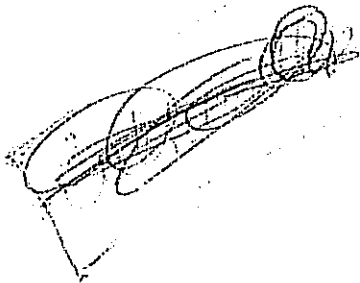




Community
COLLEGE

Office of the President

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TO:

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John Arlauskas, Dean of Administration
Doris Arrington, Dean of Student Services
Linda Guzzo, Dean of Cont. Ed. & C.S.
Cindy Adams, Director of Nursing & Health Careers
Guy Amenta, Supervising Stationary Engineer
Hassan Babatunji, Testing & BANNER Trainer Coord.
Marsha Ball-Davis, Director of Admissions
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Susan Rand Brown, Dir. of Marketing/Info. Serv.
Nancy Caddigan, ESL Coordinator
Barbara Chan, Executive Assistant to the President
John Christie, Chair, Humanities Department
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Lynn Davis, Registrar
Karen DeLoatch, Acting Dir. Of Library Services
~~Linda Dömenitz, Director of Career Planning~~
~~German Escudero, Workplace Liaison/Proj. Coordinator~~
Roger Ferraro, Director of Computer Services
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Amelia Gomes, Assistant Director of Financial Aid
Kathy Cuddy Herron, Math Center Coordinator
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Kurt Simonds, Learning Center Coordinator
Steven Spears, Sergeant, Public-Safety
Barbara Viadella, Dir., Cont. Ed. for Nursing & A. H.
Margaret Wolf, Director of Financial Aid

*For
Colvin
Re:
University
Mission
Linda*

FROM: Ira Rubenzahl, President *IR*

DATE: September 28, 2000

SUBJECT: Leadership Meeting

Flatbush Campus
401 Flatbush Avenue
Hartford, CT 06106-3798
FAX 487-4806

I look forward to joining with you on the next phase of our leadership training initiative on October 3 from 9 to 12 noon at the University of Hartford Gengras Student Union, Room H, followed by lunch. I know that some of you will not be able to be present due to work commitments on campus. However, please make every effort to attend and contact your supervisor if you have any questions.

I have attached for your review prior to this meeting the notes from our retreat of April 7 at St. Thomas Seminary. You will recall that during that day we identified 12 key college issues and then selected the four most important: understanding and clarification of organizational structure, top down governance, recognition of people's abilities, territoriality versus cooperation. We broke up into four groups and brainstormed

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System

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Memo to Leaders
September 28, 2000
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possible solutions to those issues. On October 3 I would like us to continue this process with the goal of establishing a mechanism for making improvements at Capital based on these issues.

I know that change in an institution is both challenging and rewarding. Your patience and constructive attitude is appreciated during this sometimes difficult process. Together we can make Capital a better college as well as a more exciting place to work.

IHR/bc

Cc: Rosario and Associates

Attachments

Access for Handicapped
All academic buildings and dining halls, as
well as most dormitories, accessible to
handicapped persons. Handicapped
parking available in various parking lots.

Capital Community College

MISSION STATEMENT

The Mission of the Leadership Team is to empower and to inspire ourselves and others to make Capital Community College the best community college in Connecticut.

VISION STATEMENT

The leadership team provides inspiration to facilitate innovative change to remove obstacles and encourage participation and achievement of shared goals.

We promote cooperation and unity that enhances levels of communication and develop positive, productive and effective ways to accomplish the college's mission and strategic plans.

Capital Community College

Issues Identified

- I. **Recognition of peoples abilities**
 - A) Values of Institution *does not equal* what we tell employees to do
 - B) Opportunities need to be given
 - C) ~~Reward System = Individual Based~~
 - D) Questions around merit. What is it? Who gets it?

- II. **Top-down governance – obstacles**
 - A) Professional Bureaucracy
 - B) Expectations are not collectively determined
 - C) Hierarchical Structure
 - D) Team Player = Doing what boss wants?

- III. **Territoriality vs. Cooperation**
 - A) Shared resources

- IV. **Negative attitude (“Disempowered”) vs can do spirit.**

- V. **Trust**

- VI. **Communication improvement (down, up and sideways)**

- VII. **Understanding / Clarification of organizational structure; Role and responsibility and impact or dynamics.**
 - A) Need to clarify roles & responsibilities
 - B) Clarity in responsibility & accountability
 - C) ~~Supervisor's Manager's must be comfortable with their positions~~
 - D) Share the credit – Share the blame

- VIII. **Time to build relationships and agreement on task.**
 - A) Accepted task

- IX. **Conflict management with intercultural issues added**
 - A) No mechanism for dealing with intercultural conflicts
 - B) There is a sense of competition between you
 - C) Style differences

- X. **Individual/Competition**

- XI. **Need to simplify procedures**

- XII. **Customer service training**

Capital Community College

What are the top 4 Priority Issues?	<u># Votes</u>
1. <u>Understanding / Clarification of organizational structure; Role and responsibility and impact or dynamics.</u>	<u>18</u>
2. <u>Top-down governance-obstacles.</u>	<u>17</u>
3. <u>Recognition of peoples abilities.</u>	<u>16</u>
4. <u>Territoriality vs. Cooperation.</u>	<u>14</u>

What needs to happen to make improvements?

Understanding/Clarification of organizational structure; Role and responsibility and impact or dynamics.

1. Division- Systematic Planning & Analysis of Div. In 1-3 year cycles
2. Review Unit/Dept. -Operations plus functions available to all staff
3. Managers-Establish monthly / yearly work plans plus goals available to all staff
4. Individuals review/analyze their own
 - a. "Real" Tasks
 - b. Orphan Tasks
 - c. Added Tasks
5. Yearly Reports
 - a. From each Dept.- Universal Format*
 - b. To the whole College

*Leadership Team to Develop.

Capital Community College

- a. Name our obstacles in truth
 - b. Name our successes
 - c. Name our challenges
-

Top-down governance-obstacles

1. Build inclusive teams for specific functions/projects.
2. Flexible hierarchical structure.
3. Better coordination leads to collective expectation.
4. Evaluate present structure.
5. Open-minded + inclusive teams.

Recognition of Peoples Abilities

1. College based recognition system.
2. Negotiate with unions to allow for more recognition methods.
3. Encourage individuals to innovate-provide support for innovation.
4. Provide cross functional operations
5. Staff rotation.

Territoriality vs. Cooperation

1. Define what we have vs. what we need
2. Getting groups to communicate horizontally

Capital Community College

3. Attitudes need to be changed
4. Getting rid of US vs. THEM
5. If identify problem offer solution
6. If possible, communicate Face-to-Face
7. Remember the customer-Don't bounce the student
8. Sharing Resources
9. Discuss with everyone
10. Find ways for departments to interact
11. Benchmark / copy from other organization
12. Encourage participation in activities to get to know each other
13. No segregation of depts. @ G.Fox
14. What's unique vs. what overlaps
15. Looking at larger team vs. individual group
16. Rewarding Cooperation
17. Working toward common solutions
18. Prioritize Needs
19. Foster atmosphere of openness vs. complaining
20. Creating opportunities to cooperate with others (cross dept. teams and assignments)
21. Establish inter-departmental rewards
22. Recognize and celebrate collaborations
23. Assess progress-consciously
24. Building Community
25. Reform internal funding structure
26. Clarify Budgets
27. Have meeting to explain funding process

**Capital Community Technical
College**

**Employee Culture Audit
&
Student Diversity Survey**

Summary Report

Presented By

Rosario & Associates and ESB Consulting

Capital Community Technical College Employee Culture Audit and Student Diversity Survey Summary Report

Employee Culture Audit

Introduction

For approximately six months the Diversity Initiative Committee has been involved in a strategic planning process in order to design a comprehensive Diversity Initiative which will begin in the Fall of 1999. As one of its first action steps they designed an organizational culture audit involving surveying: staff and faculty, students and key community members.

The Diversity Initiative Committee of Capital Community Technical College commissioned this survey in order to look at organizational values and norms to assess how do organizational practices encourage or discourage diversity. Rosario & Associates presented several survey models. The committee decided to merge two surveys and eliminated questions they felt were not relevant to their institution.

A thirteen-page survey resulted from this adaptation. Rosaida Morales Rosario and Ellen Smith-Bigelow worked with committee chairs to coordinate staff and faculty schedules to have the time to complete the survey. We personally monitored each session, collecting the completed surveys, eliminating the concern that other staff/faculty would be able to identify anyone.

General Findings

We received **113** completed surveys out of a possible **166** for a return rate of **68%**.

Of this number we found that: the majority of respondents 71% - were white, 63% - female, 56% with Masters or doctorate degrees and 45% are continuing their education. 71% - have been employed over 6 years and 49% over 10 years.

Race/Ethnicity:	%
Hispanic	9%
Native American	2%
African American	9%
Black	6%
Asian	2%
White	71%
Other	3%

Capital Community Technical College Employee Culture Audit and Student Diversity Survey Summary Report

- The overall assessment reveals positive attitudes in the area of staff/faculty effectiveness, competency and dedication to their diverse student population in this urban setting (Q#10,11,13,74) and for training/professional development opportunities (Q# 24,24,26).
- Respondents feel positive by the new hires of diverse staff/faculty, The diversity initiative and the President's commitment and leadership as well as the potential opportunities in the near future.(Q#72)
- It is interesting to note that faculty/staff feel they are effective members of their team.(ranked above 7 on a scale of 1 - 10) and that their department or division is also an effective team. Also that the future of this organization is 86% good, 11% excellent. (Q#74-77)

Possible Issues Identified

- The majority of responses indicate that major changes have taken place at CCTC which have created areas of dissatisfaction and frustration:
 - ◊ Organizational changes: *the merger, administrative changes.*
 - ◊ Changes of clientele : *more welfare to work students whose attitude and behavior may not reflect that of the other students.*
 - ◊ More technology/more innovation
 - ◊ Administration VS. Employees
 - ◊ Less employee "Spirit of the Whole"
- Significant number of staff expressed frustration and unmet expectations with the feelings of poor management, ineffective leadership, lack of administrative caring and lack of planning. (Q#14). 60% of faculty/staff have considered leaving,(Q#16) and 72% state they are not or don't know if they consider themselves successful at CCTC(Q#20). The quality of work at CCTC is ranked 5.8 on a scale of 1 - 10. (Q#73)
- 59% have not had a mentor or coach help them in their job(Q#27). For those that did, 35% asked for help and 62% had their co-worker or supervisor offer their help(Q#29). Yet 51% said their experience as a mentor was unrewarding(Q#34).
- With regards to the needs of minorities, women, office personnel, white males, homosexuals and bisexuals doing their job better and advancing; the majority surveyed responded that administration should set a clear mandate to develop skills, provide training and career development, treat the same/ providing equal opportunity and assure that people are competent for the positions they are hired

Capital Community Technical College Employee Culture Audit and Student Diversity Survey Summary Report

into regardless of their race, gender, etc. Technology should be updated and people better supervised with job expectations made clear (Q#35-39).

- It is interesting to note that less than 25% even answered (Q#67,68). 77% of those that did answer feel they can discuss issues of racism, and other biases with supervisors. 23% don't discuss these issues with supervisors due to lack of interest and trust and some respondents feel the culture and values of CCTC does not reward equal opportunity nor does it utilize the talent of all its people. (Q#66,67,68,71,78).
- The quality of supervision was ranked an average of 6.6 on a scale of 1 - 10. What is useful supervision is receiving feedback and appropriate communications, setting goals and being given projects where one can learn and grow. When asked about informal feedback by supervisors on how they are doing, 72% state that this information is mostly to very useful (Q#45, 48,49, 80).
- The negative aspects regarding supervision are; micro-management, little to no supervision, not being listened to, inability to deal with conflict, lack of respect and little positive feedback. (Q#50,53).

Recommendations

Expand Diversity Initiative Committee membership by enrolling additional faculty, staff administrators and students in the following 5 areas:

1. Improve Communications:

- Develop effective internal communication systems.
- Review and recommend changes to streamline and improve efficiency of current procedures.
- Consciously infuse all communication vehicles with mission of Diversity Committee in order to reflect this message in all College communications.

2. Improve Training/Education and Mentoring Systems:

- Create an improved system of assessing personal and professional developmental needs for all faculty and staff.
- Provide training for supervisors and mentors including effective listening/communication, coaching and managing diverse people and conflict resolution skills.
- Self Awareness and Awareness of Others
- Valuing Diversity (General Diversity and Specific Knowledge about Diverse Groups)

Capital Community Technical College Employee Culture Audit and Student Diversity Survey Summary Report

- Skills Building such as: Communicating across Cultural Differences and Conflict Resolution Skills
-

3. Improve Outreach/ Recruitment and Hiring Systems:

- Give exit interviews to better understand the concerns of diverse staff that leave CCTC.
- Have focus groups with current diverse staff to identify positive attributes of CCTC to market and to identify potential new networks to recruit through.
- Increase Minority Fellows program

4. Improve systems of Evaluation, Promotion and Recognition:

- Assess and address policies regarding dysfunctional units, managers, supervisors, etc.
- Review and recommend changes to current evaluation system.
- Create ongoing staff/faculty recognition program.

5. Celebrating Diversity/ Marketing Initiative: Have a cross-cultural/racial committee charged with creating celebratory activities about diversity.

Capital Community Technical College Employee Culture Audit and Student Diversity Survey Summary Report

Student Diversity Survey

Introduction

For approximately six months the Diversity Initiative Committee has been involved in a strategic planning process in order to design a comprehensive Diversity Initiative which will begin in the Fall of 1999. As one of its first action steps they designed an organizational culture audit involving surveying: staff and faculty, and students.

The Diversity Initiative Committee of Capital Community Technical College commissioned a student survey in order to determine student perceptions on diversity issues at the college. Rosario & Associates presented several survey models utilized at other colleges (both 2 and 4 year). The committee decided to merge two surveys and eliminated questions they felt were not relevant to Capital.

A twelve-page student survey resulted from this adaptation. Both staff and faculty committee members volunteered to disseminate and collect the surveys over a two-week period. In return for completing the survey students received free movie passes to the movie of their choice. One thousand surveys were disseminated.

General Findings

Although it was hoped that 300-400 surveys would be completed and collected only 102 surveys were actually returned. While the low returns makes it difficult to attribute real findings to the broader student body, some interesting patterns did emerge. It is important to emphasize however, the danger in relying too heavily on such a small sample. This is particularly true about the Native American (only 2) and Asian (only 8) responses.

Generally speaking, the results were very positive. They paint a picture of CCTC as a highly diverse college, which has a fairly open and welcoming environment.

- 51% of the respondents felt that CCTC had led them to become more understanding of racial/ethnic differences (Q. # 16 and #63).
- White respondents in particular (87%) felt it had increased their understanding as well as 80% of them found it easy to get to know students with racial ethnic background different from their own (Q. #17).
- Most respondents seemed satisfied with their experience at CCTC with 65% of them wanting to return next year (Q. #11, #64, #66, and #67). The majority of those that

Capital Community Technical College Employee Culture Audit and Student Diversity Survey Summary Report

did not want to return were looking forward to entering a 4 year college (Q.#12 and 13).

Ethnic/Race	Total	%
Black	29	28%
Native American	2	2%
Asian	8	8%
White	15	15%
African American	19	19%
Hispanic	24	24%
No response	5	5%
Total:	102	101%

Note: Blacks described themselves as very diverse. They include 1 Native American, 1 Asian, 3 Jamaicans, 1 from Trinidad, and 1 from St. Maartenan

- 75 % were U.S. citizens
- 71% were Female.
- While 50% were 16-25 years old, 53% of the White respondents were 36 years or older.
- While 57 % of all students responding were full-time students 73% of the White respondents were part-time students.
- 67% of the respondents were employed: 52% part-time and 15% full-time. All of those employed full time were African-American/Black or Asian;
- 58% traveled by personal vehicle. This is interesting given the pending move to downtown Hartford.
- A surprising number of respondents were taking classes at CCTC despite already having attained at least an Associates Degree; 29% had an Associates or higher degree.
- Top three majors being pursued were: 17% Nursing, 16% Liberal Arts, 14% Computers.
- 65% planned on returning in the Fall.
- 25% planned on transferring to another college most of those planned on going to CCSU.

Capital Community Technical College Employee Culture Audit and Student Diversity Survey Summary Report

Possible Issues Identified

- 23% of respondents agreed that their social interactions were confined largely to students of their own race/ethnicity (Q.#18). This included 27% of White Respondents and 29% of African American/Black respondents. This also mirrors some of the narrative comments provided to Q.#111 in which several respondents requested an increase in activities or opportunities to interact and learn from one another about race/ethnicity and culture.
- While overall 49% of students responding did not feel different expectations about their academic performance because of their race/ethnicity, 27% of the White respondents and 29% of the Hispanic respondents felt they did (Q.#19)
- 20% White respondents also felt more pressured to minimize various characteristics of their racial/ethnic culture to be able to fit in.
- Interestingly 40% of White respondents felt coming to CCTC had strengthened their own sense of ethnic identity.
- Respondents seemed to be curiously neutral or non-responsive on issues about diversity being reflected in the activities at the college as well as about diversity in those who participated in them. In the narrative responses to Q.#111 several respondents mentioned a need to improve communications about student activities indicating that they felt they didn't know when or what was happening at CCTC.
- Respondents were also non-committal on issues about diversity with regards to students with disabilities. This could be reflecting a lack of understanding about who are students with disabilities or it could be reflecting a broader societal ignorance about issues regarding disabilities.
- 87% of the White respondents felt that Faculty were approachable outside the classroom and fair to all students regardless of ethnicity/race (Q.#39-40). Respondents of color (African-American/Black, Hispanic, Asian, and Native American) were less convinced of this.
- 21% of the Hispanics felt that the faculty ignored their comments or questions (Q.#44).
- While 73% of White respondents felt that courses were regularly offered on race, culture ethnicity and other issues of diversity; the majority of respondents of color did not agree. (Q.#47)

Capital Community Technical College Employee Culture Audit and Student Diversity Survey Summary Report

- 50% of the respondents agreed that an ethnic studies (multicultural) course should be a program requirement (Q.#48).
- 48% of the respondents felt that there should be no special effort to recruit racial/ethnic groups as faculty or staff (Q.#62). This may be reflecting recent anti-affirmative action public sentiment.
- Respondents showed a lack of knowledge about student grievance procedures in general (Q.#98-103).

Recommendations

We must reiterate our earlier caution about weighing too heavily findings from such a small number of respondents. Having said this, there are a few things that could be initiated to increase knowledge and valuing diversity at CCTC.

- ✓ 1. Initiate a Diversity Course or Program for all new students.
- ✓ 2. Integrate multi-ethnic/racial and other perspectives into curriculum.
- ✓ 3. Train staff in and integrate diverse classroom methodology and learning styles.
- ✓ 4. Review of CCTC's student policies and grievance process, perhaps in a required freshman English or History classes, freshmen seminar or orientation.
- ✓ 5. Work with the cafeteria folks to sponsor ethnic food days (at least monthly).
Highlighting a different group each time.
6. Showcase cultural artifacts with some ethnic music in the main lobby to coincide with the ethnic food days.
7. Sponsor diverse cultural performances once a month in the auditorium.
8. Sponsor Diversity Speak Outs or "Conversations on... Diversity" or Study Circles (specific curriculum models are available through Rosario & Associates).
9. Through clubs and organizations in the college give opportunity to reflect on diversity.
10. Increase exposure to different role models by hiring diverse guest lecturers within different disciplines.