

LIBRARY & LEARNING RESOURCES MORALE SURVEY

Survey conducted Fall Semester 2004
Analysis conducted Spring Semester 2005

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Written Analysis

This LLRC morale survey was conducted during the Fall semester, 2004. Questions were developed by a work group of two certificated and two classified staff members. Results were tabulated by the College's Office of Research, Planning, and Grants.

After examination and discussion of the tabulated data and the write-in comments, the work group decided to focus its summary report on the following key themes: 1) communication, 2) respect, 3) fairness, 4) training, and 5) decision-making/representation.

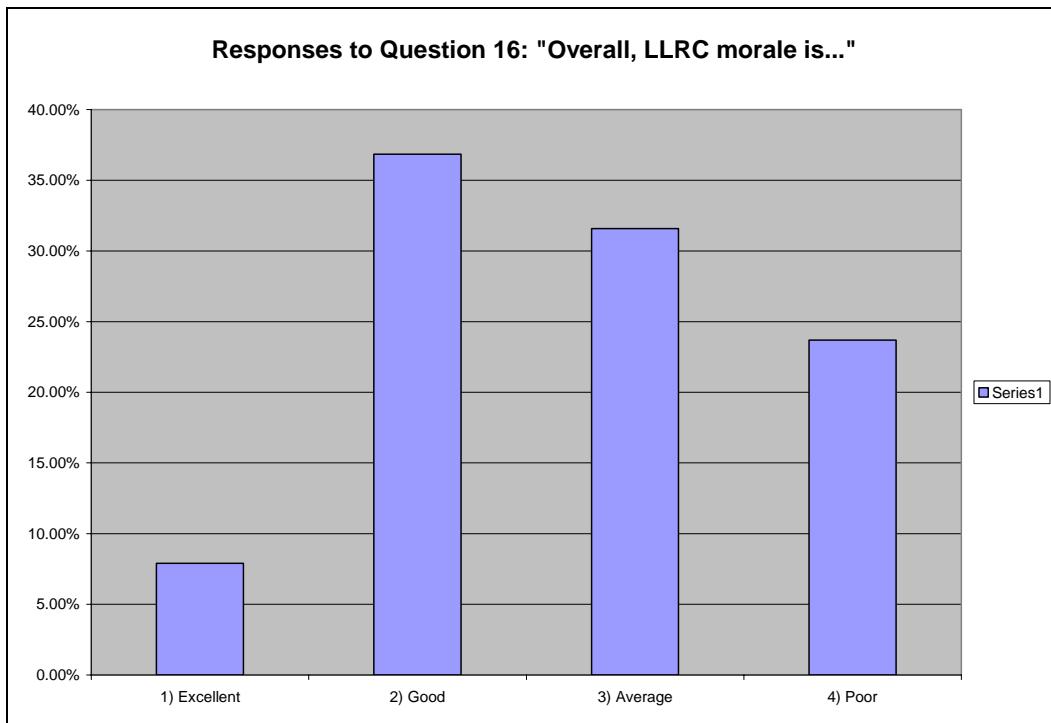
Response rate was 54.7 %, with 41 out of 75 employees responding.
Of the respondents:

- 29% were certificated staff; 44% were classified staff; and 27% did not indicate
- 61% were full time; 20% were part-time; and 19% did not indicate
- 63% were from Rosenberg/Ocean campus; and 12% other sites; 25% did not indicate

The majority of the respondents indicated that they have worked for LLRC for 6 or more years: 6-10 years (41%) and 11 or more years (26%), while 33% indicated that they worked between 2-5 years and 5% indicated they worked less than 2 years.

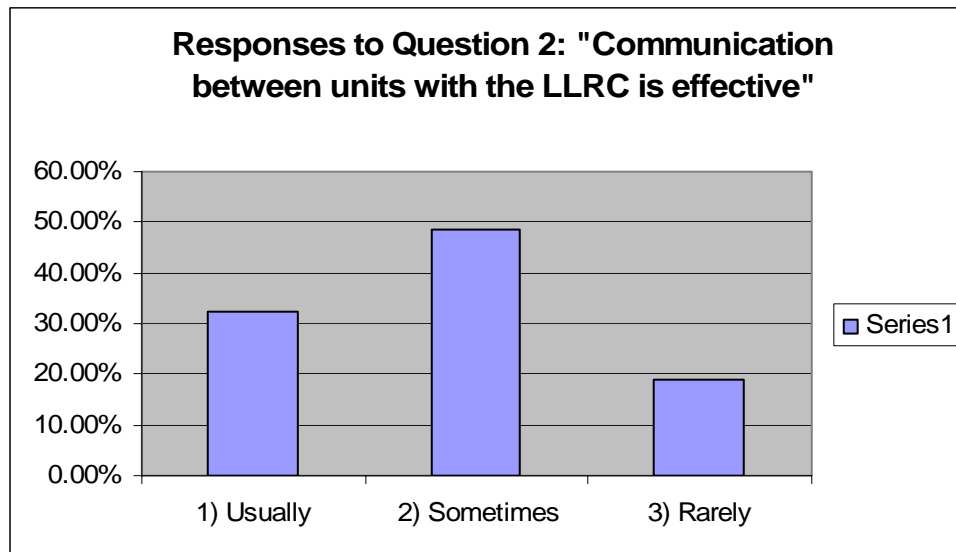
Overall LLRC morale

In response to the question about the overall morale of the LLRC, morale was rated: excellent by 8%; good by 37%; average by 32% and poor by 24%. With close to 25% of the respondents rating overall morale as poor (Q16) and 20% rating morale in their specific unit as poor (Q17), a higher priority needs to be devoted to improving morale.



Communication

Communication *between* units warrants further discussion. Of the respondents to (Q2), 32% indicated communication between units is usually effective; 49% believed it to be sometimes effective; and 19% indicated it was rarely effective. It would be in the interest of the LLRC to review modes of communication between units to increase the effectiveness.



The response to this question is paralleled by the response to the question (Q18) about *teamwork among all units* within the LLRC. Over one-third (36%) of all the respondents to this question see teamwork as poor. Respondents do value interaction with staff in other units as “important,” as indicated by the majority (58%) of respondents in the question regarding inter-unit interaction (Q21).

In contrast, communication *within* units seems to be better than communication *among* units. Two-thirds (65%) indicated that communication among co-workers was usually effective and only 8% indicated that such communication was rarely effective (Q1). It was noted in the comments section (Q32) that unit cohesion is fostered by good communication, open dialog, a supportive supervisor, flexibility and thoughtfulness.

In response to the direct question about supervisory communication (Q7), the majority (61%) replied that their unit supervisor “usually” gives adequate direction and supervision. The comments in the open ended questions reveal a more complex picture. Of the factors most important for maintaining or improving morale (Q33), responses include:

- “To even begin establishing morale, micro-management must be abolished...”
- “Communication breakdown is the main source of trouble...”
- “Being kind and flexible”
- “Leadership...at every level, the decision makers need to mix flexibility with fairness.”

Responses in the open-ended questions specifically addressing *communication among and within groups of employees* include:

- “...we need better relations between certificated and classified. Somehow a gap remains which needs to be eliminated” (Q35)
- “am happier working at a campus library than at the main campus where internecine fighting amongst librarians, librarians and classified...was rife....at my campus library, we get along well” (Q34)
- “Tensions between public service and behind-the-scenes staff never quite go away...” (Q35)

The responses to the question about discrimination in the workplace based on job classification (Q4) are split: 50% indicate that the workplace is “usually” free of such discrimination, whereas the remainder indicates that such was only “sometimes” (25%) or “rarely” (25%) free of such discrimination.

Respect

The issue of respect is mentioned repeatedly in the open-ended questions. Approximately 20% of the responses to the question about the factors that are most important for maintaining or improving morale (Q33) mention the need for showing respect. For example, comments include:

- “The librarians [should] treat the classified staff with *respect* and consider them as equals not as a subordinate. Some of the staff needs to learn how to work together. We are all library staff not librarians and classified, we should be referred to as staff...”
- “*respect* for one another”
- “being kind and flexible”
- ‘compassion’
- “openness and *respect*”
- “less gossiping”

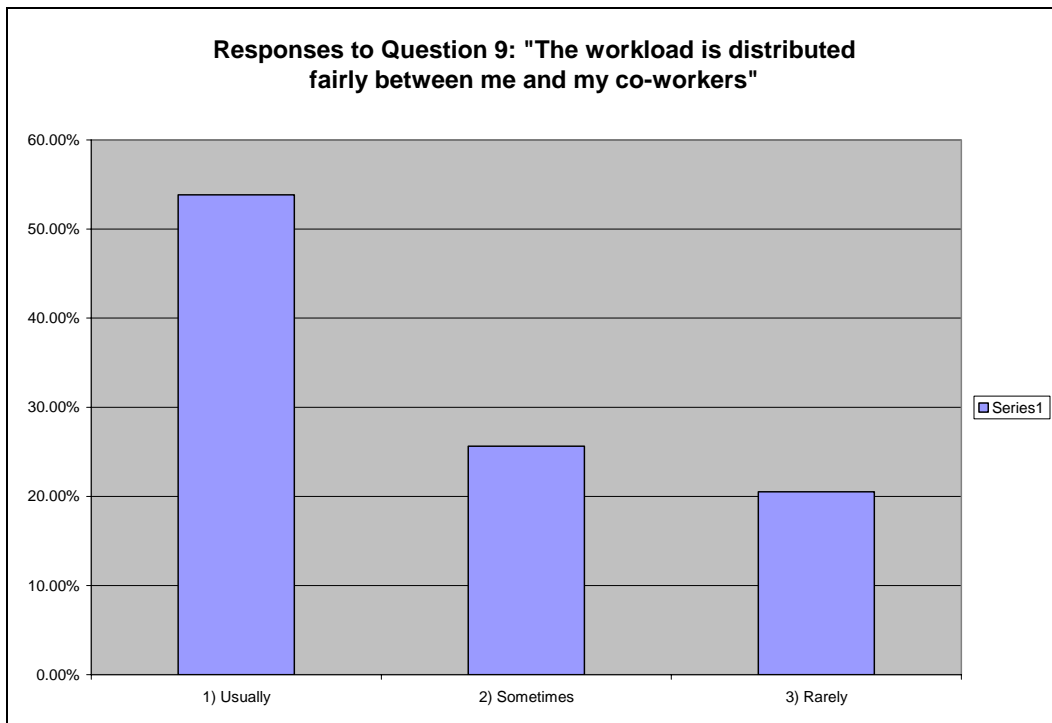
In the question regarding morale this year as compared to the last 3 years (Q34), two responses referred to the lack of respect shown among coworkers:

- “...I was alarmed at the lack of *respect* shown by coworkers by some library staff. I have become used to it and/or avoid certain people”
- “There are too many personal agendas. Some staff are not collegial. Other staff goes behind others back or complains about others. Some staff intimidate. Other staff *disrespects* others who may not agree with them.”

Contrastingly, the majority of respondents to the question (Q5) about *coworkers* valuing their work, a majority (60%) replied that they feel that co-workers “usually” value their work.

Fairness

Q9 reads: “the workload is distributed fairly between me and my co-workers.” Of the respondents, 54% indicate that the workload is “usually” fair; however, by combining the number of responses for “sometimes” (26%) and “rarely” (21%), a little less than half (47%) feel that the workload is not distributed fair most of the time. The work group encourages the LLRC to investigate this matter further with the intention of increasing morale by a more fairly-distributed workload among colleagues.



Distribution of workload was also mentioned in the responses to the open-ended questions. In Q33 about factors important in maintaining or improving morale, comments included:

- “Some staff members seem to be held to higher expectations of performance than others...”
- “Even distribution of workload”
- “...making sure that workload issues are addressed in a timely and fair matter, using as much data as possible.”

Workload was also mentioned in the final open-ended question (Q35) which asks respondents to address issues that warrant further address: “Some employees are awarded for not doing their jobs. This is very bad for the morale of a unit.”

Concerns about fairness in other areas are also expressed in the question about factors important for maintaining or improving morale. These concerns include:

- *fairness in training* - “all levels of staff should received the same rigorous training on library issues and policies”

- *fairness in communication* - “Fairness, respect for one another”
- *fairness in communication* - “A supervisor (I’m referring to the Dean) who has the time and abilities to be impartial, fair, timely, in communicating about performance...”

Training

With regards to technical training, 47% of the respondents (Q14) indicate that they “usually” received opportunities for appropriate training in the use of computer systems, computer hardware and other kinds of equipment necessary to their job; 45% responded “sometimes” and 8% responded “rarely.” When asked about more access to training sessions (Q27), 16% of respondents felt that such was “essential” and 66% felt it was “important,” and 18% felt it was “not important.” Training for on-the-job skills as well as for broader professional growth is mentioned in the final open-ended question (Q35): e.g. “Professional growth is not basket weaving during Flex. We need more active cross-training within and across departments;” “release time for...professional workshops;” “would like more opportunities for cross training and computer training.”

Representation/Decision Making

The issue of employee representation and decision making surfaced in the open-ended questions. In the final open ended question (Q35), respondent noted the need for more involvement in decision making by all staff of the library:

- “More people represented in decision making. For instance, library personnel committee could have some members who are elected to the committee by all. (Maybe faculty vote for one member, classified vote for one member). Maybe there are other options for electing decision making”
- “Cross-department meetings to brainstorm or work through changes in policy and/or procedure are essential” (Q33)
- “Librarians should have a department chair, just as every other academic unit has. The Library is central to CCSF instruction and to deny us membership at the Department Chair Council is not correct...”

Other findings that seem significant and deserve further consideration:

| | | |
|------|--|------------|
| Q4 | My workplace is free from discrimination based upon job classification | 25% rarely |
| Q6 | I have an opportunity to innovate in my workplace. | 17% rarely |
| Q7 | My supervisor gives adequate direction and communicates effectively. | 21% rarely |
| Q13 | The budget for library & instructional materials...is adequate | 59% rarely |
| Q18 | 36% indicated that teamwork among all the units within the LLRC is poor. | |
| Q21 | 58% indicated that they would like more interaction with staff in other units. | |
| Q 25 | I would like more frequent feedback on my performance: 47% important; 50% not important. | |

Recommendations

The morale survey committee would like to recommend the following actions:

1. Form a work group to develop a LLR communication plan which clearly outlines internal as well as external modes of communication.
2. Post library committee schedules and agendas on the LLRC listserv and publicize open access to all interested staff.
3. Publish minutes from all LLRC committees to LLRC listserv.
4. Explore alternative scheduling (i.e. 10hr. /4 day work week) and development of an overtime budget for staffing evenings and weekend shifts.
5. Consider a half-day all staff retreat to discuss the findings from the survey and brainstorm solutions.

Statistical Analysis

My coworkers & I communicate effectively.

| Count of DateSubmit | Q1a CoWorkers | | |
|---------------------|---------------|----------------|-------------|
| Q1 CoWorkers | (blank) | Very Important | Grand Total |
| 1) Usually | 58.82% | 69.57% | 65.00% |
| 2) Sometimes | 29.41% | 26.09% | 27.50% |
| 3) Rarely | 11.76% | 4.35% | 7.50% |

Communication between units within the LLRC is effective.

| Count of DateSubmit | Q2a Units | | |
|---------------------|-----------|----------------|-------------|
| Q2 Units | (blank) | Very Important | Grand Total |
| 1) Usually | 45.00% | 17.65% | 32.43% |
| 2) Sometimes | 45.00% | 52.94% | 48.65% |
| 3) Rarely | 10.00% | 29.41% | 18.92% |

My workplace is free from discrimination based upon race, gender, religion, sexual orientation, or disability.

| Count of DateSubmit | Q3a Personal | | |
|---------------------|--------------|----------------|-------------|
| Q3 Personal | (blank) | Very Important | Grand Total |
| 1) Usually | 58.82% | 68.18% | 64.10% |
| 2) Sometimes | 35.29% | 22.73% | 28.21% |
| 3) Rarely | 5.88% | 9.09% | 7.69% |

My workplace is free from discrimination based upon job classification.

| Count of DateSubmit | Q4a JobClass | | |
|---------------------|--------------|----------------|-------------|
| Q4 JobClass | (blank) | Very Important | Grand Total |
| 1) Usually | 52.17% | 47.06% | 50.00% |
| 2) Sometimes | 21.74% | 29.41% | 25.00% |
| 3) Rarely | 26.09% | 23.53% | 25.00% |

I feel that my work is valued by my coworkers.

| Count of DateSubmit | Q5a Valued | | |
|---------------------|------------|----------------|-------------|
| Q5 Valued | (blank) | Very Important | Grand Total |
| 1) Usually | 52.00% | 73.33% | 60.00% |
| 2) Sometimes | 40.00% | 6.67% | 27.50% |
| 3) Rarely | 8.00% | 20.00% | 12.50% |

I have the opportunity to innovate in my workplace.

| Count of DateSubmit | Q6a Innovate | | |
|---------------------|--------------|----------------|-------------|
| Q6 Innovate | (blank) | Very Important | Grand Total |
| 1) Usually | 56.52% | 52.94% | 55.00% |
| 2) Sometimes | 34.78% | 17.65% | 27.50% |
| 3) Rarely | 8.70% | 29.41% | 17.50% |

My supervisor gives adequate direction & communicates clearly.

| Count of DateSubmit | Q7a Supervisor | | |
|---------------------|----------------|----------------|-------------|
| Q7 Supervisor | (blank) | Very Important | Grand Total |
| 1) Usually | 71.43% | 47.06% | 60.53% |
| 2) Sometimes | 9.52% | 29.41% | 18.42% |
| 3) Rarely | 19.05% | 23.53% | 21.05% |

My supervisor follows through on concerns raised by staff in my unit.

| Count of DateSubmit | Q8a Concerns | | |
|---------------------|--------------|----------------|-------------|
| Q8 Concerns | (blank) | Very Important | Grand Total |
| 1) Usually | 81.82% | 37.50% | 63.16% |
| 2) Sometimes | 9.09% | 50.00% | 26.32% |
| 3) Rarely | 9.09% | 12.50% | 10.53% |

The workload is distributed fairly between me & my coworkers.

| Count of DateSubmit | Q9a Workload | | |
|---------------------|--------------|----------------|-------------|
| Q9 Workload | (blank) | Very Important | Grand Total |
| 1) Usually | 60.87% | 43.75% | 53.85% |
| 2) Sometimes | 21.74% | 31.25% | 25.64% |
| 3) Rarely | 17.39% | 25.00% | 20.51% |

Ergonomic accommodations are available at my work site.

| Count of DateSubmit | Q10a Ergonomic | | |
|---------------------|----------------|----------------|-------------|
| Q10 Ergonomic | (blank) | Very Important | Grand Total |
| 1) Usually | 51.85% | 50.00% | 51.35% |
| 2) Sometimes | 33.33% | 20.00% | 29.73% |
| 3) Rarely | 14.81% | 30.00% | 18.92% |

The computer, software, & other equipment I have access to are sufficient for my tasks.

| Count of DateSubmit | Q11a Equipment | | |
|---------------------|----------------|----------------|-------------|
| Q11 Equipment | (blank) | Very Important | Grand Total |
| 1) Usually | 60.00% | 71.43% | 64.10% |
| 2) Sometimes | 32.00% | 21.43% | 28.21% |
| 3) Rarely | 8.00% | 7.14% | 7.69% |

The amount & kind of supplies & instructional staff materials available for my work are sufficient.

| Count of DateSubmit | Q12a Supplies | | |
|---------------------|---------------|----------------|-------------|
| Q12 Supplies | (blank) | Very Important | Grand Total |
| 1) Usually | 50.00% | 40.00% | 47.50% |
| 2) Sometimes | 36.67% | 30.00% | 35.00% |
| 3) Rarely | 13.33% | 30.00% | 17.50% |

The budget for library & instructional materials for students, faculty & staff is adequate.

| Count of DateSubmit | Q13a Budget | | |
|---------------------|-------------|----------------|-------------|
| Q13 Budget | (blank) | Very Important | Grand Total |
| 1) Usually | 19.05% | 5.56% | 12.82% |
| 2) Sometimes | 42.86% | 11.11% | 28.21% |
| 3) Rarely | 38.10% | 83.33% | 58.97% |

I receive opportunities for appropriate training in the use of computer systems, computer hardware & other kinds of equipment necessary to my job.

| Count of DateSubmit | Q14a Training | | |
|---------------------|---------------|----------------|-------------|
| Q14 Training | (blank) | Very Important | Grand Total |
| 1) Usually | 51.72% | 33.33% | 47.37% |
| 2) Sometimes | 37.93% | 66.67% | 44.74% |
| 3) Rarely | 10.34% | 0.00% | 7.89% |

The information & instruction I receive about LLRC policies, procedures, & instructions is

appropriate.

| Count of DateSubmit | Q15a Policies | | |
|---------------------|---------------|----------------|-------------|
| Q15 Policies | (blank) | Very Important | Grand Total |
| 1) Usually | 51.72% | 20.00% | 43.59% |
| 2) Sometimes | 41.38% | 50.00% | 43.59% |
| 3) Rarely | 6.90% | 30.00% | 12.82% |

Overall, LLRC morale is

| Count of DateSubmit | |
|---------------------|--------|
| Q16 Overall | Total |
| 1) Excellent | 7.89% |
| 2) Good | 36.84% |
| 3) Average | 31.58% |
| 4) Poor | 23.68% |

Overall, I think the morale of my unit is

| Count of DateSubmit | |
|---------------------|--------|
| Q17 Morale | Total |
| 1) Excellent | 40.00% |
| 2) Good | 22.50% |
| 3) Average | 17.50% |
| 4) Poor | 20.00% |

Overall, the teamwork among all the units within the LLRC is

| Count of DateSubmit | |
|---------------------|--------|
| Q18 Teamwork | Total |
| 1) Excellent | 16.67% |
| 2) Good | 30.56% |
| 3) Average | 16.67% |
| 4) Poor | 36.11% |

Overall, I feel the ability of the LLRC staff to meet student needs is

| Count of DateSubmit | |
|---------------------|--------|
| Q19 StudentNeeds | Total |
| 1) Excellent | 40.00% |
| 2) Good | 47.50% |
| 3) Average | 12.50% |

Overall, I feel that the ability of the LLRC staff to meet the faculty needs is

| Count of DateSubmit | |
|---------------------|--------|
| Q20 FacultyNeeds | Total |
| 1) Excellent | 41.03% |
| 2) Good | 48.72% |
| 3) Average | 10.26% |

I would like to have more challenging tasks.

| Count of DateSubmit | |
|---------------------|--------|
| Q23 Challenging | Total |
| 1) Essential | 8.11% |
| 2) Important | 48.65% |
| 3) Not Important | 43.24% |

I would like to have a more flexible work schedule.

| Count of DateSubmit | |
|---------------------|--------|
| Q24 Flexible | Total |
| 1) Essential | 28.21% |
| 2) Important | 48.72% |
| 3) Not Important | 23.08% |

I would like more frequent feedback on my performance.

| Count of DateSubmit | |
|---------------------|--------|
| Q25 Feedback | Total |
| 1) Essential | 2.63% |
| 2) Important | 47.37% |
| 3) Not Important | 50.00% |

I would like to have more student contact opportunities.

| Count of DateSubmit | |
|---------------------|--------|
| Q26 Contact | Total |
| 1) Essential | 11.76% |
| 2) Important | 35.29% |
| 3) Not Important | 52.94% |

I would like more access to training sessions.

| Count of DateSubmit | |
|---------------------|--------|
| Q27 Access | Total |
| 1) Essential | 15.79% |
| 2) Important | 65.79% |
| 3) Not Important | 18.42% |

I would like to have more interaction with staff in other units.

| Count of DateSubmit | |
|---------------------|--------|
| Q21_Interaction | Total |
| 1) Essential | 20.00% |
| 2) Important | 57.50% |
| 3) Not Important | 22.50% |

I would like more recognition of my contribution to the mission of the LLRC.

| Count of DateSubmit | |
|---------------------|--------|
| Q22_Recognition | Total |
| 1) Essential | 12.82% |
| 2) Important | 35.90% |
| 3) Not Important | 51.28% |

| Count of DateSubmit | |
|---------------------|---------|
| Q28_Employee | Total |
| Certificated | 29.27% |
| Classified | 43.90% |
| (blank) | 26.83% |
| Grand Total | 100.00% |

| Count of DateSubmit | |
|---------------------|-------|
| Q28_Employee | Total |
| Certificated | 12 |
| Classified | 18 |
| (blank) | 11 |
| Grand Total | 41 |

| Count of DateSubmit | |
|---------------------|---------|
| Q29_FullPart | Total |
| FullTime | 60.98% |
| PartTime | 19.51% |
| (blank) | 19.51% |
| Grand Total | 100.00% |

| Count of DateSubmit | |
|---------------------|-------|
| Q29_FullPart | Total |
| FullTime | 25 |
| PartTime | 8 |
| (blank) | 8 |
| Grand Total | 41 |

| Count of DateSubmit | |
|---------------------|---------|
| Q30_Site | Total |
| AnotherSite | 12.20% |
| Rosenberg | 63.41% |
| (blank) | 24.39% |
| Grand Total | 100.00% |

| Count of DateSubmit | |
|---------------------|-------|
| Q30_Site | Total |
| AnotherSite | 5 |
| Rosenberg | 26 |
| (blank) | 10 |
| Grand Total | 41 |

| Count of DateSubmit | |
|---------------------|---------|
| Q31_years | Total |
| 1) Less than 2 yrs | 5.13% |
| 2) 2-5 years | 33.33% |
| 3) 6-10 years | 41.03% |
| 4) 11 or More yrs | 20.51% |
| Grand Total | 100.00% |

| Count of DateSubmit | |
|---------------------|-------|
| Q31_years | Total |
| 1) Less than 2 yrs | 2 |
| 2) 2-5 years | 13 |
| 3) 6-10 years | 16 |
| 4) 11 or More yrs | 8 |
| Grand Total | 39 |

Open-Ended Questions/Comments

Q32. What are you and your work unit doing to maintain or enhance morale?

| |
|--|
| 1) Usually distribute summary notes from meetings and send updates to the listserv. Try to encourage part-timers to get more involved with dept. projects. |
| At one location the entire staff has met for social gatherings. This is essential for PT staff who may only see one or two people during his/her shift. |
| be consistent with library policies and guidelines. Part time do not always adhere to them. |
| Communication has improved over recent years, but still takes place too much through informal channels rather than formal ones. Integration of part-timers into the work unit has improved. |
| complimenting people on their job performance, trying to refrain from doing things that are divisive. Good management prevents the stress that leads to divisive behavior. |
| Find time to discuss our lives outside of work Laugh together |
| good communication |
| good communication, supervision, consideration for each others needs |
| have parties; communication |
| Having all committees with classified and certificated employees. Creating more opprotunies for open access and communication. |
| I can't really say much is being done to enhance morale. People pretty much work on their own, and accomplishments are generally rewarded by more work. There doesn't appear to be any "downtime" to rest and recognize our progress. Instead, we seem to be driven from one project right into the next. I try to socialize with other employees to enhance morale, but unfortunately, some individuals may prefer to work alone and not be bothered. Participating in extra-curricular activities may also help boost morale, but this is only possible if employees are allowed to do so during regularly scheduled work hours. |
| I offer the staff flexible lunch hours, etc. I treat them as professionals. I listen to them. |
| Librarians are positively recognized in meetings and in written communication when they volunteer for tasks outside their normal duties. Our part-time librarians are especially integrated into the program and have contributed in very major and positive ways. All suggestions for improved services are listened to and if possible implemented. |
| little lunches and parties do little to change morale. it is nice to meet people from other areas though |
| Meetings, discussions, constant collaboration |
| Not enough. Everyday courtesy. smiling when we speak to each other. |
| nothing! |
| Nothing! It's hopeless. |
| Nothing. |
| Open communication |
| organizing programs and exhibitions and collaborating with other departments adds to my job satisfaction. I have a good relationship with my coworkers. Day to day interactions are friendly and respectful. |
| regular meetings |
| staff activities |
| Trying to be as helpful as we can. |
| Unit meetings and e-mail, Special assignments. |
| we keep the lines of communication open. |
| We meet weekly, and have end of semester party. our unit is VERY cohesive. |
| We try to have a luncheon once a semester with co-workers and students to show appreciation for their work. |
| weekly staff meetings open dialog supportive supervisor |
| We're thoughtful and flexible. |

Q33. What factors are most important in maintaining or improving morale?

| |
|--|
| <p>A. A supervisor (I'm referring to the Dean) who has the time and abilities to be impartial, fair, timely in communicating about performance and other LLR matters and NOT: 1. letting individuals come to her anonymously with complaints that are not then shared with the party being complained about; 2. making sure that workload issues are addressed in a timely and fair manner, using as much data as possible; 3. sharing information to the appropriate people in a timely manner; sharing more information (that is not sensitive) with more people B. A better tenure review and performance appraisal system -- the one we are stuck with is really terrible and works against good morale.</p> |
| A flexiable work environment. |
| A sense of humor. Taking too many things too seriously makes us all lose perspective. Leadership. At every level the decision makers need to mix flexibility and fairness. Rigid enforcement of rules is not the same thing as fairness. |
| above answer |
| All employees should be assigned to tasks that they can perform well. If they like what they are doing, they will succeed. |
| All levels of staff should receive the same rigorous training on library issues and policies. |
| being kind & flexible |
| Budget increase to meet the needs of students. Attract the student population currently underserved. Opportunities for PT staff to see other coworkers |
| communication co-workers who are willing to listen |
| communication - face to face as in meetings, trainings, or written in llrc emails or memos on paper. Cross-department meetings to brainstorm, or work through changes in policy and/or procedure are essential to good morale and good service to students and staff. |
| communication breakdown is the main source of trouble. I make an effort not to get caught up in reacting emotionally to frustrating situations, but I am not always successful. I realize there are few written documents from the administration office. Budget information and workstudy budget is by phone. Procedures are fluid and seem to vary. Often, I am unsure of the correct procedure. |
| Even distribution of workload. |
| Fairness, respect for one another and communication. |
| Feedback Recognition Communication Opportunities for professional growth |
| flexible work schedule!!! compassion |
| good communication and clear lines of authority |
| intellectual challenge |
| knowledge, openness, and respect |
| Less division between departments / less gossiping / a better way of sharing tasks. |
| Open dialog |
| recognition of accomplishments, equal work distribution , an end to the hiring and retention of staff with few skills for the job |
| Respect and fairness. |
| respect, comradery |
| Respecting other peoples views. No sense of there being a division of classified vs. faculty. |
| Some staff members seem to be held to higher expectations of performance than others, and this can be very demoralizing – expectations should be more even. When budgets are tight, it is important for the administration to realize that we may not be able to "do more with less." It is pretty amazing if we can do the same work with fewer resources. This should be recognized. Finally, getting all staff to agree to follow existing policies and procedures whether they like them or not is important. It is extremely demoralizing when rules only apply to a few. |
| staff recognition from the Chancellor |
| The factors are listening to others, valuing their opinion, and implementing their suggestions. Fortunately in my work unit we have very open communication. Librarians feel comfortable coming to me and others if they feel concerned about an issue or feel that they have been misunderstood. |
| The librarians treat the classified staff with respect and consider them as equals not as a subordinate. Some of the staff needs to learn how to work together. We are all library staff not librarians and classified, we should be refered to as staff some librarians think that it is below them to be consider as staff. |
| To even begin establishing morale, micro-management must be abolished. Employees work best when they are encouraged to pursue projects at their own pace, utilizing whatever skills and creativity they have at their disposal. The important things is for individuals to complete a project within their own (and reasonable) time frame, not be subjected to a monitored pace, for people all have varying peak hours where they perform their best. Furthermore, everyone is capable of finding work to do, so it is unnecessary to assign projects. Having the opportunity to form friendships with other employees from different units can be a real morale booster, but all too often, we must remain in our respective units. It is rewarding to have fellow employees pay social visits, yet there is also concern that such visits monopolize precious work time. As human beings, it is essential that we maintain social interactions. It is unfortunate, however, that we are constantly rushing—especially during the lunch hour, which is barely adequate for spending leisure time with our co-workers. |
| Working well and productively with co-workers |

Q34. How would you describe your morale this year compared to the last 3 years?

| |
|---|
| A bit lower because of some ongoing, major projects. |
| A little bit lower due to added responsibilities. |
| About the same. |
| better |
| Better, less strife in my department, my department coordinator is a good manager. |
| Better: more responsibilities for me, and our unit is working well together |
| Concerned about the lack of funds to support library services. |
| Fair due to budget cuts and job insecurities. |
| good |
| good!! am happier working at a campus library than at the main campus where internecine fighting amongst librarians, librarians and classified, etc., gossip and intrigue was RIFE and undermined morale. at my campus library, we get along well. |
| Good, but was good earlier too |
| higher- if that's possible |
| I think my morale has improved somewhat over the last three years, though I still feel constrained by the necessities of my work. I feel as though I must let my job define who I am. It was refreshing, however, to have employee recognition rewards during last semester's staff meeting, though I'm not so sure this practice is implemented within individual units. Inflexible work hours can be constraining as well, and I have noticed my productivity declining as a result of this limitation, for every "creative" request is always rejected. Just because something hasn't been tried before does not mean it will fail; there should always be room for experimentation, growth, and learning. |
| It has improved alot. |
| It is basically the same. |
| It's no better, perhaps a bit worse if I describe it for the whole library, as there were some really ugly situations that occurred in the past 2 years. In my dept., the morale has improved somewhat because of consistent leadership by the coordinators and because of improved communications. |
| It's only the beginning of the semester -- it's too early to say. |
| low |
| Mostly, about the same, slightly worse in areas related to lack of resources (basic supplies, lack of enforcement of policies). |
| My morale is fine now that one particular librarian is no longer working here. |
| My morale this year is vastly improved compared to the last 3 years. |
| No change. |
| Personally, things have been better for me the last two years. The first two years at the college were very difficult. I was alarmed at the lack of respect shown to coworkers by some library staff. I have become used to it and/or avoid certain people. |
| same |
| Same as always: bad. |
| same, and good |
| Terrible. |
| There are too many personal agendas. Some staff are not collegial. Other staff goes behind someone's back or complain about others to the top. Some staff intimidates. Other staff disrespects others who may not agree with them. |
| Wonderful! |
| worse - burned out |

Q35. Please add other comments and/or suggestions about morale in the workplace. Issues you may want to address

include: communication; empowerment and recognition; leadership; staffing; professional growth.

| |
|---|
| 2) Sometimes fear of "what might happen if" stands in the way of innovation. |
| A 4 day/40 hour work week would be lovely. |
| I think that morale would also improve if we had a dept. chair to help the Dean with personnel issues. She has way too much on her plate and therefore she cannot give these issues the time and energy they require. I would vote strongly for the librarians having a dept. chair! |
| I think the department as a whole has tried to improve moral by being more sensitive to one another needs and jobs. I feel the workshops on diversity and student access has helped some of us. |
| I think we need better relations between certificated and classified. Somehow a gap remains which needs to be eliminated. |
| In terms of professional growth, employees should be encouraged to attend professional development workshops and cultural programs and events—even if that entails taking up work time. One can actually feel rejuvenated after having disengaged for a period of time from their offices. All too often there is a seemingly overwhelming need to provide coverage—even within units that do not always require public service interactions. It seems pointless to be confined to a stationary location all day long if the individual is not focused in the right frame of mind. In regards to leadership, it is absolutely essential that managers/supervisors have faith in their workers. Creativity and flexibility should be encouraged, for there is no one definitive way of accomplishing a task. Second opinions should also be integrated into the decision-making process. All too often decisions are made in a vacuum without subordinate input. Established rules should be treated as guidelines, not legalistic and unbendable statutes. Furthermore, most workers perform best when they are left to pursue projects at their own pace, and when they are finished, they deserve some form of respite instead of immediately launching into another project. |
| Job rotation every two years, cross training, announce all openings for all to apply. Meetings are not really open for discussion or differences of opinions. It is dominated by a few. |
| Librarians should have a department chair, just as every other academic unit has. The Library is central to CCSF instruction and to deny us membership at the Department Chair Council, where essential academic matters are discussed, is not correct. The public service departments (reference, circulation and periodicals) should each have a representative in each of the other departments' monthly meetings. Meetings should be for the discussion of concerns and goals not for the dissemination of material which should more appropriately be distributed in written or email form. We need to honestly discuss how to give the classified employees a forum for their concerns and suggestions. All meetings should have brief action items and/or clarification of policy distributed in a timely fashion to the LLRC. |
| Meetings should only be arranged when there is WORK TO BE DONE. Meetings must be run using Robert's Rules of Order. Meetings should NOT be used to report or disseminate news. Use email & hardcopy memos for reporting and updates. Do not waste my time. |
| More people represented in decision making. For instance, library personnel committee could have some members who are elected to the committee by all of us. (Maybe faculty vote for one member, classified vote for one member.) Instead of all members appointed by the Dean. Maybe there are other options for electing decision makers. |
| professional growth is not basketweaving during Flex. we need more active cross-training within and across departments. |
| regarding LLRC as a whole: the flatness of our overall organization (all librarians are at the same level--really no librarian supervises another--so the "coordinators" really have no authority) and the fact that librarians don't really supervise classified staff (there's nothing in the contract which even states librarians are supervisors) can make for trouble. why should someone pay attention to their "coordinator" or "supervisor" if the latter have no authority over them? would love to see MORE mid-level management with true authority--assistant dean?? or another category such as "director" who can really supervise both librarians and classified? (at other community college libraries, "directors"--MLS librarians--work fulltime year round and function as true supervisors of librarians and lib.tech staff. |
| release time for campus committees and professional workshops |
| Some employees are awarded for not doing their jobs. This is very bad for the morale of a unit. |
| staff meetings with little notice cannot be mandatory. Minutes from staff meetings could be distributed to those that cannot make the meeting. |
| tensions between public service and behind-the-scenes staff never quite go away. Public service staff resent seeing others "get away" with ignoring start and stop work times, longer lunches, etc., and hate having to work evenings and weekends. Funding for professional growth opportunities have been very good at CCSF, and Dean Jones has been flexible in allowing staff to adjust work schedules to accommodate classes. |
| This is the worst job I ever had! |
| We desperately need supplies and equipments for the public desk areas: electric stapler, pencil sharpening, paper punchers, paper cutters, and so on. We need better student computers. |
| We need a department chair. |
| Would like more opportunities for crosstraining and computer training |

LLRC MORALE SURVEY

DEFINITIONS

Unit To avoid confusion, the term **unit** refers to your immediate and primary work group, such as Circulation, AV Dept, etc.

Supervisor For the purposes of this questionnaire, **supervisor** means *immediate and most frequent* supervisor.

SURVEY RESPONDENT NUMBER _____

| Very Important to me | | Usually A | Some times B | Rarely C | N/A |
|----------------------|--|--------------|-----------------|-------------|-----|
| | 1. My coworkers and I communicate effectively. | | | | |
| | 2. Communication between units within the LLRC is effective. | | | | |
| | 3. My workplace is free from discrimination based upon race, gender, religion, sexual orientation, or disability. | | | | |
| | 4. My workplace is free from discrimination based upon job classification. | | | | |
| | 5. I feel that my work is valued by my coworkers. | | | | |
| | 6. I have the opportunity to innovate in my workplace. | | | | |
| | 7. My supervisor gives adequate direction and communicates clearly. | | | | |
| | 8. My supervisor follows through on concerns raised by staff in my unit. | | | | |
| | 9. The workload is distributed fairly between me and my coworkers. | | | | |
| | 10. Ergonomic accommodations are available at my work site. | | | | |
| | 11. The computer, software, and other equipment I have access to are sufficient for my tasks. | | | | |
| | 12. The amount and kind of supplies and instructional staff materials available for my work are sufficient. | | | | |
| | 13. The budget for library and instructional materials for students, faculty and staff is adequate. | | | | |
| | 14. I receive opportunities for appropriate training in the use of computer systems, computer hardware and other kinds of equipment necessary to my job. | | | | |
| | 15. The information and instruction I receive about LLRC policies, procedures, and instructions is appropriate. | | | | |

| | | | | |
|--|------------------|-------------|----------------|-------------|
| 16. Overall, LLRC morale is | Excellent | Good | Average | Poor |
| 17. Overall, I think the morale of my unit is | A | B | C | D |
| 18. Overall, the teamwork among all the units within the LLRC is | | | | |

