

Employee Involvement

HLC Expectation:

Involvement of employees, at all levels within the organization, in the plan's development, implementation and evaluations.

Involving staff in planning in meaningful ways was a primary objective of all of the deliberations and resulting actions. In-service and workshop days involved all staff in common activities. Employees also participated within existing committees, by responding to surveys, and as volunteers in response to specific project needs. Although initial efforts were administratively driven, great efforts were made to obtain broad input from SVCC staff and to avoid another administratively designed system. A number of efforts were taken to obtain employee input :

- November/December 2003, an environmental scan examined student trends, departmental needs and organizational effectiveness in two parts. All staff were encouraged to attend one of several meetings to discuss these issues. Each meeting was facilitated by a different individual or pair of staff members. Employees were also asked to complete a written survey on the same topics.
- October 2004, an internal scan survey was conducted by the Internal Review Team as a part of the SWOT Analysis, which asked staff to identify the strengths and weaknesses of their respective departments and of the College. Departments were asked to respond to their respective weaknesses. The survey identified a number of College strengths and weaknesses and resulted in a communications survey that was administered in November.
- November 2004, a communications survey was administered to all staff by the Internal Review Team, to probe the communication weaknesses identified in the prior survey. The results were considered by the Internal Review Team as a part of the SWOT Analysis. 
- August 2005, a staff survey was conducted as a follow-up to the fall 2004 surveys to determine if the strengths and weaknesses identified during the previous year had improved or deteriorated.

In 2003, disciplines were grouped into nine academic areas for assessment and planning purposes: communications, physical and natural sciences; health; social and behavioral sciences; business; humanities; mathematics; human services; technology. The role of a faculty leader in each area was identified and explored. During the summer of 2004, Area Facilitator positions were created to promote discussion and improve communication among faculty, committees, and administration. The College viewed the work of the area facilitators as being important enough that facilitators, selected from full-time faculty in each of the nine academic areas, were compensated through either stipends or release time.

✿ Leadership Profile: Dean Thomas Gospodarczyk

When the Director of Grants, Planning, and Institutional Research resigned, Thomas Gospodarczyk, Dean of Adult Educational Services, whose involvement in the intensive system planning of the two years prior had been peripheral, found himself charged with responsibility for the home stretch of the effort, including authoring critical documentation of procedures, chairing critical committees, and presenting the new strategic planning system to the college community. He took on the challenge with a cheerful and enthusiastic demeanor and a systematic approach that has impressed his colleagues and has brought the planning system successfully into its first complete cycle. *JH*