

**SHARED GOVERNANCE RETREAT  
CAMPUS CLIMATE  
November 19, 2010**

**OVERVIEW:**

On November 19, 2010 a group of thirty-six (36) LMC stakeholders<sup>i</sup> (students, faculty, classified staff and managers) gathered to answer the question: ***What about our campus climate enhances or detracts from LMC being a comfortable and effective environment in which to work and learn and grow?***

Participants were asked to keep **Educational Goal #2** in mind as they went about the day's work. *Create an educational environment in which all people have a chance to fully develop their potential and achievement of their educational goals.*

Using the Technology of Participation (TOP) Facilitation model, the participants worked individually, in small groups and as a large group. The retreat resulted in the following eight (8) themes which emerged from issues identified by the group. The process did not provide for systematic evaluation of the brainstorming, nor was there any formal endorsement of suggested next steps. That is, all the participants did not necessarily agree with all the points that are summarized below.

A Campus Climate Task Force will address the results of the retreat by developing and recommendations for a Campus Climate Project. These recommendations will be presented to the SGC during the spring 2011 semester.

**CAMPUS CLIMATE THEMES:**

**1. Improving Engagement and Quality**

We have a shared responsibility to initiate interactions with open mindedness, to develop a mutual understanding and respect both inside and outside of the community. This process can help improve the perception of the value of LMC to the community.

Issues:

- a. More engagement (everyone)
- b. Lack of faculty involvement
- c. Need increased dedication to quality
- d. Processes too complex

Brainstormed Ideas for Next Steps:

- Institutionalize college hour; professional development should involve students.

**2. Expanding Your Perspective to Build Community**

To move from "I" to "we", we need to focus on collaboration through an intersection of needs versus compromise, and to drop some of our baggage. There needs to be a willingness to change; this will help build community versus dividing a community based on bias. It will help on issues of academic freedom, services on Saturdays and silos. Members of the college community need to expand their perspectives to build community.

Issues:

- a. Academic freedom vs. what's best for students
- b. Self-interest vs. unity
- c. Willingness to change to support students
- d. Lack of faculty involvement. Lack of understanding -- "respect only one way"
- e. Silos – need for dialogue across departments/programs
- f. Us vs. them mentality
- g. Need to better understand diversity.

### **3. Create Common Understanding of What Respect It**

Develop common understanding of respect incorporating behaviors, values, etiquette and diversity, while acknowledging the impact of individual perception.

Issues:

- a. Crude and rude behavior
- b. Lack of mutual respect
- c. Disrespect (non-students/students)
- d. Lack of respect for others
- e. Tolerance/acceptance between generations -- "generation gap"
- f. Respect for differences lacking
- g. Some employees handle disrespect poorly
- h. Some employees who don't respect students and co-workers
- i. Shared values an issue
- j. Tech etiquette

### **4. Develop and Communicate Clear Expectations**

We believe that if there are clear expectations for each role on campus (students, faculty, staff, managers, visitors), and accountability that follows, people would be more comfortable, effective and successful. Need to develop expectations for each constituency that are public and effectively communicated. Need to have consistently implemented accountability.

Issues:

- a. Need for clearly defined expectations
- b. Code of conduct for employees?
- c. Institutional classroom expectations
- d. Issues around classroom management
- e. Need for clear universal expectations
- f. Antiquated job descriptions and classified staff job descriptions are an issue

### **5. Increase Comfortable and Safe "Soft" Spaces**

By increasing comfortable, safe spaces we could:

- Improve social and academic engagement
- Build community, campus pride and culture
- Improve staff morale and interactions

Issues:

- a. More space needed for social interaction
- b. Lack of soft space
- c. Great new facilities
- d. Soft space (indoor/outdoor)
- e. Safe student/staff lounge with good food
- f. Small group spaces with a computer for group projects

Brainstormed Ideas for Next Steps:

- More buildings – accelerate student union
- Create outdoor spaces – explore possibilities for using existing spaces to be more inviting
- Continue to support landscaping across campus
- Explore options for enhancing study group rooms with technology/computers
- Create more soft space in renovation plans
- Provide additional, comfortable meeting spaces

## 6. Improve Campus Safety (real & perceived)

Everyone needs to be more involved in safety -- safety extends beyond physical to emotional, psychological, freedom from sexual harassment, racism, etc.; respect for staff/faculty in/out of class.

Issues:

- a. Fear – students’ safety, faculty to student
- b. Employee fear of students
- c. Safety (cameras) more police
- d. Non-students causing safety issues?
- e. More police presence on campus
- f. Safe student lounge
- g. Issues involving classroom management
- h. Fear-based decisions may lead to solutions that use reactive tactics (police, consequences, etc.) which lead to more fear. To overcome fear, we need proactive solutions that decrease ignorance

## 7. Improve Accessible Support

Improve accessible support for: advising & academic counseling, personal counseling, increase student access to other program areas on campus – such as library, financial aid, student support programs and services.

Issues:

- a. One on one time with instructors
- b. More accessible counseling (personal/academic)
- c. Better facilitation transfer
- d. Short library and/or lab hours an issue
- e. Access to administration
- f. Lack of central information depository (student rep)

Brainstormed Ideas for Next Steps:

- mandatory orientation in person or online
- peer mentoring
- provide more resources for counseling department
- expectation “valued” for faculty to invite students to “student hours” vs. office hours; faculty orientation should highlight this
- begin welcome center/increase library hours

## 8. Promote a Sense of Community

This is an overall goal of the entire Campus Climate Project.

Issues:

- a. LMC should be one big learning community
- b. Image of LMC as “last man’s chance” perspective needs to be addressed
- c. Students giving up is a problem

### **NEXT STEPS:**

SGC charges the Campus Climate Task Force to address results of the SGC retreat and bring a recommendation to the SGC mid-spring about a Campus Climate Project. Jorge Cea, SGC member, will chair the task force. Recommend that the task force designate a co-chair from the committee members: Desirae Bacolot (student), Michael Becker (manager), Kathy Cullar (classified staff), Shawn DeMille (student), Terrance Elliott (manager), Blas Guerrero (manager), Correen Johnson (student), Erlinda Jones (faculty), Kiran Kamath (manager), Sitty Mukhtar (student), Chris Ring (student), Nykia Tollinert (student), Tue Rust (faculty), Jeannine Stein (faculty), Jamila Stewart (classified staff), Mirella Vargas (student), Michael Yeong (faculty)

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<sup>i</sup> Members of the Shared Governance Council (SGC), the Professional Development Advisory Committee (PDAC) and the Institutional Development for Equity and Access (IDEA) Committee were invited to attend. Staff members from throughout the college were encouraged to invite students.