

**Northeast Lakeview College**  
San Antonio, Texas

**PACE Qualitative Report**  
PACE Climate Survey for Community Colleges

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# Qualitative Report Summary

PACE Survey respondents were given an opportunity to submit comments about areas of the institution they found most favorable and least favorable. Of the 139 Northeast Lakeview College (NLC) employees who completed the PACE Climate Survey for Community Colleges (PACE Climate Survey), 77 respondents (55.4%) provided open-ended comments.

## Qualitative Questions

These two qualitative questions are:

- 1) Considering the questions you have answered on the climate survey, please expand on the areas you find **most favorable** about your institution. You may give examples, but please refrain from identifying specific individuals. This is a confidential survey.
- 2) Considering the questions you have answered on the climate survey, please expand on the areas you find **least favorable** about your institution. You may give examples, but please refrain from identifying specific individuals. This is a confidential survey.

## Climate Factors

Together, the unique focus of each climate factor provides a comprehensive picture of the campus climate at an institution. Each comment is coded broadly back to one of the four climate factors or an “Other” category for those comments that do not fit into one of the four climate factors.

- The **Institutional Structure** climate factor focuses on the mission, leadership, spirit of cooperation, structural organization, decision-making, and communication within the institution.
- **Supervisory Relationships** provides insight into the relationship between an employee and a supervisor and an employee’s ability to be creative and express ideas related to the employee’s work.
- **Teamwork** explores the spirit of cooperation within work teams and effective coordination within teams.
- The **Student Focus** climate factor considers the centrality of students to the actions of the institution as well as the extent to which students are prepared for post-institution endeavors.

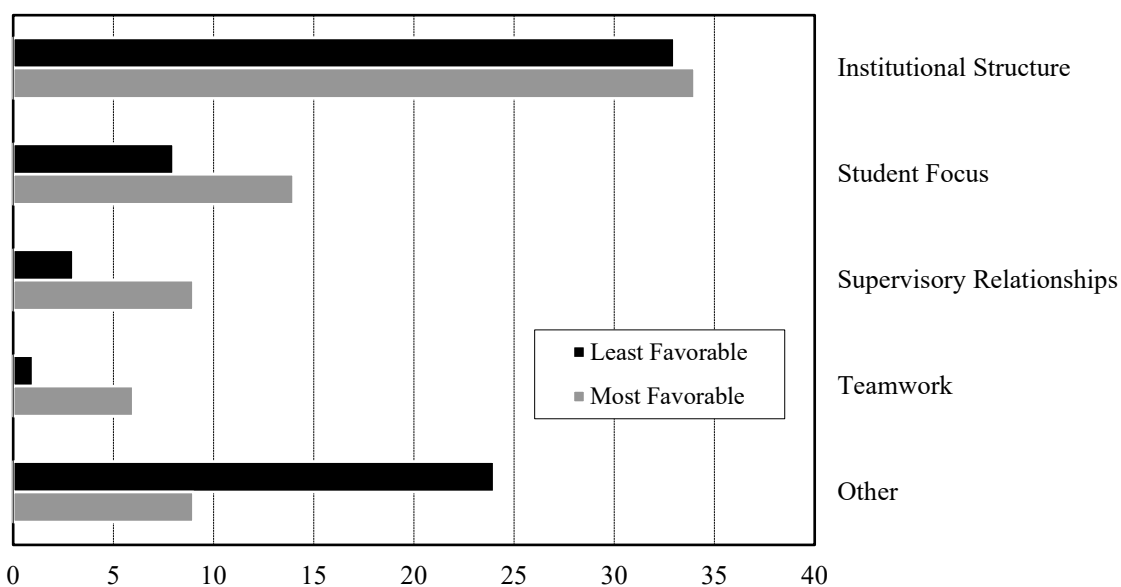
## Qualitative Analysis

In analyzing the qualitative data there is a degree of researcher interpretation in categorizing the individual comments. However, reliability is ensured by coding all responses back to the PACE climate factors. All responses to question #1 are included in the “favorable” tables (Tables 1-5), and all responses to question #2 are included in the “unfavorable” tables (Tables 6-10). To present the responses as the respondent provided them with minimal interpretation from the research associate, we do not move these comments from favorable to unfavorable or vice versa.

Figure 1 provides a summary of the open-ended responses. This summary is based on Herzberg’s (1982) two-factor model of motivation. The PACE team at the Belk Center has modified the model to represent the PACE factors by classifying the comments into the most appropriate PACE climate factor. This approach illustrates how each factor contributes to the satisfaction or dissatisfaction of the respondents. Please note that when asked for opinions, it is common for respondents to write a greater number of negative comments than positive comments.

The greatest number of favorable and unfavorable comments fell within the Institutional Structure climate factor. Please refer to the tables in this report for comments categorized by climate factor and the total number of responses provided by employees. Please note that comments are quoted exactly as written except in instances where the confidentiality of the respondent is compromised. Any edits for confidentiality are indicated by [ ].

**Figure 1.** Northeast Lakeview College Comment Response Rates



Note: Adapted from Herzberg, F. (1982). *The managerial choice: To be efficient and to be human* (2nd ed.). Salt Lake City, UT: Olympus Publishing Company

**Table 1. Favorable Institutional Structure Responses**

**Table 1. Favorable Institutional Structure Responses (n=34)**

Administrators allow for open discussion, open door policy. Allowing everyone to provide feedback, ideas, thoughts, etc.

Alamo Colleges has the best professional development and training compared to other institutions I have worked. Our campus is diverse in terms of students and staff and supports diversity efforts.

All employees are kept up to date about anything that goes on on campus such as meetings, events and any changes.

Ambitious with ideas, goals, and vision. The institution benefits from district level resources, trainings, communications, etc.

Being part of the district.

Cohesiveness

Great benefits, get plenty of accumulated time off, everyone is open to differing ideas/beliefs, room for growth/promotion

Hard working staff and faculty.

Highly communicative.

I feel that my department is excellent in frequent communication among our team members.

I find the confidence of leaders in allowing their employees a certain degree of freedom in carrying out tasks the most favorable.

**Table 1. Favorable Institutional Structure Responses (n=34)**

I have the highest respect for our current leadership. They lead with integrity and passion; very open to new ideas. We have room to make mistakes and learn from those mistakes. There is open communication and mutual respect, without lowering standards. Current administration has high expectations, but you do not mind working hard!

I like the current administration at my college. The deans, VP, and president do a great job of advocating for us to district. I think they have handled covid well.

I love the support and encouragement i receive from senior admin. i sought and received a [national] grant and the support from the executive team was phenomenal very rewarding to work in an environment like that

IT department is top notch considering limited resources.

Leadership is outstanding!

Monday minutes provided by PR is a great way to be informed of campus information.

Nice Campus and most of the environment is enjoyable

Northeast Lakeview is gallantly struggling with serious budgetary shortfalls

Opportunities to communicate from the staff up to the president of the college are abundant and encouraged. Opening lines of communication is a priority for administration.

Our administration now is very supportive! Very transparent with important information. I feel very supported and I feel proud to work at NLC. They truly care about the students and the employees.

Really nothing stands out as being particularly favorable right now. From decision making to unreasonable demands to poor student effort and, finally, to being consistently and OPENLY discriminated against for the crime of being white...it's really hard to imagine making it to retirement.



**Table 1. Favorable Institutional Structure Responses (n=34)**

Relatively small student population enhances friendships and working relations among the campus community. Peaceful atmosphere and beautiful campus grounds help foster a pleasant community.

Since each campus is run as an individual college, it is easy to work with the academic department administrations. This is a big contrast to other community colleges I have worked for. For example, at ACC academic departments are spread across the whole district, leaving me feeling isolated as an adjunct.

**Student Success Leadership Transformation Increased Accountability at All Levels of the College**

The campus itself is beautiful. Most people who work here are friendly, helpful and supportive. The faculty vs staff dynamic that is often talked about in the legacy that the institution is capable of leaving is inspiring. The willingness of the college and the district to work with its employees during the lockdowns are to be commended.

The college administration, to include the chairs, deans, vice presidents, and presidents, are always willing to consider feedback from employees in order to improve our work as it relates to supporting students.

The college tries their best to inform changes that they want employees to follow. We are sent e-mails about upcoming policy changes.

The environment, including the staff, are all open to the idea of positive disruption as a force for change.

The institution provides great professional development opportunities that are open to full and part time faculty. This is great for my professional development.

The people I work with are amazing and make the workload bearable.

The sense of community among faculty/staff

**Table 1. Favorable Institutional Structure Responses (n=34)**

The support and encouragement for activities outside of specific duties that support student learning and still related overall are great opportunities. Professional development opportunities should be expanded , innovative, experiential and unconventional. Most favorable experience is the support given, monetary, time and materials. This allows for dreams, aspirations towards educational and professional development goals to be accomplished.

There are incredibly talented people who work in this system across all levels.

**Table 2. Favorable Student Focus Responses**

**Table 2. Favorable Student Focus Responses (n=14)**

Faculty are concerned about students and about each other.

I enjoy working with students to help them achieve their educational and transfer goals. I appreciate the fact that our office provides (some) sense of privacy for our students with cubicles with doors.

I like if we are give the chance we could actually make a different in these students life. Since these student are our future it something well worth investing in.

I work with dedicated professionals that care about students.

Institution is filled with employees that genuinely care about students and co-workers.

NLC is committed for the most part to Students First.

Our work here is important to the success of students.

The Advocacy Center is always available and seems genuinely concerned about students and in touch with what students really need. A lot of the faculty is also very helpful and concerned with students performing their best.

The institution as a whole is community-centered and does a great job of meeting the needs of the student population.

The overall climate is warm welcoming and student focus.

There are a lot of outstanding people that work at this institution. I believe our faculty and staff provide an opportunity for students to come and learn and flourish as human beings.

very open to different educational approaches

**Table 2. Favorable Student Focus Responses (n=14)**

Very people and student oriented and welcomes diversity. Student success is always first

We are always looking to improve & help the students out more. Alamo Colleges is a great place to work.

**Table 3. Favorable Supervisory Relationships Responses**

**Table 3. Favorable Supervisory Relationships Responses (n=9)**

Being able to “drop-in” and talk with my supervisor/administrators is nice, especially when their are concerns of students that need to be addressed.

Excellent supervision from my immediate supervisor!

I care about my department and department chair.

I’m given a great deal of independence to develop toward self-set goals. I know NLC wants to be great.

My chair is amazing. Chairs should remain as faculty because they make amazing chairs.

My direct supervisor supports and enables me to improve our program.

My immediate supervisor and dean have my best interest when it comes to communication and work load.

My immediate supervisor cares for me and helps me a lot. I appreciate it.

We get to work without being micro managed.

**Table 4. Favorable Teamwork Responses**



**Table 4. Favorable Teamwork Responses (n=6)**

Collaboration - Having shared ideas accepted builds confidence and trust. Connection - and the willingness to help one another; it truly feels like a family environment.

My colleagues are often kind and supportive.

My institution is positive and understanding. I get along with my coworkers.

There is definitely a culture that we are family. it may be a little dysfunctional at times, but all families are. There is a culture of collaboration and a willingness to work “across the aisle” (Student Success to Academics and vice versa) to ensure students needs are met as well as possible.

They are considerate of others and their needs.

working within my department

**Table 5. Other Favorable Responses**

**Table 5. Other Favorable Responses (n=9)**

Diversity, Equity, and Inclusion

Areas of concern are related to the diversity, equity, inclusion, and access for all students. Pedagogy and classroom environments are not social justice centered, or equitable. Faculty are reluctant to honor preferred names, pronouns, and identities of our students. Inclusion should not be the job of student success, it should fall on the shoulders of anyone employed at NLC and ACCD.

Planning and inclusion are our strongest areas

The emphasis on diversity and inclusion, autonomy in the classroom, the students, my colleagues, the culture and environment.

We are definitely racially and ethnically diverse and I believe that we all support each other well.

Uncategorized

N/A

n/a

N/A

NLC a great place to work

No input

technical support

**Table 6. Least Favorable Institutional Structure Responses**

**Table 6. Least Favorable Institutional Structure Responses (n=33)**

A few faculty members take advantage of their status. They hardly ever attend their on-campus classes and only log sick hours for the time they are supposed to be teaching. Staff have to take a full 8 hours if they call in sick. Definite bias here. Also, Board should change sick day rule to 3 (not 5).

Administration does not take the faculty into consideration as much as they should in making course assignment modality decisions.

Administration tends to respond to faculty concerns in a defensive manner and fails to acknowledge the stresses and emotional load on faculty. I have been in meetings where admin has asked faculty to give them 'grace' on issues. However little grace is extended to faculty. Faculty are merely handed more and more changes and demands that only add to the stress and emotional exhaustion we are feeling.

Administrative support has been cut well past the level of austerity and lack of support is damaging my ability to teach effectively, especially in the first 2 weeks of class

Administrator does little consideration when they implement change on a person's job title. It affects the employees livelihood with little or no regard. Administrators preach close family environment yet do their own thing for their gain not the employee. Very disappointing environment. Brings low morale as the employee is not valued at all.

Bullying, intimidation, and dismissive behaviors are present at administrative levels toward subordinates in meetings and emails. Information is often shared through rumors and gossip instead of more direct channels.

Buy too much furniture instead of investing in personnel. Unclear on why decisions are made. I need a docking port for my laptop. Also, the Zoom set up in the classrooms makes everything harder as it messes up frequently to where you can't project on the board. Facilities and IT fight over who fixes the projector screens so they remain broken. Whoever is interpreting the fire code I think is on a power trip. We are only allowed to plug in one appliance into a surge protector at a time. That is ridiculous. The removal of stuff from doors is also ridiculous. I feel like I can't express myself now.

Changes are imposed from top down without considering individual departments

**Table 6. Least Favorable Institutional Structure Responses (n=33)**

Communication, especially regarding policy changes, is poor. There seems to be no opportunity for feedback regarding changes when implemented by District. Additionally, when District implements changes, they don't seem to understand/care how this may affect front-line workers at the individual campuses.

Currently, I am very dissatisfied that our administration has not done anything to a tenured faculty member on our campus who keeps calling in sick & is not teaching as she should be. We all have jobs because of the students. Our mission is to teach them. As far as I can observe, nothing has been done to this faculty and she continues to abuse the system. I don't know why Alamo Colleges has not done anything about it. The students are missing out which will impact them negatively in the long run. It is not right that this faculty only needs to take 3 sick hours a day if she teaches 3 classes a day. In the meantime, a staff employee needs to take 8 hours of sick leave if they call in sick. It seems that this is how she gets away with calling in sick regularly. It is sad to see a Faculty member abusing the system. We all wish she would leave as it is obvious she does not want to be here. This has been going on for years & it seems to get worse every year & it's frustrating to see that nothing is being done to her. How are these students supposed to learn ?

Currently, I feel there is a disconnect between faculty and administrators. That needs to be improved.

Department chairs schedule themselves prime (online course work) and do not consider seniority in scheduling the rest of the faculty. The administration makes arbitrary decisions about coming back to school in a pandemic that apply to only SOME faculty, then lie about the rationale (blaming the ECHS). When questions were posted the VP was absolutely rude and unhelpful. The constant focus on how awful white people are is totally ridiculous (and guess what? RACIST). If you want the white employees to leave, offer a retirement package and I, for one, would gladly never bother you again with my privilege. Finally, the student effort is in the toilet. They are consistently told that they deserve special treatment due to their circumstances, skin color (RACIST, again!), or the pandemic. They do not expect to be held to collegiate standards; the administration wants faculty to turn a blind eye to poor effort, ability, and learning outcomes just to increase numbers. From top to bottom, it is a soul-sucking venture to work at NLC.

Faculty salaries are too low. The cost of living has raised significantly, and our salary increase is not comparable to pay increases in industry.

Fairness in hiring should first be actively pursued by hiring according to proven ability and credentials; not on race.

**Table 6. Least Favorable Institutional Structure Responses (n=33)**

Feedback from stakeholders is sought by administration, but not usually implemented. It feels more like “Checking a box” when seeking feedback.

I would be nice if upper level management were more transparent with other employees.

My least favorable area of my institution is the inability to communicate change effectively. So many messages are lost in translation due to the fact that they are not relayed in the same way they were received, or are explained at the discretion of the supervisor/director. There is not consistency in messages which causes undue stress.

NLC still legging behind in communication

Perhaps overly ambitious given the limited resources and qualified staff at certain periods in the academic year. Instances of ‘leaders’ bringing down the hammer on those who are already giving plenty of above-and-beyond the call of duty. I could do that too, it’s very easy to be a jerk, harder to be a leader. I have very high standards and expectations for myself and others, but bringing down the hammer and kicking folks when they are half broken from the work demands isn’t the right thing to do if that individual isn’t able or willing to provide the appropriate support.

poor and biased leadership

Procedures and practices can be made clearer, should include more input during creation and should be followed by all. It sometimes feels like transparency and open communication is considered or at least followed through with less. More so since going remote and coming back. Finances are not often discussed in detail; which i think leads to a feeling of being separated as a front line worker from those that are in a decision making role. we are told that contact hours affect/determine the budget but are not explained the math and calculations that determine that budget. just that x% comes from the state, y% from property taxes and z% from tuition. we are also told the overall budget but never how its broken up by division and further by department or the reason for that breakup. Perhaps that is “above my pay grade” as they say but if we are going to preach transparency, inclusiveness, or collaboration then we cant pick and choose what we are being open about. Processes are not always the same. we vote on furniture and art for the new building but furniture or banners in other areas of campus just shows up without asking for input.

**Table 6. Least Favorable Institutional Structure Responses (n=33)**

Sometimes administrative decisions are made without input from faculty and staff who are affected by them.

The centralized administration is very top heavy. This creates an environment where too many people have an incentive to initiate programs to be noticed.

The College and the District keep wanting more work from the employees at all levels, and keep expecting faculty and staff to do more, without reducing workload in other areas. Further, the College and the District do not appear to want to address systemic issues that lead to burnout in the workplace; rather, they want individuals to address issues, ignoring the systemic and institutional factors that contribute to burnout.

The executive team doesn't listen to their department representatives when it comes to impacting student and staff interactions.

The institutions' consideration of adjunct faculty concerns is not as good as it could be. There is not a transparent effort to promote adjunct faculty into full-time teaching roles. The best way for adjunct faculty to make a living is to attain employment as full-time staff while being an adjunct faculty member on the side. I do not feel that this employment model adequately serves the institution.

the negativity sometimes displayed by others in leadership who openly question decisions made by higher ups dont like a house divided

The planning and implementation of major change initiatives at the college occurs very abruptly without time to pilot the change to determine if it's worth pursuing.

There are a few faculty who do not let go of the past and just distrust the administration.

too many beaurocratic processes that take away from teaching

Top administration is very heavy handed, dissent is strongly discouraged and salaries emphasize spending on administrators not faculty and student support.



**Table 6. Least Favorable Institutional Structure Responses (n=33)**

Upper Administration, the bookstore and IT (IT only because they are very understaffed)

We do a good job with information sharing, BUT we could improve in the area of shared decision-making. While we offer the opportunity for people to be present in decision-making, we do not offer the opportunity for people's input to go into the decision-making. Decisions for change are already made before feedback from employees is requested. This attempt to appear as though we have shared decision-making negatively impact employee morale.

**Table 7. Least Favorable Student Focus Responses**

**Table 7. Least Favorable Student Focus Responses (n=8)**

Advisors are not really advisors, but more like customer service reps. We answer phones, general email boxes, process change of majors/primary campus forms, present at orientation, present to classes, etc. 90% of our jobs fall in 'other duties' and the other 10% is actual working with our 300+ students doing actual advising. We have caseloads that can't make appointments due to all the 'other' duties assigned. Poor communication and direction Lack of training for advisors; expected to self-learn in a 100% virtual environment Bullying not addressed in a timely manner

Faculty not putting students needs learning needs first

I am beginning to feel pressure to pass students recently. This was not true in the past. More than half of my withdrew due to personal issues that made it difficult to put the time into the class. I also do not think our troubles are due to reduced in-person teaching, but I get the impression that some think that more in-person classes will solve the problem. Most of my students enjoy remote-hybrids as it gives them extra time in the day and more flexibility. In fact, my in-person class experienced a massive number of withdrawals at the beginning of the term and transportation and work schedule were provided as the reasons. My hybrid and full-remote classes are doing much better. If surveys show that the preferences between remote (including hybrid?), online, and in-person are close to 30% each, the interpretation should be that students prefer the flexibility of online/remote to in-person. It would be a mistake to stop offering remote options to busy students.

I am not confident that administration takes in the requests of the students. There are more requests for online courses and I don't think they are being offered.

I find the class size least favorable.

I have not been able to figure out how to get HR to properly credit my work at Alamo to the federal Department of Education to certify Public Service Loan Forgiveness for my student loans.

See above. This is not consistently applied throughout all of the departments. For instance, many departments continue to run either remotely in a hybrid environment. Because of this, students are frequently frustrated in their inability to connect with these departments in a timely manner.

When change has occurred, I believe students needs have not been evaluated prior to the change.

**Table 8. Least Favorable Supervisory Relationships Responses**

**Table 8. Least Favorable Supervisory Relationships Responses (n=3)**

At times, I feel micromanaged and expected to do the impossible. Even when I am doing my job to the best of my abilities, it feels like it's never good enough or it's my fault for something that is out of my control.

Opportunity to engage with departments to support organizations, clubs, and committees. There is an issue that there is good intent, but timing and other responsibilities tend to interfere with the additional activities that would help support student learning and employee development. The opportunity should be encouraged, supported and time allowed to participate and engage. Some committees exist with no activity or support from employees. Supervisors should ensure that all employees are connecting and engage or confirm interest.

Some staff are still here that shouldn't be. The workload isn't the same for some and it's excused. There should be a review and people who don't work need to leave. The district makes it very challenging to let an employee go when they clearly do not change. If an employee has been here for 3 years and already has had a Win Win, Step 1 & Step 2 discipline process...they shouldn't be working here anymore! If they continue to get complaints from other employees about their lack of professionalism and rude tone then they need to go! It shouldn't be that hard when a supervisor has documentation over the course of 3 years on 1 single employee who shouldn't have ever been hired. It brings the entire office down. Yet, the supervisor has to DEAL with the employee and just keep documenting. This is ridiculous and a waste of time to constantly monitor an employee who clearly doesn't care to improve and we as the DISTRICT allow that employee to keep collecting a paycheck. This needs to change ASAP!

**Table 9. Least Favorable Teamwork Responses**

**Table 9. Least Favorable Teamwork Responses (n=1)**

Teaching, especially as a part time adjunct can be isolating. I would prefer more collaboration with colleagues within my department and maybe even across the colleges.

**Table 10. Other Least Favorable Responses**



**Table 10. Other Least Favorable Responses (n=24)**

COVID-19

Covid Mandates implemented were very difficult to make work enjoyable upon returning to the classroom after being remote. Freedom of choice was taken away. Also, faculty have been left out of vital information regarding Class/Rank changes. Administrators could do a better job with informing faculty of these opportunities afforded to them. Listening to faculty concerns or ideas is imperative in order to keep student retention, but administrators do not listen until “major” events happen, like CoVid.

Mandatory weekly testing was unethically imposed on employees and those that spoke against policy were targeted for termination.

Options to continue to work remotely would satisfy many employees. I would LOVE the opportunity to do so even if it's on a hybrid schedule. If we as an educational institution can promote this flexibility for the mental, physical and emotional wellbeing of the employees, then it would scream louder than surveys. I am also looking at our dire need to protect the earth and how cutting back on using our vehicles to go to work would be enormously effective if the district would promote one college a week or 20% per day to work remotely. Saving the planet should be a top educational priority through action not just expressions of concern. My least favorable aspect of the college/district is that they want to “go back” to the way things were before covid instead of incorporating the options that worked.

Some of the covid change expectations were not made clear: when we would start or stop rotating schedules, How many people, what to do if a co-worker got sick WHILE at work, etc. I don't think Alamo respect peoples unwillingness to do mandatory covid testing as this is felt as an employer overreach into privacy. When mandatory testing was announced, it was not made clear consequences for refusing to test. We found out weeks later that you would be terminated eventually for refusing to test.

### **Table 10. Other Least Favorable Responses (n=24)**

The workplace has drastically changed prior to COVID and with COVID is has changed again. Workers want flexible/work from home/remote work. With the pandemic we have seen how this can work. We need to move into the 21st century and begin remote work/ flexible hours/ and working from home on a regular basis. If we do not, we will lose valuable talented people who prefer this work modality. Additionally, as a Covey institution, trust seems to be an issue here or the lack of when it comes to workers. Education may not be like the tech giants who have utilized the various working modalities to their success; ACC needs to as well. If we do not, we are staving off modernity with antiquated ideas of we are different and we do not work well that way. While these changes in modality would require more work on some supervisors, it can be done. We need to embrace what we have learned from the pandemic in a positive way and trust our workers and offer them flexible/remote working/ work from home options now and from this time forward. We as educators do not want to get left behind as we school the future citizens of tomorrow. Please make these changes now and invest in ACC's future.

### **Diversity, Equity, and Inclusion**

I feel there were way too many questions concerning race and ethnic background. I believe we ought to be in the business of teaching and not be concerned with giving people breaks for their rache or ethnic background. The pendulum has swung way too much.

Racial/ethnic diversity are valued, but the institution could do more to support female employees. (How is there no maternity leave at a college of this size?) I've faced blatantly sexist attitudes from colleagues and superiors. Advising is not adequate for our students (I've seen two instances this semester of students having multi-day delays getting a reply from their advisor.) Smaller class sizes would address workload challenges and let me teach more effectively.

This is a very autocratic system with many leaders who have had long careers here. Thus, their performance imitates and perpetuates an autocratic culture even when their words say they desire otherwise. Race and gender based microaggressions abound, and there is not a whole lot of listening happening to address this.

### **Hiring Processes and Practices**

Lack of opportunity for full time employment. I have graduated with my BA and am working on Masters in [degree name redacted]. My department is happy with my work but there are no opportunities for advancement to full time, despite losing several positions during Covid that have not been filled.

**Table 10. Other Least Favorable Responses (n=24)**

Not enough workers to help on work load.

The institution is not run real for the kids but for the people in charge. They in get on a power high and do thing that they want to and make change that they want and they say it for the student. When it come down to it, it's really not. Very good example is how they spend the money here. I seen more money spend here just to change color are redo something just because the color wasnt like. It just hard to stand buy and see what they do and yet they get away with it. I'm just glad I know have the right to leave when ever I want to but I wont do it right now because I'm doing 4 jobs and I dont want leave my team short handed just because they dont want to hire any body.

The staff is given a heavy workload. The college tries to keep up with the sister campuses in terms of programs and offerings, but we just do not have the staffing needed.

There are two least favorable areas: 1. Filling positions. We have had to work at least 2 positions at a time and it has been taxing this past year, but I know that it is not the fault of our institution; it is the uncertainty and challenges during remote work and COVID. 2. District intervention. My understanding is that District exists to support, not dictate or direct. The college should be able to operate autonomously, since they know and understand the needs of their community on and off campus. At times, it seems I have two jobs..one that I report to the college and the other to District. I enjoy the cross district collaboration, but do not appreciate the intrusiveness of District. It distracts the colleges from being able to focus on and prioritize the good work we do. What is good for one college is not necessarily good for the other and we continually are asked to treat our colleges and students like cookie cutters. Each college has an amazing team of leadership, staff and faculty; allow them to do the jobs they were hired to do and pull back on the oversight and extend support.

Uncategorized

Despite mostly adopting a mentality of positive change, there are some employees who hold onto outdated views or mentalities, despite evidence supporting the need for change.

n/a

N/A

N/A

**Table 10. Other Least Favorable Responses (n=24)**

N/a

na

No Input

None

None

None - it's a great place to be.

Some favoritism in some areas