

2018 Monroe County Community College
Employee Climate Survey
Summary Report

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EXECUTIVE SUMMARY

Purpose: The purpose of the 2018 Monroe County Community College Climate Survey was to collect information regarding administrator, faculty and staff opinions of their work environment and interactions with one another. The data summarized in this report will be used to assist the Human Resources department at MCCC with devising action items to enhance areas of high endorsement and improve areas of low endorsement reflected in employee responses.

Instrumentation: The questionnaire was adapted after an existing instrument created by the PACE (personal assessment of the college environment) model. PACE was contracted externally by MCCC in 2010 to administer their questionnaire to employees. The PACE model has undergone extensive psychometric analysis with high reliability and validity values associated.

In total, 61 questions are included in the instrument with 59 being close-ended and 2 being open-ended. Included in the 61 questions are three demographic items that ask respondents their staff grouping (faculty, administrator/professional staff, support staff/maintenance), their employment status (full-time or part-time), and the number years they have worked at MCCC in range categories. The arrangement of the remaining 59 questions is outline as such: 15 items arranged as construct 1 (Institutional Structure), 13 items arranged as construct 2 (Supervisory Relationships), 5 items arranged as construct 3 (Teamwork), 12 items arranged as construct 4 (Student Focus), 11 items individual items, and 2 open-ended items asking respondents what they like most and least about working at MCCC.

The demographic questions are measured as categorical variables. The construct-arranged questions and individual questions are measured on a 5-point Likert scale ranging from 1 representing strongly disagree with the statement to 5 representing strongly agree with the statement. The open-ended questions require respondents to provide comments in a text box.

Data Collection: Data were collected over a 3- week period with a 6- day lag between the first and second wave. Respondents were sent the invitation to participate in the electronic SurveyMonkey® questionnaire via a link provided to their employee email. Two additional email prompts, one before the end of the first and second wave, were sent to encourage responses.

Data Analysis: Data were exported from SurveyMonkey® to and analyzed using SPSS version 25. The exclusive analysis tool used to report frequency data was the descriptive statistics/case summary function. Specific data analysis and reporting techniques are discussed throughout the full summary report.

Results: Overall, MCCC employees felt that student focus is the most positive work environment factor and institutional structure is the least positive work environment factor. Detailed result are discussed throughout the full summary report.

INSTRUMENTATION

Reliability and Validity

The questionnaire used to collect data for the 2018 MCCC Climate Survey was adapted after an existing instrument created by the PACE (personal assessment of the college environment) model. PACE was contracted externally by MCCC in 2010 to administer their questionnaire to employees. The PACE model has undergone extensive psychometric analysis with high reliability and validity values associated. Specifically, the PACE model reported the following Cronbach's alpha coefficients for each of the primary positive workplace environment focus areas based on data collected from July 2008 to July 2010 (n=16, 342). A value approaching 1.0 indicates high reliability of the data collection instrument where the responses are reflective of the question content:

Focus Area	Alpha Coefficient
Institutional Structure	0.95
Supervisory Relationships	0.95
Teamwork	0.93
Student Focus	0.91
Overall Instrument	0.98

Table 1. (Instrument reliability) Cronbach's alpha coefficient results for positive workplace environment focus areas; based on 2008 data collected by PACE.

Additionally, PACE reported confidence in validity of the instrument based on two separate factor analyses conducted in 2001 and 2005. Results from these analyses determined that all questions/items grouped into each focus area are inter-correlated and, therefore, their combined score can be used to determine a collective focus area score.

Question/Item Description

In total, 61 questions are included in the instrument with 59 being close-ended and 2 being open-ended. Included in the 61 questions are three demographic items that ask respondents their staff grouping (faculty, administrator/professional staff, support staff/maintenance), their employment status (full-time or part-time), and the number years they have worked at MCCC in range categories. The specific demographic questions asked of respondent are provided below:

1. What is your personnel classification?

Options: Faculty, administrator/professional staff

2. Which best describes your employment status?

Options: Full time, part time

3. How many years have you worked for MCCC?

Options: Less than 1 year, 1-4 years, 5-9 years, 10-14 years, 15 years or more

The remaining 56 close-ended questions were arranged as positive workplace environment focus areas or individual questions. These questions were measured using a 5-point Likert scale where the scale represents the following response options regarding level of agreement with the statements in each question: 1-strongly disagree, 2-disagree, 3-neutral, 4-agree, 5-strongly agree. The questions asked of respondents and arranged into focus areas are provided below:

Institutional Structure

- 4a. The actions of MCCC reflect its mission.
- 4b. Decisions are made at the appropriate level within MCCC.
- 4c. MCCC effectively promotes diversity in the workplace.
- 4d. Administrative leadership is focused on meeting the needs of student at MCCC.
- 4e. Information is shared within MCCC.
- 4f. Institutional teams at MCC use problem-solving techniques.
- 4g. I am able to appropriately influence the direction of MCCC.
- 4h. Open and ethical communication is practiced at MCCC.
- 4i. MCCC has been successful in positively motivating my performance.
- 4j. A spirit of cooperation exists at MCCC.
- 4k. Institution-wide policies at MCCC guide my work
- 4l. MCCC is appropriately organized as an institution
- 4m. I have the opportunity for advancement within MCCC.
- 4n. I receive adequate information regarding important activities at MCCC.
- 4o. My work is guided by clearly defined administrative processes at MCCC.

Supervisory Relationships

- 5a. My supervisor expresses confidence in my work.
- 5b. My supervisor is open to the ideas, opinions, and beliefs of everyone.
- 5c. Positive work expectations are communicated to me.

- 5d. Unacceptable behaviors are identified and communicated to me.
- 5e. I receive timely feedback for my work.
- 5f. I receive appropriate feedback for my work.
- 5g. My supervisor actively seeks my ideas.
- 5h. My supervisor seriously considers my ideas.
- 5i. My work outcomes are clarified for me.
- 5j. My supervisor helps me to improve my work.
- 5k. I am given the opportunity to be creative in my work.
- 5l. I have the opportunity to express my ideas in appropriate forums.
- 5m. Professional development and training opportunities are available.

Teamwork

- 6a. There is a spirit of cooperation within my department/division.
- 6b. My primary department/division uses problem-solving techniques.
- 6c. There is an opportunity for all ideas to be exchanged within my department/division.
- 6d. My department/division provides an environment for free and open expression of ideas, opinions, and beliefs.
- 6e. My department/division coordinates its efforts with appropriate individuals and other departments/divisions.

Student Focus

- 7a. Student needs are central to what we do at MCCC.
- 7b. I feel my job is relevant to MCCC's mission.
- 7c. Faculty meet the needs of students at MCCC.
- 7d. Administrators/professional staff meet the needs of students at MCCC.
- 7e. Support staff/maintenance meet the needs of students at MCCC.
- 7f. Student ethnic and cultural diversity are important at MCCC.
- 7g. Students' competencies are enhanced at MCCC.

- 7h. Students receive an excellent education at MCCC.
- 7i. MCCC prepares students for a career.
- 7j. MCCC prepares students for future learning.
- 7k. Students are assisted with their personal development at MCCC.
- 7l. Students are satisfied with their educational experience at MCCC.

The remaining 11 close-ended questions were arranged as individual items and not grouped into focus areas. The individual questions asked of respondents are provided below:

- 8. To what extent do you agree that you understand the college priorities at MCCC?
- 9. To what extent do you agree that innovation is encouraged at MCCC?
- 10. To what extent do you agree that you are encouraged to participate in decisions, other than resource allocation decisions, at MCCC?
- 11. To what extent do you agree that you are encouraged to participate in resource allocation decisions at MCCC?
- 12. To what extent do you agree that employees treat one another with mutual respect and dignity at MCCC?
- 13. To what extent do you agree that MCCC provides a physically safe working environment?
- 14. To what extent do you agree that MCCC provides an emotionally safe working environment (offers access to mental health and other support resources)?
- 15. To what extent do you agree that there is a positive relationship between faculty, staff and administration at MCCC?
- 16. To what extent do you agree that MCCC has a fair employee recognition program?
- 17. To what extent do you agree that MCCC provides a comprehensive employee benefits package?
- 18. To what extent do you agree that you are proud to work at MCCC?

The final questions are open-ended items asking respondents what they like most and least about working at MCCC. Specifically, the questions asked of respondents are provided below:

19. Please describe what you enjoy most about work at MCCC.
20. Please describe what you enjoy least about working at MCCC.

DATA COLLECTION

Data were collected over a 3- week period with a 4- day lag between the first and second wave. Specifically, the first wave of data collection took place from 3/23/2018 to 4/4/2018. Due to low response rate, a second wave was initiated from 4/10/2018 to 4/17/2018, with a 6-day lag period. Respondents were sent the invitation to participate in the electronic SurveyMonkey® questionnaire via a link provided to their employee email. Two additional email prompts, one before the end of the first and second wave, were sent to encourage responses. The email invitation was sent to the following total populations of employees at MCCC:

- 57 full-time faculty
- 142 part-time faculty contracted for Winter 2018
- 34 administrators/professional staff
- 50 full-time support staff
- 30 part-time support staff
- 20 maintenance

All potentially identifiable information such as the date and time of completion were removed from the dataset to ensure anonymity and confidentiality of participation. At the end of the second wave, data were exported from the data collection tool to SPSS version 25.

DATA ANALYSIS

Quantitative data were analyzed using SPSS version 25. The descriptive statistics or frequencies and case summary functions were used to calculate percentages for demographic data as well as for mean focus area scores and individual question scores overall and by employee groupings. Methodology for specific calculations are as follows:

- **% of respondents out of total**= the percent representation of respondents in each employee grouping out of the total that responded (n=141 for demographic questions)
- **% response rate**= the percent of respondents in each employee grouping out of the total population (all who were sent the invitation to participate via email)
- **Focus area score**= the average score on a 1-5 point scale of agreement for all items within a focus area; calculated for each focus area for each respondent
- **Average focus area score**= the average of all focus area scores within the data set (or within each employee grouping)
- **Average individual item score**= the average score on a 1-5 point scale of agreement for specific items within a focus area or individual items not within a focus area

Qualitative data were analyzed within the data collection software (SurveyMonkey®) using the common text function that identifies the most common words or phrases recorded in the open-ended items.

RESULTS

Participant Demographics

Employment Status	*Faculty	*Administrator/ Professional Staff	*Support Staff/ Maintenance
All	n=63, 44.7% ** % response rate= 31.7%	n=28, 19.9% ** % response rate= 82.4%	n=50, 35.5% ** % response rate= 50.0%
Full-time	n=39, 27.7% ** % response rate= 68.4%	n=27, 19.1%	n=44, 31.2%
Part-time	n=24, 17.0% ** % response rate= 16.9%	n=1, 0.7%	n=6, 4.3%

* n=# of respondents, % of total respondents= 141 where 3 did not respond to demographic items

**% response rate= percent of respondents out of entire employee group population

Table 2. Participant demographics; n=141, total respondents= 144, total % response rate= 43.2%

Table 2 displays the overall response rate for total participants as 43.2% which is low. There are several factors that could have contributed to this including a short data collection period, length of the questionnaire, complexity of the questions asked, hesitation of respondents to comment on sensitive workplace information, and lack of access to an electronic device to complete the questionnaire. The highest response rate within individual employee groupings was administrators/professional staff at 82.4%. The most represented employee group among the entire sample was support staff/maintenance at 35.5% with an average response rate of 50.0%

Years of Employment at MCCC	*# respondents, % of total
Less than 1 year	n=10, 7.1%
1-4 years	n=30, 21.3%
5-9 years	n=25, 17.7%
10-14 years	n=31, 22.0%
15 years or more	n=45, 31.9%

*n= # of respondents, % of total respondents= 141 where 3 did not respond to demographic items

Table 3. Participant Demographics; years of employment at MCCC

Table 3 displays the % of total respondents that have been employed at MCCC for a range of years. The majority (greater than 50%) of respondents have been employed at MCCC for more than 10 years. Few respondents (less than 10%) have been employed for less than 1 year.

Overall MCCC Employee Focus Area Scores

Focus Area	*Average Focus Area Score	Minimum Focus Area Score	Maximum Focus Area Score
Institutional Structure (n=144, 0 missing)	3.16	1.27	5.00
Supervisory Relationships (n=143, 1 missing)	3.60	1.46	5.00
Teamwork (n=143, 1 missing)	3.50	1.00	5.00
Student Focus (n=143, 1 missing)	3.84	2.25	5.00

*Focus area score calculated as average score on 1-5 point scale of agreement for all items within focus area; average focus area score calculated as average of all focus area scores, **red highlighted average scores** indicate high overall employee rating in focus area, **blue highlighted average scores** indicate low rating

Table 4. Overall MCCC employee focus area ratings; maximum n= 144, minimum n= 143

Table 4 depicts the average score reported for each positive workplace environment focus area for all employees that completed the questionnaire. Student focus was scored the highest as a positive focus area contributing to a positive workplace environment at MCCC while institutional structure was scored the lowest. The scores for each focus area and individual items within each focus area for all employee grouping are described in subsequent results sections.

Focus Area 1: Institutional Structure

Group	*Average Focus Area 1 Score	Minimum Average Focus Area 1 Score	Maximum Average Focus Area 1 Score
All employees (n=144)	3.16	1.27	5.00
Faculty, full-time (n=39)	2.79	1.14	5.00
Faculty, part-time (n=24)	3.70	1.53	4.71
Administrator/Professional Staff (n=28)	3.22	1.33	4.40
Support Staff/Maintenance (n=50)	3.12	1.73	4.40

*Focus area score calculated as average score on 1-5 point scale of agreement for all items within focus area; average focus area score calculated as average of all focus area scores, **red highlighted average scores** indicate high employee group rating in focus area, **blue highlighted average scores** indicate low rating

Table 5. Focus Area 1: Institutional Structure scores by employee group

Table 5 depicts the average rating scores for Focus Area 1: Institutional Structure by individual employee groupings. Compared other employee groupings, part-time faculty scored institutional structure the highest as a positive workplace environment focus area where full-time faculty reported the lowest score. Scores of individual items within this focus area by employee grouping are described in subsequent results sections.

Focus Area 1: Institutional Structure, Individual Items

Item	*All employees	*Faculty, full-time	*Faculty, part-time	*Administrator/ Professional Staff	*Support Staff/ Maintenance
Actions reflect mission	3.64	3.34	4.17	3.46	3.69
Decisions made at appropriate level	3.03	2.50	3.71	3.07	3.10
Diversity effectively promoted	3.72	3.58	3.83	3.78	3.78
Administration focused on meeting student needs	3.25	2.61	3.96	3.36	3.32
Information shared within	3.03	2.64	3.79	3.25	2.86
Problem-solving techniques	2.99	2.59	3.50	3.04	3.06
I am able to influence the direction of MCCC	2.74	2.46	3.08	3.11	2.60

Open and ethical communication	3.00	2.67	3.75	3.39	2.68
MCCC motivates my performance	3.09	2.67	3.71	3.14	3.10
Spirit of cooperation	2.72	2.67	3.79	2.89	2.60
Institution-wide policies guide work	3.45	2.10	3.96	3.43	3.48
Appropriate institutional organization	3.05	3.11	3.87	2.93	3.04
Advancement opportunities	2.81	2.95	2.71	2.86	2.76
Receive adequate information regarding activities	3.60	3.56	4.04	3.54	3.46
Work guided by defined administrative processes	3.21	2.92	3.79	3.03	3.30

*Individual item scores calculated as average score on 1-5 point scale of agreement for specific items within focus area; **red highlighted average scores** indicate high employee group rating in focus area, **blue highlighted average scores** indicate low rating

Table 6: Focus Area 1: Institutional Structure, individual item scores by employee group

Table 6 depicts the individual item scores within focus area 1: Institutional Structure by employee groupings. Values highlighted red indicate high scored items and values highlighted blue indicate low scored items within employee groupings. Overall **high** scored items for total employees include the following:

- The actions at MCCC reflect the college mission
- Diversity among staff is effectively promoted
- Institution-wide policies guide work
- Employees receive adequate information regarding important activities

Overall **low** scored items for total employees include the following:

- Decisions are made at the appropriate level
- Problem-solving techniques are used throughout all levels and divisions
- Employees are able to influence the direction of MCCC
- A spirit of cooperation exists at MCCC
- There is opportunity for advancement

Focus Area 2: Supervisory Relationships

Group	*Average Focus Area 1 Score	Minimum Average Focus Area 1 Score	Maximum Average Focus Area 1 Score
All employees (n=143)	3.60	1.46	5.00
Faculty, full-time (n=38)	3.52	2.08	5.00
Faculty, part-time (n=24)	3.87	2.00	5.00
Administrator/Professional Staff (n=28)	3.39	1.46	5.00
Support Staff/Maintenance (n=50)	3.65	1.46	5.00

*Focus area score calculated as average score on 1-5 point scale of agreement for all items within focus area; average focus area score calculated as average of all focus area scores, **red highlighted average scores** indicate high employee group rating in focus area, **blue highlighted average scores** indicate low rating

Table 7. Focus Area 2: Supervisory Relationships scores by employee group

Table 7 depicts the average rating scores for Focus Area 2: Supervisory Relationships by individual employee groupings. Compared other employee groupings, part-time faculty scored supervisory relationships the highest as a positive workplace environment focus area where administrators/professional staff reported the lowest score. Scores of individual items within this focus area by employee grouping are described in subsequent results sections.

Focus Area 2: Supervisory Relationships, Individual Items

Item	*All employees	*Faculty, full-time	*Faculty, part-time	*Administrator/ Professional Staff	*Support Staff/ Maintenance
Supervisors express confidence in my work	3.97	3.97	4.17	3.61	4.08
Supervisor open to ideas of everyone	3.65	3.50	3.96	3.46	3.72
Positive work expectations	3.55	3.24	4.08	3.36	3.68
Unacceptable behaviors identified	3.61	3.32	4.00	3.37	3.82
Receive timely feedback	3.57	3.56	3.83	3.14	3.70
Receive appropriate feedback	3.56	3.63	3.88	3.11	3.62
Supervisor actively seeks my ideas	3.45	3.55	3.58	3.25	3.46
Supervisor seriously considers ideas	3.46	3.47	3.65	3.29	3.48

Work outcomes clarified for me	3.54	3.50	3.88	3.21	3.62
Supervisor helps me improve work	3.42	3.24	3.88	3.14	3.50
Given opportunity to be creative	3.99	4.22	4.17	3.96	3.76
Have opportunity to express ideas	3.70	3.92	3.88	3.68	3.48
Professional development and training available	3.30	2.74	3.50	3.54	3.56

*Individual item scores calculated as average score on 1-5 point scale of agreement for specific items within focus area; **red highlighted average scores** indicate high employee group rating in focus area, **blue highlighted average scores** indicate low rating

Table 8: Focus Area 2: Supervisory Relationships, individual item scores by employee group

Table 8 depicts the individual item scores within focus area 2: Supervisory Relationships by employee groupings. Values highlighted red indicate high scored items and values highlighted blue indicate low scored items within employee groupings. Overall **high** scored items for total employees include the following:

- Supervisors express confidence in employee work
- Employees are given the opportunity to be creative in their work

Overall **low** scored items for total employees include the following:

- Supervisors actively seek employee ideas
- Supervisors seriously consider employee ideas

- Supervisors help employees improve their work
- Professional development and training are available

Focus Area 3: Teamwork

Group	*Average Focus Area 1 Score	Minimum Average Focus Area 1 Score	Maximum Average Focus Area 1 Score
All employees (n=143)	3.48	1.00	5.00
Faculty, full-time (n=38)	3.24	1.00	5.00
Faculty, part-time (n=24)	3.83	2.00	5.00
Administrator/Professional Staff (n=28)	3.62	1.17	5.00
Support Staff/Maintenance (n=50)	3.41	1.00	5.00

*Focus area score calculated as average score on 1-5 point scale of agreement for all items within focus area; average focus area score calculated as average of all focus area scores, **red highlighted average scores** indicate high employee group rating in focus area, **blue highlighted average scores** indicate low rating

Table 9. Focus Area 3: Teamwork scores by employee group

Table 9 depicts the average rating scores for Focus Area 3: Teamwork by individual employee groupings. Compared other employee groupings, part-time faculty scored teamwork the highest as a positive workplace environment focus area where full-time faculty reported the lowest score. Scores of individual items within this focus area by employee grouping are described in subsequent results sections.

Focus Area 3: Teamwork, Individual Items

Item	*All employees	*Faculty, full-time	*Faculty, part-time	*Administrator/ Professional Staff	*Support Staff/ Maintenance
Spirit of cooperation within my division	3.32	3.11	3.92	3.32	3.20
Primary division uses problem-solving techniques	3.46	3.13	3.92	3.57	3.44
Opportunity for all ideas to be exchanged within my division	3.59	3.50	3.75	3.79	3.48
Division provides environment open to ideas	3.64	3.55	3.83	3.82	3.48
Division coordinates efforts with other divisions	3.45	3.00	3.71	3.71	3.52

*Individual item scores calculated as average score on 1-5 point scale of agreement for specific items within focus area; **red highlighted average scores** indicate high employee group rating in focus area, **blue highlighted average scores** indicate low rating

Table 10: Focus Area 3: Teamwork, individual item scores by employee group

Table 10 depicts the individual item scores within focus area 3: Teamwork by employee groupings. Values highlighted red indicate high scored items and values highlighted blue indicate low scored items within employee groupings. Overall **high** scored items for total employees include the following:

- Employees have opportunities for all ideas to be exchanged within their division or department
- Divisions and departments provide an environment open to employee ideas

Overall **low** scored items for total employees include the following:

- A spirit of cooperation exists within the employee's division or department

Focus Area 4: Student Focus

Group	*Average Focus Area 1 Score	Minimum Average Focus Area 1 Score	Maximum Average Focus Area 1 Score
All employees (n=143)	3.84	2.42	5.00
Faculty, full-time (n=38)	3.83	2.42	5.00
Faculty, part-time (n=24)	4.40	3.25	5.00
Administrator/Professional Staff (n=28)	3.67	2.25	4.75
Support Staff/Maintenance (n=50)	3.69	2.75	4.92

*Focus area score calculated as average score on 1-5 point scale of agreement for all items within focus area; average focus area score calculated as average of all focus area scores, **red highlighted average scores** indicate high employee group rating in focus area, **blue highlighted average scores** indicate low rating

Table 11. Focus Area 4: Student Focus scores by employee group

Table 11 depicts the average rating scores for Focus Area 4: Student Focus by individual employee groupings. Compared other employee groupings, part-time faculty scored student focus the highest as a positive workplace environment focus area where administrator/professional staff reported the lowest score. Scores of individual items within this focus area by employee grouping are described in subsequent results sections.

Focus Area 4: Student Focus, Individual Items

Item	*All employees	*Faculty, full-time	*Faculty, part-time	*Administrator/ Professional Staff	*Support Staff/ Maintenance
Student needs are central	3.59	3.26	4.38	3.43	3.58
My job is relevant to MCCC mission	4.23	4.26	4.54	4.32	3.98
Faculty meet needs of students	3.66	4.08	4.38	3.14	3.26
Administrator/ professional staff meet needs of students	3.50	3.08	4.33	3.46	3.46
Support staff/ maintenance meet the needs of students	4.01	4.08	4.54	3.82	3.82
Student ethnic and cultural diversity important	3.84	3.79	4.17	3.68	3.82
Students' competencies enhanced	3.75	3.74	4.30	3.50	3.90

Students receive excellent education	4.03	4.05	4.58	3.79	3.82
MCCC prepares students for future career	4.01	4.05	4.54	3.86	3.82
MCCC prepares students for further learning	4.08	4.08	4.61	4.00	3.90
Student assisted with personal development	3.66	3.68	4.29	3.46	3.48
Students satisfied with educational experience	3.76	3.79	4.25	3.54	3.63

*Individual item scores calculated as average score on 1-5 point scale of agreement for specific items within focus area; **red highlighted average scores** indicate high employee group rating in focus area, **blue highlighted average scores** indicate low rating

Table 12: Focus Area 4: Student Focus, individual item scores by employee group

Table 12 depicts the individual item scores within focus area 4: Student Focus by employee groupings. Values highlighted red indicate high scored items and values highlighted blue indicate low scored items within employee groupings. Overall **high** scored items for total employees include the following:

- Employees' jobs are relevant to MCCC mission
- Support staff/maintenance meet the needs of students

- Students receive an excellent education
- MCCC prepares students for a career
- MCCC prepares students for further learning

Overall **low** scored items for total employees include the following:

- Students are central to what happens at MCCC
- Administrator/professional staff meet the needs of students
- Students are assisted with personal development
- Students are satisfied with their educational experience

Individual Items

Item	*All employees	*Faculty, full-time	*Faculty, part-time	*Administrator/ Professional Staff	*Support Staff/ Maintenance
Understand college priorities	3.58	3.44	3.92	3.50	3.58
Innovation encouraged	3.09	2.64	3.96	2.96	3.16
Encouraged to participate in decisions (non-resource)	2.82	2.67	3.25	2.96	2.64
Encouraged to participate in resource decisions	2.71	2.56	2.88	3.04	2.58
Employees treat one another with mutual respect/dignity	3.15	2.64	3.96	3.18	3.18
Physically safe environment at MCCC	3.84	3.41	4.21	3.93	3.96
Emotionally safe environment at MCCC	3.71	3.56	3.88	3.85	3.68

Positive relationship between faculty, staff and administration	2.68	2.21	3.63	2.75	2.60
Fair employee recognition program	3.28	3.21	3.75	3.43	3.10
MCCC provides comprehensive benefits package	3.64	3.69	2.96	3.93	3.72
Employee proud to work at MCCC	4.08	4.05	4.38	4.07	4.00

*Individual item scores calculated as average score on 1-5 point scale of agreement for specific items within focus area; **red highlighted average scores** indicate high employee group rating in focus area, **blue highlighted average scores** indicate low rating

Table 13: Individual item scores by employee group

Table 13 depicts the individual item scores for questions that were not included in focus areas. Values highlighted red indicate high scored items and values highlighted blue indicate low scored items within employee groupings. Overall **high** scored items for total employees include the following:

- MCCC provides a physically safe environment
- MCCC provides an emotionally safe environment
- Employees are proud to work at MCCC

Overall **low** scored items for total employees include the following:

- Employees are encouraged to participate in resource allocation decisions

- Innovation is encouraged among employees
- Employees are encouraged to participate in non-resource allocation decisions
- Employees treat one another with mutual respect/dignity
- A positive relationship exists between faculty, staff and administration

Qualitative Comments

Qualitative data collected using the final two open-ended questions on the questionnaire are summarized below. A complete list of all qualitative comments recorded for each question is provided in **Appendix A**:

What employees enjoy most about working at MCCC (n=121 responses):

- Interactions with students
- Successful environment
- Helping students succeed
- Interactions with co-workers
- Instructing/teaching

What employees enjoy least about working at MCCC (n=116 responses):

- Leadership
- Administrators
- Being treated differently as an adjunct
- Faculty union issues
- Resource allocation
- Meeting schedules
- Lack of communication

APPENDIX A

Qualitative Comments

What employees enjoy most about working at MCCC (n=121 responses):

- The students and supportive work environment
- More laid back than the corporate world.
- Satisfaction of knowing that what I do helps students.
- I enjoy working with students, faculty and staff, sharing expertise and resources with them.
- Being part of a students' educational journey and helping them along the way
- Working at the College, I have the ability as we all do here to contribute to a student's success and experience. I enjoy being out of the 'corporate world' and working somewhere where you can see the impact of what you do every day, and the importance of it.
- The students
- Working with students in a collaborative atmosphere.
- I enjoy helping students and staff. I enjoy the diversity of all the other staff mates.
- I enjoy working with the students and seeing them succeed
- the "family" connection with in the math department
- Collaboration within my department and administrative area; ability to influence positively the lives of the students, MCCC employees and the community.
- Students
- I believe strongly in the mission of the college.
- Working with the students and other support staff.
- I enjoy interacting/seeing students. I enjoy what I do at my job.
- Interacting with students; watching students grow through education.
- The students (as a whole) want to learn and succeed.
- I like working in higher education and helping students with their education goals
- The collaborative environment of the division.
- Teaching
- Working with my supervisor and using new tasks/problems as learning opportunities to enhance my role at the college and enhance the college itself.
- I love teaching and helping the students any way I can.
- From Day 1, I felt welcomed and approved. My Dean is 100% thoughtful & helpful to my work and the division secretary is a gazillion percent perfect...I depend on her two or three times per semester! And because of all I have typed here, I truly enjoy my time with

the students: they are very bright, energetic and frequently share outside information that's on topic.

- N/a
- The students and divisional colleagues.
- I like when I can truly help a student, especially a non-traditional student achieve his or her goals.
- I enjoy the students and watching them learn and grow.
- The dedication and discipline I have observed during my teaching opportunities with students at MCCC
- Teaching. Finding the diamonds in the rough. 2. Summers off. Time to recharge and improve my professional skills.
- The students in my program.
- Paycheck
- Interaction with students and employees in an atmosphere that is positive, friendly and supportive.
- The ability to help to open the future for our students.
- I love the opportunity to open doors for students, both career-wise and intellectually.
- Working with students and seeing them succeed.
- I enjoy working within my division, which is a very cohesive unit. I enjoy working with the students and helping them is a source of pride.
- Working with the students and the faculty in my division.
- My contribution to student success
- What I enjoy most is interacting with the students and offering assistance, advice, and guidance. They are the reason we exist, they are our future!
- There are some good people to work with at MCCC. I enjoy working with the students.
- My department
- The people at MCCC are wonderful to work with.
- Opportunities for new learning every year-- for example, participating in One Book One Community. It's energizing to see new ideas and diversity on campus with new staff and students.
- Assisting students.
- The opportunity to be in the classroom.
- I enjoy knowing that the work I and MCCC staff do contributes to a better future for others.
- its a fulltime job
- Interactions with colleagues and admin
- Helping our students succeed.

- team building and team work
- Working directly with students
- Working with students and helping them out when I can.
- I enjoy working with my students and colleagues.
- Going on my 20th year as an adjunct, I can most certainly say that MCCC is a cut-above the competition within a 50 mile radius when it comes the community college experience. I have taught many places, but I have never left Monroe. Thank you for the opportunity to do structure my course the way I best see fit.
- Watching students grow from year to year.
- The students are wonderful, and they have always been so receptive of the help we provide. They tell us they are appreciative and about the impact we may have had on their life and educational/career decisions.
- The freedom to be me... to do work that comes from knowing who I am and what I am called to do.
- Being a champion for my program and helping students succeed.
- My department is a great place to work.
- Working with my students, improving their skills.
- I enjoy working with the students and with most of my colleagues.
- The students.
- Making a difference in the lives of our students and the community in which we live.
- Being of service to others.
- Most enjoy working with faculty and students, and learning new things all the time, while helping other learn as well.
- My boss, co-workers and student/community events
- Watching students advance and graduate
- Those I work with. I enjoy the job I do.
- We exist to serve others
- The quiet atmosphere and friendly personnel.
- I enjoy that the community, outside of existing students, have a positive outlook of the College.
- Smaller college. Can get a lot done if one wishes to conversely lesser resource to work with.
- I enjoy making a difference in students' education.
- Size of campus, small town feel but with some great opportunities. For the most part everyone I've had contact with gets along and wants to do what is best for the students and the college.
- Supporting those around me, especially students.

- Co-workers
- I love connecting with the students and helping them expand their knowledge and application of the course material.
- students
- The benefits and time earned off work. Interacting with students. I have worked with some wonderful employees and have developed friendship with some of them.
- Driving away from campus at the end of my day or night.
- I enjoy helping the students and seeing them from start to finish with completing their program/degree.
- Enriching students' lives and providing opportunities for learning and advancement.
- Working with the students
- working with the students and some colleagues
- MCCC seems to have a lot going on to improve the environment for the students and staff.
- Working with the students.
- Helping people.
- The students and my colleagues.
- Helping students' advance and gain confidence as they work toward employment.
- friends
- the mix of "old school" learning styles blended with newness of any kind goes a long way to promote how education gives each student the advantage..... when students thank me for being understanding, when students thank me for helping them learn how to think better
- Working with the wonderful staff at MCCC.
- I enjoy the support of my coworkers and the dean to help me promote & maintain a high standard of learning for my students. I think we are in a good place to support and affect our students' total development as life-long learners.
- Students and interacting with them.
- I enjoy teaching.
- I love the work environment, the small town feel of mccc and everyone is so close.
- The small campus, people, students and overall campus community
- making a difference
- I work unusual hours here at MCCC but at this point in my life it really works for us.
- Fellow employees
- I enjoy instructing what I love and believe in
- The flexibility and openness to communicate.
- Interaction with students and my coworkers

- My interaction with students.
- Seeing students transition from unsure and anxious to confident and successful.
- seeing and interacting with students
- Opportunities
- Helping the students achieve their goals
- Interacting with students!!
- I enjoy working with the students and staff at MCCC.
- The opportunity to educate and inspire our students.
- Being able to help the students as much as I can.
- I enjoy the people I work with, and I think the work that we do is important. I believe we make a difference in students' lives and we positively impact our community.
- Giving students the tools they need to be successful.
- Working with the people in my department.
- students
- The students
- Students
- I enjoy being in a classroom environment where I know I can have a personal connection with the student and really influence their learning and success (as opposed to previous teaching experience at larger institutions). I enjoy how involved in the community MCCC is as well.
- Working with the students and some of my colleagues.

What employees enjoy least about working at MCCC (n=116 responses):

- old equipment, printers
- People are here for 25+ years which is great, until you want to do something new. Certain people on campus are using a dot matrix printer still....
- The fact that upper management (Pres. and VP's) still don't always communicate and seem to hide in their offices. Some of them seem afraid to make mistakes or when they do own up to their mistakes.
- I least enjoy the Council Model and meeting schedules at MCCC. The Council Model has put people into silos, nothing gets done. And there is no master schedule or real time slots devoted to meetings.
- N/A
- The attitude of superiority and lack of respect faculty show to each other and to administrators. I feel like sometimes the most-educated employee group on campus acts like a classroom of disruptive and petulant children. It has been very disappointing.

- Having to work with faculty that fall under the union is challenging; a different work ethic than I'm accustomed to
- The top down approach that does not let the voices of the people who do, who know, who are doing the work be heard in a way that they feel like they are valued. That what they do is of value to the college. I am not sure what are moto is anymore...best value for your buck??? so give a student a degree then what? Give a student marketable skills to go out and make a living, not a place to hang out surf the internet and eat!!! Better classrooms with technology that helps them be engaged in the learning process! Not a place to veg out, they can do that at home. Oh, and now we have some plastic things to go on our doors...don't get me wrong...glad we are doing something for us to be safer...but where was the discussion...where is the in-service...they just appeared one day and then I get an email from Kojo! That is part of the problem, things just happen and no ones knows, it just appears one day. ON the whole this is a good place to work, but it has been better.
- The division between faculty and support staff and the lack of respect. A faculty member recently said "if they don't like the way they are treated they should have gone to school longer and gotten a Masters Degree". The elitist attitude among faculty has been the culture here for years.
- the laziness/procrastination of students
- Faculty division (transfer vs. occupational) and the contract/collective bargaining process impeding progress, innovation and responsiveness to student needs. It seems like there has to be a better way of bargaining than one that creates such animosity and anxiety across campus.
- Lack of leadership and follow through at the upper admin level
- There is a strong lack of leadership which dampens the ability of many to accomplish goals and weak leaders distrust of their own deans leaves divisions powerless to actually affect the college; it should be reorganized to empower deans and move decision making into the hands of people who will make decisions and resolve conflicts productively, a focus on fiduciary responsibility that is necessary for a functioning institution sadly outweigh a responsibility to invest in students and staff that would grow the college. Buildings are simply not more important than the people, but buildings get all the attention.
- Seeing other people get job re-classifications and I do not. Not getting raises that are necessary with the rising cost of living. No chance to advance my position.
- I feel that sometimes employees work harder at getting out of doing work than they do doing their job(s).
- There is a complete lack of strategic vision. Decisions are not made with the students or the college's viability in mind. Problems, concerns, and areas of improvement AND opportunities are brought to the table and never acted upon. While the cabinet level

leaders at other colleges are making decisions to improve the college and experiences for students, MCCC continues to allow decisions to be made by isolated groups for self serving reasons and without regard for the health of the college or the success of our students. Attempts to address these issues are ignored or excused-away as nonissues. It is very difficult to feel like an effective employee here, despite an interest in doing so.

- After 14 years as an adjunct, I've only had one opportunity to go full-time, and I couldn't even get to the interview phase.
- There is lack of advancement opportunities at MCCC. No matter your level of education, internal candidates are not given opportunities to interview for jobs because the minimum requirements limit movement within departments.
- The decision makers are not listening. They are not truly listening to real, timely ideas on how to improve student services for our STUDENTS. Time is wasted on efforts that do not seem to make sense, or bring about a difference. There is a lot of talk, but very little action and there always seems to be an automatic response of "that won't work" about new ideas. We are missing the boat on new, improved, timely programs because someone doesn't want to explore thinking out of the box. Many of us feel like "why bother" because our ideas will just be brushed off and not explored. You have many talented staff members that have good, proven ideas on how to improve this campus so students will come here. You are not listening.
- Lack of inter-division cooperation on developments that impact the students.
- Class hours, but it's for the benefit of the students and consequently necessary.
- There is too much entitlement among each employee group. There is blatant disrespect from certain individuals who should be held accountable for their actions and disrespect. MCCC is a phenomenal place to work. Individuals who bring an entitled mentality to work drag down others. Individuals who disrespect others should be reported and disciplined.
- The upper administration.
- I teach two classes a semester and there is NO downside! The maintenance crew are very helpful as well. I'm very proud to be a small part of MCCC.
- Attending meetings that almost always produce heated arguments and occasionally an uncomfortable hostility.
- Having a President and Cabinet so disconnected from the campus is discouraging. The VPs are invisible, especially in Student Services and Instruction. The only VP who makes any sincere effort to solicit input is the VP of Finance and Campus Services. The President is so focused externally, that he only becomes engaged when something blows up. Willful ignorance is the leadership mantra--if they don't know of something then they cannot be expected to do anything about it--so, don't tell me anything. The Board of Trustees is clueless about the climate on campus. A millage was passed so everyone is or

should be happy. The deans are not a team or if they are, they are a team of rivals--and not supportive ones. Chasms between and among faculty and divisions have been created and encouraged by the College's leadership. We are being turned into the new Raisinville High School. In a few years our enrollment will be flirting with a 2,000 headcount and we'll be 50% high school students. The extent to which our PR operations will go to pull the wool over the eyes of the HLC are the only areas of creativity and imagination on campus.

- How the tail wags the dog. The VP of Instruction allows faculty to run the College. Also, we are so worried about "risk management" that we are stuck in mediocrity. If we want to truly be a change agent for our community, we need to be bold and take some risks. Right now we seem to be like a typical government agency.
- Feeling disconnected as adjunct from my full time faculty peers.
- 1. Middle College. MC was supposed to raise them up - instead they are dragging us DOWN. 2. The atmosphere of conflict. It feels like we are inches away from a fistfight (or worse). Turf wars. 3. Inept administration. Too many administrators. Lack of Leadership. See number 2.
- The Lack of Leadership from the office of the President and The offices of the Vice Presidents.
- High school kids. I am not a high school teacher. I think it is a misguided money grab.
- Discord between factions: transfer vs. vocational faculty; administration vs. faculty, etc.
- Nothing comes to mind.
- There is new division within my department and I feel that the concerns of myself, my fellow faculty, and the students are not being taken with the gravity that they deserve. We all feel powerless to effect any positive change.
- The unprofessionalism of some faculty during discussions, especially in regards to general education. Mutual respect is often forgotten during these conversations.
- The limited communication towards certain groups causes dissention. Some decisions that are made are not done with the best interests of the students or staff in mind.
- The administration.
- Administration that does not respond to staff and student concerns.
- Stagnant work environment, very little diversity, outdated work processes, the "it's always been done this way" mentality, very slow to progress and extremely hesitant to most work related processes, changes, and ideas
- Some tend to be in attack mode in meetings. Many employees lack motivation. There are certain Administrators who abuse the privilege of their sick/vacation time.

- Faculty work against the staff
- MCCC is not an innovative or progressive organization.
- The atmosphere of conflict and one-upmanship that's become institutionalized by the math/science division under the guise of "data": garbage in, garbage out leads to poor decisions and poor outcomes for students. The failure of the administration to address weak leadership year after year.
- Disrespectful behavior.
- NA
- Unfortunately, the least enjoyable part of working at MCCC is experiencing the divisiveness between union and non-union staff.
- communication
- There is nothing that I did not or do not enjoy
- The work environment has deteriorated over the years. Divisions are fighting with each other. The different groups (faculty, administrative, support staff, etc) do not respect each other. VP level administration does not seem to be able to make a decision. There does not seem to be a clear and consistent goal. It is hard to stay motivated when we are so divided.
- lack of communication around campus
- Lack of internal leadership by Dr. Quartey
- Listening to complaints about the Math division and learning students go to other institutions because we offer no on campus teaching.
- People are not rewarded or complimented for hard work and commitment to their jobs. Instead, employees are criticized and given more tasks because of shrinking staff and lack of funds.
- I've been here almost 20 years, and quite honestly I'm not making a whole lot more per class than when I started. I don't teach for the money (it is nice though) but there should be more incremental pay steps implemented for staff who commit to staying for more than a couple years. I'm not asking to make millions...I do realize my place.
- There is a lack of leadership here. A president that disappeared when the power went out. How when he spoke of Sue and Penny at the welcome back breakfast not knowing where Penny worked before and talking about Sues hair instead of all her accomplishments in 30 years makes me think he could care less about his staff. That one Dean seems to not have to follow any rules and the administrative team just lets him. It brings down the moral when you see a person get away with not following the rules. I feel even when asked to be on a committee it is not for my input but to say, look there was staff on this committee. A board that doesn't question the president when they are told the enrollment is down for the winter. Do they know what their job is? When he ask for money to give

away at his discretion and they don't ask where the money is coming from or how it would be tracked. This scares me as an employee and a tax payer.

- Some faculty are very hostile, it is known by the Administration, and it is tolerated by the Administration. I believe this stems from Union issues, provoking some fear on the part of the Administration. Faculty tend to see the leadership at MCCC as weak, indecisive, or lacking, so some faculty seem to have taken on the role of the strong leaders. This is not a good environment for collegiality.
- Ineffective and untrustworthy administrators.
- My supervisor and high level administrators...
- I wish the rest of the institution had the same camaraderie as my department.
- That we have moved away from academic freedom to a more restrictive teaching environment.
- The growing "for-profit" mentality in which we try to be all things in order to attract students. These efforts have placed pressure to lower standards from college-level expectations to high school level. 2. The reliance upon anecdotes instead of data when it comes to justifying new or changing existing procedures. 3. The amount of effort being spent placating people who don't like how a decision is made. For example, the incredible waste of time and energy spent arguing gen ed standards because a person didn't like a decision that was made about a class proposed as a gen ed satisfier. 4. The passive aggressive behavior directed at the math faculty regarding math standards. They are constantly required to defend their decisions while other concerns are ignored such as concerns those who are trying to undermine them are impacting student decisions affecting enrollment at MCCC.
- The politics. Lack of advancement.
- There doesn't appear to be clear direction on the College's strategic priorities and how best to accomplish them. At times, we appear to chase ideas rather than strategically plan.
- Faculty-bashing
- Least enjoy the politics, constant fighting between divisions on campus, and the war between administration and faculty. It is clear the administration cares more about their own agenda than doing what is best for students. They seem to be doing everything they can to drive out our full-time faculty, and don't seem to care about the negative impact that would have on the quality of instruction and the student experience here.
- Seeing the disrespect the faculty show the administrators
- Attending faculty council meetings. There is a huge split of faculty between the divisions.
- THE LACK OF COMMUNICATION. The passive aggressive attitude from my supervisor.

- I completely disagree that we put so much stock in our business/finance department and that it appears what they say and believe is the gospel. I believe that we have missed out on many positive opportunities because of the ultra conservative attitude of the business/finance department. I also find it disheartening that a handful of faculty are poisoning the institution and that we cannot or do not address the issue.
- Lack of resources and obstruction at times.
- Encountering negative people
- Dated, labor intensive, fiscal processes and procedures.
- Nothing so far!
- the times I have experienced or witnessed co-workers treating colleagues unfairly.
- Lack of unified direction.
- I regret that I don't have sufficient time to properly prepare for my classes or my student's needs due to my work and personal schedule.
- Administrators not leading the college and being satisfied with "ok." Administrators not seeking input from people who are in the "trenches" who know what could be done to improve learning conditions for students. The attitude that faculty are lazy and greedy.
- My work environment is very stressful. Not with my supervisor but other employees in the same office. I feel like my concerns were not addressed.
- The administrators are at war with one another most of the time. The administrators disrespect faculty, most feeling the place would run better without faculty. Even new people come to recognize that the cabinet is composed of nothing but independent agents, each with a separate agenda. The president spends all of his time and focus off campus. One administrator bullied support staff, faculty, and other administrators for 6-8 years and HR did nothing--then it happened to the president and finally something was done. The Vice President of Instruction has overseen a General Education requirement that is the worst of all community colleges in Michigan. The HR department will spend more time trying to figure out who wrote this rather than dealing with the underlying causes. Many administrators will not even fill it out for fear they can be identified.
- We are no longer truly an open admission college, with cut scores and 090 requirements. I understand we need to have standards and minimum criteria to some extent but as a community college I wish we could offer/help students right on our campus to be able to take college classes instead of sending them away. Furthermore, I feel like there have been other unnecessary hurdles put in the way for many students, with Math redesign, pre req and gen ed changes, etc. Its very hard to basically have to turn a student away who can't meet a cut score or hear students over and over be discouraged about math redesign

or pre req requirements over and over tell me they are going elsewhere to take those courses. We are struggling for enrollment and I just feel like there are some glaring hurdles for students that should have/should be looked at/changed.

- The political atmosphere and back dealings. The faculty seem to be at odds against one another and administration seems to be fostering this type of behavior. It can be frustrating at times to get things accomplished.
- politics between divisions
- The current organizational environment of apathy and distrust the among all employee groups.
- That decisions are made that effect my job on a daily bases and i am not asked to participate in the discussion and not notified until the day it goes in to effect. Decisions are made all over the campus that effect people jobs and theses people are not notified until they do it wrong or they tell someone the wrong information. When making decisions you should check to see who all will be effected by this decision.
- Negativity between co-workers
- I don't believe all of our decisions are in the best long-term benefit for the students - short term, yes, long term, no.
- being part time.
- harassment
- knowing that only a couple of deans, VIPs at the helm are level 5 leaders the others are notand they choose to not engage in the idea of “always learn some more “ way of thinking to be true level 5 the advertised things (speakers, special days on campus, are only available couple days of week...aren't we open 5 days a week?? (not able to attend based on class time or days on campus that is frustrating) where is creativity for student being president for a day?....., want to be able to bring child to work for a day so they can experience see what their parent does for a job.....need more opportunities for interaction with students almost like a vocational opportunity to view various jobs, get some mentor ship programs goin, visit the daycare center across the street (meadow Montessori). To show what it is like to be in charge of little ones..... would like to see the adjunct faculty be deserving of some more benefits...adjuncts teach same classes as full timers, there should be additional consideration for adjuncts not attitude that says your not as important since your not full time.
- N/A
- I wish part-time and adjunct teachers would get monetary support to do continuing education.
- Treatment of adjuncts by full time instructors and administration
- As an adjunct, I have little input in the division activities.
- Nothing

- administrators not handling issues
- My hours are drastically cut in May, June, July & August but that is just part of this job.
- Nothing
- For Adj. there is little support- I was contacted for jury duty and was informed that I would be docked on any days that I miss (as if this was a choice that I had). Another Adj. issue as I have worked at other universities, is the lack of support is sometimes frustrating, there are some days esp. if you have something like jury duty and you could put your class info online and or even Skype lecture (to get to this level I would assume that you are a professional) that you would be penalized for it. I think some professional courtesy for adjuncts would be helpful since that is a majority of your teaching staff..
- n/a
- I think a teamwork concept does not exist here. I have been to 1 dept meeting in 4 years.
- What I dislike about working at MCCC is the uncomfortable environment created by the faculty union. The union leadership has encouraged the membership not to talk to other non-union faculty. Essentially shunning them. This type of behavior has gone on for too long. Some in leadership are reluctant to try new things. Trying to make positive and impactful changes can be challenging and in some cases completely discouraged or not supported.
- Not getting paid for work performed outside of class time (grading, etc.). Adjuncts only paid for hours in classroom.
- Lack of internal leadership from Dr. Quartey
- Location/office area
- N/A
- The bickering and in-fighting
- There are no benefits (on a part-time basis) or recognition of years of service for part-time support staff.
- Nothing really stands out as "bad."
- There is no consistency from department to department in any aspect.
- The most frustrating aspect for me is that, while we have many forums to express our opinions, the feedback we give is not valued. Rigorous debate is stifled, and innovation is often sacrificed to maintain the status quo. I feel we lack a cohesive vision and plan for improving what we do.
- Watching our financial resources get wasted.
- faculty
- Feeling disconnected as adjunct faculty.

- Bullying by some administrators. Weak hr.
- Being an instructor at the secondary campus, I feel there is a disconnect between the two campuses. I wish more was done to make the Whitman Center more included in main campus activities (for example Diversity Week, Black History Month, Woman's History Month-- expanding these events to include activities and demonstrations at the Whitman Center would make more students feel involved in their campus community)
- The College President is involving himself in curriculum decisions and making a mess of it. President claims to speak to all stakeholders but in reality is only speaking to the squeaky wheels and ignoring the content exerts. The need to appease one faculty member is having a negative affect on curriculum and the rest of faculty. VP of Instruction wants to lead by consensus all of the time and is unwilling to lead effectively. Faculty need professional development monies such that more than one faculty member per division can go to a conference each year. Shared governance model is not being used by President of all VP's as it was designed to be used.