Northeast Lakeview College
San Antonio, Texas

PACE Qualitative Report
PACE Climate Survey for Community Colleges

Lead Researchers
Greyson A. B. Norcross &
Ece Yilmaz

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NC STATE UNIVERSITY

PACE CAMPUS CLIMATE SURVEY
An initiative of the Belk Center at NC State

Research Team

Audrey J. Jaeger, Ph.D.
Executive Director

Kaitlin N. S. Newhouse, Ph.D.
Senior Research Associate

Jessica R. Bank
Research Associate

Maso H. Cotton
Research Associate

Dion T. Harry
Research Associate

Lauren E. McGuire
Research Associate

Greyson A. B. Norcross
Research Associate

Emily R. VanZoest
Research Associate

Ece Yilmaz
Research Associate

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Qualitative Report Summary

PACE Climate Survey respondents were given an opportunity to submit comments about areas of the institution they found most favorable and least favorable. Of the 160 Northeast Lakeview College (NLC) employees who completed the PACE Climate Survey, 90 respondents (56.3%) 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 comments fell within the Institutional Structure climate factor, and the greatest number of 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
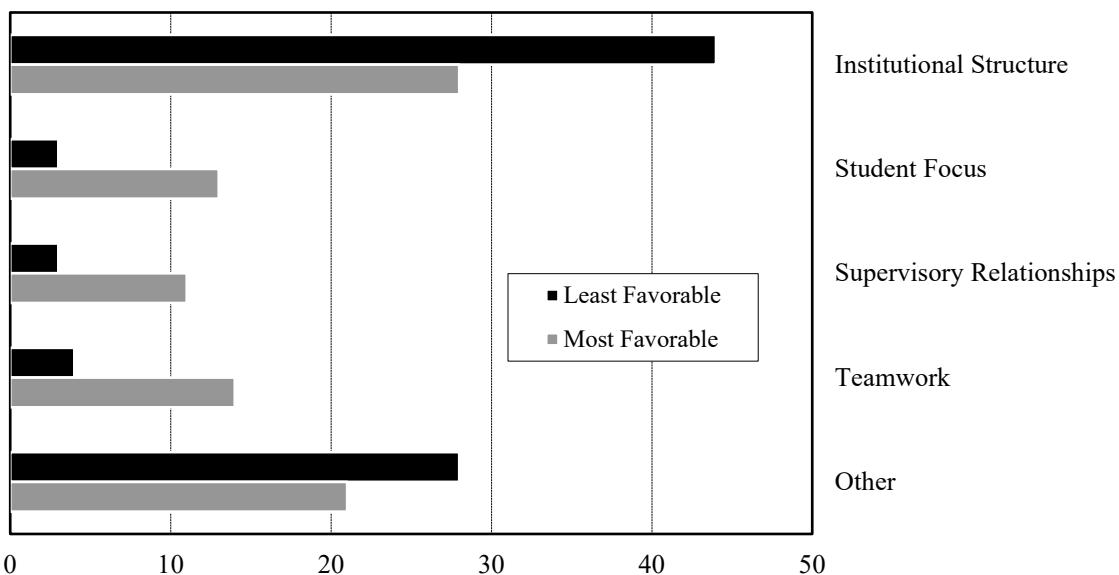
Note: Adapted from Herzberg, F. (1982). *The managerial choice: To be efficient and to be human* (2nd ed.). Salt Lake City, UT: Olympus Publishing Company

Table 1. Favorable Institutional Structure Responses

Table 1. Favorable Institutional Structure Responses (n=28)

Clearly defined roles

Commitment to growth in many areas to best serve student needs for the future is good, but tapping into the same human resources for all the efforts without promoting or recognizing these deserving and experienced individuals can be taxing or potentially lead to burnout.

I am grateful that the District has decided to offer a work from home (one day a week) schedule for everyone. Myself and my team seem to have a better work/life balance and are able to accomplish larger tasks more efficiently without water cooler interruptions.

I am happy that after Covid, faculty have been given more liberty to teach online course work, in keeping with the desires of the students and the policies at other colleges (even if administration keeps trying to convince us that students don't want online).

I feel like my opinions are respected and that I have a voice.

I feel that there is no collaboration between leadership and the staff. I have yet to see or speak to Dr. Garcia/Dr. Dove/ Julie Kirkland outside of "prescribed meetings and or question and answer sessions". Internal issues and problems are not addressed in an open forum, the fact that we have had 10++ advisors leave has never been addressed on the climate. We get promised time to discuss issues in May from Dr. Dove - have not seen her since - It is September. The fact that departments do not communicate with one another here, everything is done behind closed doors with no additional input from staff, and who it impacts never get asked for input. We have yet to have meetings where Dr. Garcia actually takes open questions without them being "prescreened". No one wants to talk about the climate, and that comes from leadership.

<u>Table 1. Favorable Institutional Structure Responses (n=28)</u>

I think that leadership tried really hard to provide as much information as possible to employees when making decisions.
Also, as a small college with limited resources and people, we do a great job at collaborating and innovating to get things done

In my opinion NLC has created an environment of care and concern for the employee. When employees express their concern they're heard and validated. The institution attempts to keep it's employees informed of any new changes. The institution also provided the necessary equipment to do my job well.

Institution strives to be "better".

My institution is attempting to finds way to implement High Impact Practices (HIPs) to encourage engagement and connection from students of underrepresented students. However, there is not change in the ways we recruit students and diverse staff/faculty. There is no room for voice, perspective, or shared vision.

Northeast Lakeview College does provide anyone the opportunity for promotion.

Opportunities to move up.

Our mission is important and the faculty understand that.

Pay increase.

Table 1. Favorable Institutional Structure Responses (n=28)

Room for growth in the college and across the district. I like what I do, i really do. However, I don't have the staff the needs of the college. Enrollment is key for everything but staffing isn't taken into consideration.

The administration from the president to the chairs are very open to communicating and listening to everyone from the students to the staff at all levels in all departments. I find the cooperation among departments and everyone's genuine desire to be helpful and amicable is a huge reason why I love working at NLC.

The campus increase of awareness is most favorable about my institution.

The college is intentional about finding spaces and opportunities to celebrate the work of team members and to collectively celebrate achievement markers.

The institution is making positive efforts toward staff inclusiveness willingness to change.

The institution is very supportive of its employees.

The overall climate of the institution, in my opinion, is good.

Table 1. Favorable Institutional Structure Responses (n=28)

The paid time off is outstanding. I never feel like I am going to not be able to take off for what I need because I don't have enough off hours built up. Work from home once a week is also a huge positive. For the most part I feel that I am listened to and heard at my campus and our teams try to work to make students first! I can't say the same for the ACC college as a whole. It seems like students come to our campus because they cannot get the support they need at soem of the other institutions within ACC. (Can never get anyone on the phone, answer emails, etc.)

The way that the college implements change is very well done.

There are a lot of opportunities for creativity and growth as there are numerous challenges that need to be addressed. Students are lovely and always fun to assist.

There are a lot of quality people at the college. The college can continue to flourish as we work together toward our common mission.

This is a fast growing community college that is committed to growing and improving

We have a brand new building that hopefully will meet the needs of students and professors and the community.

We have great people here and the benefits are just as amazing.

Table 2. Favorable Student Focus Responses

Table 2. Favorable Student Focus Responses (n=13)

Alamo Colleges is great with remaining true to making out students first, and offering them a higher education that is accessible and affordable for all.

Helping students to improve

Here at Northeast Lakeview College, student success is top priority. There are endless resources for us students and the support from the staff has truly made my experience as a work study amazing.

I think student life is great about events that benefit inclusivity and students success outside the classroom.

I think the overall experience of students is positive in terms of faculty, staff and the facilities.

NLC is working hard to meet the needs of students whether this is for education, financial, nutritional, or mentally. Students are feeling more confident in their ability to ask for assistance as well as the level of assistance they are given.

NLC puts student needs at top, securing the appropriate budget for resources.

Our institution is a fairly young college and is trying to establish an identity during a turbulent time. I believe we do a really good job checking the pulse of our students in real time and adjusting our focus and process based on students needs. We continue to be flexible, nimble and creative in our outreach and support.

Table 2. Favorable Student Focus Responses (n=13)

Persistence for students is valued above all else. We want them to succeed in their education here, either to move on to a four year institution or received certification.

priority to support students and their success

Students are always first.

Students are well served by an excellent, hard working, faculty

The faculty at this institution genuinely care about meeting the needs of our students. We support one another in identifying best practices. Our department chairs are supportive!

Table 3. Favorable Supervisory Relationships Responses

Table 3. Favorable Supervisory Relationships Responses (n=11)

Academic freedom to teach what I think the students need to know and not just what a state senator decided.

Great supervision!!!

I greatly appreciate my department chair

My chair is great, very supportive of the faculty in the department.

My department. I have great support from my department chair.

My department/team and Chair make working here tolerable. Unfortunately, I wish my Chair could be less "squashed" by the administration. My Chair tries to advocate for the faculty, but most often is told and even reprimanded that it isn't his job.

My supervisor is very open to advocating for our needs and requests, however the people above my supervisor are not open to making changes necessary for our success and in increasing morale.

The Deans genuinely care about the Faculty.

The encouragement of creative ideas

Table 3. Favorable Supervisory Relationships Responses (n=11)

The supervisor that now have has been one of the best supervisor I have had with Alamo Colleges. I want to retire last year but because we were short handed I stayed just because of him. GREAT PERSON

Very supportive of my professional development.

Table 4. Favorable Teamwork Responses

Table 4. Favorable Teamwork Responses (n=14)

Enjoy the camaraderie amongst employees. Lots of resources available and accessible for employees to succeed in their position. Events make employees feel included.

How everyone comes together to help each other out! We are a family

I am satisfied with my immediate work team/division.

I generally enjoy working with faculty colleagues on various committees that are committed to improving the environment on campus.

I love that everyone here is very friendly, and willing to help out in any way possible. Everyone is knowledgeable in their areas, and I feel safe knowing that I can email or talk to anyone if I have questions.

Most favorable: Working with my department peers

My department works well with each other and has great student interaction.

My discipline has great teamwork and mutual respect! This college provides an excellent education and is driven to help students succeed.

My immediate team is great, especially my peers.

Table 4. Favorable Teamwork Responses (n=14)

My supervisor and co-workers have been wonderful to work with. There is a grand sense of collaboration and teamwork.

The culture here is very friendly and makes the work enjoyable.

The environment at the department level is supportive and collaborative - demonstrating a consistent approach to meeting student needs.

There is a high level of team involvement and a spirit of cooperation across all divisions. Everyone is willing to lend a helping hand and supports student success.

There is a spirit of friendship and cooperation among the students, faculty, and staff at NLC.

Table 5. Other Favorable Responses

Table 5. Other Favorable Responses (n=21)

Diversity, Equity, and Inclusion
DEI
NLC is prioritizing diversity and inclusion, which will assist students in those groups, with the support needed to stay in school.
Innovation
NLC has a spirit of innovation which encourages employees to think creatively in meeting the needs of students.

Diverse, accepting colleagues, good benefits, employee events/opportunities

Diversity and acceptance for individuals from all backgrounds.

I believe the institution is trying to meet the need of students. The institution strongly encourages hiring people of divere backgrounds. The institution tries to communicates changes that affect the workforce.

I do enjoy the inclusivity that this college provides. I feel that all ideas are heard and welcome.

Opportunities for people of color are well represented. People of non-color are marginalized. even the marketing of Alamo Colleges under represents non-color (caucasian.)

Promoting celebrations to diverse cultures and ethnic backgrounds.

The institution is really trying to enhance the culture to represent the diversity of the student population.

Table 5. Other Favorable Responses (n=21)

The institution is very diverse and is a great place for to get an education.

We celebrate diversity and inclusion (National coming out day, hispanic heritage month, black history, fiesta)

Uncategorized
Good place to work

N/A

N/A

n/a

N/A

NA

na

na

Table 5. Other Favorable Responses (n=21)

technology

The ability to have a school and work balance.

The land surrounding campus.

Table 6. Least Favorable Institutional Structure Responses

Table 6. Least Favorable Institutional Structure Responses (n=44)

Administration constantly quotes best practices in meeting, but their action are opposite. There is a top-down decision making process employed at this institution. The leadership creates a toxic work environment.

administration.

Administrators are very Anti-Faculty. They make decisions that directly affect faculty, but without regard to faculty.

Communication to personnel about changes happening across all departments.

Currently, the morale of faculty is incredibly low because our executive leadership is not supportive and disregards faculty concerns. When faculty speak up about concerns, we are treated as though we are being selfish, but we speak up because we need our voices heard in order to truly serve our students. Our leadership speaks to us in a very patronizing and demeaning manner.
We have shared governance in name only but not in practice. Our leadership makes decisions without consulting with staff or faculty. When we are asked for our input, the decision has already been made.

Decisions are still often made without the "why" being explained. There is a lot of finger-pointing and lack of accountability at times.

Decisions come from a district level that create acrimony and division.

Table 6. Least Favorable Institutional Structure Responses (n=44)

District has a strong hand in directing the actions of the colleges. Each college has its uniqueness which are often hindered by the desires of district. Yes, we are the Alamo Colleges but we are also NLC, NVC, PAC, SAC, and SPC which have unique identities within the various sectors of Bexar County and their surrounding areas.

District office facilitates siloed mindset within the organization thereby creating competing priorities, breakdown in working relationships and mistrust. A condition that negates organizational willingness to change.

DSO doesn't always consider the impact on College personnel when implementing a new program or initiative. It is passed down through the ranks with no explanation in most cases.

Employees on this campus operate out of fear from the administration. It affects so many aspects of interactions across campus and has been terrible for morale. I've heard the term 'quiet quitting' in discussions with colleagues several times already in the first 6 weeks of the semester.

First, this is not confidential because it has our work computer IP address so you know exactly who it came from because you know to who it was issued. Second, no one answers these questions because I was specifically told "DO NOT SPEAK TO HR because they work for Alamo and do not care about the problems, or negate that there are any." The fact that no one has taken a climate assessment with 50% turnover says everything. I have also applied for [different] positions within Alamo and despite having the credentials- all departments have all "white" departments. Not surprised I am being discriminated against. No interview, no chance of getting into the departments, again despite being adjunct faculty and having all the credentials necessary. No, I do not recommend anyone work here if you speak your mind free because you will be retaliated against and made to feel like you need to quit.

I don't like how a lot of decisions seem to made without faculty being aware of them.

Table 6. Least Favorable Institutional Structure Responses (n=44)

I often don't feel heard and my opinions are regularly dismissed out of hand.

I wish I had a clear idea of what my job description was. When I applied, I was told I was going to be doing something different from what I am doing now. Which, is fine, however there have been very little updates as far as what my purpose it, and what is expected of me in my original role that I was hired for. I understand that my position is new, but before they hired someone on, they should have clearly marked out expectations for this specific position.

In general, there is a large degree of emotional bypassing by those in administrative positions, to include department chairs. Serious concerns of the professors are not taken into serious consideration and are often dismissed as really not that concerning.

Including those affected by decisions before making them and being transparent regarding the origin and motivation behind decisions

Internal procedures and changes could use better communication within the departments and college-wide. Executives and directors could use additional assistance in their departments to handle administrative duties.

Lack of faculty support by administration

Leadership does not "walk the talk," and rarely follow through with "promises." Often, asking for input occurs after a new practice is being implemented. Stakeholders are rarely part of the change process so buy in becomes a challenge.

Table 6. Least Favorable Institutional Structure Responses (n=44)

NLC Leadership needs to work on involving all of the necessary parties when it comes to making big changes or decisions that will impact the campus as a whole. Often times, my department hears about things afterward when we and other depts. should be involved up front. By not involving us, this creates budget issues, structural issues and other issues just to name a few that end up being very costly and could have been prevented from the beginning if we are involved. I support big ideas for the campus, but our leadership tends to hit the ground running and say yes when not everything has been considered.

No room for promotions, teammates stuck in their ways

No tenure is a serious concern. Contract faculty can get non-renewed for no reason so they have no academic freedom protections or protections from retaliation when speaking during times of shared governance. Additionally, tenure helps keep and protect vulnerable underrepresented faculty. Also, the Chancellor and presidents misrepresented EFC, they did not agree to MYC without tenure. The Chancellor in the board meeting misrepresented survey data and cherry picked for data set that suited his argument, ignoring all other data against. My trust is broken with the chancellor and the presidents at this point. One president also blocked the presentation of the UFS survey data on MYC from the board formally. UFS and EFC need unfiltered access to the board. A president and supposedly the chancellor also want to use productive grade rates to evaluate faculty or for promotion. This will harm student success as this will force faculty to pass students who do not have the necessary skills or information to be successful in the transfer university or their career. This is especially of concern for courses in STEM. I am actively seeking other employment.

Non enough money to truly grow, need more money for training and development for faculty and staff.

Our administration has lost their minds. They spout about a "culture of care" but do not act it out. They forget that the faculty are the ones who bring in the money by encouraging and teaching the students. Now, the culture is all about numbers and money, and I've never seen morale as low as it is now.

Table 6. Least Favorable Institutional Structure Responses (n=44)

Policy and procedures regarding full time faculty are sent to the Board of Trustees for a vote during the summer time when full time faculty are off contract. This does not show shared governance with faculty involvement whom are most impacted by new policy / procedure changes.

Rewarding bad employees for their behavior. Going to HR about an employee with multiple complaints doesn't help. The DSO HR process is a disservice to supervisors. After 90 days, the employee can have complaints and be on step 2 of progressive discipline. However, the employee never changes and then the supervisor and team suffer. The morale is horrible and is bringing the others down. Not fair. As a supervisor I've complained to HR, my supervisor and leadership but nothing ever changes. It makes you lose confidence in the organization.

Some major decisions have nothing to do with the job and student satisfaction but can create a false sense that objectives are being met.

Sometimes staff (particularly in [my department]) don't receive necessary information about events on campus.

Sometimes there is miscommunication or no communication. Some decisions are made without input from faculty or staff. For example, when department changes were made, the faculty were asked after the decision had been made. The change was going to happen regardless of what the faculty thought. For changes in summer overloads, the decision was made to decrease full-time faculty to teach and increase adjuncts to teach during the summer due to budget issues. The decision was made and then this was communicated to the faculty. Some of the faculty work other jobs in addition to their teaching loads. Over the summer, there were additional requirements for these faculty members to get approved to work outside of their regular teaching. So some people had to wait prior to getting this approval. When we are asked to look at something, we get little time to review the information. If we could have group time to get someone to explain policy and procedure changes that the district wants, then I could be better informed. Mainly I want a place that informs first, lets us think about the information, answers our questions when we are not clear, and then we make the decision together.

Table 6. Least Favorable Institutional Structure Responses (n=44)

The administration does not appear to support faculty. The lack of support by administration for tenure is very disappointing. The surprise inclusion of PGR in promotion lacked transparency and violated college policy.

The amount of change without appropriate communication and resources.

the college is so unfair-numerous department do whatever they want. Other departments follow the rules and no one cares that people are getting away with not following policies and procedures.

The District as a whole is a fantastic organization, but it fails to share the wealth; not just with pay, but with the knowledge to try and obtain any type of progression within.

The higher power does not seem to have a lot of issue due to power. They never seem to really care about the people that work under them. The decision that make a lot of time does not even make cents and just make thing a lot harder. When Alamo Colleges hire us it because of our talent and experience or knowledge in the job we do. I just does not matter because they take that all away from us an expect us to do it their way when a lot time doesn't make sense and they don't even want to listen to you.   It the same way when come to hiring contractor, they always go with certain contractor that don't even make since.

The IT department is severely lacking in both quality and quantity of personnel, with a few exceptions.

The leadership does not include faculty is the collaborative leadership model when it is not convenient. For example, the use of PGR in the promotion checklist when faculty did not get to provide input. Another example is online courses… mine continue to fill up at a greater rate than face to face corses but leadership still denies the opportunity for students to get additional online courses… to keep the buildings full and give the appearance of needing more brick and mortar resources.

Table 6. Least Favorable Institutional Structure Responses (n=44)

There are so many top-down initiatives that there's not capacity for student or faculty-led ones. After implementing a change, upper administration is on the the next, without sustained focus. Asking for feedback after something has been decided is a waste of everyone's time and makes initiatives less effective (promotion). You have a bunch of very smart experienced workers whose expertise is wasted when we aren't part of the process. A new strategic focus every year is the same as no focus.

There has been a high rate of people leaving throughout the campus.

There is a very heavy handed top down management style where some, including the board of trustees, seem to dislike or even disdain faculty and do not understand the importance of faculty and faculty input.

There is no tenure which doesn't allow for academic freedom and student success in the classroom. Also, shared governance with faculty is not truly supported or followed. Administration often doesn't understand what it is like to be faculty and it shows in how they deal with faculty-related issues.

Too much concern where folks fall on the org chart and exerting their overestimated perceived power. Concern yourselves more with results and work product.

Upper management could do a better job of listening to the individuals that work in a particular area to be utilized and included be in the decision making process, before ordering equipment, making decisions on upgrades in their area. This should happen prior to any or upgrade.

We go through all this training only to not use it and focus on enrollment and not the student. There are always new initiatives thrown at us and nobody can answer questions that students ask.

Table 7. Least Favorable Student Focus Responses

Table 7. Least Favorable Student Focus Responses (n=3)

I cannot answer the faculty or student perspective questions as I'm not faculty or a student. You can track progress through grades and graduation rates.
I don't know what you mean specifically by "problem-solving techniques."
I will continue to adjust programs to meet student needs though at this point, I'm completely stalled due the lag in hiring.

I feel that faculty are being forced to hand out passing grades so that our PGR doesn't look bad. It would be easy for faculty to just pass everyone so that we all look like "great" professors but some of us actually want to prepare our students to transfer to 4-year colleges and for them to be successful. No one looks at how well my students do when they transfer because they are prepared. Some courses are harder than others and we are not helping our students by just giving them a C. If they fail out when they transfer, we are not doing our job. We should be looking at professors that have a PGR higher than 90% and wondering how they could possibly be passing that many students.

Requiring an extra narrative in faculty promotion for lower productive grade rates without input from faculty suggests that administration does not trust faculty to do their jobs. The mission of a learning institution is learning, not passing a class. Tying PGR to promotion, even if it is just a narrative, creates a conflict of interest. In addition, the burden will not be evenly-distributed as it will most certainly fall more on STEM, English and other courses that have stringent learning outcomes (as it should be) which are challenging to unprepared students. What will happen is that conscientious faculty will continue to work hard to find ways help students. Now they have the extra burden of recording everything they do and putting it in a narrative. The extra work does nothing for students and simply increases administrative work. The more serious issue is that less conscientious faculty will simply make their classes easier. This bad behavior will be reinforced by favorable student evaluations which also have little correlation with learning outcomes and tend to be less favorable to women, minorities and those teaching STEM courses.

Table 8. Least Favorable Supervisory Relationships Responses

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

No support from direct supervisor,

Not enough training on important administrative areas, such as submitting paperwork, proper channels, etc.

SS Dean is out of touch with staff and student population. Does not seem to genuinely care for staff. Feigned concern appears self serving.

Table 9. Least Favorable Teamwork Responses

Table 9. Least Favorable Teamwork Responses (n=4)

Departmental communication and negative behavior.

I would like to see more employees participate/volunteer at campus and community events. From what I see, it is always the same people. This would help enhance employee engagement and connection

Still need to work on collaboration. Addressing diversity issues and challenges collectively.

The least favorable area would be topics of communication and change. In my department, there are some who refuse to change or update with current times, making our jobs harder than they need to be. We could be more efficient and effective with proper support from our entire management team. There are a few that completely support our ideas on the lower level, but there are others who seem against change altogether or wish for things to remain the same.

Table 10. Other Least Favorable Responses

Table 10. Other Least Favorable Responses (n=28)

Compensation
I understand the struggle to find quality personnel to hire when a position becomes vacant, but those taking on the additional workload should be compensated. Also, I would like to see anyone who is at a position for 3+ years should expect to receive a raise. All conversations regarding pay raises are immediately shut down. There is a pay range for each position and it is understood that no one every gets the top tier of their pay level.

in my position, there is no opportunity for an increase in salary. As a dedicated long time employee, it is frustrating to see Faculty get increases in salary & staff not. Staff is an important part of the institution in supporting the education of the students. It is a shame we are not recognized. I have asked my supervisor for a raise, but he says his hands are tied. There should be a change, especially for long time dedicated employees.

The pay is just about poverty for staff positions. I taught 10 years and have been with ACC for [several] years, but I am getting paid less than my first year of teaching in 2009. I would not be able to stay in this job if my [partner] did not make good money. Hiring takes forever, three months to move internally! We need staff but sometimes candidates go to other jobs because they receive an offer faster from another employer. The pay also deters potential new employees.

Diversity, Equity, and Inclusion
Focusing on race/ethnic diversity may not be the best way to go about having the students feel included. Everybody should be treated equally so that divisions among the student body would not occur. It would be best to focus on economical background so that all students have a fair shot at higher education.

Table 10. Other Least Favorable Responses (n=28)

Number 1 is the insistence on trying to make race, diversity, equity, etc. and issue when it IS NOT ONE. How many surveys do we have to take where employees say it's not an issue? I answered n/a on each waste-of-time question about equity. Enough already!

As a Christian conservative, I understand that I am in the minority at this institution. However, I think it is high time that (especially if we're to be focused on DIVERSITY, HA!) faculty and staff with different perspectives than the liberal mainstream in academia are treated with some respect and not be forced to work in a hostile work environment. It is ludicrous that people get by with political/social viewpoints in work meetings, and force us to listen to it with no recourse to defend our own positions. Administrators and employees who conduct meetings in this fashion should be reprimanded by HR. Employees at this college should have the right to disagree, and they should have the right to not be brow-beaten by politics constantly. There is just no place for it at work.

It is abundantly clear what the college and district think of faculty (PGR added to promotion and no tenure discussion). What a sad place to work.

Over-emphasis on diversity, equity, and inclusion.

Too much emphasis on identity politics

Uncategorized
N/A

N/A

N/A

n/a

Table 10. Other Least Favorable Responses (n=28)

N/A

na

NA

na

na

no comment

None at this time.

Nothing is unfavorable at NLC

Zero inquiry about how the new building would be used until the Friday before classes. And only scheduling campus appreciation events outside my window while I'm teaching.

<u>Table 10. Other Least Favorable Responses (n=28)</u>

<u>Workload</u>
Employee Wellbeing
Decisions are made with good intentions, but often fail to consider the impact on employee work load or work-life balance.

I believe the class workload is too high for the optical teaching situations.

Not enough staff to share the work load. Too many different shifts to track within teams in order to be available for multiple platforms of student contact. For example: Staff must split into teams to cover (at least) two daily shifts in order to serve students face to face, on zoom, on call center, website chat & text sites, and email... all at the same time.

Positions & duties should be re- evaluated often in workload. Several positions or workers should be approached to extend their duties and assist in other departments low in staff due to prior circumstances of our 2 year COVID situation. Lower level workers duties have increased, staffing needs to resume before the pandemic as budget allows.

The amount of time doing nothing or not having task.

This institution is not flexible to meet the needs of the staff. Staff are expected to do work outside of working hours with no compensation. It also has not adapted well to the new post-covid world where students are able to be serviced in all capacities (inperson/virtual) however staff is not allowed to have that same capability even for an emergency need.

Too many competing priorities and job responsibilities-is not conducive to raising a family.

Table 10. Other Least Favorable Responses (n=28)

When personnel has moved on, there is a tendency to assign the workload of the department to the same administrative assistants with no prospective time for new staff.