

Tacoma Community College
Tacoma, Washington

PACE Qualitative Report
PACE Climate Survey for Community Colleges

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Conducted
February and March 2022

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Suggested Citation: Belk Center for Community College Leadership and Research, North Carolina State University. PACE Climate Survey for Community Colleges Qualitative Report, by West, D. R. & VanZoest, E. R. Raleigh, NC: 2022.

Table of Contents

Page

Qualitative Report Summary	2
Figure 1. Comment Response Rates	3
Table 1. Favorable Institutional Structure Responses	4
Table 2. Favorable Student Focus Responses	10
Table 3. Favorable Supervisory Relationships Responses	16
Table 4. Favorable Teamwork Responses	20
Table 5. Favorable Other Responses	24
Table 6. Least Favorable Institutional Structure Responses	31
Table 7. Least Favorable Student Focus Responses	53
Table 8. Least Favorable Supervisory Relationships Responses	56
Table 9. Least Favorable Teamwork Responses	58
Table 10. Least Favorable Other Responses	60

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 335 Tacoma Community College (TCC) employees who completed the PACE Climate Survey, 199 respondents (59.4%) provided open-ended comments.

Qualitative Questions

These two qualitative questions are:

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

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

Climate Factors

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

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

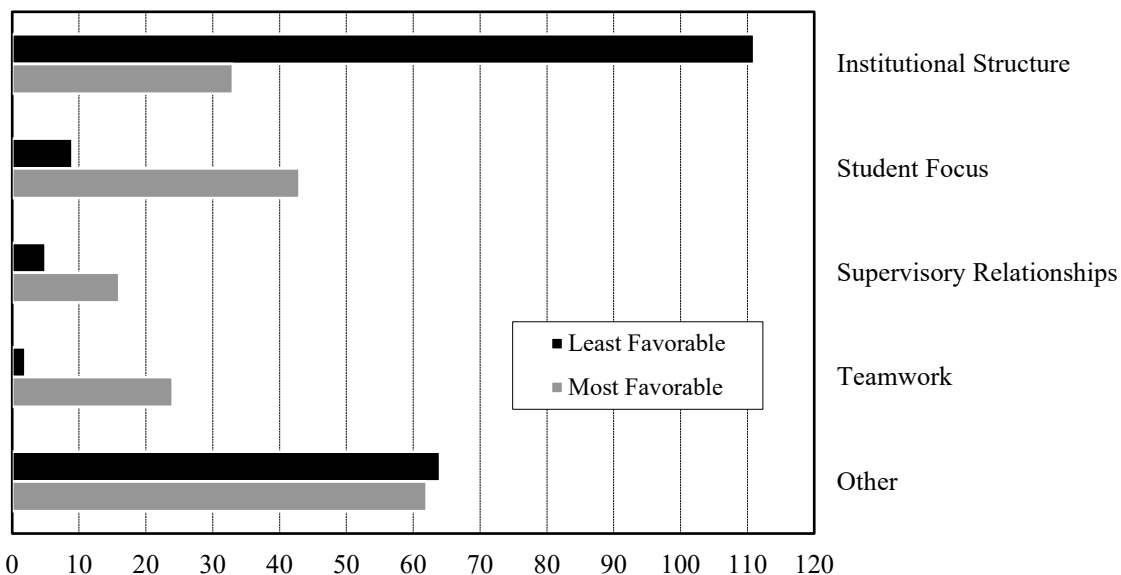
Qualitative Analysis

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

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

The greatest number of favorable comments fell within the Student Focus 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. 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. Favorable Institutional Structure Responses

Table 1. Favorable Institutional Structure Responses (n=33)

As a whole, the institution has employees that are good at what they do, promote positive work environments and allow for fun personal interactions. Campus as a whole is making strides to better the environment and doing the best they are able to do during the current rough times and do feel that the decisions, although very tough, have been the right decisions to keep the community safe and moving forward.

As an institution, we have significantly increased open communication and equity, diversity, and inclusion efforts. We are working to truly live out our mission through our strategic plan.

Communication from the administration, it increased during COVID and has continued to stay active. This is important when you are an adjunct employee.

Community is very caring.

-Flexibility and autonomy are always important, but more so with the pandemic. TCC does a good job of decision-making within the bigger picture and explains why.

-TCC has the ability to provide data that informs and does a great job.

-For the most part the people who work at TCC are really nice to work with and be around.

Great place to be

I am most favorable about the work and support of my division as well as the professional opportunities that are provided within my division.

I am very happy to be a part of this institution because it backs up its mission with actions. The EDI efforts have really improved over the last few years you can feel the care that we have for students, staff and faculty. I believe that the communication within departments teams is excellent. The focus is on the success of all students. The institution takes care of its employees and students and it shows.

I do believe my institution wants to make our community a better place. It however leaves the choices that can make real change to only the top leadership. The leadership continually makes poor decisions and does not talk or consult the people who actually have the information or experience required to make these decisions. We lack a strong leader and those that we do have let ego, hubris and pride stand in their way.

Table 1. Favorable Institutional Structure Responses (n=33)

I do feel the mission of the college is strong, and there has been progress in changing the culture of the workplace to one that is more collaborative. Everyone works hard to improve, and in the short time I have been here, the atmosphere has become much less toxic, since staff seem to be more supportive of each other.

I like that ideas from employees are heard and sometimes put into action.

I think the institution has done a good job at allowing review of its policies, and I think that there are pockets of faculty and staff who are truly outstanding at serving students.

I think the members of the administration try hard to do well by students and staff. Clear, effective communication and transparency are hard, and not every leader succeeds all the time; but I do not doubt anyone's goodwill. I also think the commitment to equity and diversity has been made very clear; I think many of us have received the message, considered our role in this commitment, and have tried to meet that commitment. I appreciate Leadership's recognition that the pandemic has worn us thin, and just hope leaders can maintain compassion for us, as we try to maintain compassion for our students. Finally, I appreciate Leadership's commitment to allowing lower-enrolled on-campus courses to run, in the effort to return to a campus presence.

In general, I think the college has done a good job of increasing transparency at the top in the last few years. Communication has improved. I also think that, in general, the college is on the "right" track in that it takes its mission seriously and is committed to student success while providing a equitable place to work.

Most of executive leadership at the institution has demonstrated excellent proactive, and transparent communication.

Students needs are placed at the forefront of all decision-making.

With the pandemic, employees have been given adequate flexibility in their schedules

Open Communication and respect

Our administrators are not afraid to communicate openly and freely. I trust that they are doing their best and appreciate their leadership.

Table 1. Favorable Institutional Structure Responses (n=33)

Our department/program is very supportive and offers many opportunities to grow

Our leadership has greatly improved the transparency of their decision making process in the past few years. I am especially impressed with the way they navigated the pandemic.

professional development opportunities, supportive team environment

Simply, I am satisfied with the efforts and welcoming of critique I have seen in leadership. It's not a perfect system, like everything else in life, but I appreciate that leadership does try and seems to be forward-looking while being open to even the most brutal of critique. I witness a level of grace that I value and I sense that we are together really trying to embrace and further cultivate a system that is in line with TCC's mission and values. I do love the sense of direction I am feeling and observing in our current leadership. I feel that same way with my immediate team, supervisor, and dean, and I feel very fortunate to be a here with TCC.

TCC has grown immensely since Dr. Harrell was hired. He has a vision for the college and is making changes and moving forward. I appreciate his vision and speed. It is needed. I am also very pleased to hear of the additional med/tech programs growing at TCC, Marissa S. talked about them recently and that was great news, as TCC is very strong in it's history of educating medical students, and in my opinion should be our main focus.

TCC is a very welcoming place to work, and I find my values align well with those of the college. I feel very comfortable and supported working at TCC.

TCC is a wonderful place for employees and our students. I believe we are moving in the right direction and have good senior and middle managers in place. The focus on our students (in real ways - not just as a catch phrase) has been improving. I can point to more engagement and inclusion in actionable ways. We are looking at near and longer term building improvements. Our meetings seem more open than ever before. I work for a good leader and have an excellent team and we actively align our work with the mission and vision so we "see ourselves" in the college's goals. We don't work directly with students often, but take the opportunities when presented. The handling of COVID has been phenomenal. The handling of difficult budget situations and decisions has been phenomenal. The Food Pantry is great. I heard we were looking at housing homeless students.

Table 1. Favorable Institutional Structure Responses (n=33)

TCC is great at professional development opportunities.

The college has shown flexibility and ingenuity during COVID.

The leadership team has been outstanding during the challenges of the pandemic. While I may not agree with the specific decisions, the decisions are reasonable, strategic, and timely. And there has been more open communication with the President than in any prior administration.

The focus on equity is starting to transform the institution in a positive way. And despite the pandemic, progress is being made - for example the Dev Ed work.

The Leadership Team is very student-centered. The Leadership empowers deans, directors, and unit leads to truly lead their spaces. I have strong relationships with each Leadership Team member based on mutual trust and reciprocity (this is very important to me).

The most favorable thing about this institution is the President's commitment to making this place better.

The people are wonderful and want to help our students. Also, the PD is helpful and important to our mission.

The strategic plan is good and is helping to make things more organized. Leadership is fairly responsive when it comes to our feedback and requests. Communication has improved tremendously, though it has increased the workload considerably and that doesn't seem to be taken into account when adding more to the workload but I digress. Administrative Services has been really killing it and I feel confident in the college's ability to handle its finances and logistics and keep the lights on. Facilities and grounds departments deserve a shout out!

The progress on EDI has been notable. OSE continues to be an amazing organization for helping students plug in across campus. Faculty willingness to contribute to EDI efforts and leadership with or without guidance, funding or training is commendable. I've also seen a lot of efforts in the divisions beyond Academic Affairs to acknowledge and incorporate EDI.

Very transparent supportive leadership

Table 1. Favorable Institutional Structure Responses (n=33)

working to become aligned with the mission and goals

Table 2. Favorable Student Focus Responses

Table 2. Favorable Student Focus Responses (n=43)

As faculty, I appreciate the work the institution is doing to create academic pathways for students and the support for faculty to develop courses tailored to student needs.

Constant striving to reach students of all economic backgrounds, different ethnicities, genders, cultures, and religious persuasions, or non.

Faculty and Administrative Staff's desire to enhance the student experience.

Faculty are deeply committed to their students. We provide a welcoming environment for students from diverse backgrounds.

First of all, I do not believe you want this survey to be confidential as you are asking identifying questions, such as date of birth, years of service to the college, etc. Take these out in a survey like this. We are here to help prepare students for the next phase of their lives by providing an accessible and more affordable option for higher education.

Focus on students

I believe nearly all institution staff & faculty have a deep drive to help every student as much as possible. There is a concerted effort to help students in need and make sure TCC works to give students the best chance for finding a path to success.

I feel like the Student Affairs Team has a strong equity focus and is looking for positive change. I believe that student needs are listened to and students are served to the very best of our abilities with the best of intentions. There has definitely been improvements within leadership in our areas that allow for collaboration and teamwork instead of fighting against each other or always pointing fingers.

Table 2. Favorable Student Focus Responses (n=43)

I find that a great majority of staff and faculty work well together for the benefit of the students. I think it is important to remember that most of us are working in HE and for the state for other reasons and truly love helping others and know that this is not work you do to get rich. Yes, we would all love money, but the state is not the employer to work for if that is your only reason for working at a community college. So I enjoy working for others, where the needs of the community are in the forefront of their work. I want to thank leadership for their work, because it seems like they only hear from those who feign to represent everyone, when they only represent their own self interests. Constantly bringing up raises in open meetings is not productive, and assumes that leadership doesn't know this is a concern. I love working with the staff and faculty who know that...
Joy of work + Increased Enrollment - Expense Management = More budget to pay
I love being part of TCC, and working with those who remember why they do the work they do...to serve the community and make it better for everyone.

I find that professors are more willing to work with students here than any other place that i've been at. I've worked at 3 universities prior

I find that SOME departments are 100% about the students and their success. Dedicated to helping them enroll and have a successful academic experience ending in graduation or reaching for higher degrees.

I have a team that actually care and goes above and beyond for the students.

I love my Institution as a whole as we all connected to work and do our very best to support and serve our students.

I think most employees of TCC want to help students. They care about the education they get and making sure they have as much support as they need.

I think there are a lot of employees who really care about the success of our students – that would be one of the best things about this institution. Another great thing – the employees who work here – I always enjoy working with other employees across campus.

Table 2. Favorable Student Focus Responses (n=43)

Investment in student population, student diversity, student engagement on campus, identifying and working to address the additional socio-economic hurdles specific student populations face in higher ed; coworkers across divisions and disciplines seem genuinely engaged and invested in reaching and uplifting individuals through their work at this institution.

Its an educational institution and students benefit from an education.

My colleagues are amazing. Truly dedicated to each other and students. Relationships matter the most and they exemplify the best here. This in turn creates solid support and relationships with students.

My workgroup's commitment to students and staff

Our institution takes student success extremely seriously and continuously assesses what functions that contribute toward this outcome and that which doesn't.

Overall, there is a spirit of care for our students. We care for our students. Also, I feel that TCC did a wonderful time during the hard covid times adjusting and accommodating a lot with a lot of the changes and uncertainties. I think the leadership tried to include many voices in decision-making even if the final decisions may not have been favorable to some people, there seemed to be an effort. I like that the President does the Town Hall, has office hours and such. He has created an opportunity to address a lot of rumor-mongering and he seems accessible that way.

passion for work with students, collaborative spirit in my department

Resources for students

Serving students

So many services for students, both academic help and personal counseling, etc. They just need to use it!

Table 2. Favorable Student Focus Responses (n=43)

Staff and faculty are focused on the development and success of students.

Staff and faculty going the extra mile to serve and put the student first.

student-focused

tech ed does a great job educating and preparing students for a career

The academic rigor, embracing inclusive teaching models

The campus has for decades been most interested in helping students not in being a political activist organization.

The college has gone out of its way to improve in any way possible for employees and students. Very proud of that. in 5 years I have seen a huge improvement on an already VERY strong institution.

The Fresh Start Team, Assessment , BEDA, Info Commons these are the place i think that keep the college most grounded and rooted to the students who are around here and address the most burden of the college that admin do not take into account of why students have stayed in school at all.

The majority of employees in student affairs are very innovative and are constantly finding new ways to support students and each other. My supervisor is always interested in input and ideas from the team and communicates any important information to us in a timely manner.

The most favorable thing about TCC is the equal opportunity that is provided to all students regardless of their background, race or sexual orientation.

The staff and faculty at TCC are committed to student success. There is a strong commitment to the college and a strong desire to serve the community. There are many experienced and creative individuals who are working very hard to get the college back on track after the pandemic.

Table 2. Favorable Student Focus Responses (n=43)

They believe in each and every person there, no matter what.

This institution is very student-centered.

This school is working very hard to make sure the every student has a fair chance of getting a good education.

Trying to support students and advance equity

We are a truly student-centered organization that truly cares.

We have staff and faculty committed to student success and learning. We also have those who, despite horrible management, hostile work conditions, and extreme overworking, stick with us and do an amazing job.

Working with students and teaching are what I find most favorable at my institution. Our students are wonderful. I also appreciate my colleagues in my specific program. We work well together as a team and are innovative and creative in advancing the work of our college.

Table 3. Favorable Supervisory Relationships Responses

Table 3. Favorable Supervisory Relationships Responses (n=16)

Academic freedom in planning how to deliver coursework.

Behavior of fellow employees can be properly addressed if needed, though not always in a timely fashion. Leadership is trying to create an equitable campus environment.

Direct supervisors due an excellent job at hearing mt needs, suggestions and concerns, but the higher up the positions in the institutions the less they listen.

Directors in my area support the personal needs and health of their employees. They have created a work environment that has a well developed give and take for what the employees/employers need while still putting students first.

I appreciate the flexibility I'm allowed with my curriculum and pedagogical practices. My division offers instructional variety by allowing faculty to approach their content courses by contextualizing them by theme, co-teach in interdisciplinary learning communities, and boldly incorporate curriculum materials that directly address the college's mission related to diversity, inclusion and equity.

I also have been generally pleased and secure in the college's leadership as it relates to all matters related to the pandemic. In its guidance on COVID-19, the institution has shown it can be capable of clear, firm, deeply-informed, and responsible leadership for the greater good of the community, even when some decisions are not popular by individual constituents. This has given me hope for how the same leadership approach could be employed in all other matters at TCC.

I believe out division works very well and is very well supported by our dean. It is open and inclusive.

I feel supported and valued in my team. I have access to professional development opportunities. I feel that my ideas are heard and my opinion is valued.

I'm personally fortunate to work with two great supervisors that really care about their life enriching work as teachers, this is infectious in the best of ways! The College and community are fortunate to have the best College President possible to spearhead change in the way marginalized people are included and treated. There's an atmosphere of great things to come out of the recent and the long term turmoil, like birth pains that will eventually bring about long over due and much anticipated results and Joy.

Table 3. Favorable Supervisory Relationships Responses (n=16)

Independence as a tenured faculty to

My Dean and Chairs encourage good pedagogy, and put teaching students first.

My own supervisor and team of leaders are dedicated to our students. My supervisor is supportive, fair, thoughtful, creative, reasonable, and encouraging. My program is valued because it supports student learning and equity. The college has also worked to create shared governance to a point (see below), to create representing bodies for all employees, to make decisions as a team (extended leadership team) and to focus on EDI work over the last two years. The instructional deans and student affairs deans are the best I've seen on this campus as a collective (the "dean team"). They are creating some of the most meaningful changes, including curriculum changes, focused on racial equity, co-requisites models, self guided placement, labor based assessment. This shift in pedagogy has been long time in coming and I'm proud of my college for being ahead of the curve on this. Student affairs, likewise, is doing amazing work in using the TRRPL tool to revise policies that have not been student-oriented or equitable for a long time. SA is working closely together under an effective VP to do this work.

My supervisor and team really excel at collaboration and I feel very valued within my immediate work environment. I also feel as though my morals and values are reflected at the institution with its commitment to EDI work and breaking down barriers for students. Personally, my mental health is respected and I'm encouraged to maintain a work/life balance, which I really appreciate.

My supervisor is very supportive

Our work team is very supportive and open to ideas. My supervisor has done an amazing job in fostering this during our remote working time.

Supervisor prioritizes diversity. Corrections Ed. faculty are stellar.

Table 3. Favorable Supervisory Relationships Responses (n=16)

Within our department, there is a lot of transparency regarding decisions. Also a lot of support from supervisors in both personal and professional arenas. Within the college, there is not as much transparency and support, but I understand that the admin has to try to balance the needs of students, staff and faculty, and the college, so pleasing everyone just is not possible. There is also a lot of EDI work within the entire college, and all employees are encouraged to participate with open minds and open hearts. Although we are not perfect in terms of Equity and Inclusion, for the most part, we are doing a great job and learning and growing in positive ways.

Table 4. Favorable Teamwork Responses

Table 4. Favorable Teamwork Responses (n=24)

I believe our department works well together. We come together to serve students and support each other. We understand that supporting students and student learning also means supporting each other's work.

I feel fortunate to work on a team where we work well with each other and support each others efforts. We listen to each other and are better because of it. Unfortunately, we have had high turnover in the last few years and we just don't know each other as well as before, in addition to the fact that we are down several members of the team, which means there is more work to be done for those remaining.

I feel our team/department and division work closely together and reach out to other departments to effect positive outcomes for students. I believe our college is trying to increase equity and diversity.

I find it most favorable that throughout the different departments the staff is welcoming toward all. This makes a good impression on potential new students at this College.

I highly value the open and collegial

Atmosphere of my department and the appreciation that colleagues have for one another and for each others' work. This definitely trickles down to the atmosphere for students on our department and encourages collaboration and respect among peers.

I like that people from different offices are willing to work together towards a common goal.

I like, when I have an urgent matter, it is immediately addressed. I am asked if I'm okay and there is support.

I love my team and how we can genuinely reach out and rely on each other for support. Our team meetings are always something I look forward to and I love building that relationship with them. I also appreciate TCC's commitment to equity and free resources, such as open education resources (OER), tutoring, campus activities, and the pantry.

My department and division colleagues work really well together, and we are open with each other and our students' needs, and we make changes accordingly.

Table 4. Favorable Teamwork Responses (n=24)

My department and work team are great.

My department team works really well and creatively together, and my supervisor is the best I have ever had.

My direct team is fantastic; they are outstanding at what they do but are also compassionate and wonderful people.

My immediate work group is very student focused and works well together, even though we have a very diverse set of backgrounds, perspectives, and opinions.

My work group itself is a sanctuary from campus politics. While we are impacted by it, we operate as a team devoted to student-focused, high quality, inclusive, support and instruction. As long as we are allowed to maintain and build on our culture, this allows us to truly do our jobs. The OSE is fantastic and does a great deal of equity and inclusion work on the ground for our students, and values faculty and staff input and participation.

My work team is awesome! We are able to collaborate with anyone on or off campus. I feel very supported and encouraged to be the best employee that I can be.

The CAPE faculty are very inclusive of part-time faculty and include us in decision-making meetings. Job ads put high emphasis on antiracist methods.

The comradery among the faculty members in my division is wonderful. We get along and trust each other. Our division and IT services also provide the necessary equipment we need to teach our courses. The classified staff are amazing and work very hard to ensure the students have everything they need.

The professors I work with are kind and helpful.

The sense of family and teamwork in my department.

Table 4. Favorable Teamwork Responses (n=24)

The staff in my department have always been welcoming and helpful, sharing ideas and resources. I am also enjoying the education the college as a whole is providing us on equity and diversity and actively promoting this.

The team that I'm a part of is SUPER close-knit, and we grit our teeth and get work done. All despite never receiving commendation or recognition from higher-ups about our unwavering performance. We are so dependable that others from different departments will refer the students to us... Because they know we can get it done.

The work environment in my department (PAL) is wonderfully cooperative. We are focused on helping all of our teammates to become the best that they can be so that they can help other students do the same.

We have a good team

Working with people at the college to solve problems. In general, most employees really seem committed to solving problems and are a joy to work with.

Table 5. Other Favorable Responses

Table 5. Other Favorable Responses (n=62)

Equity, Diversity, and Inclusion

1. We're making a genuine attempt to become an anti-racist institution so that we can improve the experiences of students and employees of color. 2. We've done a good job of including people from across the college in decisions-making, particularly during the pandemic. 3. We offer students lots of great opportunities and options, and we're mostly able to remain student-focused. 4. We've done a fairly good job of striking a balance between people's concerns about health and safety and the institution's operational needs during the pandemic.

Attention to equity & diversity (although concentrated primarily on the Black experience and not that of Asian, Native American or Latinex)

Commitment to EDI

Commitment to equity/diversity in all aspects of how we function, commitment to students and their needs inside and outside of the classroom

Diverse student body

Diversity has become such an important part of the mission.

Diversity is a big thing here on TCC

EDI - this institution is very diverse and values and respects the views of students, staff and faculty.

EDI is a driving force within the organization. The application and focus of EDI principles has fostered a feeling of safety and security from harassment and exclusion.

Focus on EDI.

I admire the drive TCC has to make this college anti-racist and as racially diverse as possible.

Table 5. Other Favorable Responses (n=62)

I appreciate the EDI focus of the college. I think that we are making good strides in this area. I also appreciate my supervisor. She is very encouraging and supportive.

I appreciate the space that is given to BIPOC individuals in smaller formats: affinity groups, EDIC, EDI Fellows, overall EDI work.

I believe that TCC leadership are making a concerted effort to make DEI part of everything we do and have demonstrable actions that go beyond the lip service of other institutions.

I believe that the college has a genuine commitment to racial diversity and EDI work and has made major strides in messaging this. The focus is clear and the acknowledgement that there is much work to continuously be done is also reassuring. I look forward to the process of establishing clearer theories and practices in daily operations.

I like how inclusive it is and how everyone feels welcome.

I like that diversity and inclusion are priorities at the college. Our staff from top to bottom is starting to represent the diversity of the city we represent and hope to live in in the future.

I like that we have persons of all color and sexual orientation in positions of leadership. I think that our institution puts our students first.

I love the focus on diversity and equity. I'm impressed with the opportunities built into our work time to work on improving our understanding of racism and how to work on countering those systems.

I think that there is a commitment to try to expand diversity between staff and students.

Inclusiveness and high quality education

Table 5. Other Favorable Responses (n=62)

It is admirable to attempt to achieve diversity, However this done like when old white men ruled, nepotism, playing favorites. Hiring people who are like themselves whether they are qualified or not. Only the name changes. the incompetence does not.

It is evident that this institution has a tremendous responsibility to be inclusive and it is evident that this is the direction of the institution. However, in these attempts at inclusiveness, others may feel ostracized. The 'heart' of the institution is striving however to serve the community based on its mission. Appreciate these efforts.

Its efforts to promote diversity.

Location for the City of Tacoma. Belief in Diversity.

many people of different countries work together this is very interesting.
some students prefer the tutor speaks same language.

Most favorable is that we have diversity in high level administration roles. The college really seems to make sure it is ethnically diverse as well as divers in other areas for those that work at the college and students.

Our institution has really focused on EDI and offering PD options based on expanding our knowledge in ways that challenge our current perceptions and beliefs in a 'safe' environment for these topics which can often be very uncomfortable.

Our Leadership and staff commitment to making meaningful and measurable progress in addressing both student and employee needs for increasing Equity, Diversity, and Inclusion.

Plans to rejuvenate multicultural student services are hopeful, and will allow diversity education while avoiding the connotations of "special training" in diversity, which can feel like a pinishment.

racial diversity

Table 5. Other Favorable Responses (n=62)

sensitivity to marginalized populations

Strong interest in diversifying the student body as well as the faculty and staff.

TCC expresses a strong commitment to equity, diversity, and inclusion. TCC seeks to meet the needs of our students and our community with relevant educational pathways.

TCC is working hard on two important things: 1) living up to our EDI values, and 2) putting students first.

TCC is working hard to identify our white supremacist values and systems in order to dismantle them and construct an institution built on anti-racist values with equitable systems. The opportunities to become involved in the work around rewriting policies that support this realignment are numerous.

TCC welcomes all people.

TCC, as an institution has a desire to move toward stronger DEI initiatives. There staff/ faculty members who are willing to support these efforts; and data from previous years clearly indicate that more work needs to be done to support employees of color. The creation of Affinity Groups, for example, is a clear push to make space for marginalized folks.

The college encourages us to work toward social justice and gives us the tools we need.

The college is actively progressing in EDI goals. Many groups and committees have been developed to allow for engagement and action. The college continues to be student centered and putting forth opportunities for students to succeed - guided pathways

The college is working toward improving EDI across campus. Although it is a work-in-process, it is evident that efforts are being made.

The goal of EDI

Table 5. Other Favorable Responses (n=62)

The institutional commitment to equity has increased over the last four years. The president is a passionate and courageous advocate for queer folx and BIPOC. Some encouraging programs have been started and some areas have been reorganized to support equity.

Using DEI to inform a wide variety of practices and create/adjust procedure is visible and welcome here. It feels more ingrained than other institutions I've worked at where it's either little more than lip-service or (more often) the work of a few passionate people struggling against indifference or active resistance.

We are continually working on issues of equity and it is brought into campus meetings, professional development, hiring practices, etc. I have learned and added to my own journey of learning about equity and diversity.

We have a strong commitment to equity/diversity. I really enjoy most of the people that I work with, especially within my department

Within and between administration, staff and faculty groups, the work in equity, diversity and inclusion is our most important challenge and our most important work. We can never overlook the importance of this work for our students and for the institution, and we cannot step away from it.

Uncategorized

At this time, I am not finding many things favorable about the institution.

financial office

good

I Don't care to expand

I struggle to think of anything that I feel is favorable about TCC at the moment

Table 5. Other Favorable Responses (n=62)

It's hard to do this without identifying specific individuals. When I think about what's most favorable, specific individuals come to mind. So, I'm not sure why we are being asked to refrain from identifying those individuals who are doing great work.

N/A

N/A

na

No further comment

OSE

TCC is located in the north side of the city of Tacoma, great location to serve the local community.

The directors I work with are excellent, dedicated and hard working.

The quality of full-time faculty and staff in the science and engineering department. The quality of staff in IT support.

There are committees but without being on campus I don't have a feel for the answers to these questions.

Table 6. Least Favorable Institutional Structure Responses

Table 6. Least Favorable Institutional Structure Responses (n=111)

- the town halls have “anonymous feedback” opportunities, but any comments made that aren’t favorable are responded to with personal defensiveness. The thing has become a forum for pandering rather than real dialogue about struggles on our campus.
- Dr. Loveless-Morris had created an amazing EDI program, and when she left, we assumed that her amazing work and the team she created would continue on. It seems now like everything she created was dismantled, as if it never happened or existed.
- related: the campus has a hard time retaining institutional memory. when there is such a big turn over of higher level admin, it would make sense for new admin to really listen to everyone, open up forums to find out what staff who have been there for the changes think about what needs to change and what is working really well/what we are proud of; some processes have improved and maybe will help make this happen (organized policy revision, for example)
- the pathways work has been soooo confusing, and I know this would not have been the case if the internal and qualified candidate had been given the role when the position (special assistant for guided pathways) was first hired.

1. We sometimes fail to see the big picture. For instance, the pandemic has caused an enrollment drop of more than 1 million students nationally, with an enrollment drop of about 20 percent at TCC. Instead of demanding additional support for students and colleges from our state and national governments, we tend to blame ourselves and each other, focusing on small tweaks to our practices and policies as we attempt to increase enrollment. 2. As we’ve started to do necessary anti-racist work at the college, I’ve noticed a growing divide between people who think this should be our primary focus and people who think it should not, and I believe people are increasingly self-censoring in meetings as a result. That’s not to say that we shouldn’t be doing this work, just that we should probably also be addressing the division. 3. I’ve noticed general exhaustion and demoralization, and it’s hard to tell if it stems from institutional practices or from the exhausting and demoralizing times we live in.

Actions and words do not match among leadership. Unilateral decisions are made and the explanations for these decisions are unsatisfactory and equivocal. Unethical personnel decisions are made frequently, but, as long as it’s deemed legal, it’s full steam ahead, and there seems to be no shame or decency. Some leaders are unprofessional and do not respond to e-mails nor move important initiatives forward in a timely fashion (if at all). The culture is becoming one of micromanagement (which indicates a lack of trust in our ability to do our jobs or be ethical humans--such an insult!) and there seems to be more and more forms and nonsense to have to complete to get anything done. When I came to TCC I thought I’d found my home and planned on staying until I retired, but this current administration is appalling, and I never thought it could get worse than our last administration. Deeply saddening and disappointing.

Table 6. Least Favorable Institutional Structure Responses (n=111)

Administration allows faculty to dictate decisions that impact students and staff, many times with negative impact to the students and staff. Currently, there is a climate of favoritism. A few select individuals are constantly chosen for committee work, and when new individuals are allowed to be part of the group they are met with silence. By silence I mean, the new members are not given any details of the previous work and are not invited to share thoughts and ideas. They are there to just be a placeholder for a box that needed to be checked.

As the EDI work continues, it seems like only a few groups are valued or deemed important.

Administrator often make decision behalf of the department without much consulting or discussion.

Approaches used to support students and advance equity sometimes sacrifice content knowledge in various disciplines

Not receptive to constructive criticism about policies and approaches

Intolerance of questions about approaches used by the college

Strong sense of favoritism of some employees by leadership; hurts overall moral

Being part-time it is sometimes difficult to take part in some of the activities/meetings/trainings that are occurring so I don't feel I know the staff in other departments/areas as well as I would like, and I can't say if they reflect the diversity of our community.

Campus leadership utilizes a heavy handed top-down leadership style. The amount of turnover had been staggering and there is a culture of fear. It is clear that everyone is expected to be in lock-step with the president, and anyone who is out of sync gets fired. This is not a healthy atmosphere for open idea sharing.

Additionally, we are severely understaffed and rely too heavily on part-time faculty. Part time faculty struggle to earn a living wage and we struggle to attract and retain talented and diverse faculty because of that. Additionally, prospective applicants can make \$15,000 more a year working at Highline College, or +\$20,000 more teaching K-12. Management doesn't seem to care that we are not competitive any more.

College processes are often vague or difficult to ascertain.

Students and faculty alike have a difficult time navigating the TCC web pages.

Students are unable to work with a college advisor until they have declared a path. This does not seem helpful for students who are uncertain of which path to choose.

Table 6. Least Favorable Institutional Structure Responses (n=111)

Communication

Communication from upper administration is good but could be improved

Communication to part time faculty is extremely lacking. Part time faculty do not receive equitable treatment, are not valued, and are not included in the campus community, which is incredibly demoralizing. Aside from the negative emotional & health consequences experienced by part-time faculty as a result of this marginalization, students experience academic consequences as the quality of instruction they receive decreases.

Communication, collaboration, and work towards fulfilling the college mission is strong among my team and the colleagues we collaborate with. My immediate supervisor's lack of communication and follow through, however, produce a counter productive effect. They have a very large job which means that they should rely on their folks to take care of their areas. This would allow work to progress. Instead, they focus on controlling details and holding up the work. It's a frustrating experience and produces college-wide problems.

The second point is that the college does good ed work, but its sharp focus means that it loses sight of the big picture. Example...the delay in sending communication to campus showing recognition and support for our Ukrainian and Russian colleagues and students. Yes, there are many conflicts and inequities in the world, but you mistake your place - it is not one to offer political commentary. Instead, you have the responsibility to show support to a large portion of campus who is effected by this. Not doing so means that you lose trust and credibility in meeting your strategic goals and the college mission.

Corrections ed. is a vital part of diversity and inclusion, yet they are consistently berated for going \$100,000 over budget every year. But that is how much it costs to run! And to base funding of FTE's is just disrespectful. It costs a certain amount to run the program, and we can't recruit into prison. And communication within corrections ed. is poor. Decision making is last minute. C.E. should be focussed on terminal degrees/certs, because incarcerated students need to release to JOBS; they can't afford further education. They have bills to pay immediately and no support. Corrections Ed. has NO disability services. There are so many more limitations in C.E it would take far too many words to write; yet TCC admin only pays attention to the financial part of the picture.

due to budget restraints, typical decisions made at the program level are now made at the leadership level--feels very micro managed

Table 6. Least Favorable Institutional Structure Responses (n=111)

Employees are not feeling appreciated and are hurting. There is bickering from two spectrum e.g leadership saying we are here for the students and employees saying I don't feel appreciated and I feel that there is little being done to address that gap (why do employees feel that way and is there something that can be done about it?). Employees say yes, we are here for students and that matters to me but I feel that I am not able to operate at full capacity if I am not appreciated and my needs are not being met. A few times employees have felt shut down when they air concerns and they are told that the college's main focus is on the students. E.g. when the exempt staff contract was changed significantly. There is work to be done by all but we need to create the healing spaces to be able to do that. The Leadership had taken on a lot and had to make some hard decisions and they feel beat up too and who gets to appreciate them and help support them. I think as a college, as the TITAN family, we need to accept that we have some room to grow and give each other a lot of grace in that growth and space. This is especially true and important with the impact of the pandemic on all of us.

Enrollment services and financial aid need more staff to support students

Executive staff has become a good old boys group, lacking true diversity.

Extremely poor administration, climate of hostility and lack of support to faculty and students especially in the prison education program

-Flexibility for part-time faculty should be extended for class choice and modality of teaching (especially given that many have been teaching much longer than newer professors) --currently with no contract, no tenure, and no voice, part-time faculty must take classes are given with varied schedule every quarter.

-When hiring full-time for tenure, there is one department (at least) that has NEVER hired from existing part-time PhD candidates, never even provided an interview. This created a unsupportive & un-respected place & talented part-time faculty left. Qualified currently employed people should be considered & interviewed, or, the job description should disclose how and why (any) instructors would not be considered. It is widely believed that the job posting is accurate & committee approved, yet at some point in the actual candidate selection, (intended) different interpretation that disallows a long-standing part-time candidate consideration.

-Anti-racism B32 is not built into hiring infrastructure. It is not clear (and doubtful) that TCC faculty mirror student population, presenting among same/similar race. Frequently show data for student-faculty and community-students.B32

Table 6. Least Favorable Institutional Structure Responses (n=111)

From an employee perspective, sometimes feel as if asked to do more with less; larger group meetings sometimes feel like the same information being shared with slightly different group compositions, which feels exhausting and inefficient; sometimes feel as if employees are regarded as existing only to service students, rather than as valuable community members themselves, experiencing similar obstacles and hurdles as students; lack of skill/position redundancy makes it difficult for individuals to take time off, take lunches, take breaks; individuals throughout institution (myself absolutely included) struggle to respect personal time of selves and others--there is a constant layer of urgency in the atmosphere.

Hiring decisions independent of search committee's recommendations. The process for employee recruitment.

Hiring procedure

I am faculty and have limited opportunities to moonlight classes. I am now moonlighting at a different college.

I am least favorable about the lack of opportunities for advancement as well as some of the communication processes that take place at the institution.

I am so exhausted, frustrated, angry, and demoralized by the constant messaging from our administration that we (the faculty) don't care about students or about our diverse student body. Admin has no idea of the emotional labor that we are carrying. Everything we do is for our students. We need administration's support; not administration's ire and distrust.

I am so exhausted, frustrated, angry, and demoralized by all the faux opportunities and requests for feedback for the frenzy of projects have occurred during the pandemic when faculty are already stretched incredibly thin. It is just creating more work, and I'm not convinced that anyone is actually listening.

I am so exhausted, frustrated, angry, and demoralized by the constant performative projects that are labeled as "student-centered" or "anti-racist" to force faculty labor and buy in, when in reality these projects have everything to do with institutional assessment and budget and nothing to do with teaching, improving student success, or advancing our equity goals.

All of these things take away my ability to be a better teacher and to devote my focus to my students.

Table 6. Least Favorable Institutional Structure Responses (n=111)

I believe the institution, especially the senior administration have forgotten that we are, first, and educational institution. There is a feeling of pressure to pass students for the sake of pass rates and graduation rates. The attitudes of senior administration around systematic cheating is “dont worry it about it will catch up with them at some point” in my view goes against everything an institution that values education should be about.

I dislike that not every single faculty member may not be on board with certain practices TCC is trying to instill. For example, some faculty may not be on board with diverse background practices. Which is vaild, but they should be able to be open minded not shoot down ideas or practices automatically.

I do not feel supported. My classes have been cut or reassigned, and other part time faculty members who have not been here as long or are as dedicated to teaching still have more classes than I do.

I do not have access to data to suggest if overall student satisfaction has increased or decreased over the past 2 years. Since my primary role is student advising I feel I am biased since most of the students I work with are struggling, needing help, and are obviously unsatisfied about some aspect of their educational experience.

I don't believe that the “leadership team” is interested in truly supporting the kids beyond what they think is important. Our leadership team doesn't look into what the students might think is important enough before they make a decision for the entire college in my opinion. They make decisions from their point of view always

I don't like that I can't report issues amongst other people because they are so favored that I fear I will lose my job if I report them.

I feel like Faculty have a much louder voice than the rest of the college and that progress is halted to get faculty buy in even when they really don't need to have a say. We as a campus have a lot of work to do and it feels like there are bottle necks around campus for decisions actually being made. I feel like Leadership, along with the rest of us, have decision fatigue and there are too many variables to make a “right” decision.

Table 6. Least Favorable Institutional Structure Responses (n=111)

I feel like it is difficult to communicate with leadership. It doesn't feel like the opinions or needs of the less senior employees are valued to the same extent. I often don't get replies to emails or messages from leadership.

I feel like we (classified staff, faculty) don't always matter and our voices don't always count to the administrators and upper level leadership. We are the ones with "boots on the ground" but instead of our ideas being listened to and acted on, the admin imposes their own agenda upon us. A few examples of areas for improvement: 1) If faculty are really valued, then hire more of them full time. The extreme over reliance on part time instructors is completely hypocritical when admin touts "equity" but yet refuses to give so many of our instructors a decent living wage (i.e. full time job). Not only does this hurt faculty, but also the students. Imagine trying to run a college if over 50 percent of the admin was part time – it just wouldn't work. And the same goes for the instructional and support staff. 2) Have enough open courses. There is a huge problem that is hurting a significant number of students – there are not enough open course for them to complete their degree in a timely manner, some having to delay graduation by a year. Courses need to be planned on a yearly schedule – and enough sections need to be open so students can take them. This is absolutely essential.

I feel like we are in a rebuilding stage, and as a long-time employee view our "best" as still behind us. We had some very bad years. ctcLink decimated our processes and we lost many good people. The previous President eroded trust in the upper and some middle leadership. All of things things are now being resolved as more colleges join ctcLink, our leadership is rebuilt for the most part, and they are right-sizing our college's staffing and (hopefully) services (fewer people = we have to STOP doing some things) in the face of budget realities. I feel supported, but sometimes don't know when I need to step back and make room for newer or more diverse voices. It is still a small group of employees contributing to the campus outside of their assigned duties. I appreciate our EDI efforts, but still feel like we are in a continual "read more books and watch more movies" phase. I would like to see more action items. Rather than a land acknowledgment at every meeting, we should offer free school for natives. Actively seek out those who haven't had opportunities and provide jobs and mentorship in addition to classes. Buy from minority and veteran businesses almost exclusively.

I feel that feedback from my VP and/or other areas on campus is lacking. We submitted a quarter of data to our VP and never heard any feedback. We also have not received feedback for our SPYD or ASAP. I know that this division is understaffed but when you put in a lot of work and make sure that you are meeting deadlines and then do not hear anything in response it can be discouraging.

I feel that my institution sometimes falls into virtue signaling language in official communications.

Table 6. Least Favorable Institutional Structure Responses (n=111)

I feel that some of the decisions have been/are made without consulting those faculty, staff and students most impacted by them or with the most experience in addressing the issues under discussion. There also seems to have been relatively short notice on some changes like the return to campus.

I have been part-time/adjunct faculty for over [5+] years. I would love to be considered for a more permanent role. I see a lot of diversity centered around race and gender but not so much religion. I don't feel the college is handling safety well with COVID response. Only making masks encouraged in Spring quarter and not allowing faculty to decide for their classrooms is unfair to me.

I have too many responsibilities and struggle to do it all. As a result, I am not satisfied with the work I do. I am pulled in too many directions.

I often feel that Prof Tech Programs are not thought about by the institution and that they spend more time and money on Associate Transfer Degrees. This college has both and time and money should be divided between both.

I still don't feel like I can advance on campus to a better position, regardless of my hard work and commitment to our mission.

I think overall the culture at TCC leans toward change resistant. This has been exacerbated by the pandemic and has created a lot of fear. Sometimes this fear and refusal of change gets in the way of best supporting students.

I think the institution can do a little more to appreciate our hourly employees. A lot of the work that gets done in different locations on campus are the work of hourly employees. They seem to always be left out of being acknowledged for their work. Emails addressed to all staff don't always include relevant info for hourly staff.

Table 6. Least Favorable Institutional Structure Responses (n=111)

I think the true toll of the pandemic has not been adequately addressed. The college continues to forge ahead with major restructuring in the English and Math departments despite the inability of folks in those departments to meet any other way than on online, which is just not a very effective way for communicating when big changes are at stake. We are exhausted, and I feel frustrated that the work just keeps piling on. I feel frustrated when diversity is narrowly defined as racial/ethnic diversity, and we seem to overlook the importance of diversity that comes from folks with different abilities/disabilities; folks with different gender identities; folks who are underrepresented in various disciplines/professions (for example, men in nursing, or women in the sciences). I KNOW we have a lot of work yet to do with racial ethnic diversity, and don't want to diminish that work, but I think we have work to do in other areas as well. Communication REALLY needs to improve, particularly on the part of some higher level admins who are unresponsive to emails (I know I'm not supposed to name names here). Morale is low, and we all need a break, or recognition of the work we are doing.

I understand to make changes we need to have the appropriate people in place, but at some point, we need to make sure when we find the right people for the job, we work on maintaining them. The lack of continuity of employees in some positions or departments is mindboggling. Either managers are inappropriate, job duties are to high, or salaries are to low. We will not move forward with the turnover rate we have now.

Now if the college is ok with the turn over rate, as it does seem that young people like to job hop, the college HAS to make a position or department to train new hires. It CAN NOT be left to each department to train. As a front desk person, I had to train a new manager and assistant manager of my department...twice! This is not a responsibility in my job duties. It takes time from my duties and if I know how to do their jobs fully, I should be able to apply for them, regardless of my educational status. Unfortunately, the college sees degrees as "knowledge" and disregards "working experience".

I wish TCC's leadership perspectives on how to handle money at the college were better and that they better listen to the needs of faculty.

I would love to see a little better communication of the changes in program courses when they happen. I would also love to see prerequisite courses and also course substitutions shown on all of our program worksheets in the same format.

I also think that the course offerings for students could what quarter the courses are typically offered and what distribution they are in.

Table 6. Least Favorable Institutional Structure Responses (n=111)

I'm still new so I don't have well informed thoughts on many things but one thing that stand out to me is that I do not feel well connected to the student experience overall or with anything to do with academics. COVID and remote work is largely to blame for this though as it mostly eliminated the usual avenues for someone in student affairs to learn these things.

I'm still somewhat skeptical of the value of Guided Pathways, and am concerned that it will result in a narrowing of our liberal arts curriculum. I am worn out by the amount of "reporting" we have to do to be "accountable." I get that we need to be accountable and I get that student success rates need to be better. But some of the assessment work and measures don't seem to tell the stories that need to be told/heard. Note: quantitative data can be fabulous, but I'd like to argue for more qualitative approaches also. I think we have these - in student projects, in some course assessment reports - but I'm not sure how much they inform the institution.

One last comment re: TCC's response to the pandemic. Generally it has been thoughtful and good. However, like faculty, administrators have been flying the plane while building it sometimes. I get that things are going to be imperfect. In that context, though, fast communication is essential. We had a few hiccups about that in fall quarter that caused some faculty and students to feel unsupported for a time.

In the effort to progress and adapt, people are overworked. This leads to burning out hard-working staff members. There needs to be an effort to slow down (which may slow positive change), but people need to be able to breathe.

Indecisiveness from all levels of leadership. Refusal of different departments to come together for a common goal. Lack of initiative from employees

Internal promotions that do not go through committee searches appear to be highly biased

It feels as though the Professional Exempt staff have been forgotten by the institution. There is no path for advancement for many of the exempt positions, for example no step program similar to classified, the pay disparity between these positions and their public counterparts has continued to increase, there has been no movement to address the lack of raises, career advancement, or lack of investment in training and all discussions about this have been promptly shut down for several years if not a decade. This just increases the disparity as time goes on. There is often a feeling among the professional exempt that the institution sees us as easily replicable as opposed to the highly skilled workers we are with years of professional and institutional knowledge. These factors among others make a professional exempt position at the institution feel unappreciated, frustrated, overworked, and at a career dead end. Morale is not good.

Table 6. Least Favorable Institutional Structure Responses (n=111)

It is demoralizing that the main administrator overseeing academic departments seems antagonistic towards faculty.

It is frustrating to be a part-time employee whose contract changes dramatically from quarter to quarter.

It sometimes seems that the flow of information is not moving in both directions. People who work with students daily feel that the leadership team doesn't know what our students' true needs and requests are. We in student services are asked to increase enrollment and retention when fewer students are interested in higher education, and the interested ones cannot find classes in the modality they need. It can feel like the leadership team makes decisions that are in the best interest of the college's bottom line, which is not always in agreement with the needs of the students.

Lack of accountability of leadership, two sets of rules for administration and the working staff, lack of leadership and knowledge of new admin. hires. Lengths that leadership will go to protect each other. Zero room for advancement, leadership would rather hire someone from the outside with no knowledge of who we are or what we offer as an institution than promote someone that has been here for years doing all the right things.

Lack of accountability, repeated problems, stovepiped administration, unequal treatment in faculty contract.

lack of support for faculty

Table 6. Least Favorable Institutional Structure Responses (n=111)

Leadership and managers did a GREAT job in keeping everyone working during the pandemic. Many employees spent WAY more hours working, weren't able to take time off, and the work continues to increase. Honestly we are all exhausted. At some point, we need to be able to breath and streamline. Collaboration is great, but not when it appears to makes more work than it needs to. Multiple committees, subcommittees, committee members without institutional knowledge.

Streamline Suggestion: A Department performs a self audit, submits policy/report to one inclusive committee for review, changes are made collaboratively. Don't go to facilities and tell them they need to use fertilizer A on the grass because that's the one we think they should use. Instead get a report from them that tells us they use fertilizer B because the EPA requires it. Then we can discuss change in a more informed way knowing that there is a reason why they use it. We have to trust departments are knowledgeable, can do self audits for processes/policies then present the audited work to committee for review and discussion. Currently, its way more complicated than that with too many people involved.

Leadership continues to request feedback from employees and students, but then completely ignores it and acts on their own accord. For example, 3 taskforces were created last summer (2021) to work on projects important to the institution, like Equity in Hiring, and nothing has come of that or been shared at all. Leadership continues to treat employees like their concerns don't matter at all, under the guise of focusing on students. For example, at our first college town hall of the 21-22 academic year, the President scolded everyone in attendance for not understanding what it takes to run an institution during a pandemic, for being self-centered and not thinking about students, and for lacking faith in the leadership team. Leadership continues to make its own decisions, doesn't seem to take any feedback seriously, then tells employees that it's our fault for not speaking up or not knowing decisions that haven't been shared with us. It feels like gaslighting and promotes distrust and low morale. I do not feel heard, seen, or valued by this institution and that has become exceptionally clear during our operations the last two years.

Leadership from top administrators is lacking, in my opinion. I honestly do not know what they do or what top initiatives they are working on.

Needs to work more with HR in following complaints.

Table 6. Least Favorable Institutional Structure Responses (n=111)

Office of academic affairs administrators and their seemingly automatic distrust of and micromanaging of faculty and staff. It seems to me that our academic affairs administration is performatively espousing and advocating for greater flexibility for students, but not interested in providing that kind of flexibility for faculty and staff. If this pandemic has taught us anything, it's that workers need MORE flexibility in our work schedules and work locations, and the messaging from academic affairs is the opposite of that. The micromanaging of faculty and staff to be accountable and stick to deadlines for things like assessment and projects is also not seemingly applied to the academic affairs administrators themselves, who slow-roll so many projects that then get bottle-necked because of the lack of accountability for administrators. It's a distrustful, unequal, and toxic environment from the top down at the moment, and it truly feels like our campus culture is being eroded from the top down. This makes me extremely sad and pessimistic about our work environment and future as a college.

One of my biggest areas of concern is that I feel that the college is top-heavy. In the last few years, it seems we have added new admin level jobs to oversee things, while failing to add more lower level and instructional jobs in places where they are really needed. Sure we have more admin to oversee programs and projects, but fewer people to do the actual work, which results in an overburdened work staff. With the cost of one admin level position, we could hire 2 or 3 custodial, office, maintenance, or academic employees. We currently rely on a lot of pt or temporary positions, so there is a lot of turnover. It would be better to hire full time employees which would result in a more competent and reliable work force.

Our "Leadership Team" along with key faculty/staff members are attempting to turn the institution in to a political activist organization based on a one-sided view of US politics. But uses social issues as the method to instill a political view. The institution was created to help students move in to the "real world" and be productive citizens, not to be indoctrinated by a political extreme view. People should not be "encouraged" to believe one political view but to explore all sides and views and make up their own minds. This Admin is very top heavy...money spent on Admin could go toward helping those who cannot afford to attend the College rather than go toward creating "leaders" who spew political propaganda.

Our administration holds the faculty back with creativity, meeting needs of the students, doing what we were hired to do. I have had to question in the last two years if what we did was for students or just ourselves.

Our institution is rife with miscommunication, poor organization, abrupt shifts of administrative responsibility, and mismanagement of resources. Some of this is up to the friction that is present in any large organization, but some of this also appears to be by design on the part of some administrators.

Table 6. Least Favorable Institutional Structure Responses (n=111)

People make accusations about others privately, but the accused are not allowed to defend themselves. This may make the accusers feel good about having gotten revenge, but it creates an atmosphere of mistrust and prevents healing and growth.

Some members of LT treat us with contempt. They act like they know more about doing our jobs than we who are trained to do them (and have been doing them for decades) know ourselves. They also make decisions that specifically maintain white supremacy. When called on this, they become defensive, a characteristic of white supremacy culture. Also, they act as if there's only one right way of doing things, another characteristic of WSC.

In the hiring process, screening committees put a lot of time and effort into finding the best people to fill positions. Administrators disrespect this hard work and force the college to lose highly qualified candidates by taking too much time before interviewing them after the committees forward them the names. There is a hiring season in this field, especially for instructors. If we hire off-season, the best people have already been hired by other colleges.

Professional growth within the institution

Sadly, there is little trust on our campus between administration and employees. Administration talks about equity work but when held to task, does not model the work. Admin is overworking employees to the point of burnout. Employees do not feel valued across campus. These issues are especially impacting BIPOC faculty and staff. Admin is defensive and divisive instead of working to unify our campus.

Some departments, like the one I am in, often get overlooked and forgotten quite often. The work that we do in my department is not understood and often forgotten. We have worked hard to increase our voice at the college, but still find a lack of understanding of the importance of work that we do that directly influences students and retention. Many meetings or activities do not allow the majority of our department to attend them (only 4 of us out of 19 can attend). There does not seem to be a consideration for more unique departments to be able to have their staff attend. For example in the current book reading and groups that have been formed there are not times that anyone on my staff would be able to attend, even though most of them are and have been reading the book. Situations like these contribute to our feeling of being continually left out of campus activities.

TCC as part of a government agency trying to survive under a new Leadership Team, but the departments are still in the need of Ethical training and Leadership skills training. Several departments under the administration services, employees' low morale, under staff, overwhelmed, and toxic environments.

Table 6. Least Favorable Institutional Structure Responses (n=111)

TCC is a bit top heavy with a lot of VP's . There is not enough help at lower levels. We struggle and fight to get positions to help the departments meet students needs. We are often ignored! It is very frustrating. It feels as if no one cares!

TCC is one of the lowest paying institutions in the area, and yet the area of Tacoma is quickly becoming an unaffordable place to live.

More and more emphasis is being placed on committee work which is drastically taking away from time spent on continuous development of classes.

Work on the accreditation process was immense, yet there was no thank you from admin, no realudos, not even a thank you letter. Just the expectation that we all should give more and more to the institution without proper acknowledgement or compensation.

TCC seems very disorganized. There is a lack of response to phone and emails across departments. Interoffice mail delivery is not consistent. Items go missing and mail does not get posted. Areas are not properly staffed causing overwork for a few individuals. Such as enrollment services. Exempt staff are overworked. There is constant pressure to take on extra work from the College not my supervisor. Overall moral seems very low.

The admin and how to process the value and importance of the people that i see as being some of the most important people at the college. Focus of the number and failing to understand that some programs like Fresh Start or folks in the housing program require way more hands on care then students who basic needs are met. when the focus is numbers the get initial high enrollment but it is not sustainable because so much crisis work is require to retain them. Choose the students and stop forcing the numbers and take Fresh Start out of the operating budget and other similar programs. I see the impact of sharing the numbers in meeting on their team. What admin is failing to notice is that to have those number they spent nights at the hospital with dying kids, talked kids out of taking their lives, dropped off food to homeless camps and hot spots, figure out way to get student showers and safe for the night. So when we look at their number we should be proud because that is how many people are still alive because of their team. That is just the one enrolled not the additional 40-60 out of school who still look to them for support. Fresh Start is all some of students have for support.

The budget process is depressing. No one likes to feel as if their work is at risk every budget cycle or that they must compete with people in their immediate team. It's a failure to put the process into the proper frame. Scarcity mindset doesn't make our institution stronger or more agile, only more fearful and reactionary.

Table 6. Least Favorable Institutional Structure Responses (n=111)

The College Administration needs to do a better job of having discussions with the departments that will be affected by possible changes or implementations before making said changes or implementations.

The college doesn't provide clear information on issues or changes. They only provide decisions that have been made. The college's main focus is the budget and the students and staff come second. The last minute changes that the college has been making have negatively impacted students and staff. The college promotes that they are focused on the quality of life for staff but when requests are made for changes, the staff are told not to bring up personal issues even though the policy states that it is their top priority. Staff are expected to meet expectations without the proper means to do so. There is a huge disconnect between executives and students. They do not know what is really needed to make the college a truly student focused campus.

The college executive leadership is very disconnected from the daily experiences and the expertise of the rest of campus. Especially during COVID decisions have been slow to happen and when they do they often go against the collective recommendations of leadership groups. There is a sense of frustration by many that we have been stalled in moving forward work that is critical for the institution. Most people do not feel empowered to challenge decisions that are made for fear of being scolded publicly or retaliated against.

The college is pushing enrollment numbers while not considering that times have changed and many students want online classes. We should be offering more online classes considering with spring registration showing us that the online have filled quickly while the in-person classes sit open. Students will leave us for another institution that they can do online if we don't offer more online choices. The pandemic has changed a lot, and students have learned that online allows them things such as having a job while in school.

The environment has changed to one in which individuals are targeted by senior administration and carried out by middle administration for stating ideas not favored by the administration. A lot of fear of retribution exists.

Ideas that are frankly incorrect and not appropriately researched or vetted are presented at college wide meetings and at the board by senior administration and I have not seen many cases where anyone has the nerve to challenge them or if someone does they are immediately shot down.

Table 6. Least Favorable Institutional Structure Responses (n=111)

The FA Office is a mess. That is one of the most important offices of any college and the students are frustrated and angry. The office holds their lives in the balance with how they do or don't properly manage their academic career. They need to be working with the other departments like Enrollment, Academic Advising, Assessment, etc closer, in the same building so new students have easy access. Instead of being sent all over campus to try and find answers. And the departments need to work together, this is crucial for recruiting new students. If experience is too arduous, they leave. And right now TCC looks very unorganized and inept. I hear it all the time from students who are trying to come here. I have been here 4 years and it's always been "it will never change" and "we know, we feel bad but what is TCC going to do to make it better?" Also, TCC needs to pay better. They are the lowest paid of all the colleges. You get what you pay for. Good employees deserve compensation. W/ a city full of colleges, TCC needs to join the 21st century & consider what that looks like including on-line offerings and hybrid work conditions. And evening offerings for students who work.

the institution does not care about anyone who is below Dean level

The institution has too many administrators and not enough faculty. Some administrator positions have unclear duties but very high salaries compared to faculty and staff. Additionally, it often feels as though staff and faculty are a burden on the institution. We (faculty) have been told in meetings that we are not trusted by the administration. After the CBA was negotiated, there was a lengthy delay in honoring the CBA (specifically salaries). The CBA was only honored after discussion of a possible grievance. Additionally, during the pandemic, the administration fired faculty without following proper procedure. The fired faculty were given their positions back after filing grievances. I believe that the trust is broken between administrators and faculty/staff. Admin need to find a way to bridge that gap or at least be respectful and honor the CBA.

The leadership is completely disconnected from staff and is not aware of the problems that face us as employees - this is leading to no growth as employees. They "commit" to professional development opportunities but supervisors tell staff they cannot do this during their work times. When requesting to do PDD tasks, it was denied by my VP.

The least favorable thing about this institution is that there are too many people who hinder the President's efforts to make change by sticking to their long-held beliefs instead of enacting/reflecting the values of the college.

Table 6. Least Favorable Institutional Structure Responses (n=111)

There are many opportunities for employees to be engaged, involved, and hear. There are many professional development opportunities for employees. Unfortunately it seems that not all people are engaging in these opportunities. I can't tell if that is due to lack of time or interest.

There could be some toxic masculinity behavior exhibited, especially within the leadership team.

There is a large disconnect between the administrative leadership and the direct student facing staff. There is a lack of clear leadership and a feeling of mistrust that staff and student input is taken into account when college wide decisions are made. Faculty are perceived to have a very strong voice and are perceived to have more power and are allowed to do less work.

There is an upper Director that has been reported to Security coming to work high and smelling of marijuana. This was reported to the V.P. who chose to ignore this violation of school policy. I don't feel this sets a good example for the staff or students here at TCC. I'm sure that this incident was never reported to our President. If these 2 positions are making our schools policies, and not following them, then why should anyone else.

There is some tendency toward group think, maybe for the sake of maintaining harmony, maybe because people sometimes commit themselves to a policy before they're had time to think it through.

There remains a need for better communication of changes from department to department, and to follow the thread of changes all the way through college publications and communication (a change in a requirement in one department needs to be corrected in all materials in other departments where it is mentioned or has influence).

There seems to be a culture of fear among employees. If upper management does not agree with your point of view, or if someone speaks up in disagreement with new implemented policies, those individuals run the risk of losing their job. Several have lost their jobs because they spoke up in disagreement of their supervisor. It is frightening to see how people can be let go so easily if they speak up about anything they disagree with their supervisor. It appears that people are not confident in trusting others with any kind of information that may slightly differ from what the upper management wants to hear.

I would go as far as to say that employees do what they are told what to do without question or risk lose their jobs.

Table 6. Least Favorable Institutional Structure Responses (n=111)

This college has been focused on a small group of individuals who do not want to come back to campus. A majority of individuals have been ready to work, but we continue to cater to this small group. No matter the decision we make there will be individuals who will be upset. However, continuing to bend over backward for this small group, has angered the majority, which has resulted in many deciding to quit or they plan to quit. This also has shown that the college does not put the needs of students first, as we have been focused on what this small group of EMPLOYEES wants. The handling of COVID over the past couple of months has been embarrassing. We are falling behind our sister institutions, and students are starting to notice. We do not need to be remote anymore. It is time to fully reopen, move on, and live with COVID-19, which is going to be part of our lives like the cold and flu. The more we continue to delay the reopening, the more students and employees we will lose. Do not let that small group be the voice of this great college. They are not scared, they are comfortable with their new norm of remote working, but this is NOT how we serve our students!

This institution is in total chaos - the issues of the day are advanced over the education and welfare of our students. The president has his favorites and then there are the rest of us. Deans and department heads do not want you to speak unless you talk the party line of the president or provost.

This institution's administrators and managers, from the president on down, overworks its most talented and promising staff to the point that we have consistently lost talented people over several years. There has been no evidence of transparency, and nearly all changes in structure and organization seem to be about cutting costs rather than healing and building our community and better serving our students. We hire more highly-paid administrators, and none of these negative factors change. We are losing our reputation as a place where people want to come and work.

This is about the survey - the survey asked me, as a white person, whether or not students or staff of color are satisfied with the institution - I don't think my answer to that is relevant so I mostly answered NA for that.

Least favorable - I think that we need a much stronger commitment to environmental sustainability from our admin. The commitment from faculty is strong but not admin. Admin is solely focused on equity, and they fail to see how this is linked to enviro sustainability. I also think that our current admin is not as committed to academic excellence as previous admin we have had. I feel like we are more of a social services agency than a place of higher learning. I feel like our standards are slipping and faculty get labeled as being too hard and not committed to social justice if we hold our academic standards.

Table 6. Least Favorable Institutional Structure Responses (n=111)

Too much added work and paperwork during extraordinary times. Without being on campus, it's hard to get timely and adequate support to perform the added requirements to the workload. Some faculty are acting as much like admin as faculty but with no course release or extra compensation. Certain faculty are called on more than other faculty to help move the college's mission driven work and strategic plan forward, this is inequitable. Some divisions/departments have more people to share the workload and others don't, again, this is inequitable. Faculty were asked to offer synchronous courses this quarter (a new thing for many after being told not to have synchronous courses) and have had additional work asked of them and more work added on top of other processes. This school is feeling a lot more admin-centered lately than student-centered. The good thing about lower enrollment is that there are less students to neglect when we are being asked to attend 2 admin meetings each day on top of normal teaching, grading, committee and advising loads. It's overwhelming and really runs the risk of burning out your faculty, especially the helpful ones who really care and want to support.

Too much administrative busy work for faculty detracts from time spent on teaching.

Training on computer applications available for schedule would be nice.

We are often faced with the issue of great team members leaving. This is due to A LACK OF RECOGNITION AND (at times) EVEN AN UNDERSTANDING OF JUST HOW DIFFICULT OUR WORK IS... And it's also because other departments will not dig into things. They'd rather just send the student off to us, and we're left doing things that aren't even our jobs.

We have become top-down and overly administration centered. We have far too many Deans, VPs and a Provost that cost money and then we have a President who constantly says there is no money. We need to keep the students in mind. Without true budget transparency, which we do not have, there can be no real equity.

We have no real leadership from our director and VP. They lead by rumor and innuendo.

We need to move faster to become sustainable, which includes protecting the 55 acres of woods that provide so many benefits for both humans as well as flora and fauna.

When new staff comes in the assumption is nothing was done before. Many things need to change as times change, but TCC has been forward thinking.

Table 6. Least Favorable Institutional Structure Responses (n=111)

While most of the faculty and staff I work with are very engaged, there are definitely some that put in the minimum amount of effort required. Additionally, we are incredibly understaffed and suffering, like many other institutions, from a lack of funding. It is difficult to carry out the mission and serve students under such conditions, so I imagine there will always be those who are unsatisfied with our performance.

While much time and attention are being put into rewriting policies, the words are having a hard time finding expression in the budget (understandable, I suppose, given the impact of the pandemic on our enrollment, but limiting nonetheless). The hiring process for faculty in the Science departments falls short of being able to attract and keep faculty from BIPOC communities because we cannot compete with other institutions that are offering more lucrative posts.

Table 7. Least Favorable Student Focus Responses

Table 7. Least Favorable Student Focus Responses (n=9)

I feel that the decisions about the courses offered does not correspond to students' needs.

I think we have to remember we need to prepare students for their professions or for four year universities. We need to keep standards in education. For some courses that means coming to labs face to face.

Not enough staff to support struggling students, need more student housing and resources for first generation students (what school doesn't?!)

One area I find is that all of the student facing services are spread out too far from one another requiring students to have to walk to multiple locations in order to complete any objectives. For example, having financial aid and the cashiers in a different building than enrollment services which may require the student to have to visit both locations in a single visit. These student services should be within the same area for less travel. In addition, same goes for the tutoring centers, they all should be combined to the same location rather than spread out. Lastly, I do feel that the institution is a little "top" heavy with many vp's, directors and deans. There is possibility a reason for this that I am unaware of, but feel that there may be too many. I am afraid that if it comes to budget/position cuts that the institution may keep those positions rather than eliminate that position and keep multiple other positions if salary matched up. Lastly, it has been addressed certainly, but workload continues to increase exponentially for each person without any assistance hiring employees and or removing services or offerings.

People pretend to care about the welfare of the students, but could actually careless as long as he or she is in the know.

System-wide barriers TCC puts to all students, but effects new, first-gen. & non-traditional students the most. Some examples: very early fin. aid deadlines, non-cooperative policies in enr. services that actually put unnecessary barriers on students trying to enroll

The focus on education is steadily decreasing. I feel like our administration has less and less interest in the quality of the education we're providing our students. It's more about passing and graduating students than making sure that our students are educated and prepared.

We are so underfunded that critical resources necessary for student success are not available.

Table 7. Least Favorable Student Focus Responses (n=9)

We need to reestablish community for our students.

Table 8. Least Favorable Supervisory Relationships Responses

Table 8. Least Favorable Supervisory Relationships Responses (n=5)

A lot of bad behaviors are permitted. This is a consistent trend that I have seen across the campus community. Bad behaviors to include... poor work ethic, poor efforts to respond to the needs of students, leadership being aware of a problem and not taking action to correct it and allowing it to persist - despite it having an impact on student success and the work of others. I have had multiple experiences where the bad behavior has been permitted and has impacted my work. It sets the tone of “What is permitted is promoted”.

I am unhappy with my supervisors gaps in communication. This makes it very hard to do my job. They are a bottleneck where some decisions and approvals need to happen, and it is not happening in timely manner (if at all). This gap makes me feel ghosted, unprioritized, and I begin to doubt my decisions and priorities. Communication needs to improve, or some decision making must be delegated to others. This is incredibly frustrating (and personally unhealthy).

No oversight for instructors. I like the feeling that I am trusted, but worry that there may be very biased teaching going on and no one even knows. Overheard conversations in the adjunct faculty center between other faculty and students have included very biased statements by faculty to students (example: “A pro-life person who was even slightly rational would have to agree that ...” and “This is the kind of ridiculous statement that would be made by Trump voter.”).

Performance reviews do NOT happen, no news is ‘good news’ in my department for work performance. Not feeling valued as individual though employed for over 14 years.

There are great inconsistencies in the way in which managers manage, and supervisors supervise. Your experience at the college greatly depends on which department you work in. I wish there was a framework that would guide the mid-level managers and supervisors to ensure consistency across the institution. Managing people is its own skillset--I feel like we don’t focus enough on managing and growing the skills of supervisors/managers. It seems as though several of them don’t seem to know what is expected of them, or what it looks like to be a good supervisor/manager/leader.

Table 9. Least Favorable Teamwork Responses

Table 9. Least Favorable Teamwork Responses (n=2)

Just a little frustrated about the struggles with having a true team spirit in my department.

There are departments that seem to foster a strong spirit of competition within their department. This can become problematic because those teams then begin competing with people from other departments. Any interdepartmental competition reduces the effectiveness of the institution as a whole. Also, this spirit of competition occasionally spills over onto the students. Most of the students that we interact with can be discouraged from ever completing their education by the smallest expressions of impatience. A competitive person is not often patient.

Table 10. Other Least Favorable Responses

Table 10. Other Least Favorable Responses (n=64)

Compensation and Benefits

adequate pay

The amount of pay per hour for the amount of work expected is extremely low.

There is no incentive for employees to remain at the college. In exempt employees there are no step up salary increases. Someone new coming in to the college will make the same as someone who has been with the college 20 years. Loyalty is not recognized or valued. I gave notice after [20+] years with the college and have not heard a word from leadership. Besides my immediate supervisor no one has even thanked me for my time with the college. If you aren't in the "favorites" with leadership you are forgotten. Makes the decision I made to leave much easier.

There is very limited room for growth, at least in my area, and pay and hours are both low.

Unfortunately my position at work doesn't qualify for any kind of employment benefits. Recent policy changes have now disqualified me from even remote work exceptions during the Covid-19 pandemic. My immediate supervisors and others have advocated for and supported me in my efforts to remain employed here at my favorite haunt.

Equity, Diversity, and Inclusion

Although there is a strong EDI commitment from the college there is still very entrenched hierarchical system of employee positions that can stifle voices being heard and advancement taking place. There are not many avenues for promotion and those with decision making authority are not always exposed to the insight of positions "below" them or from a diversity of employees including those that have different lengths of employment at the college. Because of heavy workloads it is hard to find time to adjust to personnel changes and have time to build meaningful working relationships across classification.

Can feel ostracized as a heterosexual white Christian female. I'm not sure there will ever be a time where there isn't anyone who won't feel ostracized--this is a difficult and lofty goal to be 100% inclusive. I appreciate the efforts being made, but I have always made attempts at valuing everyone--regardless of race or diversity. I can be uncomfortable around others different than me, but I still value the gifts that everyone brings to the table and appreciate the efforts being made at this time, which includes this survey. Thank you.

Table 10. Other Least Favorable Responses (n=64)

Change is hard. As much as the college is committed to EDI and other progressive stances, I think it is finding that “systemic” change is very hard which in turns creates a sense of frustration and futility.

Current Leadership defines “diversity” too narrowly, actually exclusionary. Diversity does not just refer to African American/ Black folx. Why has TCC stopped promoting Age diversity, LGBTQ+ people, DACA students, the Asian community on and on. Support for BIPOC people, really seems to be limited to African American/ Black people. Our Tacoma community at large is much more diverse than that!

They (current administration) spout a lot of words about BIPOC but the follow-through is almost singularly for our Black friends. So disappointing and short sighted.

Diversity. it is mentioned to much. Treat everyone the same, race does not matter.

EDI main focus, this has a negative affect on those individuals that are or have been classified as white or European. Those individuals feel the inability to speak out due to a fear or retribution and not as valved as other employees because of something they didn't choose , specifically their racial background

Even though equity is named as a value, there is a divide between certain categories of staff. Some departments are respected differently than others, and entering collaborative spaces from a department that has less clout can be intimidating. Specifically, the Early Learning Center seems to be regarded as babysitters and not integral to the mission of the institution by many administrative staff and faculty, and participating in collaborative groups (e.g. task forces, affinity groups) can be frustrating. Additionally, our staff who work primarily in classrooms have a very limited ability to access institutional resources or work groups.

Everything is anti-racism which can be tiring and can get old quick.

Table 10. Other Least Favorable Responses (n=64)

I believe my institution is on the right track. There are many areas that can be immediately improved, such as, stopping the use of race, gender and other irrelevant information. My institution continues to profit from race and gender. My institution lacks strong leadership. Our leader pushes issues that affect his personal biases but never pushes unity. Our institutions policy support segregationist belief and not one of a common community where race genders or personal beliefs do not matter. I do not believe my institution supports true diversity and inclusion, they often disregard views that do not align with theirs. It is possible to disagree and coexist but that is not the environment at my institution. While I was a student here I received countless email promoting clubs that segregated people into race and ethnic groups but none that promoted unity, community, inclusion or a shared culture. While I fully support raising up everybody in my community that does not appear to be the focus of this institution.

I do not agree with so much separation of employees based on racial and ethnic backgrounds. I am a Caucasian employee with asian children and black children. I am just as invested in equity, diversity, and inclusion as the next employee yet there are certain groups I am not welcome in. I will always remember that a group of black male TCC employees were visiting an African American Art exhibit at the Tacoma Art Museum and the only other male employees that were welcome were male employees of color. As a white employee I was excluded. I will never forget it. That is no way to unite employees of varied ethnic and racial backgrounds.

I don't really have a least favorable, but more of still needs work. We have made significant strides forward in our EDI efforts over the last few years and are truly reflecting our mission. However have not arrived, we need remain focused on these efforts for continued progress.

I have three major areas of concern about TCC: 1) documented patterns of unethical behavior and racial bias against women of color by the leadership in Human Resources; 2) a lack of dissenting voices/challenging viewpoints within executive leadership; and 3) the demoralizing climate for Black students, staff, and faculty. In regards to the first issue, there is a quiet network of women of color at TCC (former and current employees) who have been sharing their stories of harm. The recurring wisdom in this network has been to avoid engaging with HR at all costs. In regards to the third issue, the ongoing rhetoric about supporting Black students, staff, and faculty has been harmful on two fronts: Many Black campus members have suffered microaggressions from groups in dominant and nondominant cultures because of the *appearance* of receiving more institutional attention. In truth, Black campus members were actually deprived of any meaningful and *restorative* institutional care. If TCC doesn't intend to follow up on its slew of PD sessions and campus book reads with systemic action and accountability, it would be better to drop the performance. Performative anti-racism is still racism.

Table 10. Other Least Favorable Responses (n=64)

I think that all of the anti-racist training, discussion and efforts are too much. We should focus on educating students. We should be learning about the experiences of people and cultures, but not at the expense of educating students. So much emphasis for “diversity” is placed on skin color. It’s because that it easy to see. Diversity includes much more than skin color and I fear that TCC is unable, and/or unwilling, to see that.

I think there is too much emphasis on EDI before actually looking at what the students really want from a degree or certification. Including more focus on guiding students based on why they come to TCC with the mission of inclusiveness, equity, and diversity might be more helpful to students. The students I work with want jobs that pay more so they can support themselves and their families. How to target that need is a worthy cause as well.

Institution seems to care more about the EDI of the campus than the academic integrity of the education provided to the students. doesn’t hold students and staff responsible for actions - too many petitions granted.

It seems to me that data shows that our BIPOC students are behind in all categories of retention and graduation. I’m not sure how we are taking in the student’s concerns from their perspective.

lacks racial and gender diversity

Moving from theory into practice for improving and increasing equity, services and academic achievement for marginalized populations, including BIPOC, immigrant, formerly incarcerated, and economically challenged students and community members.

My issue comes with the backlash that most BIPOC individuals throughout the campus have to hear from allies about other predominant groups complaining about the presence of more EDI work and BIPOC discrimination talk on campus. It seems like the talks are happening but aren’t getting through? Or aren’t being taken seriously? There seems to be a lot of talk of holding individuals accountable or providing spaces for people to learn why these issues are important but no real action. At least none that the entire campus is aware of.

Not seeing progress in structuring courses to improve equity

Table 10. Other Least Favorable Responses (n=64)

One of the things that I like the least about TCC is our inability to affectively address the needs of students of color when they express the injuries they've suffered in the classroom. We pass off their complaints from one member of the college to the next and we perpetuate their isolation. When they attempt to go to leadership we punish them and make them feel ridiculous for wanting to be acknowledged. We lose those students and sometimes we ruin their educational efforts. At the very least, those students tell their friends and family to avoid coming to our institution.

Reverse Racism toward People with White skin - EDI does NOT mean what it should mean in application. Skin color should NEVER be a factor of anything EDI. Unfortunately, EDI is racist and promotes victimology and blames White people. I will be ending my employment very soon.

Same thing. It's hard to do this without identifying specific individuals. When I think about what's least favorable, specific individuals come to mind. There are individuals at TCC that are poisoning the climate for everybody and their reach is widespread. What's the point of this survey if respondents can't identify the bad apples that are spoiling the bunch? So, I'm not sure why we are being asked to refrain from identifying those individuals who are doing great work.

But if I have to be general, people say they are committed to equity, diversity, and inclusion but many aren't. White employees generally seem to get extremely favorable treatment and some get away with disruptive, unethical behavior that is harmful to students of color and faculty and staff of color. Yet, they continue to be employed at TCC. It's ridiculous. I was also on a hiring committee where the person who ended up getting the job didn't even really submit a cultural/diversity statement. That automatically eliminated them from consideration for the position for me but I was astounded that it didn't bother the other members of the screening committee at all. It was dumbfounding.

So much time and effort is placed on EDI...to the point of making it appear all other activities are secondary....including recruitment, retention, and advertising. Additionally, huge amounts of money (both organization and student funds) are spent on new technologies that sit with little or no push to get faculty to utilize these OR advertising of the technologies to the potential students....via any medium (social media,etc). Examples: Digital Cadaver, Wireless Microscopes, etc.

Table 10. Other Least Favorable Responses (n=64)

TCC emphasizes EDI to the point that quality academics are neglected. When a family member enrolled in courses recently, I was appalled at the very low quality of educational materials, instruction, responsiveness of faculty, and poor instructional design. I believe this is a much more significant threat to TCC than racism. We discuss barriers and equity all the time, but the barriers to this student (who chose not to re-enroll) were extremely difficult navigation of systems, poor communication, and truly horrific quality of education. Addressing these issues would go farther toward promoting student success than constantly addressing only issues related to race and racism. Second, EDI is also only attended to in areas of ethnicity and gender/sexuality. Diversity of thought, more essential to a quality education, is overtly discouraged.

TCC has provided a toxic, divisive environment that has us looking suspiciously at each other based on the color of our skin or our sex/sexual orientation. This is more important to the administration than a focus on working together to help improve the educational experiences of our students. This is especially pronounced in the anti-white bias of the culture at the college. This extreme use of Critical Race Theory as our guiding principle is the main problem. Also, we have not first amendment rights as we all know that speaking out against the prevailing paradigm will get you fired or seen as an outcast. It is so bad that one employee asked President Harrell when we will be granted our first amendment rights at one of his Town Hall meetings.

TCC wants equity, diversity and inclusion in words but actions are not inline with this in practice. Nepotism, division, discrimination, and narcissism pervade decision making at the highest levels.

The college is spending way too much time, money, and resources on a left wing national “woke” agenda. The EDI is pushing a political narrative instead of looking at this debate from both sides. The college is dividing us based on race.

The fact that in the pursuit of diversity, qualified applicants are dismissed without consideration for positions that remain empty

Table 10. Other Least Favorable Responses (n=64)

The focus on EDI, and the underpinnings of anti-racism and critical race theory, has really blinded us to opportunities that could lead to better outcomes for our students and our institutions. I DO NOT feel comfortable voicing an opinion that is contrary to the dominant lines of thought at the college, namely a focus on equity, antiracism, and critical race theory. Trying to guarantee equality of outcomes (i.e, equity) is not possible. I can't even do that for my kids! Instead, let's focus on improving opportunities. We don't have to restrict opportunities for others to do this.

And why can't we recruit Running Start students from our high schools that haven't traditionally sent us students? Why can't we recruit from Lincoln, Foss, Mt. Tahoma, and Oakland? If we claim to be student focused, shouldn't we make the effort? Every time I bring this up I'm told we can't, but not given a reason and then told to stay in my lane. It seems like we want to accept that our education is great for students from the Peninsula, but not for students from the east side. Why is that?

The institution does a horrible job and considering disability as part of diversity

the latinx population is the largest minoritized demographic in tacoma. we have fewer than 10 latinx professors and a similar proportion for staff. to my knowledge there are no latinx individuals in upper leadership positions. this campus is an inhospitable environment for latinx folks evidenced in numbers. there are currently no recruiting or retention efforts for this population and the staff/faculty don't last long either.

The only thing that has really upset me about this college is the same thing that is currently happening at all community and technical colleges. There is funding to bring on more instructors full time but they are doing this to up diversity among instructors which I understand and I support.

What I don't support is the fact that myself and employees like me (white) are not going to be on a level playing field to get these full time positions as instructors. Our provost (who I love, she is amazing!) has stopped just short of saying that minority candidates will be favored in the hiring process because that's what the funding is for.

This automatically begins to push exclusion of a group so I don't know how this can be ok. The wording on the statements talking about the funding doesn't flat out say this and when asked the administration said all candidates will be considered....but that is NOT the goal of the funding.

I feel that the school/state was doing so well trying to give everyone a level field and then just shifted it another direction making it not level again.

Table 10. Other Least Favorable Responses (n=64)

There is a lot of lip service to equity toward staff and faculty. I have witnessed and experienced egregious behavior largely seated in sexism, but also intersecting with race/ethnicity and gender/sex orientation. There is great favoritism that goes on here, and we have at least two upper administrators who clearly favor cis-gendered males, often overlooking, or cutting people out, who are actually exponentially more capable and have more education and experience - objectively. I am hoping that discrimination lawsuits see the light of day at some point.

There are also faculty who have immense unearned power, who are pushing for and using questionable, and even harmful pedagogy - or at least good pedagogy misapplied creating down-stream problems for students (and their colleagues). I don't know how these systems are supported on our small campus. Other faculty, especially part-time, are actually afraid to object to or confront these ideas and instead eventually find each other to discuss these problems - which of course persist because they do not feel safe. I and others are terribly tired of these wizards behind their curtains of "good intentions" that they get a pass for.

This institution has developed tunnel vision on EDI issues (which is also directly reflected in the tone and focus of this survey) and has ignored other important areas. EDI is also exclusively focused on racial/gender issues and marginalizes those who are not "believers" in Critical Theory or other Marxist ideologies rather than valuing all forms of diversity and belief. This institution has become focused on pushing one ideological agenda rather than truly valuing open discussion. Those who disagree are marginalized, insulted, ignored, and told that they don't belong. This is truly disturbing on many levels.

we don't institutionalize the equity efforts mentioned in our strategic plan

While we are working hard to become an antiracist institution, we are falling into "us vs. them" patterns of blaming white employees for institutional racism of which they are not a part. Then, the misguided hostility in "calling out" individuals, by white employees to white employees, is leading to a toxic work environment. Also, employees of color and faculty of color assume they are not and will not be supported, and I believe this is not only untrue but that assumption is leading TCC down a very dark road of segregation and false beliefs about their colleagues.

With all the marketing directed at POC students it can be a turn off or seen as exclusionary to some non-POC students. Though I understand the drive to assist the proportionately disenfranchised, the aim as these students can be portrayed as an exclusionary preference toward the pre-dominantly white population of Tacoma. It should not be a surprise if enrollment keeps lowering at this point. Not saying it is right thing to happen but something to consider.

Table 10. Other Least Favorable Responses (n=64)

Work must be done to promote visibility and acceptance of contributions/safe space for trans students.

Uncategorized

Based on prior experience, these surveys are not confidential so I choose not to respond.

good

Have not felt that there is real change.

I can't really think of anything that stands out to me as particularly negative.

I Don't care to expand

I don't have a least favorable at this time

I don't have anything for this.

N/A

N/A

N/A

N/A

n/a

na

Table 10. Other Least Favorable Responses (n=64)

No further comment

none

None

None come to mind.

nothing

Progress is slower than ideal, but understandable

Refer to question #1