied
Not very satisfied
Not satisfied at all

****Noel Levitz:**

- *Importance (significance of an item)—seven point Likert scale, with the higher score indicating greater significance*
- *Satisfaction (opinion about the quality of service)-- seven point Likert scale, with the higher score indicating a more favorable opinion*
- *Performance Gap (importance score minus satisfaction score)—how well the college met the person's expectations*

10) Have you served in a leadership role at Skyline College (e.g. coordinated a project, chaired a committee, and/or are in a management position)?

Yes
No

11) [If then Q- skip logic with "Yes" to #10] What most encouraged you to step into that leadership role?

Rank your top three reasons.

- I was passionate about and committed to the issues the project/committee/ area it addresses.
- I got to collaborate with others.
- I saw myself as an effective leader.
- I believed my efforts can make a difference.
- I was encouraged to pursue leadership opportunities by colleagues.
- I was provided resources and support by the administrative leadership for the project to succeed.
- I appreciated receiving acknowledgment from the campus community for my efforts.
- Such leadership experience was necessary for my career advancement.
- I was drawn to the possibility of extra pay or other compensation.

- Other:

12) Were you ever interested in being in a leadership position?

Yes

No

13) [If then Q- skip logic with “Yes” to #12] What did you see as the barrier(s)? Rank your top three reasons.

- I wasn’t interested in the projects the campus prioritizes.
- I didn’t feel that I had the skills needed to lead.
- My workload was too high to take on more responsibilities.
- I didn’t believe that my efforts could make a difference.
- I did not have sufficient administrative resources and support for the project to succeed.
- My efforts wouldn’t be acknowledged by the campus community.
- Such leadership experience wouldn’t help in my own career advancement.
- There was no additional pay or other compensation.
- Other:

14) [If then Q- skip logic with “No” to #12] Does campus leadership promote the inclusion of people from diverse backgrounds and experiences serving in leadership positions?

- The importance of diverse representation is rarely communicated.
- The importance of diverse representation is occasionally communicated.
- Diverse representation is important and regularly communicated and practiced.
- Diverse representation is a major consideration in leadership appointments.

15) (Optional) If you are interested in being part of a focus group on this topic of equity and leadership, please provide your name and e-mail.

Demographics

16) My age:

- 20 or younger
- 21- 29
- 30- 35
- 36- 39
- 40- 45
- 46- 49
- 50- 55
- 56- 60
- 61 or older

17) My gender:

Female

Male

Other—please specify:

18) My ethnicity/ race:

African American/ Black
Hispanic/ Latino
Pacific Islander

Multiracial
White

Asian
Native American
Other – please specify:

Filipino

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