



**NATIONAL INITIATIVE FOR LEADERSHIP  
& INSTITUTIONAL EFFECTIVENESS**

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**Tacoma Community College**  
Tacoma, Washington

**PACE Qualitative Report**  
Personal Assessment of the College Environment

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**Conducted**  
February & March 2019



## NATIONAL INITIATIVE FOR LEADERSHIP & INSTITUTIONAL EFFECTIVENESS

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Suggested Citation: National Initiative for Leadership & Institutional Effectiveness, North Carolina State University. Personal Assessment of the College Environment (PACE) Qualitative Report, by Suzuki, H., & Maldonado, L. G. Raleigh, NC: 2019.

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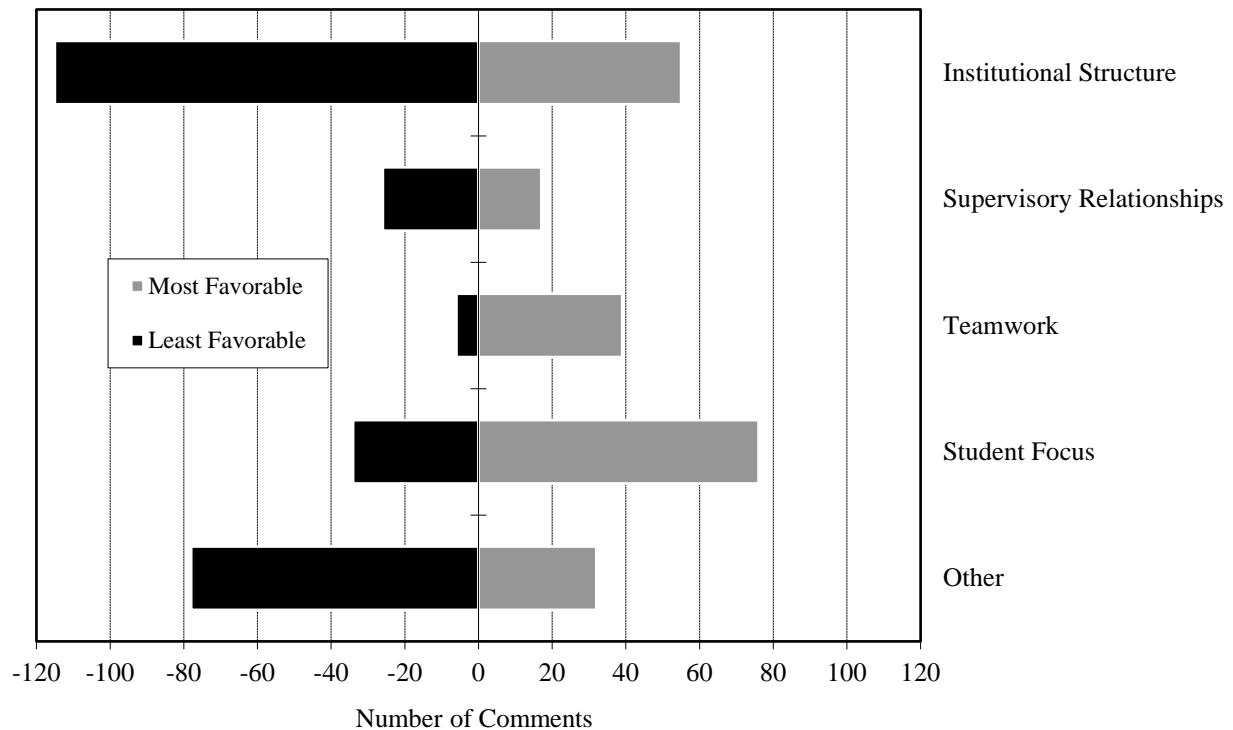
## Qualitative Analysis

Respondents were given an opportunity to write comments about areas of the institution they found most favorable and least favorable. Of the 322 Tacoma Community College (TCC) employees who completed the PACE survey, 215 respondents (66.8%) provided written comments. In analyzing the written data there is a degree of researcher interpretation in categorizing the individual comments. However, reliability is ensured by coding all responses back to the questions on the PACE survey.

Figure 1 provides a summary of the open-ended responses. This summary is based on Herzberg's (1982) two-factor model of motivation. NILIE has modified the model to represent the PACE factors by classifying the comments into the most appropriate PACE climate factors. 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 Student Focus climate factor. The greatest number of unfavorable comments correspond to the Institutional Structure climate factor. Please refer to Tables 1 and 2 for sample comments categorized by climate factor and the actual number of responses provided by TCC employees. This sample of open-ended comments reflects employee responses as coded back to the questions of the PACE survey. Please note that comments are quoted exactly as written except in instances where the integrity of the report is compromised. Any additional edits for clarity are indicated by [ ].

**Figure 1.** Tacoma Community 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.** Most Favorable Responses—Sample Comments and Actual Number of Responses at Tacoma Community College

<b>Factor</b>	<b>Themes</b>
Institutional Structure (n=55)	<p><i>I like the community feeling of this institution. I have obtained significant positive feedback from my peers that is really helpful for my professional development.</i></p> <p><i>The college appears to be moving in a positive direction. There is a clear goal as a whole to improve.</i></p> <p><i>Despite three years of serious challenges, many employees are still hopeful about achieving TCC’s mission.</i></p> <p><i>It would appear TCC is moving in a new direction. I look at this as a positive and favorable outcome.</i></p> <p><i>Most of the staff, faculty and leadership efforts and actions mirror the college’s core values and support the mission of TCC.</i></p> <p><i>The continued dedication to teaching and pedagogy has always been a[t] the forefront of the mission of the College as well as for those that work with students. Full support of all of the ways of learning and providing clear, unwavering support to professors must be sustained.</i></p> <p><i>We are improving as an institution every day! There is a strong movement to hire qualified people that believe in the mission of TCC and are interested in serving students. [I] know there is still work to do, but [we’re] moving forward with hope and vision.</i></p> <p><i>I think there is some really important work being done around diversity, and I am hopeful about the new VP position.</i></p> <p><i>I have found that this college is wonderfully all-inclusive. I love the diversity and I believe it is a safe place for all to attend and thrive.</i></p> <p><i>I think diversity at TCC is the best thing about the school, not only with the students but the faculty as well.</i></p> <p><i>The college seems to value diversity. There are many diversity-themed initiatives at the college.</i></p> <p><i>We’re addressing issues of race and privilege, and that will probably take a long time, but at least we’re talking about it.</i></p> <p><i>Communication from leadership has greatly improved. It’s clear, regular and more conversational with the campus community.</i></p> <p><i>Communication from the administration has improved over the past couple of years. The strategic planning process has opened up genuine conversations across the campus that will be helpful in moving the college forward. The pathway conversations have given focus to important questions about how we organize our work.</i></p>

**Table 1.** Continued

<b>Factor</b>	<b>Themes</b>
	<p><i>A large percentage of employees care about the health of TCC and care about their individual job performance.</i></p> <p><i>I really feel like my ideas are listened to and I am respected.</i></p> <p><i>I am happy about my job and what I do. I feel that most of my job satisfaction comes from having a connection [between] our vision and what I know. I would suggest ways that the college/leadership/professional development area can help create the connection between what they do and the mission/vision of the college. Basically, help to bring meaning to what someone does and why it is important to our student[s]. I think that way there may be more job satisf[act]ion[ion].</i></p> <p><i>What I find favorable is: the direction the college is heading -- its focus on the whole student and their success (let's not forget about faculty and staff); how well work teams cooperate -- regardless of classification /diversity, equity and inclusion efforts (but here is a caveat -- these efforts must remain balanced so that scales are not tipped in favor of, or at the expense of one group over another); how well my team works together to problem solve especially with ctcLink issues; college-wide, there is a spirit of cooperation; the collaborative effort of campus staff, students and community in the strategic plan process; the excitement, energy and motivating direction of our leadership team. I value positive change and improvement and am excited about the future of this college.</i></p> <p><i>I enjoy interacting with my immediate employees to solve potential problems.</i></p> <p><i>I feel that small teams of staff/faculty at the college work cooperatively and diligently to best serve the students.</i></p> <p><i>In my experience, I have found that employees of the college have been positive, friendly, helpful, and inviting. I feel that people here are genuinely interested in helping one another and are empathetic and compassionate towards each other.</i></p> <p><i>Some recent changes to college structure are good.</i></p>
<b>Supervisory Relationships</b> (n=17)	<p><i>Although it's rare on our campus, I have an excellent supervisor. They listen to me, value my opinion, give me timely feedback, motivate me to improve, and care about me as a person.</i></p> <p><i>I find that my supervisors strive to give me support as an employee here. This enables me to continue to serve our students with the highest confidence and stability. My superiors are all very encouraging and forthright pushing me to be 100% in my work and professional relations.</i></p> <p><i>I have a really wonderful direct supervisor who values me as an employee and colleague. I feel very fortunate about this because there are others who are not as lucky.</i></p>

**Table 1.** Continued

<b>Factor</b>	<b>Themes</b>
	<p><i>My direct supervisor is probably the best leader I have ever worked for.</i></p> <p><i>I personally have a supportive supervisor who listens to my ideas and fosters an environment that has open communication. I have teammates that I work well with and genuinely care about.</i></p> <p><i>I enjoy the freedom to manage the curriculum within the guidelines and try new approaches, activities, etc.</i></p> <p><i>Professional development has been readily available and focused. It is available to adjunct faculty as well as full-time staff. The work is focused on student success. There is a clear focus on achieving success with diverse and under-served populations. Professional development on technology is helpful, nonthreatening, and inviting.</i></p>
Teamwork (n=39)	<p><i>My director is very supportive and our team works well together. I feel appreciated.</i></p> <p><i>I feel that my work team works well together. We meet bi-weekly and collaborate on many things. We are very supportive and encouraging of each other. Students benefit in many ways due to our working closely together.</i></p> <p><i>I feel very supported and encouraged within my work group. I believe that most employees feel committed to serving our students in the best possible ways. I am very hopeful for the future for the first time here on campus.</i></p> <p><i>My team is positive and helpful as well. I enjoy the way information is shared a[t] the college and being notified of important events or opportunities to participate. That alone makes me feel included and I very much appreciate it.</i></p> <p><i>My particular work team is amazing and I believe an anomaly from other work teams/programs across campus. We have a shared mission, vision, and work ethic. Our goals for student success are of utmost importance.</i></p> <p><i>My personal team I feel very comfortable with and confident in their dedication to student success and staff development. This has changed in the past year for the positive and I'm thankful. I believe we have made a shift in the right direction. I also believe we now have people in place that will impact positive change that is needed.</i></p> <p><i>My work team is very inclusive of new ideas and areas of growth</i></p> <p><i>Our particular division and department runs very well and has had a history of very competent deans and staff.</i></p> <p><i>Departments have collaboration meetings. Example: Student Affairs holds a Student Affairs monthly meeting.</i></p> <p><i>Everyone within our department works very well together.</i></p>

**Table 1.** Continued

<b>Factor</b>	<b>Themes</b>
	<p><i>I feel my department works great together. The level of work and dedication is fully recognized by our supervisor and they provide positive feedback. The people in my department are hard workers, and very dedicated to the mission of the college despite challenges placed in our way historically.</i></p> <p><i>I feel respected and appreciated by my department and work team.</i></p> <p><i>I feel we share ideas and collaborate well within my department. There is no promotional opportunity for me in my field at TCC but I do feel that my ideas, opinions and experience are valued here = )</i></p> <p><i>I love my department team; they are encouraging and I learn a lot from each of them. We work well together and our goal is always student-centered</i></p> <p><i>I love my team and department. I feel we provide support services for our students that are not found anywhere else on campus.</i></p> <p><i>My department is very supportive and collaborative. My direct supervisor is open to new ideas and supports me working independently.</i></p>
<p>Student Focus (n=76)</p>	<p><i>Faculty and staff are very student-focused and the college tends to make decisions that support students. The students in turn seem to work harder and be more focused here than at other institutions that I have been at.</i></p> <p><i>Caring staff and faculty passionate about students</i></p> <p><i>Student learning communities are growing. The Pathways program's goals are getting clearer. OSE [Office of Student Engagement] is actively engaging students in social justice with speakers, films, and trainings. We have a food pantry, housing vouchers, and \$5 Pierce Transit passes.</i></p> <p><i>Faculty and Staff are very student-focused and I really feel that everyone is trying to do their best for our students.</i></p> <p><i>Faculty are amazing, as are so many programs. I find almost everyone at this college, from classified to faculty, [are] so passionate about our students and our mission, and our city. Our student learning centers, library, IR [Institutional Research] dep[artmen]t, professional development, eLearning, childhood ed[ucation] center, workf[orce] ed[ucation], I could go on and on; dep[artmen]ts are all so strong.</i></p> <p><i>Faculty are very focused on students, which is fantastic. Guided Pathways efforts are also going well. It is helping bring Student Services and Instruction together.</i></p> <p><i>Faculty do a great job teaching our students. Student Services puts a lot of effort into helping students be in a position to succeed. On the whole people at TCC are devoted to doing good work. I think in general there is support from across the college for faculty trying new things, and this is really important.</i></p>



**Table 1.** Continued

<b>Factor</b>	<b>Themes</b>
	<p><i>I believe our faculty are dedicated to our students, and I believe there are several resources on campus that support students' success, like the student learning centers.</i></p> <p><i>Student Success remains central to our work and a high value is placed on how students experience the institution.</i></p> <p><i>I generally believe that Tacoma Community College is sensitive to the needs of the community of students that it serves. There is solid assistance for adult learners with financial and academic challenges. There are also opportunities for more capable students to push their education forward through programs like running start.</i></p> <p><i>I like the investments we're making in Guided Pathways. My hope is that we create even more buy-in with all divisions/departments of the college.</i></p> <p><i>I see us as an institution making a continuous effort to put students first in all we do.</i></p> <p><i>I think Student Affairs is working hard to address the needs of students, and just needs continue[d] resources and reorganization to continue to expand their work.</i></p> <p><i>I think that TCC offers a much wider range of student support services than any other institution that I have worked at. It has a[n] inclusive and equitable vision for its students, and a consistent interest in better serving those students. Within my department in particular, my supervisor and work team are the best I've ever had. Everyone is supportive and committed to learning more in order to better serve our students. New ideas are encouraged and welcomed, and feedback is always given constructively.</i></p> <p><i>I think that we have some OUTSTANDING faculty, staff and administrators who are truly interested in helping our students reach their goals of graduation and/or professional certification. These folks reach out to students and invest their personal time and energy into making sure students have success.</i></p> <p><i>In my department, there is definitely a desire to make students' education a priority.</i></p> <p><i>The college staff, faculty, and leadership efforts and actions play a positive role in supporting students with graduating and preparing students to be ready to become successful at transfer colleges and university.</i></p> <p><i>Most of this college is focused on student success. That is our purpose and should guide all decisions at all levels.</i></p> <p><i>Student Services and Student Affairs are very invested in helping students succeed.</i></p>

**Table 1.** Continued

<b>Factor</b>	<b>Themes</b>
	<p><i>Student success and diversity are emphasized. There are many support programs for students.</i></p> <p><i>Student success is the common goal. My work team works hard to achieve and help students and staff achieve success. We work together and support each other with positive feedback.</i></p> <p><i>TCC is dedicated to students' success. We all are on board to find ways to help students achieve their educational goals.</i></p> <p><i>TCC is open to new ideas and programs to serve the students; staff are very committed to the success of the students and almost all staff go above and beyond their job description to help students and make the campus welcoming.</i></p> <p><i>TCC is very dedicated to student success and to diversity of both students and employees. We strive to create a welcoming and positive environment.</i></p> <p><i>TCC strives diligently to provide a quality education for students. They provide tremendous resource[s] and encouragement for all who attend the school. From tutoring, housing and food assistance, to compassionate and passionate faculty and staff ... the goal is evident throughout the campus.</i></p> <p><i>The areas that are focused on direct academic support for students have dedicated and passionate people who are doing meaningful work with individual students. TCC has a history of innovation and is renowned for offering ample student support and once earned significant recognition for its academic and student service initiatives. Many of the same programs are still here and many of the same individuals are working hard because they believe in TCC and its mission. No one I've ever met on this campus has been anything less than impressive in terms of their sincere desire to create change and opportunity for students. We have an active pathways initiative and the strategic planning process is encouraging.</i></p> <p><i>The college has continued to stay focused on the needs of the students. Most people get excited when they can help students/others succeed.</i></p> <p><i>The college, in general, is very concerned with providing opportunities to students. Staff and faculty want to see our students do well and reach their goals. There is a spirit of trying new things to see how they work as well.</i></p> <p><i>I am really impressed with the faculty here. They are committed to excellence and there is a palpable sense of teamwork. The faculty meet regularly to share ideas and promote better teaching methods.</i></p> <p><i>I believe faculty have students' interests and success at the heart of their instruction.</i></p>

**Table 1.**

Continued

<b>Factor</b>	<b>Themes</b>
Other (n=32)	<p data-bbox="401 285 597 321"><u>New President</u></p> <p data-bbox="401 352 1448 426"><i>I am extremely hopeful about the new leadership of our new President. Dr. Ivan seems genuinely interested in feedback from the entire campus community.</i></p> <p data-bbox="401 443 1448 552"><i>With the addition of our new President, it seems that we are once again in capable hands. I believe he has a fresh new perspective that will serve the college and community well.</i></p> <p data-bbox="401 569 1448 678"><i>I appreciate the vision that our president has laid out and I appreciate the active and intentional forms of communication introduced (a.k.a. the town hall meetings) to our campus.</i></p> <p data-bbox="401 695 1448 909"><i>The new president and the direction he is taking the college. Things are feeling good, he is open and communicating with the college, giving people an actual opportunity to hear from them and it really feels so good. The vision and direction of the college is feeling better and helps make employees feel on board and engaged. The president is present and on campus and sho[ws] up for meetings, especially important meetings.</i></p> <p data-bbox="401 926 1448 1077"><i>The president seems committed to diversity and to making sure the students have food and housing security. The campus seems to be following his lead on these issues. There seems to be a sense that departments are committed to improvement and expanding outreach into the community.</i></p> <p data-bbox="401 1094 1448 1245"><i>Our new president continually requests feedback from campus stakeholders, and appears to inform decision-making based on this feedback. In particular, the “ideal student journey” sessions have sparked hope in me and colleagues that we can transform our college -- if we choose to do the work</i></p> <p data-bbox="401 1255 553 1291"><u>Leadership</u></p> <p data-bbox="401 1308 902 1344"><i>Great, refreshing leadership at the top</i></p> <p data-bbox="401 1360 1448 1470"><i>Over the course of the last 7 months, the college leadership has communicated widely and extensively and given many, many opportunities for all voices to be heard. This is commendable.</i></p> <p data-bbox="401 1486 565 1522"><u>Technology</u></p> <p data-bbox="401 1539 1448 1690"><i>I believe that most employees at TCC encourage innovation and incorporating technology in the classroom. To that end, technology support staff are welcoming, encouraging, and eager to work with instructors on exploring/refining technology use in the classroom.</i></p> <p data-bbox="401 1707 1448 1816"><i>Technology: We have many new ideas for technology on campus, and individual departments are accessing and tackling the use of new technologies to improve both student and staff experience and interaction</i></p>

**Table 1.** Continued

**Factor**      **Themes**

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Administration

*Over the past quarter or so, I have seen a noticeable increase in top administrators seeking out input from other staff and faculty on a variety of topics which is encouraging.*

Faculty

*I have found that the vast majority of faculty members are committed, caring, and cooperative with their colleagues; there are no big egos, and backbiting is nonexistent. It is a pleasure to work with them on committees, professional development activities, and workgroups of various types.*

Hiring

*The Human Resources Department is doing a great job trying to hire employee to meet the diversity workforce*

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**Table 2.** Least Favorable Responses—Sample Comments and Actual Number of Responses at Tacoma Community College

<b>Factor</b>	<b>Themes</b>
Institutional Structure (n=115)	<p><i>There is too much of a “silo” atmosphere. Whenever I am tasked with working with other departments, they are petty and in many cases create a hostile work environment.</i></p> <p><i>The institution [h]as undergone changes in the last [few] years that have caused values to change and then change again based on the vision of those in leadership and so time is needed to find a clear path, to listen and learn and then know what direction can [make] TCC stable.</i></p> <p><i>Lack of strategic plan/vision</i></p> <p><i>Decisions are not communicated clearly or openly -- change happens without discussion.</i></p> <p><i>Going to the bathroom is a basic human right. Cisgender students and staff can go to the bathroom in 19 buildings on campus. Trans* and non-binary students and staff can go to the bathroom in 3. We have been trying to improve the situation for over 5 years. That’s too long! Students need to be able to see themselves in positions of authority. We lost five highly valuable faculty and staff members of color in 2018 alone. They were frustrated about being tokenized and exhausted by the micro-aggressions (and not-so-micro aggressions) they endured from students and colleagues and all the invisible, uncompensated labor they were required to do. We need to change our practices so we retain faculty and staff of color. Just hiring them is not enough.</i></p> <p><i>We suffer from extreme lack of diversity in our faculty and in the students who are pursuing STEM track fields. These fields lead to the best jobs and the lack of African American, Hispanic, and Native American students in these fields at TCC mean that our economic, and hence social, inequality will continue. Routing students of color into low-paying social service fields isn’t helpful. Additionally, there is a very strong bias against conservative thoughts and programs at the college. The bias is so strong that many faculty and staff fear to speak up against the more progressive ideas. I find it objectionable that the very vocal progressive component of the college seems to go out of its way to make me feel ashamed of who I am and where I have come from. It isn’t helpful and shutting out entire swaths of opinion only perpetuates confirmation bias.</i></p> <p><i>We have real issues with diversity on campus ranging from micro (and not so micro) aggressions experienced by our students to a lack of diverse faculty. But we also have been addressing equity and diversity issues in a way that has many white faculty feeling like they can’t say anything. Call-out culture can stifle conversation.</i></p> <p><i>There needs to be training for all about how to have hard conversations about equity, diversity and inclusion. In the last year, there have been some horrible discussions, and this is because of lack of awareness.</i></p>

**Table 2.** Continued

<b>Factor</b>	<b>Themes</b>
	<p><i>I don't think we've been clear about what we mean when we talk about equity and inclusion, which makes it difficult to effectively practice equity in Guided Pathways work.</i></p> <p><i>While the college has an impressive vision for diversity, equity and inclusion, as well as a high interest in change, it has been weak in taking action to make those things a reality. For example, students still have to go off-campus for food most of the time, trans students are nowhere near adequately supported (even solely based on the lack of all-gender restrooms on campus), and there has been very little transparency between the college administration and the rest of the campus.</i></p> <p><i>We still have a LONG way to go regarding equity and inclusivity at all levels, for students, staff, faculty, and administration. It is positive that we are having conversations about these issues, particularly in Guided Pathways work, but it feels like we are still in the "increasing awareness" phase, and we need to move toward systemic change to combat systemic racism and inequity.</i></p> <p><i>The staff and faculty diversity does not reflect the diversity of the student population. The leadership should look into allowing talented staff members with credentials to teach part time and allow talented faculty members the ability to support staff positions.</i></p> <p><i>Diversity efforts on this campus are limited to racial, ethnic, and gender identity. Diversity of thought, opinion, worldview, politics, etc. are not afforded the same attention and respect.</i></p> <p><i>We recognize that we have work to do on diversity -- with students and staff. I think that we should look at every program, degree, certificate program as far as graduation rates, job placement/success, and if students are making a living wage with their credential.</i></p> <p><i>The college is so focused on diversity that a divide is beginning to form between administration and many faculty members. There seems to be zero focus on improving student learning in order to achieve diversity among employee groups. We seem to be discouraged from hiring Caucasians. At one point in faculty forum there was a heated debate about defining "people of color" but a legal definition already exists. Why the debate then?</i></p> <p><i>"Diversity" is touted as important, but only diversity as defined by specific individuals (i.e. skin color, sexual orientation) rather than valuing all diversity. "Diversity" has become more important than quality.</i></p>

**Table 2.** Continued

<b>Factor</b>	<b>Themes</b>
	<p><i>We are losing our way on equity/diversity/race issues. We are pushing differences and checking boxes rather than building unity. Complicating simple issues. Examining privilege rather than exposing and combating the shame of denied opportunities. Defining success by distributing employees to match students, rather than make sure good people are not filtered or denied because of their name, age, race, etc. We need to look at the quality of people, and ensure equal, yet competitive, access.</i></p> <p><i>I am concerned with the ethnic diversity being taken too far, especially with respect to hiring practices. If a candidate gets chosen because they tick off diversity boxes and not by skill, then the institution suffers. I'm all for everyone getting the same chance, but I have seen at least one example of a person ticking off the ethnic and disability boxes getting hired over someone who has vastly superior skill and experience. This only hurts the students since we are providing less quality services to them. Our priority should be making sure that our students from all walks of life get a quality education vs. making sure we look good because we have such a diverse staff.</i></p> <p><i>Communication between admin (VPs and higher) is limited; Faculty have little impact when participating in "shared" governance. There's still a pervasive fear to dissent on policy and procedural issues.</i></p> <p><i>I wish there was better communication between departments and more cohesiveness across campus. Sometimes departments/areas seem disconnected (ex. I wish the academic depts. and advising were in better communication. No one's fault -- we are just all too busy!)</i></p> <p><i>I feel there needs to be more communication coming from our financial services department. They are making procedural changes and not notifying the departments that are affected, creating a customer service issue or the famous "TCC runaround" of years past when these things can be easily resolved with communication.</i></p> <p><i>There is lack of communication between departments when new information such as changes in academic offerings are put in place even though I work directly with students and need that information as soon as it is set.</i></p> <p><i>TCC continues to struggle with open communication. There have been disappointingly few opportunities to engage the new president in two-way conversation.</i></p> <p><i>Communication is still lacking as changes are occurring; people are leaving, and we really don't know why in some cases. That makes the climate tentative for those of us that don't really understand the dynamics at play.</i></p> <p><i>There is not always good communication between full and part time faculty</i></p>

**Table 2.** Continued

<b>Factor</b>	<b>Themes</b>
	<p><i>I'm extremely innovative and continue to seek professional development. The quality of my teaching is very high, yet my morale is incredibly low since I do not have any job security though I have been here for [many] years. It makes me feel unappreciated and expendable.</i></p> <p><i>Positive response for work done at TCC is very limited. Recognition and Awards given to staff &amp; faculty seem to be based upon popularity contest[s] and not actual effectiveness or productivity in work-related positions.</i></p> <p><i>I've never answered the PACE survey with such sadness in my heart. No one in Student Affairs feels safe in their jobs. People come with passion and leave despondent and broken, either by their own accord or by termination. There is no celebrating success, no sense that our work matters, that anything except retention matters. There's no encouragement to grow in our professions, to be connected to our professional organizations, no questions about how things are going in our programs, no guidance or collaborative program development. More people are leaving soon, leaving more holes. There are dozens of hiring committees because outsiders are recruited and valued, then they see what things are like. "Bring good people into a broken organization, and you don't get a better organization; you get broken people." No one will talk about it because no one feels safe. Writing this feels like a risk, despite anonymity. The college keeps talking in strategic planning and pathways work about "creating a culture of respect, equity, and collaboration," and we all look at each other, squirming with irony. Does the college actually respect and care about what we do for students? Are we valued?</i></p> <p><i>I think there are still secrets and things people don't talk about because there are still things people are afraid to bring up. For instance, I don't feel like I could start an honest conversation about adjunct pay in a public meeting. I don't think people believe exec[utive] staff is always open about issues of importance, and that perception wasn't helped by their unsuccessful attempt to keep the recent accreditation crisis secret from the campus community. And there's a sense that innovation is great for some people but forbidden for others. For instance, a year to two ago a tutoring center employee was fired for asking members of other departments support while trying to organize a conference, which was perceived as "going above their supervisor's head." Members of my own team support and trust one another, but we don't necessarily trust people outside our team, and I think that's true for other teams across campus. I've had private conversations with many people who simultaneously love working here and are extremely frustrated with their work situations.</i></p> <p><i>Seeing employees treated as expendable.</i></p> <p><i>Silos have separated us to the point that our students suffer. Communication with each department is just now beginning to start again.</i></p>



**Table 2.** Continued

<b>Factor</b>	<b>Themes</b>
	<p><i>I don't believe we, as a college, are doing enough with many issue[s] regarding communication, diversity in staff and faculty, advancements within [the] college, treatment of staff members and many more. Many of us are doing so much more to cover other tasks and duties of another position in order to help students. Yet, we are not being recognized or given extra supports to do our job. Leadership is also missing [in] the Student Affairs division. No communication (one email every 3 months), meetings, or updates regarding what's going on in the division from leadership members.</i></p> <p><i>There seems to be a growing chasm between faculty and senior administration that, sadly, is filtering to the rest of the campus. It has become harder to have honest conversations for fear of offending someone and jeopardizing one's career.</i></p> <p><i>I still believe that we are separated as a campus. Communication between units/divisions is lacking. I don't like the "us vs them" mentality between Student Services and Academic Services. There is also a huge divide between the business office and everybody else.</i></p> <p><i>College departments are not on the same page and we are not servicing students with efficiency or consistency</i></p> <p><i>Groups feel pitted against one another for space, funding, attention, recognition, more than is usual in higher ed. Much of it is needlessly caused by lack of solid communication. We need to better live the values we espouse to our community and our students.</i></p> <p><i>Policy and procedures need to be evaluated, updated, and clarified, particularly with an eye toward equity.</i></p> <p><i>Human Resource Management: We have a lot of great people on campus but not working to their full capacity or in the best positions. We are not utilizing the human resources we have to achieve our goals. We often exclude departments from conversations that directly impact them or don't entrust them to fully own and do their work. It creates frustration and fatigue.</i></p> <p><i>Still waiting for positions to be filled in areas that will directly influence our departments. Understaffed for years at a time, not just months. Retention of exempt staff is low due to the fact that they don't feel there are opportunities for advancement. Employees feel replaceable and pay is lower th[a]n at other institutions for same positions.</i></p> <p><i>Some areas of campus seem to be overstaffed, while other areas are barely keeping their heads above water. I would love to see that balanced out a bit.</i></p>

**Table 2.** Continued

<b>Factor</b>	<b>Themes</b>
	<p><i>The recent “reorganization” has been and continues to be a disaster -- It removed the leadership of my dep[artmen]t, deliberately. I’ve had no supervisor for [many] months. I’ve been here for [a few] years and not had a single performance review. Our department is trying to function with [several] vacancies. It pushed out long-time personnel without learning all the tasks covered by those positions. Now we have important administrative tasks not being done, and no one knows how to do them (e.g. federal reporting). Unilateral changes were made without staff input.</i></p> <p><i>I haven’t seen much opportunity for advancement, even though my own job performance has been rated high on evaluations. It seems like most full time positions go to outside applicants. I have wanted to move into full time but don’t feel like the opportunity is there.</i></p> <p><i>There is very little room for advancement within the college and very few full-time positions available. I think part of this simply has to do with the historical lack of a college budget, a limit of financial resources, and perhaps, though I am not entirely [sure], a misallocation of money within the college--in other words, we’re not prioritizing the right things to spend money on.</i></p> <p><i>There is no room to advance and my job’s pay scale for my position is the lowest when comparing the same jobs across the state.</i></p> <p><i>There is no career or salary advancement available.</i></p> <p><i>There is no opportunity for advancement at TCC. There should be a step system for different positions. The step system should consider your education and years in the position as well as additional duties added on. It is an equity issue! If someone gets hired on they get the same pay as someone with more education, years of experience and added duties. The senior folks in our department have been training new advisors for the last [few] years. That is the directors’ responsibility that they cannot get to because they have too much to do.</i></p>
Supervisory Relationships (n=26)	<p><i>My supervisor has never once told me of anything they appreciate about my efforts nor of all I have done with TCC, although I know they tell others of my gifts/accomplishments.</i></p> <p><i>My concern is how my work will be reviewed in the future as it is unclear how feedback regarding my performance is received and with what regularity it is being reviewed. I solicit feedback to my performance but do not have a clear understanding of where I am in regards to actual performance versus expected performance.</i></p>

**Table 2.** Continued

<b>Factor</b>	<b>Themes</b>
	<p><i>There is very little feedback about performance, classroom effectiveness, etc. There are very few instances of official meetings of all instructors teaching the same course getting together to discuss goals, ideas, etc. New instructors usually don't have any idea of all the resources available to them in the department, even simple things like Scantron readers or extra copies of textbooks.</i></p> <p><i>I have not had an immediate supervisor for a few months now. It is hard to not have anyone to go to with questions and concerns to get a timely response. I have not felt supported. There was a system in place to funnel questions to our VP but it was not the quick response system that we were used to with a Dean above us. We sent in several things to be reviewed and have not received any feedback.</i></p> <p><i>The most difficult thing I have experienced here is not feeling heard, supported, wanted, valued, and respected by my supervisor.</i></p> <p><i>My supervisor is not clear with expectations. I do my work, follow my job description and achieve the expected results but I have never been praised for my work. I have also never gotten formal feedback and what to improve. They are open to my suggestions and consider them carefully and approve implementation some of the time. I understand the need to be careful, and I appreciate the ability to just do my job without interference, but it would be nice to hear "good job" now and then (besides from the President and the podium).</i></p> <p><i>We encourage folks to do professional development, but we don't fund it sufficiently</i></p> <p><i>Professional development opportunities for administrative staff who do not work directly with student services, especially those opportunities for people of color.</i></p> <p><i>Professional development and forums are not offered at time[s] I can attend. We have to close our offices to students to actually attend professional development or summits. Then, our work is doubled when we return. This is not a commitment to professional development or investing in your employees. Create days that are designated for pd and inform students in advance so it does not impact them negatively.</i></p> <p><i>Being part of a large department means there is not much funding available for professional development and going to conferences to keep posted on new educational pedagogy.</i></p>

**Table 2.** Continued

<b>Factor</b>	<b>Themes</b>
Teamwork (n=6)	<p><i>My department is the punch line to a bad joke; the leadership has no ability to lead, they are dishonest, unethical, and have no morals. It is very difficult to work for people that you do not respect and who make it clear everyday that they don't [care] about any individuals except themselves. These individuals have an amazing ability to make themselves shine to their bosses. I just wish their bosses would see through [it] and hold them accountable for unethical and dishonest behavior.</i></p> <p><i>Division leadership highly values optics, and continually recommends 'further discussion' rather than planning specific actions to solve problems. Staff are uncomfortable sharing information openly (or have been chastised), and fear the unknown consequences of failure. Several division leaders were either not renewed, or forced into retirement. These dynamics limit open communication, limit coordination between offices, and limit our ability to respond to pressing needs of our students and staff. Our division continues to lose excellent people, largely due to the fear and opaqueness cultivated (unconsciously, I think) by division leadership. Eminently qualified colleagues chose not to apply for open leadership positions due to related issues. Further, multiple budgets within the division remain in limbo. Combining this uncertainty with an expectation to continually 'run faster' and a division culture that does not promote professional growth makes it difficult to stay motivated.</i></p>
Student Focus (n=34)	<p><i>Student Focus: I believe our campus says we are student-focused but many of our policies and processes are NOT developed with our students in mind which creates inequity in action.</i></p> <p><i>The student services areas of the college continue to struggle. The number of vacancies in leadership and front line positions and lack of support for the remaining staff continues to create a stressful work environment and delay progress towards the goals of the college -- this directly impact students.</i></p> <p><i>I understand that we as a college continuously want to stress academic freedom, but I don't think all of our faculty think about how their actions directly impact student learning. Some of our actions also create barriers and fuel anxiety. Second, it's imperative that Student Affairs and Instruction work together to consider the benefits of a holistic approach to student learning.</i></p> <p><i>There is a great need [for] process inventories because the campus currently fails a large number of students due to archaic and labyrinth-like on-boarding/retention processes.</i></p> <p><i>Being asked to do more and more tasks that take time away from student-focused endeavors</i></p>

**Table 2.** Continued

<b>Factor</b>	<b>Themes</b>
	<p><i>Different agendas and priorities have created gaps in service and subsequent band-aid approaches to fixing gaps leading to [a] disjointed student service delivery model.</i></p> <p><i>I think TCC needs full commitment from everyone employed here to do what it takes to step out of the box when assisting students from enrollment to completion at all 4 campuses. I think employees “believe” this is happening, but until everyone is fully culturally &amp; poverty-competent, as well as, trauma-informed, they will continue to do things the way they always have, which means we are missing opportunities to serve students who need extra support along the way. New students should be assessed when they enter TCC (at all 4 campuses) for their specific needs (holistically NOT just academically) so that they can be connected with individualized support on campus--either through counseling, community resources or case management/navigator support, etc. There are other community colleges doing better at this for example, Tarrant County College. I think this is exemplified when staff give students a piece of paper or point them in the right direction as a means of problem-solving. To really help someone, you need to have the capacity to get out of your chair &amp; walk alongside them on or off campus. We need to hold a bigger vision of what it means to support them to completion.</i></p> <p><i>Other departments have less than adequate staff. These individuals do not exhibit TCC’s goals in communication, learning effectiveness, or even the students’ perceived value of the class. Often times, students who transfer from other regional community colleges, like Green River, find the level of teaching, commitment, and resources (such as technology, building maintenance, and perceived value) to be less than adequate. I have talked with more than a few students that feel as though the money they paid at other 2-year institutions was better utilized either to assist staff or to provide them resources like a printing allowance each quarter.</i></p> <p><i>I think we have an opportunity to make real change for the next five to ten years if we are brave enough to tear things down to the ground -- the status quo does not work anymore. We have to be innovative and cutting edge in order to be competitive. Students today have a choice -- we need to be the number one choice. We tend to have a lot of silos and power struggles -- especially amongst faculty. There needs to be some sort of checks and balances, even for tenured staff to stay current, to evolve and change and grow. We need to hold everyone to the same standards and student success is the primary objective. So we need to meet students where they are and teach them how they learn. Once we have rebuilt our leadership team, I think a lot of things will fall into place. Right now we have so many open positions that there is definitely a lapse of functionality in a lot of areas.</i></p>

**Table 2.** Continued

<b>Factor</b>	<b>Themes</b>
	<p><i>Some archaic structures and departments and ways of doing things cause barriers for students. Leadership needs to step up in a proactive way to fix these. Seems like things have to get really bad before anything is done.</i></p> <p><i>Access Services: Delays start of accommodation services due to understaffed department. Manager could be working with faculty and staff but NO TIME.</i></p> <p><i>Student services locations: All over campus requires students to run around to get necessary services -- centralized would be better. Difficult to coordinate.</i></p> <p><i>Financial Aid understaffed and under-trained. Students get poor info and the run-around.</i></p> <p><i>There has been a clear amount of turnover here in the past year, which is expected with new leadership. I understand that there is only so much that can be done but the supervisor training, staff appreciation and retention should be the main focus at this point. We can only serve our students at the level our staff are capable; if the staff are unhappy and burning out/feeling undervalued that WILL reflect and WILL impact the students/retention. I truly believe that the retention of staff = retention of students.</i></p> <p><i>Students could be supported better. There is not adequate childcare for student parents. The childcare facility is not supported by or well integrated into the campus life, and receives minimal support from the college. Also, the students I serve that are recent immigrants aren't always aware of how to access services, particularly in their language. Contracted interpreters can be provided relatively inexpensively to help ESL [English as a Second Language] students navigate college systems and access supports.</i></p> <p><i>I disagree that ALL faculty are advancing the needs of students. I have seen for myself colleagues who simply "phone it in," cancel classes, show up but are not actively teaching (feet up on desk, flipping through slides, not answering questions).</i></p>
<b>Other (n=78)</b>	<p><b><u>Leadership</u></b></p> <p><i>There is a disconnect between upper leadership and the daily operations and requirements of the college. When you move outside of pockets of effective teams, there is a lack of communication and coordinated effort to support students.</i></p> <p><i>There are many areas that the college is attempting to improve. I would like to see leadership, from the President to the direct line supervisors, speak to the people doing the work and find what they think is needed. I feel a lot of suggestions get to the supervisors, or the supervisor's supervisor, and go no further. Communicating why something can or cannot happen would greatly benefit everyone.</i></p>

**Table 2.** Continued

<b>Factor</b>	<b>Themes</b>
	<p><i>Lack of leadership and inclusion from Exempted Staff Member[s] toward Classified Staff Member[s]. Climate of bad leadership and group think and managers and directors protecting their positions.</i></p> <p><i>Leadership has no idea of the amount of work being asked of staff. We're not given the resources we need. Leadership has made it clear they will make decisions on their own, despite the 'appearance' of seeking our input (the commencement committee is a prime example). As staff, we feel ignored, unappreciated, and underpaid. When the satisfaction of supporting students is outweighed by my negative treatment by TCC, I too shall leave.</i></p> <p><i>Lack of leadership on campus. Several high-level position vacancies have led to employees trying to make decisions and cover those positions without compensations. Decisions being made with[out] involving those involved in the activity. No staff input, just expect results. Not good!</i></p> <p><i>Some leadership does not show up for important college meetings or discussions; for example, some VPs which fail to show support and buy-in of what we are working on accomplishing as a college.</i></p> <p><i>The leader team appears legitimate, but the decisions are usually discussed before presenting to staff.</i></p> <p><i>With the[re] being so many vacancies in our leadership right now, there is a lot of uncertainty about how and why certain decisions are made.</i></p> <p><u>Administration</u></p> <p><i>The amount of interim positions within administration is less than ideal. It's hard to have a shared vision when everyone is not stable in their position.</i></p> <p><i>I think the administration is a mixed bag as far as competent individuals. There's been a lot of turnover (even turmoil) the past [few] years which I'm sure has contributed to this impression. The biggest issue I see is that administrators aren't necessarily skilled at managing (while maybe being perfectly nice people). By managing I mean managing time and money. I've heard nightmare accounts of the budgeting process. I go to meetings where there are [30+] people who spend 2 hours together-- that's a lot of collective time-- was it really well used time? Organizations run smoothly when the managers pay attention primarily to money and the time of their employees spend following executive decisions. Thankfully, faculty have the union to counter what I see as historically mediocre management skills. I think when conducting administrative hires, concrete management skills should be prioritized.</i></p>

**Table 2.** Continued

<b>Factor</b>	<b>Themes</b>
	<p><i>There has been a great deal of change in personnel at the administrative level in the last year, some of which has followed a[n] openly clear process and others that seem random. In my opinion, we have lost a lot of valuable employees for reasons that remain a mystery to me.</i></p> <p><i>Administration seems to be crumbling. We are losing administrators, and it doesn't seem to be a priority to replace them. This is having serious effects on the college as a whole. Morale is low, workloads are high, and important things aren't getting done.</i></p> <p><i>It has been difficult to get approval on anything revolving innovation because of the mass turnaround of administration. Emails are returned later than 4 working days which leads to a lack of trust and motivation. The strengths of the faculty have become less of a priority due to a "catch-up" and "cover-for" excuse. I have been told I am catching up on _____ number of emails or I am covering for _____, so I have no time this week, sorry.</i></p> <p><u>Change</u></p> <p><i>Everyone says they want change but no one wants to be the one to change. Too many people are complacent in how we do things. We need to shake up reporting structures, physical campus setup, and online aspects. We need to push out of our comfort zones. I think too many people on campus are afraid to disrupt the status quo. Let's change things, break things, learn from that, and get better. Forage ahead knowing failure is upon us but we try anyways. If we can't change with the times, will we slowly become less and less relevant to our community?</i></p> <p><i>With so many changes in recent years it is very difficult to see a greater vision for the college come together. There are many disparate faculty learning communities, working groups, task forces, and guided pathways-oriented work teams that are doing similar work but not communicating clearly [with] one another. As we build toward a new strategic plan we need to have a guiding philosophy as a foundation for short-term and long-term projects and initiatives that the college takes on -- one that explicitly confronts oppression.</i></p> <p><u>Employee Turnover</u></p> <p><i>High turn over of staff, fear regarding turnover</i></p> <p><i>I'm concerned about the turnover rate [in] the administrative and exempt positions. It seems like either people are being let go or something is going on so horribly that everyone is jumping ship. I obliviously go out and teach my classes, but when I need something I have no idea who works here anymore.</i></p> <p><u>Adjunct/Part-Time</u></p> <p><i>There is a feeling among non-full time staff that there is no chance for advancement.</i></p>



**Table 2.** Continued

<b>Factor</b>	<b>Themes</b>
	<p><i>If there is a way to offer more recognition and inclusion of adjunct faculty so that [the] system does not feel as exploitative, that may help TCC demonstrate fidelity to its mission.</i></p> <p><i>Adjuncts receive increasingly diminished resources, respect, opportunities for growth/development/advancement, and inclusion. Our input and collaboration with full-time faculty is almost nonexistent and often ridiculed. We do NOT feel included in the campus and environment and have been told directly from previous administrators that we're a dime a dozen and if we don't like it they'll just find someone else. Having to work [several] different jobs to make ends meet severely limits my effectiveness as an instructor and the amount of time I can dedicate to ensuring student success. It is completely demoralizing and negatively affects student learning outcomes. Every time I read a new policy or description of campus values that includes diversity and access for all, it reminds me how hypocritical this campus is.</i></p> <p><i>TCC exploits part time faculty and staff. They are chronically underemployed, underpaid, and undersupported. They are amazingly hard working employees; however, they often have no potential for advancement into a full-time position. Many are forced to cobble together multiple part-time jobs and are less available for our students due to being overworked and stressed out. Furthermore, with hard to staff courses we often face the choice of either hiring someone who is underqualified or canceling classes. THIS NEGATIVELY IMPACTS STUDENT OUTCOMES! In my field only 30-40% of our courses are taught by full time faculty; the remaining classes are taught by adjunct faculty. Every year we ask for new full time positions and every year we are ignored. We have data that shows increased student performance in courses taught by full-time faculty; however, that data is ignored by the administration at TCC. This is very troubling. If we want to improve student outcomes and increase the diversity of our faculty, the answer is simple; we need to hire more full time faculty and staff. Nothing will change until the ratio of full-time to part-time faculty/staff improves.</i></p> <p><u>Faculty</u></p> <p><i>Faculty that think their way is the only acceptable way.</i></p> <p><i>Faculty growth and openness to learning.</i></p> <p><u>Compensation</u></p> <p><i>There seems to be a general dissatisfaction with the level of pay offered here in comparison to other similar institutions. There also doesn't seem to be a mechanism in place to allow staff/faculty to meet and discuss these issues in a non-confrontational setting.</i></p>

**Table 2.** Continued

<b>Factor</b>	<b>Themes</b>
	<p><i>Employees are underpaid and overworked with limited attention given to advancing at the college. Student services staff are consistently paid less than the same positions at other colleges and there is no protocol for step increases. A new person joining the college will make the same as someone who has been here for 20 years. There is no value given to the loyalty and expertise of long-term employees. This results in a high turnover rate in student services which negatively impacts students.</i></p> <p><u>Hiring</u></p> <p><i>I wish that the administration focused on hiring more full time personnel -- both staff and faculty. This would help bring about better cohesiveness, a more productive and effective institution, and better serve our students. We all spend SO much time trying to recruit and train part-time instructors (like a revolving door) we often don't have time for much of the important stuff working with students (holding more office hours, advising, making sure they don't slip through the cracks, etc.)</i></p> <p><i>We have too many unfilled positions, which means many employees are working multiple jobs and things are getting dropped.</i></p> <p><i>Hiring is ridiculous. Vacant positions sit forever and hiring committees are difficult to put together. Also, the college should make a commitment to far reaching recruitment and outreach for new talent. Applicant pools can be dismally similar. Also, try to retain good employees who are leaving for better pay. We lose good people all the time because we are not competitive in this market. We need more employees in Financial Aid. Period. They need support and help. Without them the college does not function.</i></p> <p><u>Workload</u></p> <p><i>There are too few people to do the work that needs to be done. We have lost so many people (some good, some not), that the people who are still here are getting burned out from trying to do all the work involved in innovation. We need to slow the pace until we hire more people. Otherwise, we will keep losing people as more and more burn out.</i></p> <p><u>Facilities</u></p> <p><i>Parking</i></p> <p><u>Technology</u></p> <p><i>Technology: CTCLink has complicated EVERYTHING and we haven't been given the opportunity to cross department solve some of the problems that are ongoing. No committee or effort in Student Affairs to cross train or address issues.</i></p>