



**NATIONAL INITIATIVE FOR LEADERSHIP
& INSTITUTIONAL EFFECTIVENESS**

North Carolina State University | College of Education

Yavapai College
Prescott, Arizona

PACE Qualitative Report
PACE Climate Survey for Community Colleges

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NATIONAL INITIATIVE FOR LEADERSHIP & INSTITUTIONAL EFFECTIVENESS

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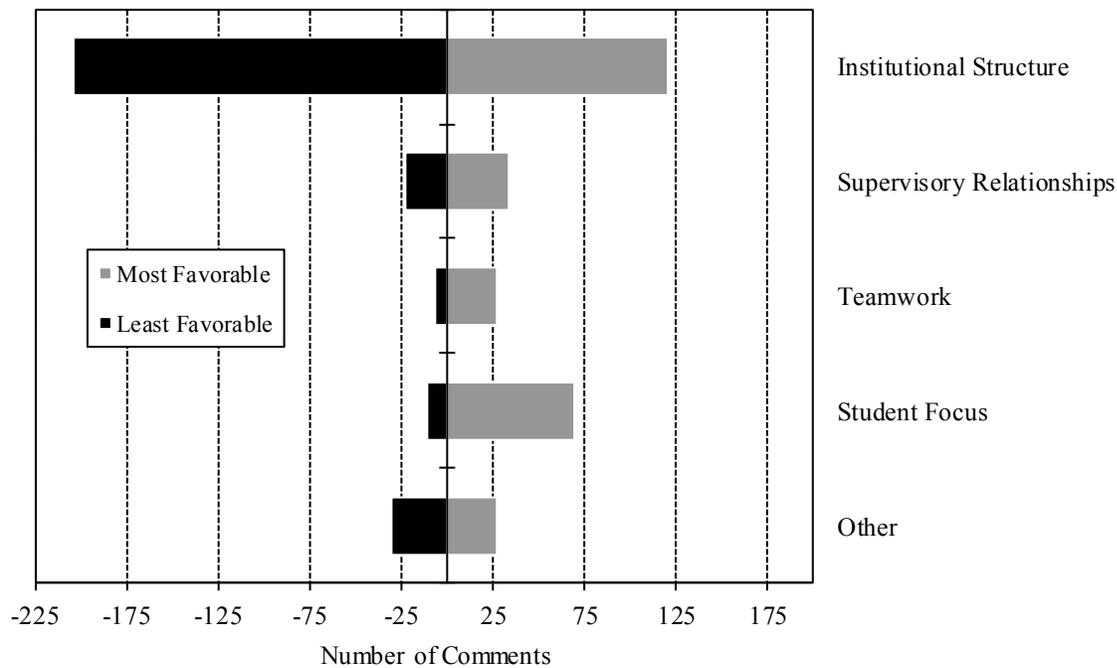
Qualitative Analysis

Respondents were given an opportunity to submit comments about areas of the institution they most favorable and least favorable. Of the 517 Yavapai College (YC) employees who completed the PACE Climate Survey for Community Colleges (PACE), 311 respondents (60.2%) provided open-ended comments. 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 questions on the PACE survey.

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

The greatest number of comments fell within the Institutional Structure climate factor. Please refer to Tables 1 and 2 for sample comments categorized by climate factor and the total number of responses provided by employees. This sample of open-ended comments reflects employee responses as coded back to the questions of the PACE survey. Please note that comments are quoted exactly as written except in instances where the integrity of the report and/or confidentiality is compromised. Any additional edits for clarity are indicated by []. All pronouns have been changed to “they” or “them,” sometimes referencing a singular person.

Figure 1. Yavapai 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 Responses—Sample Comments and Actual Number of Responses at Yavapai College

Factor	Themes
Institutional Structure (n=120)	<p><i>YC is an wonderful institution with challenges but it is wonderful to see that new administration is addressing the challenges. I like the philosophy of Dr. Rhine and look forward to the direction she will be taking YC in the future.</i></p> <p><i>I think that YC is a great institution. The staff and faculty really care about the students and the college mission. The college tries to respond to the changing needs of the community, and balance the many, often conflicting demands and expectations for the institution. Our students are working hard to overcome obstacles and reach their goals.</i></p> <p><i>Most favorable element of the institution I work for is it's inclusive and inspiring environment.</i></p> <p><i>I love our student-centric focus -- the fact that we as an institution truly care about student success and are taking steps to remove roadblocks to that success and roadblocks to enrollment across the demographic spectrum. I also am a big fan of the Outward Mindset initiative. The college's culture is on a positive, holistic trajectory! I appreciate the opportunity to share my views, both positive and negative, about the college and my area. I am very positive about the college as a whole, but not as positive about my area.</i></p> <p><i>Administration is interested in employee perspective and making this an excellent place to work.</i></p> <p><i>Dr. Rhine has created a more open atmosphere where staff feel comfortable providing input/feedback valuable to the college and students of Yavapai.</i></p> <p><i>I love that my work team consists of like-minded individuals and that we all are incredibly supportive of one another. I think the new president is doing a good job of communicating with the employees and fostering an environment of open-communication among employees. I also think the institution is doing a great job at student recruitment and increasing enrollment.</i></p> <p><i>I think the institution does its best and is actively trying to improve its communication, and that it does a good job of keeping the student central to its focus.</i></p> <p><i>The way the college handles time and communication is very good.</i></p> <p><i>Everybody is friendly and loving. Conversations are always intelligent and ebullient. Some of the higher ups are snobby and stuck up on their "status" in life, but most people are down to Earth and amiable. I work at the dorms and the most important people I enjoy talking with are the students, because that's the whole reason we are here. I will say, this is the most aesthetically beautiful place I've ever worked, I love the people and they show me a lot of love in return. In short, I love my job!</i></p>

Table 1. Continued

Factor	Themes
	<p><i>1. We have a lot of great, thoughtful, and kind people who work here and strive to do their job to the best of their ability. 2. It appears the college is making positive steps towards creating a better atmosphere for all employees.</i></p> <p><i>Everyone here is kind and generous towards others, everyone has a great attitude</i></p> <p><i>Generally very nice environment to work; dedicated, talented and intelligent personnel.</i></p> <p><i>Great place to work. Very professional, friendly, and productive work environment.</i></p> <p><i>I am encouraged by some of the steps that are being taken. Revamping employee performance forms; Outward Mindset; Frequent Fridays; the President meeting with everyone and asking for input.</i></p> <p><i>I am proud to be a member of YC! This is a great institution with outstanding leaders. Higher Education has many challenges now and YC is addressing them head on.</i></p> <p><i>I appreciate the efforts taken by both the president of the college to get to know faculty on a personal level. The president has been very clear about what she sees as the mission of YC moving forward, and I think she is effective at motivating and involving all levels of the institution in this mission. I am excited about the direction we are moving together. I love the focus on student success. My direct supervisors (my dean & my department chair) are very supportive of me and make me feel like I am an important part of the college. They are encouraging and work diligently to uphold the values of the college and to foster student success. So many people at the college clearly go above and beyond to be kind to employees and students alike. Having taught at multiple institutions of higher learning, I am confident in saying that YC is among the very best. We are like a family--in all the best ways!</i></p> <p><i>I appreciate the support my department receives from the community as a whole. I believe we are a valued and respected part of this institution.</i></p> <p><i>I can see that issues have been identified by the current leadership and are being addressed. This makes me feel the College is moving in a positive direction to improve service to our students and harmony & cooperation among coworkers and their supervisors.</i></p> <p><i>I feel like the institution and administration care about employee satisfaction.</i></p> <p><i>I feel that I make a difference every day and that I am valued.</i></p> <p><i>I have never worked for an institution as accommodating and stable as YC. The overall Campus environment is quite warm and pleasant.</i></p>

Table 1. Continued

Factor	Themes
	<p><i>I have great experiences with the staff and support team. The faculty and leadership are awesome and support the programs I work within and the teamwork is outstanding. The diversity, the communication at my level in teaching is one of the best. The support staff such as facilities and dining facility are also commendable.</i></p> <p><i>In general, I find the individuals of this institution to be kind and welcoming. I've rarely felt any kind of animosity to any of the staff or faculty here. The school has a good culture and a good atmosphere.</i></p> <p><i>It's a pleasure to work at an institution of higher learning. It invigorates me to have the opportunity to work with students, faculty and staff. All employees seem to enjoy working in this environment.</i></p> <p><i>Lots of very smart, very talented, helpful and good personalities work here. It's a great environment.</i></p> <p><i>Most favorable are the people that work at this college, my colleagues, and the students. I enjoy coming to work, engaging with my colleagues and the students, and love the subjects I teach and teaching in general.</i></p> <p><i>My most favorable memory is how welcomed I felt on my first day. Everyone welcomed me with a warm smile and still ask if I need help with anything. While training, I experienced a great deal of kindness and patience.</i></p> <p><i>Our ability to effect student outcomes, teamwork within specific teams and collaboration for most important decisions within our department. We are truly involved in our community and I for one am proud to be a part of the YC family!</i></p> <p><i>The commitment to student learning and providing faculty and staff with the technology and tools necessary to perform their work to achieve the college ends are areas where the college excels.</i></p> <p><i>The people at this institution are friendly and easy to work with. It's a great day-to-day work environment.</i></p> <p><i>The people who work here are wonderful people. Relationships are good. The College as a whole is very positive.</i></p> <p><i>The staff from the library, purchasing, accounting, ITS (Information Technology Services), PTSS (Presentation Technology Support Services), Tels (Teaching and e-Learning Support), YCPAC (Yavapai College Performing Arts Center), mail center, lifelong learning, facilities, marketing are all a pleasure to work with - great staff, all go above and beyond - great teams of people who really care about this institution.</i></p> <p><i>This is a great place to work can it be improved, of course, but overall I cannot find fault that that cannot be easily addressed</i></p>

Table 1. Continued

Factor	Themes
	<p><i>Yavapai College has outstanding Career and Technical Education programs that are relevant and responsive to the area's community members and businesses. We strive to give every student that walks through our doors the skills they need to excel in the career of their choice. Our state-of-the-art facilities are some of the best in the state and our faculty are dedicated to helping every students meet their educational goals. Many of our staff, faculty and administration hold each other to high standards and themselves to even higher. Many teams work seamlessly together (even though they occasionally have to sidestep other departments) to best serve our students.</i></p> <p><i>Yavapai College is an incredible institution to work for. Our president and leaders demonstrate best practices, always professional and empathetic towards their employees and students. This new climate of open discussion and Outward Mindset training is invigorating and stimulating. I wish that other institutions would adopt YC management practices. The team spirit of collaboration and student first practices strengthens our foundation and has earned YC a very positive reputation. Thank you for making YC such wonderful place to work and learn!</i></p> <p><i>YC is and has been making incredible positive change within the past year regarding employee safety, job satisfaction, and an overall energized vibe and is recognizing the value of its employees.</i></p> <p><i>Great environment that fosters collaboration.</i></p> <p><i>I enjoy working with all my co-workers in our department. Also many staff across campus [are] very friendly and helpful. I enjoy working here at YC.</i></p> <p><i>My coworkers are knowledgeable and approachable people. We all support each other to help the students succeed.</i></p> <p><i>My work team, my supervisor and the opportunity to engage with employees in a variety of other areas at YC; the opportunity to truly support students (positive work environment)</i></p> <p><i>The ability to collaborate with others through our multiple campuses and centers is energizing. I find my colleagues to be competent and helpful.</i></p> <p><i>College policies requiring employee training are positive aspects of the work environment. In our area, management is very careful to be inclusive and non-discriminatory in assigning work.</i></p> <p><i>I love the recent commitment to organizational health that has been implemented. The changes have been swift, transparent, and quickly noticed/felt. I feel very hopeful that this trend will continue. Individuals are really taking the trainings to heart, learning from past mistakes, or making a commitment to continue on this road.</i></p>

Table 1. Continued

Factor	Themes
	<p><i>The most favorable about this institution is the help everyone gets from each other to achieve goals.</i></p> <p><i>New administration and new restructuring will allow us to grow and thrive as an institution. The positive energy on the campuses and the quality of faculty and staff is outstanding. Turning the campus outward through Outward Mindset efforts is building a culture of care and improving relationships internally and in the community</i></p> <p><i>There have been obvious improvements in morale in the last couple of months, primarily due to the reorganization of the Student Development division. The current structure is far more conducive to support of my work, because of my new immediate supervisor and because of our new VP.</i></p> <p><i>I have work[ed] for the FEC (Family Enrichment Center) and I love how they include me into the actives all year long it makes me feel valued.</i></p>
Supervisory Relationships (n=34)	<p><i>My current boss is great about collaborating, valuing everyone's opinion and at the same time empowering every member of the team to contribute the best way that fits their skills and talents</i></p> <p><i>The motivation of employees in my department seems to be intrinsic, meaning they want to perform well whether they're being "graded" or not. We work best in a climate that sets clear guidelines, is consistent with it's policies because of this. There was a term spoken that rang true "Just let me do the job you hired me to do and get out of my way." Maybe a bit direct but the idea rings true to me.</i></p> <p><i>Anytime I have questions or concerns that I feel confident that my supervisors and other employees will assist without hesitation. They don't micromanage and they have belief and trust that I will teach properly and to Yavapai College's standards.</i></p> <p><i>Fantastic department director and VP over department. Both are personable, caring and willing to try and help you with the serious job overload for our department.</i></p> <p><i>I find the atmosphere of YC is one of positivity and cooperation. I receive specific, non-judgmental correction from my supervisor if needed, and I also receive occasional praise or reaffirmation of my value among my team. I feel that I can ask any individual for help and it would be honored if the situation permits, with a positive attitude. I find YC to be a welcoming environment and one which engenders intellectual growth.</i></p> <p><i>I love my department. My direct report is amazing and understands me both as an individual and an employee. I feel valued, and like an important part of the department. Our department supports one another and lift each other up.</i></p>

Table 1. Continued

Factor	Themes
	<p><i>My supervisor always listens; they are a working supervisor, meaning they would not ask anyone to do anything they aren't willing to jump in and help with; they builds you up and are always eager to help you move in the direction you are seeking and the training you are interested in; I love that I can have the time to volunteer within other areas, where I can also interact with faculty & staff I don't normally work with (SOL (Students of Leadership), 1st Gen, advising for a club); I really love and appreciate that I am in the position I am in :)</i></p> <p><i>My supervisor is very effective at creating and communicating with teams and delegating tasks. They are also good at recognizing employee achievement.</i></p> <p><i>My supervisor is very supportive. It's a pleasure to work here. I enjoy the challenges</i></p> <p><i>My supervisor supports me, listens to my ideas and provides constructive feedback.</i></p> <p><i>my supervisor supports me. They care about my work and accomplishments, but more than that, they care how I am doing. They are understanding if I need time to take care of things personally.</i></p> <p><i>Being allowed to be innovative and creative, working in what is a positive atmosphere for the most part, very good colleagues, exceptional facilities, student focused, community and business focused.</i></p> <p><i>I enjoy most when I'm allowed to help others and when I'm allowed to be creative (out of the box) thinking. I'm blessed to have a position that allows me to do both.</i></p> <p><i>I feel YC gives me pride and joy when it comes to my work. I work in Facilities and the environment is always positive and encouraging, I feel like I can voice my opinion and that I am heard in my department.</i></p>
Teamwork (n=27)	<p><i>As a team member, I feel that I am made a part of the team in all areas. I like that I can go to anyone here to talk or if I have an issue.</i></p> <p><i>My direct working team is amazing. Due to reorganizing offices, we now all share a space. We are very respectful to one another, have fun, and get a lot of work/projects completed successfully. In the past I have been able to attend several professional development opportunities.</i></p> <p><i>My work teams consist of individuals who work collaboratively and respect one another. The people on my work teams are extremely competent in their positions and contribute to the overall success of the institution. Maintaining flexibility, understanding of one's job duties and having a sense of humor has contributed to the success of my departments and moving initiatives forward.</i></p>

Table 1. Continued

Factor	Themes
	<p><i>The immediate team that I work within inside my department works very well together and we are able to accomplish and do many great things for our students and the college as a whole because of this.</i></p> <p><i>I find my immediate work group is wonderful to work with. We are quick to help each other when needed, and we are friendly and generally like each other's company.</i></p> <p><i>I feel that my department and the people I work closest to foster a spirit of collaboration and teamwork. We get things done and done well.</i></p> <p><i>I have a very high opinion of my immediate SOSOC (School of Social Sciences) department. The faculty I work with are the best in the college and my dean is supportive of myself and my faculty every day. We share common ideas about the goals of higher education, even if the idea of a well-rounded education is not shared by administration at YC.</i></p> <p><i>My department employees have good working relationships and communication.</i></p> <p><i>My department is outstanding. Everyone is respectful, hard working, extremely knowledgeable and creative. We have a working system that supports diverse and innovative ideas, making my ideas important and valued. I feel safe with my opinions in my immediate work group and have a sense of unity. This department makes it a great place to work. I also appreciate the external committees I have had the opportunity to take part in. The ability to work with other people across the district makes my job more creative and fun. I feel as though I have a lot of opportunities available to learn and grow.</i></p> <p><i>The department I work in is amazing. My supervisor and co-workers work incredibly hard, are very professional, and everyone does what needs to be done to get the job done. I am very satisfied with my area, my co-workers, the work I do, and the "customers" I serve.</i></p> <p><i>There is a strong sense of collaboration within my department (the science department), which fosters attitudes of cooperation, teamwork, and an efficient work environment free from hostility. Safety is of utmost importance. Our department also strongly reflects the mission of the college and actively and vocally seeks to pursue it. Students and their needs are at the forefront of our department's efforts.</i></p>
Student Focus (n=70)	<p><i>Faculty and staff are committed to student success, and do everything possible to assist students achieve their goals. Look optimistically on the future with Outward Mindset.</i></p> <p><i>All staff and faculty care about student needs and success. Students achieve their goals at YC.</i></p>

Table 1. Continued

Factor	Themes
	<p><i>All employees in my department are dedicated, hard-working individuals who are student centric.</i></p> <p><i>I believe YC is a student-first organization, committed to providing the best and most relevant education for the students who attend. I see a great, across-the-board commitment to education, a recognition of the important role it plays in student lives as well as in the community. There is, overall, a very inspiring sense of shared mission here. I think that, and the enormous amount of friendly, accommodating co-workers are the two features that distinguish YC in my work experience.</i></p> <p><i>I love that we care not only for the students education but also about their well being. I am so glad we have the YC food pantry and well as the emergency funds. There are so many food poor students out there that have to choose between eating or buying gas to get to work or school. I donate regular to the funds and glad I can help in any way.</i></p> <p><i>I think that with the climate, I find the most favorable area to be the willingness of employees to help the students no matter how busy they are.</i></p> <p><i>Many individuals are working to increase student success and retention.</i></p> <p><i>Most employees I talk to or interact with are student oriented and supportive. We are here for them and mostly I think they know it. The institution is fiscally responsible. The quality of education students receive is high.</i></p> <p><i>Most favorable is that we are student-centric.</i></p> <p><i>My belief is that YC is collectively an awesome environment for student learning and for employee satisfaction. I hear about individual team situations that are not as supportive as others. Overall, we're here to support the students and make YC a great place.</i></p> <p><i>Positive faculty engagement, supportive. Student focused.</i></p> <p><i>The college allows myself and others to work within our areas of expertise to help improve the college environment and make a difference for the students.</i></p> <p><i>The desire of each department to make a difference in the lives of the students.</i></p> <p><i>The excellent interactions I've had with colleagues who have student learning and success as their number one goal. My own ability and time I have to assist students in learning materials and considering their long term goals.</i></p> <p><i>There are many exemplary individual employees working every day to accomplish our mission of providing the best education to the most students at the lowest cost. These employees, though often subsisting in a vacuum, truly do everything in their power to support their coworkers and provide for our students.</i></p>

Table 1. Continued

Factor	Themes
	<p><i>The thing I find most favorable is our ability to focus on students to help them succeed.</i></p> <p><i>There are many people here truly dedicated to student success at Yavapai College. We have a golden opportunity to make real difference in people's lives, and there are many here who truly believe in making sure that happens.</i></p> <p><i>Those who work directly with the focus of our institution, students, are remarkably dedicated to their work, their students, this college and their community.</i></p> <p><i>We care about the students and are always exploring new opportunity to improve education.</i></p> <p><i>I believe all faculty and staff share a student-focused sense of mission, and have a desire to benefit our students and community through the work we do.</i></p> <p><i>I feel that the faculty are very engaged with students and are working with very at risk students in a climate that isn't always supportive of their needs. The faculty-student connection is strong. I feel that my dean is also supportive of me and of my unique talents, and I care a great deal about the people in my division. I am appreciative of the flexible work environment and the freedom to create my classes in the way I best see fit.</i></p> <p><i>Our full time faculty members are committed, professional, personable and just down right the best!</i></p> <p><i>Respect and diversity are championed at the student level. Faculty demonstrate expertise and commitment. Facilities are safe and well-maintained.</i></p> <p><i>As a community college, I feel we do a great job in identifying community education needs and building programs that support both workforce and economic development.</i></p> <p><i>Multiple opportunities are available for student success.</i></p> <p><i>The challenges in working with students and eventually seeing them become successful beyond their Yavapai College days.</i></p> <p><i>Yavapai College is dedicated to providing students with an outstanding education.</i></p> <p><i>I enjoy being able to help students find a path and a career and I feel that Yavapai does an excellent job of making this possible.</i></p>
Other (n=27)	<p><u>Benefits</u></p> <p><i>I like the pay structure and the benefit package.</i></p> <p><i>The time off, especially the Fridays off in the summer, was the deciding factor for accepting my position over a separate similar job offer.</i></p>

Table 1. Continued

Factor **Themes**

External Community

I appreciate the chance to teach and build my community. I love working with YC partners in the community. We have been associated with Drake, the local and regional fire departments, PAL (Prescott Area Leadership) and others to build leadership competence in the community. Love being part of that.

Outward Mindset

From what I have seen, I believe the Outward Mindset training is positive and encourages learning and collaboration

I like the outward mindset brought to YC. I believe it has helped change the overall climate. I love the new initiatives coming up and hope to see more in the future. I know some departments have greatly improved, I am still waiting for action to happen in my department. I am confident that the administrative level is making great changes to improve our campus. I am waiting for them to trickle down to my level.

The new leadership is making bold changes to our institution to foster positive change for both our working environment as well as productivity as an institution serving our constituents of Yavapai County. The Outward Mindset implementation is a valuable tool to spark the necessary change needed at our great institution. It has slowly begun melting the ice toward a warmer, more interactive institutional culture. Healing takes time...

President

I feel that from the President to all other staff and faculty that I am appreciated and valued as a person and as an employee. There clearly to me is a feeling of inclusiveness and cooperation here among all.

I see President Rhine reaching out and listening to staff and faculty across campus

Support staff between departments are generally very accommodating and supportive. Dr. Rhine appears genuinely and actively invested in re-shaping YC into an efficient and pleasant work environment.

With the new administrative, I have seen a positive change in the work environment. People are able to talk about issues and feel heard. I believe the Outward Mindset has a lot to do with that, and having the President and Vice President's listening and being approachable to faculty and staff. These folks seem to be very passionate about helping our students succeed, and wanting our campus to work in a cohesive environment.

Table 1. Continued

Factor	Themes
	<p data-bbox="407 283 565 317"><u>Recognition</u></p> <p data-bbox="407 331 1442 489"><i>I have positive feelings for the current regime but the past has not seemed to be beneficial to me. I appreciate the individual recognition. For instance I felt very good when I received birthday card from the President. It really made my day and it felt very personal to me.</i></p>

Table 2. Unfavorable Responses—Sample Comments and Actual Number of Responses at Yavapai College

Factor	Themes
Institutional Structure (n=204)	<p><i>I see the college mission interpreted in many ways, this becomes less clear with the many different directives and initiatives that are started and not completed. One example is Yavapai has had eight VPs in ten years all with a different idea of exactly what the mission is and how to get there.</i></p> <p><i>I'm concerned to see what I consider conflicts of interest, as well as activities and resources being deployed outside of our mission.</i></p> <p><i>The least favorite thing in the last few years is that the priorities seem different across the college depending on whom you speak to. I would like to see the college move in a direction, stick with it for a while, and really perfect what we are doing before we move on to the next thing. The core of the issues occurring don't seem to be addressed as each administrator that comes in has their own priorities that don't really seem to address the core dysfunction occurring.</i></p> <p><i>True strategic planning within departments does not happen. It is hard for me to know the expectations of my position when I do not understand the vision for the future. Much of this comes from a lack of campus leadership. The pending changes will be a welcome opportunity to make a fresh start on strategic planning.</i></p> <p><i>A small group of individuals run all of the committees. Meeting times are not available for faculty that work on Fridays. No meetings start after 1pm on Fridays.</i></p> <p><i>Decisions made concerning department requests through annual review should be personally presented at those department meetings to allow for questions and prevent rumors and a sense that those requests are pointless.</i></p> <p><i>Faculty centered decision making, sometimes does not include important staff consideration. While we profess to be student centered, and indeed strive to be administratively, some faculty believe the school is centered around the faculty. While that type of culture seemed to be changing, still not convinced it is. Sometimes decisions or edicts are made in a vacuum with the appearance that staff concerns are not considered. A management style of "here is what we are going to do, now you figure out how to do it" is not good for moral[e] or conducive to the Outward Mindset philosophy.</i></p> <p><i>Leadership tends to make decisions without asking for input of the individuals/departments that the decision will affect and often times requires the changes to be implemented in an unreasonable time frame and without understanding the time and effort required to effectively implement a change. This causes employees to have to rush to implement changes often times without proper planning time, this causes ineffective communication between departments trying to implement changes and it causes lower morale for the folks most effected by the change.</i></p>

Table 2. Continued

Factor	Themes
	<p><i>Decisions that are made that affect me/my job, and I was not consulted; or even given chances to beta-test a new system/procedure before it was put into place.</i></p> <p><i>The new administration has done a much better job seeking input from faculty and staff. However, there is still a missing step when it comes to making decisions here. I believe the ideal process would look like: 1. Administration brings problem/issue/idea/opportunity to faculty, staff, and (if appropriate) students. 2. Seek input and understanding 3. Formulate plan 4. Return to faculty, staff, and (if appropriate) students for further feedback and commentary. 5. Finalize plan. Step 4 is what is currently lacking and could use improvement. Too often in the past, step 1 has occurred and then, six months later, staff and faculty are told what is going to happen. An incomplete process doesn't allow stakeholders to input valuable ideas along the way. It can also feel as if the initial inquiry was merely perfunctory. We have many bright and talented individuals at this institution and an iterative process of gathering information and opinions would better serve YC from an operations, planning, and morale standpoint.</i></p> <p><i>There needs to be more diversity education/training opportunities available to (& possibly required for) college employees. Diversity is listed in YC values & we have a goal of increasing Hispanic student enrollment, but efforts haven't been made in preparing employees to better-support these students. Training/education around the LGBTQ+ population should be included too. In addition to educating employees about this diverse population, YC needs to have some way to capture student information; like a place to enter preferred names or preferred gender pronouns. For something that could take very little effort, we can establish a way to capture student preferences so that they feel included & supported regardless of where they go & with whom they speak on YC campuses. Lastly, I would like to see a campus that celebrates holidays other than those traditionally attributed to Christian faiths. I think it's wonderful to be festive, but worry that students & employees who don't celebrate holidays like Christmas might feel unseen, or worse, unwelcome. There is a great opportunity to celebrate a myriad of holidays, & our religious studies professors could be a fantastic resource for this.</i></p> <p><i>I feel there is a conflict between serving student's needs and driving enrollment at this institution.</i></p> <p><i>I think some leaders are out of touch with employee and student needs.</i></p> <p><i>It seems like the higher administration is more focused on turning a profit from students who they conceive of as a customers and producing profitable outcomes (like degrees), rather than focusing on offering quality education to students with a variety of needs that might not be quantifiable but are needs of our community nonetheless.</i></p>

Table 2. Continued

Factor	Themes
	<p><i>I think the library will stand as an enduring symbol of what is least favorable about this institution. A light-filled, pleasant area devoted to student learning was walled off and made exclusive to upper-level administration, without any consultation with students, faculty or, most importantly, library staff. That area provided the majority of natural light into the library, and the difference now when you enter is palpable. And those same windows allowed for the light from the library to spill out at night, giving anyone passing by (and the community room draws a lot of the community here at night) a glimpse of the books, the students and the academic nature of the institution. It really was the heart of the campus. Now, at night, the windows are black. And the response from the administration? Shrugs. Oh well. Move on. Or, in one memorable instance. "Wish I could have had that space." Every time I enter the library or even pass by, that usurpation of student space for upper administration will remind me of the priorities of this institution.</i></p> <p><i>The most concerning thing about this institution is the lack of focus on the education of students. I think we do a good job with students as customers, but we may be sacrificing an opportunity to make real learning the focus of the institutional mission. I also think that administration can forget that it is the faculty who are most in touch with students and their needs. Although advising often hears of exceptional situations, faculty are in contact with the students daily throughout the semester and we actually know them and their challenges individually. Many of us are very dedicated to educating these students and encourages their success from a deep and individual perspective. I don't feel that the institution recognizes that.</i></p> <p><i>I often find out about high level administrative issues long after they are even relevant. A newsletter that consisted of the most relevant and significant issues the college is facing that is sent to all staff and faculty would be nice.</i></p> <p><i>Institutional direction (at times) has not been communicated as well as it should be... I find (in my position) that I am surprised a lot of the time with changes in the institution that I feel our group should be aware of on a more timely basis... I'm guessing this is a common theme amongst support staff areas...</i></p> <p><i>We do a lot of work in my area, without a strategy or without measuring outcomes -- what's working, what isn't? We work in reactive mode much of the time, because of a lack of strategy and lack of advance communication. In my area, there is a lot of execution, but no meaningful strategic planning, creative collaboration, teamwork or evaluation of our efforts. I strongly believe the team, the college and our students would benefit from prioritizing strategic planning, creative collaboration, teamwork and measuring -- really scrutinizing -- the results of our department's efforts. By measure and analyzing outcomes, we can be better stewards of the college's limited resources.</i></p>

Table 2. Continued

Factor	Themes
	<p><i>I believe our shared governance model and grievance process does not benefit YC staff in any way, and is beneficial to Faculty only. Faculty are given higher priority to recommend on processes that they do not oversee or have insight, such as joint committee structures and academic calendar. The grievance process for faculty members is also vastly different and seemingly beneficial for Faculty, whereas the staff grievance process does not include the same steps provided to Faculty or the presence of a review committee, and instead contains a list of “non-grievable complaints” that are not also listed for Faculty. It is the staff’s assumption that Faculty have been given additional protection from termination based on these differences, and Faculty may now use the grievance process as a way to escape penalties for unprofessional and disrespectful behavior in the workplace.</i></p> <p><i>I feel that in the many years here at YC, what is being said, and what is being done, are two very different things. The voices of the employees are not heard; unless who you know counts.</i></p> <p><i>The organization structure does not always work. Workgroups are put together that are at odds with other groups and committees. Too many groups “working” on the same issue. Faculty groups have too much power and no accountability.</i></p> <p><i>Communication is horrible. Departments don’t communicate well with other departments and a lot of our departments don’t communicate well inside themselves either.</i></p> <p><i>Hopefully this survey is a starting point to expand the communication between administrators with faculty & staff.</i></p> <p><i>Horrible communication. hopefully, this will evolve. Silo organization. Little communication across departments. This needs to evolve for the outward mindset to work.</i></p> <p><i>I believe communication amongst departments has been the issue within the college. How can we improve what seems to have been a long term problem?</i></p> <p><i>It seems communication throughout the college is poor in almost every respect. However, it seems Dr. Rhine is attempting to change this, at least from her office, and doing a good job.</i></p> <p><i>There is still a lack of communication between the leaders and the employees in this institution. The employees are not always asked to participate in decisions.</i></p> <p><i>While it has gotten a bit better communication is still an issue. Things occur and many employees are unaware of the outcomes. While there is an environment of promotion from within, it is often based on who you have access to.</i></p>

Table 2. Continued

Factor	Themes
	<p><i>As my first faculty position I felt a little less than supported without having any orientation prior to my first day of teaching. I was able to adapt quickly and learn from my peers, however, it was difficult to not know that things needed to be completed until after they were due.</i></p> <p><i>Constant change is wearing on employees resulting in less focus, satisfaction and commitment to the institution.</i></p> <p><i>Due to extensive teaching loads, a limited amount of time to research and innovate course materials and support colleagues in collective efforts. The promises we (faculty) have had from several administrations for equitable lab loading (1:1) which has never been acted upon. The uncertainty of being kept in the loop on important decisions and having our input considered with many administrative decisions. I am hopeful that our shared governance model will address some of these past issues.</i></p> <p><i>Faculty in my department have struggled with getting equal lab loading. The general feeling is that the administration gave equal lab loading to another department it liked and has dragged its feet on making this happen for all the other disciplines because of the cost. The reasoning is never very clear and we constantly hear different things each time we communicate with the administration. I also think there are certain ways that the administration could save money or are spending money in an unwise manner. I would also like to see faculty that are not meeting their job requirements or that are getting constant student complaints about their performance either removed or remediated. There needs to be a system in place for this.</i></p> <p><i>I feel there is a major disconnect between the philosophical ideas about higher education across the college. Administration made it very clear that they do not value the courses or faculty that teach courses in Arts & Humanities or Social & Behavioral sciences when they supported the efforts of a couple technical degrees last year in eliminating and making these Gen Ed courses optional in others. The faculty that teach in these disciplines feel very devalued and most have not recovered as seen in the low morale that still exists. Faculty also see that our voice is not respected or taken into consideration. This is still occurring with the 16 week calendar. We demonstrate repeatedly that the majority of the faculty favor the 15 week calendar. We then hear, "Thank you for your opinion. Now, we will do it our way for no supported reason". I've watched many faculty distance themselves from shared governance processes because they feel all the work they do amounts to nothing anyway. Lots have simply "checked out". Other examples include the "master scheduler" limiting the educational opportunities for our students and grievances being ignored in Dual Enrollment.</i></p>

Table 2. Continued

Factor	Themes
	<p><i>I don't like the fact that working here is like being in high school. The cliques the gossip the pettiness the ideas that select individuals feel that they are better than others and can treat them in ways they would not like to be treated.</i></p> <p><i>I find this institutions perspective on compensation related to lecture vs. lab to be ridiculous and unnecessary. Highly trained professional educators should be compensated equally, regardless of the way in which they teach. Teaching is teaching - lab, lecture, on line or face to face.</i></p> <p><i>I just took a new position within the last year at the college, and based on feedback at the higher levels, that may change; even after the huge reorganization. After watching some colleagues benefits be harmed from that reorg, I have a lot of insecurity about my future at the college, my career, and my own professional path. I have never experienced this in my time at YC, so having my first interaction with the new leadership of the department being so discouraging did not leave me feeling valued or that I am helping my institution and students.</i></p> <p><i>In the past some previous people in the President's office were a lot less than healthy for the institution. Hopefully our current President and VP keep students in mind over operating policies and sensitive feelings. My enthusiasm slowed down considerably when my pay grade was capped 4 years ago. No hope for advancement, what I was at that time is what I always would be. Why strive to be better? Every year there are more and more demands and requirements coming down from above that have no apparent connection to student success. This institution has proven not to back their employees on student complaints, employees are automatically guilty until proven innocent, students are normally rewarded to avoid lawsuits. Bad precedent!</i></p> <p><i>Lack of direction or purpose - initiatives are started, but not supported or implemented beyond the first year (pathways, program review, dev ed, etc.). Organizational structure of academics is not effective - there is no clear job description for each level of academic leadership and lack of accountability - not sure who is actually in charge (department chairs?, program directors? associate deans? deans? associate vice presidents?). Too many inequities among different school leaders regarding faculty responsibilities - faculty load, release time, stipends, etc. within schools and between campuses. Many programs have been added over the years - with declining enrollment how do we focus on community/student needs and support the areas that are in need (fiscal responsibility)?</i></p> <p><i>Level of pay. No merit raises given. I went two years without a raise and I get no benefits, or paid holidays, yet I bring in about \$250,000 revenue to the college.</i></p>

Table 2. Continued

Factor	Themes
	<p><i>Lots of conflicting information from different leaders. A department that is very negative and has no positive energy. Ideas from newer employees are shot down or made to feel like they're stupid even if that person has a long line of experience — this is especially true among faculty. As a newer employee I'm also shocked at how people treat each other here; there is so much disrespect and rudeness, even hostility, especially among faculty. Support staff are wonderful and the only people I find who are kind; if it weren't for them, the students, and the couple of admins who value what I do I would've quit a long time ago.</i></p> <p><i>Many of the supervisors lack leadership ability. Incivility has been tolerated and supervisors make excuses for it. Faculty and staff are held to different standards when it comes to work hours. Faculty can get by with teaching their face to face classes and a maximum of five office hours per week and not show up on campus for the rest of the week. This hampers collaboration with colleagues. There aren't any provisions for assistance with expenses for professional growth for staff like faculty get. There isn't equality when it comes to salaries for men versus women in the same job classification. Appreciation, in the form of "thank you" has customarily been spoken to me only during my performance evaluation; my evaluations have always shown meets or exceeds or exceeds expectations. I don't need constant recognition or words of appreciation, but I need more than I have gotten for the past 13 years. My education, skills, experience, and abilities are not being fully utilized by the college. I feel that administration shows favoritism at times. Faculty get pay grade increases for completing additional degrees even if not necessary for what they teach; staff don't.</i></p> <p><i>Many people hear what is said by those in leadership and they like the ideas, but it seems like past history has made them distrust what they hear until they actually see positive results.</i></p> <p><i>My biggest complaint is unfair load. Loading lab classes or classes with a lab component at .7 makes certain faculty work much harder than others to equal load. It's discriminatory and puts faculty against each other</i></p> <p><i>Not sure why faculty don't have more say in their schedules as this causes the most stress to employees and sometimes it is unnecessary stress.</i></p> <p><i>Open office spaces are very difficult to work in due to constant noise and disruptions. Please consider alternatives or improvements to the work conditions for these people. Possible ideas include working remotely from home a couple of days a week or noise cancelling technology. There is plenty of research out there that supports optimal work space conditions. Additionally, ergonomics would be very helpful in allowing those who sit for extended periods of time to feel more comfortable and avoid sitting related, long term injury. Standing desks would be an excellent option. Thank you!</i></p>

Table 2. Continued

Factor	Themes
	<p><i>Some employees are afraid of change, innovation, challenging themselves to do things differently and improve.</i></p> <p><i>The academic structure may benefit from a consistent leader (VPI) and a way for college wide ongoing processes (curriculum/assessment) to be transparent, minutes published on a password free YC website, preferably reformed into a college standing committee, and open to all impacted by decisions.</i></p> <p><i>The ELT doesn't communicate well with the rest of the institution and they seem to be spending a lot of money on things that appear to not help students at all or only help a very small numbers of students. I am very concerned about the financial health of the institution with this new administration. There are some faculty (and it is a small number) who are opposed to making changes that the institution needs to make in order to better meet the needs of the students and the communities. These particular faculty members use verbal bullying tactics to try to silence the other faculty and administrators who disagree with them. The administration seems to only listen to the loudest and angriest faculty and staff members instead of trying to hear from everyone and getting a full picture of the issues. There is little or no accountability for those who bully others with their words or for those who don't perform their job duties. Faculty who treat students poorly and have terrible success rates have never been held accountable and they always hide behind terms like "maintaining rigor" or "academic freedom". This is a great institution and I am concerned about its current direction.</i></p> <p><i>There are some people in positions of power that treat their employees in a terrible manner. There are some employees that are afraid of their supervisors. It's terrible. They are either afraid of reporting or have reported in the past only for nothing to happen. There are also employees that give their all to their positions, only to be classified in a way that shows no value to what they do. Part time, temporary positions, for example. Even when the position has been around for many years. People should not have to live that way. Another point of contention is that some programs do not receive the funding they need to keep labs up to date and functional, while other areas receive large amounts of money and have very nice facilities. It is not equitable. No program should be in danger because funds were never allocated to ensure success, proper equipment and viability.</i></p> <p><i>There has been a fear-based leadership environment that has made it seem, whether true or not, that there is no recourse for reporting issues with leadership. Sometimes reports have been made and no actions were taken, sometimes employees have simply quite to leave what is, for them, a toxic environment. This is not a good thing.</i></p>

Table 2. Continued

Factor	Themes
	<p><i>This institution operates in chronic crisis-mode. Administration and faculty are significantly lacking in skills like thoughtful planning and implementation of changes, creative and independent problem-solving, and clear and timely communication. The impact on those of us whose day-to-day work is most affected by administrative decisions is not considered. My supervisor and department chair are the last people I go to if I want clear and accurate information; however, I am the first one they come to for everything, including work duties and answers to questions that are integral to their considerably higher-paying jobs. For the sake of our students and myself, I would like leadership and faculty to model positive, competent, and professional behavior. Unfortunately, what I see is mostly negative and self-serving.</i></p> <p><i>Though administration tells us they want our input, when we give it, it is completely disregarded or discounted with no basis in fact. Though administration tells us they want us to have good management, they hire a dean with limited experience and put them in charge of the largest academic division. Though administration tells us we have no extra money to spend, we can tear down a heavily community-used area in our public library in favor of building out an office that was needed because of the new/additional vice president just hired to do part of the job the current VP was supposed to do. Which, BTW, was decided without input from those directly impacted; faculty, staff, students, tax payers.</i></p> <p><i>Understanding the institution's priorities. There are so many initiatives, and all are worthy, but they cannot all be done at once without causing employee burnout.</i></p> <p><i>very high work load with low compensation</i></p> <p><i>When someone does something, I'm sure they are disciplined, but to have them remain in the area and cause friction, tension and unease is a hard thing to survive.</i></p> <p><i>Communication, silos, "us against them" mentality between Gen Ed and CTE, between admin and faculty, between executive team and middle management. Many seem to believe their goal cannot do exist with others.</i></p> <p><i>Rift between divisions. I'm hoping mindset can help some of these folks, but to be honest, the people who need this training the most are the ones that resist it the most -- with minimal buy in.</i></p> <p><i>The opportunities for inter-departmental communication and collaboration have been very restricted in recent years; however, this seems to be starting to change with recent focus on Outward Mindset and the re-structuring of divisions within the institution. I am very hopeful that new opportunities for collaboration will become available, durable, and fruitful.</i></p>

Table 2. Continued

Factor	Themes
	<p><i>With more collaboration across the organization, the college could be so much more.</i></p> <p><i>Changes that are made mid-stream. Some decisions are made that affect the current school year. It's all about the timing</i></p> <p><i>No policies. No clear processes in place. Employees with differing opinions from others create a hostile work environment. Very political agendas.</i></p> <p><i>There is a lack of clarity/honesty/organization/direction. It is understandable for an educational institution to be guided by policy but it is frustrating for policy to change, as often as it does, in our department.</i></p> <p><i>A lot of people here, who have been here a long time, have very antiquated notions of how things should or should not be done, especially compared to the corporate world. There is a high level of bureaucracy and many cumbersome processes. People who aren't performing well in current positions get shifted to different positions instead of being let go, which isn't good for anyone.</i></p> <p><i>I believe that there is large room for improvement with regards to structure of my department, as well as how our department is managed due to some individuals having too many responsibilities and not being able to see all pieces of the pie. There is room for improvement here.</i></p> <p><i>I still have concerns about the future structure of the college and look forward to seeing what the new structure with the Verde Campus dean holds for me as a team member on this smaller campus and how we will continue to work together with our counterparts on the Prescott Campus.</i></p> <p><i>It is very unclear who is running the institution. There seems to be emerging trends/actions that indicate that it is somewhat fragmented at top levels. There is extreme concern that the administrative structure is a mess. We have 4 VP's and 4 Associate VP's. No one even understands what constitutes an Associate VP, and why we need more than two VP's. If every position is being reviewed, and we are not back-filling other positions, it doesn't take a rocket scientist to observe other changes that are costly and very questionable with all the VPs and AVP's. Only a short time ago we had two VP's and 5 Deans, with nearly 20% more enrollment, and quite frankly, much greater efficiency. Now lines and roles are getting blurred. Has doing business changed so much that we now need this many more VP's? The internal climate sees this as a problem, but are afraid to speak out against it. There is no clear explanation for this, and it is even coming down to how can an Associate V.P. lose 50% of the workload and still be an Associate VP? Someone has some serious explaining to do when it comes to workload and responsibility, because this is a glaring problem, make it up as we go.</i></p>

Table 2. Continued

Factor	Themes
	<p><i>I think we have too many Administrators. If our primary goal is education and preparation of students, then we need more Professors and less Administrators. We have added positions at the top and lost teaching positions in the last several years.</i></p> <p><i>It was difficult to reconcile the request for budget cut suggestions with all the renovations and new positions created on campus. All of the re-organization efforts, since I have been at this institution for some time, are now starting to feel like a waste of time. Each new VP or President shuffles the deck, things barely settle down, and they leave for other opportunities. Then a new VP arrives, re-org begins again.</i></p> <p><i>Leadership at this institution, from division dean through the president are far removed from the realities of the day-to-day issues and responsibilities of meeting the objectives or mission. This distance, from the top of the ice berg to strata below the surface of turbulent water must be faced by those who work directly with the constituency but have no respected voice in the decisions that affect that constituency. Contributions meander through layers of communication only to become dismissible abstractions at the leadership level. The effects of poor decisions are rarely felt by the decision makers but suffered by the students, support staff and faculty who must scramble to amend or minimize the impact of those poor decisions.</i></p> <p><i>The College needs to create levels within positions, and “Assistant” level positions. Most, maybe all, student development departments have staff positions and then Manager/Director; no Assistant level to establish a professional progression.</i></p> <p><i>The number of initiatives and directives that reach me without a clear sense of priority (i.e. everything is top-priority, which means nothing is top-priority) is at times oppressive. We have external pressures (many of them mandatory and entirely out of our control) that drive my group’s work as well, which only add to the backlog and create conflicting priorities with work being directed from within the institution itself. We simply don’t have the staff to effectively manage our ever-increasing workload and shifting/conflicting priorities. I personally feel like the institution’s organization is top-heavy, that we have too many generals and not enough foot soldiers to carry out the myriad of orders being issued. I find my work increasingly exhausting and overwhelming. The excitement and passion that I once had coming to work is waning.</i></p> <p><i>There still seems to be some question of the reporting structure/job description of new positions on the Verde Campus. These position descriptions need to be clearly delineated to everyone at the institution so we are all clear on our job expectations and reporting structure.</i></p> <p><i>Too many Deans. Too many specialist employees. Rigid hierarchy in the administration.</i></p>

Table 2. Continued

Factor **Themes**

We are very top heavy again. Always a underlying fear of department and programs getting cut. Very “corporate” feel.

I’m most disappointed to see that an employee who does not meet educational qualifications has been promoted into an academic advising position without having to apply and interview for the position. I would have liked the opportunity to apply and I meet the educational qualification and experience requirements. I was not given that opportunity. ELT and HR have lost some credibility with me and I feel less professionally valued as a result of this action.

It’s disheartening to see promotions to positions where Master’s degrees are the requirement, yet the individual(s) do not even have an Associate’s degree. It feels like some promotional opportunities are based on who you know. There are employees doing great work, yet are earning a pittance.

Positions appear to be dead-end without opportunities for professional growth and development within the job function. In order to move up an employee must move out of the department and/or the job they are performing. Since each position has a salary range, each position should also have a growth path enabling the employee to take on additional challenges and training and be rewarded. An example would be having 2-3 levels in a position so someone starting at level 1 has opportunity to grow within the job function and move up to level 2 and then level 3.

The pay scales and raises do not account for performance. It is possible to make the same money as the person next to you even if you are expected to do more and are praised for doing what you do better than everyone else. Second, there is very little advancement opportunities for Part Timers who want to stay part time. Many of us have great skills to offer, but are limited to low paying jobs with little influence.

There does not appear to be an opportunity for growth at the college. When higher positions become available, external candidates are most often awarded these positions. We are told to pursue education and achieve degrees, but what good do they do us at YC? I have been told if I want to move up the career ladder, I have a better opportunity if I leave YC for another higher education institution and return to YC later. At that point, perhaps YC might have a different perception of me. It should not be that way.

Major re-organization occurred recently and the decision making and feedback process did not come down to my level. We received basic information in a timely manner... still waiting for information about how the changes affect processes.

Table 2. Continued

Factor	Themes
Supervisory Relationships (n=23)	<p><i>Processes and procedures need to be updated/clarified to reflect how the ability to work/learn remotely has changed the working environment. Without clear guidelines, it is difficult to feel supported in making decisions. Input needs to be collected from the middle. At this point, input seems to be gathered in a significant way from the top and from staff/faculty but not from middle decision makers who might be the most effected or have valuable information to offer. Also, new staff positions by upper administration seem to be easily created where the positions in areas more removed from the top “visual” seem to constantly need to be justified and promotion in those “less visible areas” seems to be less frequent.</i></p> <p><i>Individuals are treated differently in regards to accountability and responsibility by administration. Some are held accountable for their actions while others are not.</i></p> <p><i>The supervisor above us does not have clear communication without using our boss to speak with us. Decisions made to expand in our department were not discussed with the key players in which the expansion would affect. We were not given the chance to express concerns, give feedback, brainstorm or problem solve any thing that is associated with the decisions made.</i></p> <p><i>I feel like there should be more of an incentive to do a good job as well as put out a good product in the end. Especially in facilities, there are far too many employees that do not pull their own weight, from any stand point, that are treated, paid and appreciated exactly the same as other employees that are far more motivated, qualified and hard working. Either hard work should rewarded, or the lack of should be punished...one of the two.</i></p> <p><i>We allow some seriously negative behaviors from people for some unknown reason. We will ignore someone being a crappy person or having a horrible attitude because students like them or they do something that no one else can do. We have some employees that are not managed and get away with any behavior that they want. The options for a manager to discipline or move an employee out are almost comical. We make an exception to every rule because someone doesn't like it. Most employees are not accountable for anything and most managers are title holders and not leaders.</i></p> <p><i>I feel that my dean does not equally support all areas of the department. My dean was not on the list of current administrative reporting structure.</i></p> <p><i>I think I have been able to smooth things over with my boss by know but in the past I felt that maybe my boss was deliberately trying to get me to quit. Several people have left already. After my outward mindset I have learned how to better communicate with my boss.</i></p>

Table 2. Continued

Factor	Themes
	<p><i>It is difficult having supervisors and deans in a different location. I do not have the trust that they have my department's best interest. I rarely speak with my dean, and wonder how he/she can make decisions without knowing the challenges I have.</i></p> <p><i>I love my work but do feel that my environment does not foster creativity nor individual thought. Unfortunately, I feel as though I am a bird with clipped wings unable to be as productive or creative as I could be in my role due to my current leadership. I feel that many managers/supervisors/directors would benefit from classes on employee development. Anyone in leadership should be able to understand the concept of surrounding yourself with good brains will only enhance your department thus creating better experiences for our students.</i></p> <p><i>Although HR claims there are professional development ladders in place for every job (ways to gain skills, change titles, attain a raise while staying in the same department) it is common at the college that one has to apply for a new position to actually gain new training opportunities and a better pay rate. The reasoning I heard from my previous supervisor was that the department was so small, there weren't any new skills or responsibilities that would lead to a "next level" for me, so I applied elsewhere. This was great for me, but hard on the department I was leaving and I really feel it was due to the manager not taking the time to look at the staff they had, our proficiency levels and our professional goals.</i></p>
Teamwork (n=6)	<p><i>One observation that I have is that some folks in leadership are so laser focused on their own goals that they discount the voices of faculty and others who disagree with them. I have felt concern about retribution for voicing my opinion, which makes me feel like my voice and experience don't matter. I just wish that faculty voices were more valued, especially when it concerns students.</i></p> <p><i>Others in the department can be difficult to deal with. In some cases downright unhelpful and rude on top of that. It's not a common thing but it does happen and it makes the work difficult to complete when relying on others to help in the situation.</i></p>
Student Focus (n=11)	<p><i>Students cannot learn anything in an 8 week semester. They will memorize work in order to take a test and then forget most of everything they have learned.</i></p> <p><i>Considering we're working to inspire students who are seeking higher education, my department shows a low level of energy when serving students. It would be amazing if there was a more positive energy surrounding what we do every day and less stress about who is doing what, working how long, and whether or not the other person is doing less work than someone else. Team spirit could definitely be improved at a department level.</i></p>

Table 2. Continued

Factor	Themes
	<p><i>All areas within the college are very helpful. The only one area I feel that needs more focus and organization is for any student who cant get a proper list of materials needed to start their classes. I had started with Yavapai College recently and there was a certain thing I needed and could not get the proper answer. This in a way put me somewhat behind but was able to pull out of it. Going forward I Recommend any area in the college should have a list of minimum materials required to either start a class end a class. Examples being, Computers books, calculators, cameras, microphones, mouses keyboards, tablets, laptops, paper pencil's, and so on. With that said also ensuring they have the specific types of those things to get the class done. Make this for students either on or off campus so they don't have to go back and get the materials needed once they have started a course. I feel this will save them time money and issues. Please send these out a month or 2 in advance I feel this will reduce a lot of issues time money and energy each student is putting into their classes.</i></p> <p><i>Teaching seems to be an after thought. This is partly due to external factors but admin has swamped my daily duties. This is a significant negative for me.</i></p>
<p>Other (n=30)</p>	<p><u>Adjunct</u></p> <p><i>I don't like the way that adjunct professors are treated like temporary employees. There are many of us who have stronger qualifications and more experience than full-time faculty. It would nice to be valued for what we do for the YC students.</i></p> <p><i>Treatment of adjuncts as less qualified than full-time instructors, coupled with increasing their workload while not increasing their pay in proportion. Not providing adjuncts with adequate work feedback, instead, relying on students, who may have failed a class and thus be motivated to give negative feedback, to be the main source of instructor feedback. The professional development offered is scheduled when dual enrollment instructors are already working for their main employers, making it difficult for them to attend unless they take a vacation/sick day from their work.</i></p> <p><u>Enrollment</u></p> <p><i>Another problem is enrollment. Enrollment drives decisions yet recruitment falls largely on faculty and staff with what seems little support from the college as a entity yet our competition put a great deal of effort and funds into recruitment.</i></p> <p><i>The management of the Verde Valley side seems to be a low priority of the Prescott side. Verde needs to develop programs to increase student enrollment and to attract the local residents. It is a beautiful campus, and hardly any programs or public events take place.</i></p>

Table 2. Continued

Factor **Themes**

Finances

I am very concerned about the amount of money our current Leadership is spending at a time when we are not in a good position financially. I realize that sometimes one has to spend money to make money, but some of the recent expansion in terms of increasing and creating new expensive job positions, expanding and remodeling facilities and upgrading various office spaces can be problematic. It does not feel like there is much oversight or accountability on how leadership spends our limited financial resources. I worry that the current spending will lead to significant problems in several years and we will end up laying-off large groups of employees as occurred in 2011.

The money spent to remodel building 32 could have been used differently or not spent at all. Departmental spending and resources need to be audited and departments need to be held accountable.

The amount of money spent on constant remodeling of buildings and grounds on one campus or another, as well as moving of offices/departments/resources, etc. seems a bit extravagant and unnecessary, especially when YC keeps raising the cost of tuition to try to make ends meet otherwise...

Human Resources

HR service is slow and not helpful for holding employees accountable for poor behavior.

I am a supervisor and I find it very difficult when it comes to disciplining an employee who has given up on their job and no longer wants to work in their job description, or individuals with a negative attitude who are insubordinate. I find it very frustrating in the HR process when it comes to this. It has a negative impact in our department and morale when we have negative toxic employees. There needs to be a better way of dealing with these individuals. The Manager/Supervisor needs more rights in the terminating process.

Outward Mindset

The concepts from the Outward Mindset training need to be reflected in the actions of administration. Right now I feel the message is, "Do as I say, not as I do."

Recognition

I feel that part-time/temporary employees are not valued as much as other employees.

I struggle with feeling valued exclusively for the results I produce and not as much as an individual.
