



NATIONAL INITIATIVE FOR LEADERSHIP & INSTITUTIONAL EFFECTIVENESS

Harper College Palatine, Illinois

Personal Assessment of the College Environment (PACE) Qualitative Analyses

By

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The National Initiative for Leadership
& Institutional Effectiveness

North Carolina State University

November 2016



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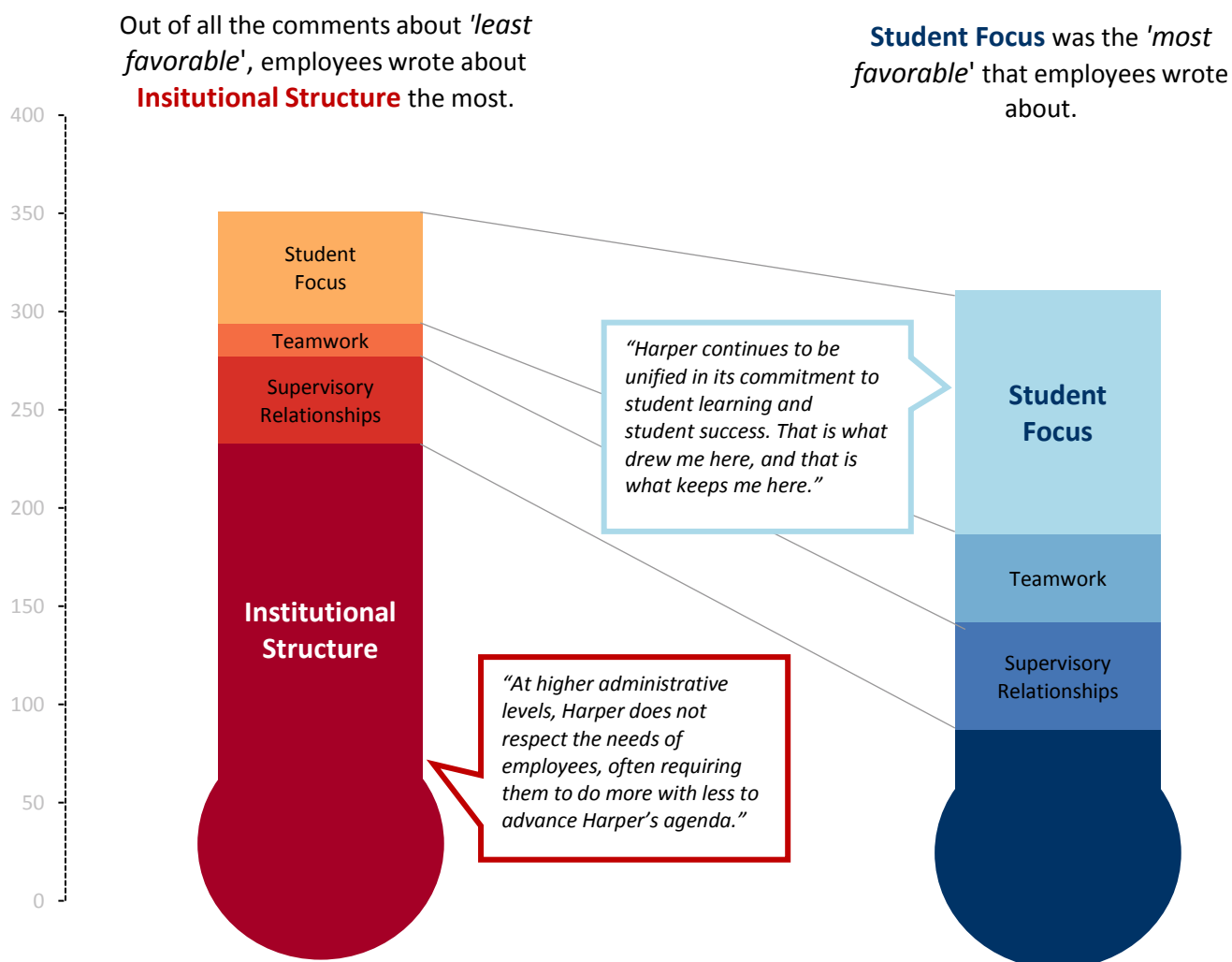
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EXECUTIVE SUMMARY

Of the 692 Harper employees who completed the PACE survey, 329 (47.5%) provided comments. Comments were categorized by the *National Initiative for Leadership and Institutional Effectiveness* (NILIE) researchers into the PACE climate factors (Institutional Structure, Supervisory Relationships, Teamwork, Student Focus).

The **Institutional Structure** factor shows employee satisfaction with the mission, leadership, cooperation, organizational structure, decision-making, and communication at Harper. The **Supervisory Relationship** factor covers the relationship between employees and their supervisor, and the ability to express ideas and creativity at work. **Teamwork** focuses on work team cooperation and coordination. Finally, **Student Focus** factors cover how central students are in the actions at Harper, and the extent they are prepared for their futures. (<https://nilie.ncsu.edu/survey/>)

It is common that individuals offer more negative comments than positive comments when providing feedback. However, the amount of comments expressing discontent with the **Institutional Structure** should be addressed or the culture at Harper may decline.



LEADERSHIP RESEARCH

PACE Literature Review

The term culture refers to a total communication and behavioral pattern within an organization. Yukl (2002) defines organizational culture as “the shared values and beliefs of members about the activities of the organization and interpersonal relationships” (p. 108). Schein (2004) observes that culture “points us to phenomena that are below the surface, that are powerful in their impact but invisible and to a considerable degree unconscious. In that sense culture is to a group what personality is to an individual” (p. 8). Culture as a concept, then, is deeply embedded in an organization and relatively difficult to change; yet it has real day-to-day consequences in the life of the organization. According to Baker and Associates (1992), culture is manifest through symbols, rituals, and behavioral norms, and new members of an organization need to be socialized in the culture in order for the whole to function effectively.

Climate refers to the prevailing condition that affects satisfaction (e.g., morale and feelings) and productivity (e.g., task completion or goal attainment) at a particular point in time. Essentially then, climate is a subset of an organization’s culture, emerging from the assumptions made about the underlying value system and finding expression through members’ attitudes and actions (Baker & Associates, 1992).

The mission of PACE is to promote open and constructive communication along four climate factors. Each climate factor has a unique focus, the combination of which create an integrative tool useful in understanding the campus climate at your institution. Institutional Structure focuses on the mission, leadership, spirit of corporation, structural organization, decision-making, and communication within the institution. Supervisory Relationships provide insight into the relationship between employees and their supervisors, as well as employees’ abilities to be creative and express ideas related to their work. The Teamwork climate factor explores the spirit of cooperation that exists within teams, while the Student Focus climate factor considers the centrality of students to the actions of the institution as well as the extent to which students are prepared for post-institution endeavors. Taken together the climate factors provide a valid source to define areas needing change or improvement and sets the stage for strategic planning.

The way that various individuals behave in an organization influences the climate that exists within that organization. If individuals perceive accepted patterns of behavior as motivating and rewarding their performance, they tend to see a positive environment. Conversely, if they experience patterns of behavior that are self-serving, autocratic, or punishing, then they see a negative climate. The importance of these elements as determiners of quality and productivity and the degree of satisfaction that employees receive from the performance of their jobs have been well documented in the research literature for more than 40 years (Baker & Associates, 1992).

NILIE’s present research examines the value of delegating and empowering others within the organization through an effective management and leadership process. Yukl (2002) defined leadership as “the process of influencing others to understand and agree about what needs to be done and how it can be done effectively, and the process of facilitating individual and collective efforts to accomplish

the shared objectives” (p. 7). The concept of leadership has been studied for many years in a variety of work settings, and there is no one theory of management and leadership that is universally accepted (Baker & Associates, 1992). However, organizational research conducted to date shows a strong relationship between leadership processes and other aspects of the organizational culture. Intensive efforts to conceptualize and measure organizational climate began in the 1960s with Rensis Likert’s work at the University of Michigan (Rouche and Baker, 1987). NILIE has used Likert’s work to create the PACE survey. To date, more than 120 institutions have participated in climate studies conducted by NILIE at North Carolina State University.

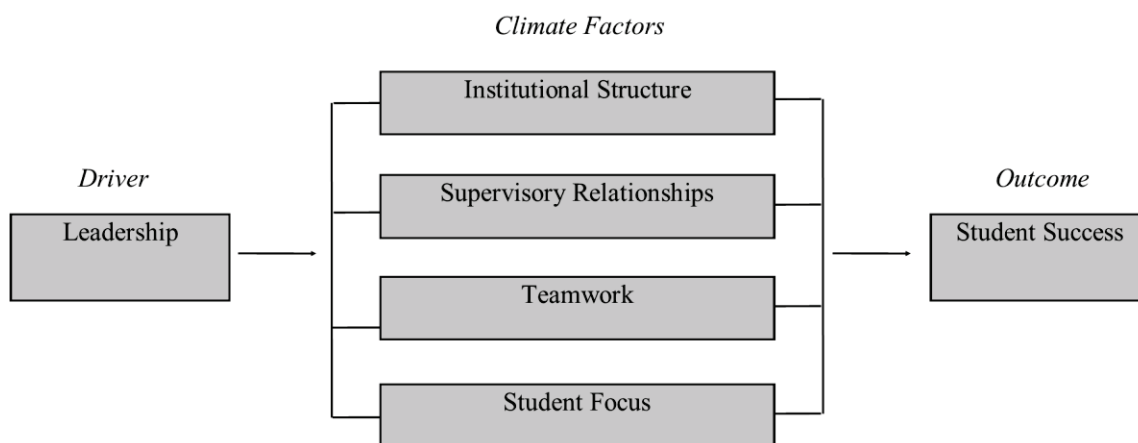


Figure 1. The PACE Model

Establishing instrument validity is a fundamental component of ensuring the research effort is assessing the intended phenomenon. To that end, NILIE has worked hard to demonstrate the validity of the PACE instrument through both content and construct validity. Content validity has been established through a rigorous review of the instrument’s questions by scholars and professionals in higher education to ensure that the instrument’s items capture the essential aspects of institutional effectiveness. Building on this foundation of content validity, the PACE instrument has been thoroughly tested to ensure construct (climate factors) validity through two separate factor analysis studies (Tiu, 2001; Caison, 2005).

Organizational Climate

Results of the Miami-Dade study indicated that Likert’s four-system theory worked well when applied to a higher education setting. It showed promise not only for measuring climate and responses to leadership style but also for articulating ways both leadership effectiveness and organizational climate could be improved within the institution. Since the Miami-Dade research project, more than 120 institutions have participated in climate studies conducted by NILIE at North Carolina State University. Various versions of the PACE instrument were field-tested through NILIE’s efforts, and several doctoral dissertations.

From Likert’s original work and research methods, NILIE identified four leadership models and organizational systems ranging from Coercion to Collaboration. The Collaborative System, referred to as System 4, is generally seen as the ideal climate to be achieved, since it appears to produce better results in terms of productivity, job satisfaction, communication, and overall organizational effectiveness (Likert, 1967). The various NILIE research studies have verified that the Collaborative System is the climate to be sought. NILIE’s research supports the conclusion that most organizations

function between the Competitive (System 2) and Consultative (System 3) levels across the four climate factors of the instrument (i.e., Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus).

Coercion represents the least desirable climate and constitutes a structured, task-oriented, and highly authoritative leadership management style. This leadership style assumes that followers are inherently lazy, and to make them productive, the manager must keep after them constantly. Interestingly, a few employees in almost all organizations evaluated by NILIE hold this view of the organizational climate. However, as a rule, their numbers are too few to have much effect on the overall institutional averages.

In contrast, a Collaborative model is characterized by leadership behaviors that are change-oriented, where appropriate decisions have been delegated to organizational teams, and leaders seek to achieve trust and confidence in the followers. The followers reciprocate with positive views of the leaders. This model is based on the assumption that work is a source of satisfaction and will be performed voluntarily with self-direction and self-control because people have a basic need to achieve and be productive. It also assumes that the nature of work calls for people to come together in teams and groups in order to accomplish complex tasks. This leadership environment is particularly descriptive of the climate necessary for productivity in a higher education environment, especially in the face of present and near future challenges such as new technologies, demands for accountability and the desire to accurately measure learning outcomes.

As the perceptions of the staff, faculty, and administrators approach the characteristics of the Collaborative environment, better results are achieved in terms of productivity and cost management. Employees are absent from work less often and tend to remain employed in the organization for a longer period of time. The Collaborative model also produces a better organizational climate characterized by excellent communication, higher peer-group loyalty, high confidence and trust, and favorable attitudes toward supervisors (Likert, 1967). In addition, various researchers (Blanchard, 1985; Yukl, 2002) suggest that adapting leadership styles to fit particular situations according to the employees' characteristics and developmental stages and other intervening variables may be appropriate for enhancing productivity. Table 1 is a model of NILIE's four-systems framework based on Likert's original work and modified through NILIE's research conducted between 1992 and the present.

Table 1. NILIE Four Systems Model

System 1	System 2	System 3	System 4
Coercive	Competitive	Consultative	Collaborative
Leaders are seen as having no confidence or trust in employees and seldom involve them in any aspect of the decision-making process.	Leaders are seen as having condescending confidence and trust in employees. Employees are occasionally involved in some aspects of the decision-making process.	Leaders are seen as having substantial but not complete confidence and trust in employees. Employees are significantly involved in the decision-making process.	Leaders are seen as having demonstrated confidence and trust in employees. Employees are involved in appropriate aspects of the decision-making process.
Decisions are made at the top and issued downward.	Some decision-making processes take place in the lower levels, but control is at the top.	More decisions are made at the lower levels, and leaders consult with followers regarding decisions.	Decision making is widely dispersed throughout the organization and is well integrated across levels.
Lower levels in the organization oppose the goals established by the upper levels.	Lower levels in the organization cooperate in accomplishing selected goals of the organization.	Lower levels in the organization begin to deal more with morale and exercise cooperation toward accomplishment of goals.	Collaboration is employed throughout the organization.
Influence primarily takes place through fear and punishment.	Some influence is experienced through the rewards process and some through fear and punishment.	Influence is through the rewards process. Occasional punishment and some collaboration occur.	Employees are influenced through participation and involvement in developing economic rewards, setting goals, improving methods, and appraising progress toward goals.

In addition to Likert, other researchers have discovered a strong relationship between the climate of an organization and the leadership styles of the managers and leaders in the organization. Astin and Astin (2000) note that the purposes of leadership are based in these values:

- ☐ To create a supportive environment where people can grow, thrive, and live in peace with one another;
- ☐ To promote harmony with nature and thereby provide sustainability for future generations; and
- ☐ To create communities of reciprocal care and shared responsibility where every person matters and each person's welfare and dignity is respected and supported (p. 11).

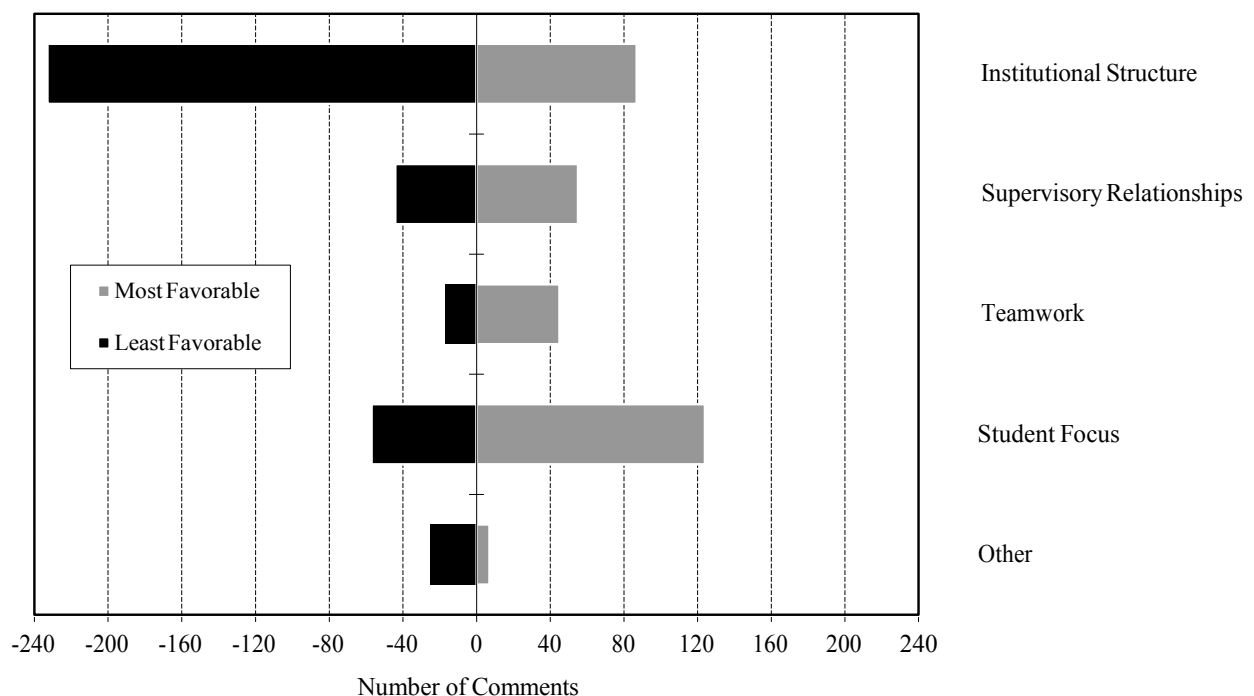
In the context of the modern community college, there is much interest in organizational climate studies and their relation to current thinking about leadership. The times require different assumptions regarding leader-follower relations and the choice of appropriate leadership strategies that lead to achievement of organizational goals. This report may help Harper College understand and improve the overall climate by examining perceptions and estimates of quality and excellence across personnel groups. This report may also provide benchmarks and empirical data that can be systematically integrated into effective planning models and change strategies for Harper College.

QUALITATIVE ANALYSIS

Respondents were given an opportunity to write comments about areas of the institution they found most favorable and least favorable. Of the 692 William Rainey Harper College employees who completed the PACE survey, 47.5% (329 respondents) provided written comments. In analyzing the written data there is a degree of researcher interpretation in categorizing the individual comments. However, reliability is ensured by coding all responses back to the questions on the PACE survey.

Figure 4 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 numbers of comments across all factors fell within the Institutional Structure and Student Focus climate factors. Please refer to Tables 2 and 3 for sample comments categorized by climate factor and the actual number of responses provided by Harper College employees. This sample of open-ended comments reflects employee responses as coded back to the questions of the PACE survey. Please note that comments are quoted exactly as written except in instances where the integrity of the report is compromised.



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

Figure 2. William Rainey Harper College Comment Response Rates

Table 2. Most Favorable Responses—Sample Comments and Actual Number of Responses at William Rainey Harper College

Factor	Themes
Institutional Structure (n=87)	<p><i>I believe Harper College excels at putting faculty, staff, and students in the best position to succeed. The college provides amazing support to me as a faculty member to be the best instructor I can be for the students as well as providing me the best opportunities to develop professionally and personally.</i></p> <p><i>The college is dedicated to hiring diverse employees and reaching out to minorities.</i></p> <p><i>I feel very supported by my dean and division. My colleagues have been very supportive and I love the Academy for Teaching Excellence. I feel that I have many opportunities to advance and believe Harper is the right fit for me.</i></p> <p><i>Most favorable aspect is a clear mission of student success and completion and increasing focus on diversity and inclusion.</i></p> <p><i>Harper is a welcoming place. I have felt valued and have felt that my opinions mattered.</i></p> <p><i>Most favorable would be Harper's commitment to professional development and growth, a professional working environment, and focus on student success.</i></p> <p><i>The school focuses on student outcomes, which is a positive. The people are amazing; students, faculty, and staff all work together to make the school successful. I think Harper does a good job reaching out to the community and building connections with other schools, organizations, businesses, etc.</i></p> <p><i>I find the climate at Harper to be warm and welcoming due to good department leaders, and of course, the current president of the college.</i></p> <p><i>I love the collaborative work environment. I feel very supported by my colleagues and supervisor.</i></p> <p><i>The atmosphere and attitudes of faculty and supervisors are extremely collaborative toward one another and supportive toward students. There are many excellent resources and facilities.</i></p> <p><i>For nearly a half century, the faculty at Harper College, both full-time and part-time, have worked diligently to build an excellent academic reputation for our college. Many of our academic programs are the envy of every community college in Illinois and many surrounding states, including some of the regional state universities. Sadly, our current administration has presided over the decline of that reputation in recent years, choosing to do little to maintain it and much to diminish it.</i></p> <p><i>Teamwork is key and encouraged. Diversity is educated and enforced. Generally, there is a very collaborative atmosphere. Continuing education is promoted.</i></p>

Table 2. Continued

Factor	Themes
	<p><i>I think the dedication to students and the service provided to the students, and Harper's commitment to diversity in students and staff, as well as its commitment to cutting-edge technology and a modern work environment are outstanding.</i></p> <p><i>I think Harper does a great job in promoting the college and reaching out to the community.</i></p> <p><i>Diversity and Inclusion Dialogue sessions affirm the college's commitment to diversity and inclusion.</i></p> <p><i>Harper has made an effort to create a diverse and inclusive environment even if individuals are not all there yet.</i></p> <p><i>Harper has also made conscientious efforts to promote diversity and increase the number of employees of underrepresented ethnic groups.</i></p> <p><i>I have been impressed with the earnestness and seriousness of intent shown by our top leaders in creating and growing a healthy and productive educational experience for students, especially our younger Associate degree-seeking students, and most especially, students from disadvantaged backgrounds. This should be inspiring to everyone. My observation is that our leaders are sophisticated in their knowledge and application of up-to-date thinking and trends in higher education and are sincerely trying to make Harper an exemplary institution, both as a service to our community and to the national education agenda. It's great to be part of a winner.</i></p> <p><i>Harper's weekly newsletter keeps me informed of what's happening on campus. Dr. Ender's monthly president letter to the board is very informative and recognizes departmental contributions. I'm very proud to be part of the Harper community and all that it offers its students.</i></p> <p><i>Harper is well known for its innovation. I appreciate that the administration is willing to try new things and explore new ideas.</i></p> <p><i>This institution is focused on its strategic plan and student success.</i></p> <p><i>Harper offers an opportunity for everyone to participate in the strategic plan and to have an active role in the planning process.</i></p> <p><i>Adjuncts have become increasingly more integrated into Harper's decision making and are encouraged to get involved and voice their thoughts.</i></p> <p><i>Collaboration among all constituencies is the most favorable, including governance process, embracement of diversity, professional development opportunities, recognition of good work, employee commitment to excellence, and excellent Information Technology support.</i></p> <p><i>Harper is a great college for any student or staff to be involved with.</i></p>

Table 2. Continued

Factor	Themes
	<p><i>The faculty and staff are extremely welcoming and great to work with. I have had nothing but good experiences at Harper and the majority of the students I teach are very serious about their education.</i></p> <p><i>To have the opportunity to teach the future of this great country is an honor and a privilege. I am grateful for this challenge. Harper offers numerous resources to insure success.</i></p> <p><i>The college employs talented and committed individuals who are invaluable resources to the college's mission. We can still pluck the best and brightest from our peer institutions, which gives us a great competitive advantage. Most employees care to do their very best for the benefit of our students and other community members.</i></p> <p><i>I love how well the various departments within enrollment services work together.</i></p> <p><i>There are good opportunities for as much involvement as you want.</i></p> <p><i>Assessment, respect, and acknowledgement are strong.</i></p> <p><i>Focus on areas of student success and student and employee diversity are commendable. I hope meaningful and institutionalized progress is made in both areas. Both will require serious commitment, but I would add that the latter especially requires commitment that is visible, ongoing, and perseveres, even in the face of resistance.</i></p> <p><i>Harper values being at the forefront of national initiatives and trends in higher education.</i></p> <p><i>As a community college, we serve and should continue to serve a variety of individuals, which includes those seeking a career, training, and the first two years of their college education, but also those who are non-native speakers, a first generation college and those interested in hobbies like art, music, sports and other areas. It should accommodate traditional-aged, adults and the senior population as it strives to meet the needs of the community.</i></p> <p><i>I believe there is a real commitment to student success at the college and it starts with the President.</i></p>
Supervisory Relationships (n=55)	<p><i>I have received invaluable support from my administrator and am encouraged to expand ideas in the workplace. I have been given opportunities to connect my master's program with my professional work, and I am always asked for updates and ways I can be supported.</i></p> <p><i>My supervisor has demonstrated a genuine interest in obtaining the ideas and opinions of the members of our department and has acknowledged and implemented some of them.</i></p>

Table 2. Continued

Factor	Themes
	<i>In my work area, I am surprised at how often and how much of our opinions our supervisor asks for. S/He not only asks for our opinion, but listens, and acts on it.</i>
	<i>Management is amazing, and allows you to focus on getting things done without holding you back. When something needs to be discussed they take the time to clarify and work with their teams to reach a solution that the entire group is happy with.</i>
	<i>My immediate supervisor is very supportive of my work. This makes my work easier to do.</i>
	<i>I have a great deal of freedom in course design and management. I can use professional development opportunities to support my activities in the classroom.</i>
	<i>Harper has a strong focus on professional development, and encouraging employees to grow and develop. Opportunities exist on campus, and off campus opportunities are strongly supported. These professional development opportunities exist in a variety of areas to meet the goals of the individual.</i>
	<i>I have an amazing supervisor who mentors, supports, respects and rewards appropriately. This is the best part of my professional experience at Harper.</i>
	<i>I am very supported by my immediate supervisor who listens to my ideas and supports my development.</i>
	<i>My supervisor is very kind, supportive, knowledgeable, and always encouraging me to pursue further opportunities here at Harper.</i>
	<i>By and large I am free to structure the course material and deliver it as I see fit. That's a real plus. No one is breathing down my neck telling me what to teach and how to teach it.</i>
	<i>Freedom to develop my own course is most favorable. There is little oversight.</i>
	<i>I am free to shape my courses.</i>
	<i>I think Harper Community College gives the instructors latitude to teach the classes in the way the instructor chooses.</i>
	<i>Harper college provides its full-time employees with many professional development opportunities.</i>
	<i>Harper not only encourages faculty development, it provides ample opportunities and support to do so.</i>
	<i>Harper has many opportunities for professional development of full-time faculty, administrators, and some staff.</i>

Table 2. Continued

Factor	Themes
	<p><i>The group that provides adjunct training and development (formerly CAFE) does excellent work. The variety of training available is great. I am surprised that more people don't take advantage of these programs.</i></p> <p><i>Professional development offered for full-time and part-time faculty is very helpful. I appreciate the consideration of time when scheduling these events. There are lots of opportunities to learn.</i></p> <p><i>I think we are encouraged and supported to do professional development. I feel that Harper is always pushing us to be better at what we do.</i></p> <p><i>I work in a great office where my supervisor lifts me up, provides positive feedback and values my ideas.</i></p> <p><i>I work on a supportive team and have a great supervisor who is positive and open to my ideas. My job affords me flexibility and creativity in meeting the needs of the students I work with.</i></p>
Teamwork (n=45)	<p><i>I am fortunate to work in Student Development, a division with a dean who thinks holistically and supports inclusion, diversity, and equity.</i></p> <p><i>I find that my department works well as a unit, and I get great feedback from my chair.</i></p> <p><i>Student focus has always been great here at Harper and continues to be. Working with faculty and co-workers is a positive experience in our division and we all work together for the good of the students.</i></p> <p><i>I am a relatively new hire and I am learning as I go. I had help from many people in my department so that I can succeed and help in my students' successes.</i></p> <p><i>I have had a great experience working with my workgroup. I am mostly an off campus instructor, but when I need any assistance there is always someone who is ready, willing and able to help meet my needs. Harper is a great place to work.</i></p> <p><i>My favorite part about working at Harper is the team that I work with. I feel comfortable enough to speak my mind and my opinions. It's a very open and supportive environment. My co-workers are extremely knowledgeable and everything is handled as a team.</i></p> <p><i>We have a great team in our office and the director is a great leader.</i></p> <p><i>Within the department, there exists a very good, cooperative atmosphere aimed toward improving the educational process and outcomes. Good communication and a sense that all staff are appreciated is favorable.</i></p> <p><i>Teamwork within my department is extremely strong and productive.</i></p>

Table 2. Continued

Factor	Themes
	<p><i>I work in a collaborative department where we strive to provide solutions to internal users. My co-workers and I work well together.</i></p> <p><i>My department is wonderful, as is the dean of our division.</i></p> <p><i>My department works well together. The staff are very helpful.</i></p> <p><i>Our department is cooperative and friendly. Information is shared.</i></p> <p><i>The department where I work as an adjunct faculty is an excellent group of people. All of the full-time faculty are willing to share their materials, answer questions, and support adjunct faculty in successfully teaching their classes. The focus is on bringing the best learning experiences to the students.</i></p> <p><i>There is a lot of feedback within our department and everyone is working towards a common goal of helping the students. There is a real above and beyond mentality and teamwork.</i></p> <p><i>My immediate office is well managed and co-workers have created a team environment.</i></p> <p><i>Within my department, input is encouraged and valued.</i></p> <p><i>Generally I think there is a positive and constructive atmosphere within my department. We work well together and mostly all have a desire to provide the best education possible for our students. We communicate our needs to one another and often support one another's initiatives.</i></p>
Student Focus (n=124)	<p><i>A dedicated staff and faculty strive to achieve a high standard of performance, providing an excellent student experience despite consistent resistance and interference by the administration.</i></p> <p><i>Harper continues to be unified in its commitment to student learning and student success. That is what drew me here, and that is what keeps me here.</i></p> <p><i>Harper values student success and does an outstanding job at creating an environment to help students succeed. Examples include partnerships with high schools and guaranteed transfer programs.</i></p> <p><i>I like the focus on the student. We now are seriously attempting to match students' skills and interests to future pathways to success. We are doing a better job of identifying student needs based on student situations. Our advisors are better at this now.</i></p> <p><i>I think that Harper is truly devoted to student success. Students are provided with every kind of counseling possible, and the faculty really work with them to help them succeed.</i></p> <p><i>I appreciate that the institution is always looking for ways to meet the needs of the students and to better serve the community.</i></p> <p><i>Harper's focus on student success and support is favorable.</i></p>

Table 2. Continued

Factor	Themes
	<p><i>The college has many people working within it that clearly have the interests of students as their primary concern. That passion and creativity to address student concerns is impressive.</i></p> <p><i>The college has its excellent reputation and rating due to the faculty and the rich curricula. Harper offers students a chance to explore different academic disciplines and career options. This diversity and breadth is where it stands out.</i></p> <p><i>The college does a good job of partnering with business to find out the needs of future employers in some areas like business, healthcare and manufacturing. They also seem to have a well-organized means for students who want to study for two years at Harper and then move into a specific bachelor's program, like engineering at University of Illinois. I would like to see the college expand these incentives into other fields of study.</i></p> <p><i>I believe that this institution strives to improve outcomes for its students through offering quality courses and opportunities to experience real life work experiences through internships and apprenticeship programs. It is important for students to experience work in a field of interest to determine if it is a good fit.</i></p> <p><i>Cooperation with businesses and four-year universities gives the students an opportunity to expand their horizons in their own way, either by continuing their education or attaining experience in the true world environment. Bridging students to these opportunities is a real plus.</i></p> <p><i>Everyone is very sensitive to the needs of every student.</i></p> <p><i>Harper does a great job in building partnerships with various schools in our districts, and promoting the value of a college education to our future students. Harper also has excellent resources and services to help students once they are here. Many of our faculty are enthusiastic and student-oriented, which provides the students with an excellent classroom experience.</i></p> <p><i>Harper enables thousands of students' access to college at a reasonable cost.</i></p> <p><i>Harper relationships and partnerships with other schools and colleges is most favorable. It is very beneficial for the students.</i></p> <p><i>Harper's focus on student success as its core purpose.</i></p> <p><i>I think the college does a wonderful job supporting students in terms of overall teaching quality and the quality of other resources for students, like Access and Disability Service, and counseling.</i></p> <p><i>Harper has clearly made a push for increasing the number of graduates and certificate completions.</i></p>

Table 2. Continued

Factor	Themes
	<p><i>Harper is student focused and does a good job to care for the needs of the students to complete their degree and move forward. Many faculty are dedicated to educational completion, not just the number of students they pass through the system.</i></p> <p><i>Harper's strength is its commitment to its students. We are pushed to do everything to make our students successful.</i></p> <p><i>I feel that Harper is valuable for the students. I like to see them succeed, even placing them into jobs. Students at Harper, for the most part, in my division, see that the pro-tech, the faculty, and the student aid are here to help them.</i></p> <p><i>I think the college is very good at inclusion of all types of students and eager to assist at helping them succeed.</i></p> <p><i>I think the faculty and staff are very devoted to helping students achieve their goals.</i></p> <p><i>Overall I think Harper is a great academic institution for your average student. There are many changes going on right now that will potentially be of great benefit to students.</i></p> <p><i>Most favorable are the reputation of the college and commitment of many staff members to assist students with their educational and personal success. There are core values of excellence and collaboration in many areas of the college that still exist.</i></p> <p><i>Some of the most favorable areas are efforts in preparing students for transfer and career.</i></p> <p><i>Students continue to receive a high-quality education at Harper, and the staff continues to take pride in delivering that high-quality education and doing what they can do for students.</i></p> <p><i>The college as a whole provides good education to students and is dedicated to this service. The college partners with the community well.</i></p> <p><i>The campus seems to be doing a better job of focusing on student needs and student concerns without considering the students customers.</i></p> <p><i>The climate at Harper College promotes the success of all of its students. Students' evaluation tools assess curriculum objectives. The Director of my program is readily available to discuss any student concerns.</i></p> <p><i>The faculty support in my department support each other and there is a big emphasis on providing the best education possible for each student. There are good resources at Harper to support students and also to support faculty to provide good education for the students, such as support for technology, in the library, etc.</i></p> <p><i>How Harper improves learning outcomes for students is most favorable.</i></p>

Table 2. Continued

Factor	Themes
	<i>Working with people who want to help students and who put education first is the best part of working at Harper.</i>
	<i>Faculty are outstanding and continue to develop professionally.</i>
	<i>I've taught at Harper for many, many years. The full-time faculty are highly dedicated, committed, caring, and professional. The students benefit from the scholarship and high quality of instruction.</i>
	<i>It is inspiring to work with such a dedicated group of faculty. We routinely exchange ideas about making courses better and engaging students more thoroughly.</i>
	<i>Our faculty are very passionate about their disciplines and they love teaching. They enjoy working with students and are very dedicated.</i>
	<i>The teaching staff is good at the functions of educating the students and they are here for the students. The support staff is here to make sure that there is enough to help the faculty perform as they should.</i>
	<i>There are dedicated faculty members in my program who care about their students' success. They bring a wealth of diverse experience, which is beneficial to our students.</i>
	<i>Harper strives to deliver excellent education to students from all the demographic groups we serve, and I believe we succeed.</i>
	<i>I believe the counselors and staff are doing a wonderful job in serving students. They provide excellent resources and support to students and faculty. There needs to be more counselors.</i>
	<i>Student Development counselors and advisors and specialists guide our students effectively on their journey to completion. Their ability to understand and communicate all the details involved in counseling and advising is impressive.</i>
	<i>I feel that the faculty and staff provide an excellent service to the students. Students receive a quality education that enables them to successfully pursue career opportunities and further education. I regularly recommend Harper to students in my community.</i>
	<i>Harper provides the necessary tools for students to achieve their own personal goals. It is diverse and reaches out to the community.</i>
	<i>Harper provides quality education, good assistance to students, and a positive learning environment. Diversity awareness in culture is favorable.</i>
	<i>Service to students is most favorable. Harper makes its students a priority, from tutoring availability to registration.</i>
	<i>I believe that Harper cares about their students and helps them succeed.</i>

Table 2. Continued

Factor	Themes
	<p><i>I would say, as a whole institution, most employees here are genuinely committed to assisting students and helping them achieve.</i></p> <p><i>Faculty provide a quality education to students.</i></p>
Other (n=7)	<p><u>Facilities</u></p> <p><i>The campus is an inviting place to be. It is well organized, clean, and well lit. Systems function in that classrooms and materials are there when they need to be for me as an adjunct.</i></p> <p><i>Updating its building and technology is an area in which Harper excels.</i></p> <p><i>The campus is beautiful and well maintained.</i></p>

Table 3. Least Favorable Responses —Sample Comments and Actual Number of Responses at William Rainey Harper College

Factor	Themes
Institutional Structure (n=233)	<p><i>I do not see most of my peers as strategic thinkers with an understanding or commitment to a vision for the potential of Harper as a full-service and excellent local institution of higher learning. Such a shared vision would translate into plans, goals and practices aimed at growth and process improvement and less at maintenance and preservation. Our leaders do not seem to be fully working out the implications of our mission statement or core values by driving practical innovations to achieve quality and quantity objectives such as measurable improvements in student satisfaction, community engagement, and brand equities. At the department level, many workers are complacent with sustaining their comfort levels and are not encouraged to be actively engaged in a big picture vision of what Harper could mean in the community. The realities of meeting our requirements as a government agency and institution seem to discourage looking for new ways to be better at what we do.</i></p> <p><i>I feel the philosophy of this institution has dramatically changed. Harper is trying to get students in and out without considering the community needs. The definition of community has been lost. I feel like we are competing with four-year institutions and that's not what a community college is all about.</i></p> <p><i>Decision-making is made at the administrative and executive levels of the college without the expert input from the managers and staff. The executives will listen to a vendor and accept what they offer or say without fully listening or even asking the managers for advice.</i></p> <p><i>The higher administration is very detached from the daily operations of individual departments. This leads to uninformed decisions being made at the top level of the institution.</i></p> <p><i>Diversity is still a problem and all I see is talk about how to improve it, not action. The mid-level managers who actually run this school have no real interest in diversity. Couple that with no real incentive for it and you have what we have; a lot of talk about diversity and no action.</i></p> <p><i>Communication across broad channels is lacking,</i></p> <p><i>Communication continues to be an issue. I sense a spirit of distrust from the faculty and it troubles me that this atmosphere exists in a place where so much good takes place.</i></p> <p><i>I wish the administration could communicate more effectively. A lot of stories circulate long before the administration comes out with an email or press release.</i></p> <p><i>In my short time, I feel there is a lack of clear and concise prioritization of the many different initiatives on the table.</i></p>

Table 3. Continued

Factor	Themes
	<p><i>There is not as much cooperation across departments as there should be. Relevant stakeholders get left out of conversations until late in the game, and information isn't passed on in a timely manner.</i></p> <p><i>One of the biggest concerns I have is Harper working in too many directions at one time. With so many initiatives, it's hard to determine which initiatives are working, and everyone is being spread so thin in so many directions it's hard to get full effort in any specific area.</i></p> <p><i>The college needs to better help the most involved people on campus balance their responsibilities to prevent burnout, and it also needs to do better to make sure that employees feel that not only are they involved, but that their contributions are important and actually help create change.</i></p> <p><i>Too much change at once has caused unnecessary chaos on campus. Education on this campus is heading in a direction that is causing faculty to consider moving to other institutions that don't limit student choice. Furthermore, quality education is sacrificed for the newest trends. Those on the frontlines are not listened to because they have a dog in the fight, which is a demeaning stance to take. The previous items cannot be blamed on the state budget crisis.</i></p> <p><i>While I work with an excellent departmental team, we are rarely recognized for the contributions we make to the mission of the college, nor are our recommendations or proposals acknowledged or validated by the college. We are frequently expected to work without the proper tools or information provided to us, and are ignored when we request either. Then we are chastised if there are difficulties in us providing the services requested, despite not having the proper information or tools to meet the requested needs.</i></p> <p><i>Although the administration professes to want open communication and collaboration, I often feel that it is only for show. They ask for our ideas and totally disregard them. They use the state budget crisis to let go of employees who have served Harper longer and contributed more to the excellence of this college than any of our administrators have and for much lower pay.</i></p> <p><i>I believe that most of the decisions have already been made and when asked for input it is absolutely too late at that time for the input to make a difference in the decision.</i></p> <p><i>It is obvious by pay scales and recognition that outside full-time faculty and administration, as well as other employees are not a priority and that administration is not focused on retention or development of other work groups.</i></p> <p><i>There is a continued distrust across campus, stemming from the most recent strategic plan development, recent budget crisis and lack of clear communication when employees are worried about their jobs, pay, and future.</i></p>

Table 3. Continued

Factor	Themes
	<p><i>I find that we are able to participate in the strategic plans, accreditation process and other similar works. However, the final decisions are usually from the administrators. They still have the power to engage whatever works for them. We, faculty, do have our say, but how much does our work really contribute to the final decisions?</i></p> <p><i>Although I do not feel that communication is lacking, there is an undertone of political strife and not every point of view is regarded as acceptable to the mainstream.</i></p> <p><i>I liked that questions were asked about the interactions between the faculty and administration because it is still very lacking. There seems to be little respect for what the faculty do for the students and campus as a whole.</i></p> <p><i>We have a great president at the college who spends a lot of time seeking opportunities, finding resources and creating partnerships. Unfortunately there's a good number of administrative staff and faculty who don't work together, and hold a great deal of animosity, which drives them to work independently from one another creating a lack of communication and trust. Decisions need to be made that benefit the institution and the community we serve, and not decisions that are self-serving.</i></p> <p><i>As it has been in the past several years, the communication has been a concern. Following procedure seems non-existent. We have policy manuals and union contract manuals, yet the executives seem to override these policies. I feel concerned for the unethical decisions that have been made.</i></p> <p><i>Administration above my department is disconnected from the day-to-day teaching activities and seems to have more of a corporate instead of an educational mindset.</i></p> <p><i>Administrators don't recognize the work done by those below their direct reports. They need to leave the third floor and meet with those in the trenches on a regular basis. Often the left hand doesn't know what the right hand is doing within the same area.</i></p> <p><i>Harper is a very disjointed institution with a poor communication process among its staff.</i></p> <p><i>As a classified staff, I don't feel Harper encourages, prepares, or promotes within Harper. We are fortunate to have professional development, and employee skills training, but there doesn't appear to be a track to promote classified staff.</i></p> <p><i>Too many decisions that should be made by middle management are made by executives. This slows down the process and takes confidence away from managers.</i></p>

Table 3. Continued

Factor	Themes
	<p><i>There seems to be no real singular direction from the school. There are too many chiefs and not enough actual people to get the work done. Administrators and managers are on way too many committees at one time to effectively get their own job done.</i></p> <p><i>The college seems to be focusing on high achieving students and creating policies and procedures to close the door on underprepared and at-risk students. I believe that we are deviating from the mission of a community college. Instead of opening doors and embracing students who come to college to better prepare themselves, the college is not welcoming them. One example of this is the reduction of developmental education and pushing students into deciding a career instead of allowing students to enter college and explore options. Although we are an open door institution, the college is developing methods that exclude students who are not college ready.</i></p> <p><i>The mission of a community college is to provide support for those struggling with academics; however, the college is reneging on that commitment by offering fewer and fewer remedial courses and cutting back on resources for the Department of Academic Success. Success in college is not only measured by graduation, but also by growth in other areas.</i></p> <p><i>Student success, not just completion rates and numbers, but more importantly, engagement and personal development, and our mission should be at the forefront of everything we do and every decision that is made, not politics. There are many decisions that are made that are unfair to or don't represent students, staff, and the community. There should be more dialogue and conversation with the people on the front lines of the issue before decisions are made without consulting and conversing with the people who have direct knowledge about the issue at hand.</i></p> <p><i>The top administration sometimes seems to consider numbers more than student needs.</i></p> <p><i>Decision-making needs to be done closest to the learner, not in the ivory tower.</i></p> <p><i>I think some departments are left out of important conversations about the many changes happening at Harper that will directly affect the work of said department.</i></p> <p><i>I do not feel that Harper's focus on hiring diverse employees is really representative of our student body. We need faculty and administrative representation that is consistent with our Hispanic and Asian student populations, the numbers of which are significant in health careers and under-represented in faculty, staff and administration.</i></p> <p><i>Lack of diversity among faculty and staff continues to be a problem.</i></p> <p><i>Diversity is talked about, but is not represented at Harper.</i></p>

Table 3. Continued

Factor	Themes
	<p><i>Harper tries to be an inclusive campus. I applaud the effort, but if the right individuals are not involved with this process then it is susceptible to failure and I think that is sometimes the problem. We as an institution can be surface-level in our actions, but perhaps there needs to be more sincerity throughout the campus and among all employee groups.</i></p> <p><i>Decision-making does not reflect best educational practices, instead featuring top-down dictates that go against what is in the best long-term interests of students and the institution.</i></p> <p><i>Upper management does not have a clue on how to treat employees. Upper management is not held responsible by the board for goals not met and enrollment decreases. All changes made since the current president was hired have contributed to decreased enrollment and large turnover of personnel but he is never made accountable.</i></p> <p><i>There is a lack of communication between the various departments and areas of the college.</i></p> <p><i>I think that communication could be enhanced across the institution. Sometimes, I miss pertinent information pertaining to the college or I hear about it after the fact. I think there should be more effective mechanisms in place to ensure that we are kept informed of the major happenings around campus, rather than having to dig through the HIP or hear about things through the rumor mill.</i></p> <p><i>There has to be better communication in the division offices and across campus.</i></p> <p><i>Lack of effective communication and collaboration is least favorable.</i></p> <p><i>Harper's procedures and regulations have been in place for a while. Employees are accustomed to "The Harper Way" and are resistant to change.</i></p> <p><i>I think administration at times had plans for making things simpler for the student, but doesn't see the broad picture that it really isn't working as planned. Administration doesn't want to hear the negatives, only the positives.</i></p> <p><i>In relation to my most favorable area, Harper takes on too many initiatives that fizzle out due to lack of commitment from staff or over commitment of staff to various committees and programs. There is a very distinct difference between staff classifications, which causes unharmonious collaboration at times. Certain ideas implemented are not well thought out and the institution continues to push forward regardless of if the idea works or not (e.g. One Stop).</i></p> <p><i>Student success data is shared at a very high level as an institutional summary. To make the student progress data meaningful and actionable for faculty, it needs to be broken down to the course level and shared.</i></p>

Table 3. Continued

Factor	Themes
	<p><i>In the last few years, Harper has been following an unfortunate trend to try to quantify student success, to prove with metrics that we are doing what we're supposed to do, which leads to oversimplification and distortion. It also has jumped on other bandwagons of dubious value, such as the pathways model of increasing success rates, which also tends to oversimplify a complex problem. I wish we could stop looking for easy outs.</i></p> <p><i>There is no initiative for those that have been here the longest and aren't resources for procedures and policy history to work any harder or smarter. New, struggling employees without work knowledge receive raises, yet those that are experienced don't. All we can hope for is the minor cost of living increase. There is no incentive whatsoever.</i></p> <p><i>Although we are encouraged to generate ideas, in truth, all decisions are made at the top. Tell us what you want and we will execute. Don't have us spin our wheels generating ideas and then squash them in favor of ones you already had in mind. It is demoralizing and wastes time.</i></p> <p><i>The college is too quick to try on new initiatives and even when there is proof that something is not effective, the college continues with the project. Employees are overworked and many work beyond the hours they are paid. There is a sense of initiative exhaustion that causes those that can, to check out. There is a hurry to implement programs and policies without involving those that are in the trenches and working directly with students. I am tired.</i></p> <p><i>Harper needs to continue to work on getting input from appropriate resources before making decisions. This input not only needs to be received, but also included in the decision making process, to make individuals feel it is worth their time to give the input and it's not ignored.</i></p> <p><i>The overall morale at Harper has diminished. Yearly pay raises are not consistent with all of the work groups and this leads to wealth disparity. Keeping the college open on Fridays in summer is meaningless as there is hardly anyone on campus. CVA results from last year were not appropriately shared with Harper employees. Sessions for discussing CVA results were held with minimum to no advertisement.</i></p> <p><i>The institution does not care that much for the employees and views them as replaceable.</i></p> <p><i>I have ample opportunities to be on committees within shared governance and strategic goals but my experience on these is that we cooperatively work on goals, have very real outcomes and then the administration moves forward to do whatever is on their agenda whether it matches the committees work or not. I don't expect the administration to necessarily rubber-stamp whatever committees come up with but I have a real sense of it being a waste of time to be on committees.</i></p>

Table 3. Continued

Factor	Themes
	<p><i>The upper administration does not offer transparency in their decision making process and in fact, does not even involve content experts in the process before making a final decision.</i></p> <p><i>Classified staff and faculty are not valued equally. The classified staff has had to make concessions due to budgetary constraints, while faculty has not. Even with respect to the survey process it was noted that faculty had an additional section to complete.</i></p> <p><i>In the past, classifications have felt equal to one another; a message that we all contributed to the success of the campus. The climate has changed recently with more of a message that one classification is more important (more privileged) than others, i.e., receive higher pay raises, different dress code allowances, etc. This type of favoritism causes unnecessary division, jealousy and bitterness.</i></p> <p><i>At higher administrative levels, Harper does not respect the needs of employees, often requiring them to do more with less to advance Harper's agenda.</i></p> <p><i>If you are not faculty, you don't count at Harper. Your opinion and input are of little or no value.</i></p> <p><i>My only concern is the relationships between faculty and non-faculty. Aren't we all on the same team?</i></p> <p><i>Harper's administrative culture creates its own obstacles to productivity. A culture of committee work and meetings (seemingly just for meetings' sake alone) is but one reason why some people cannot get work done, without working long hours beyond the schedule for which they are compensated.</i></p> <p><i>The institution has far too many administrators and their roles are unclear. It creates a lack of clarity and communication.</i></p> <p><i>I feel like there is too much bureaucracy that ties people's hands. There are too many strict contracts with vendors that limit possibilities and too many people who have to sign off on projects, which causes them to drag out far too long and really kills momentum.</i></p> <p><i>My least favorite part of Harper is the recent changes over the last year to have multiple departments combined into one. Instead of servicing the students in a one stop shop, students have been passed around to multiple departments and given wrong information.</i></p> <p><i>I feel that there is a climate of contention when it comes to faculty and administration relations. I don't think enough is being done at the executive level to resolve this and the deans that I know are trying to ignore that there are any issues. Where it mainly comes up is in contract negotiations and other campus-wide initiatives that cause some grumbling to occur.</i></p>

Table 3. Continued

Factor	Themes
	<p><i>There is not equity between staff and faculty as evidenced by the differences in pay raises, dress codes, and attendance. Also, there is much confusion over things like professional development, travel, and sick time because the college is reluctant to put these policies in writing. Also, if there is policy in place, there are too many exceptions made by administrators for faculty that do not follow the rules.</i></p> <p><i>I think that there's a lot of discussion about treating students equitably. I would argue that we should do the same for our employees. I see no reason why certain employee groups should get raises that are three times the amount of others. Fixing gaps such as those would do a lot to help morale.</i></p> <p><i>There is no clear way to report ethics issues and reports that are submitted are not handled confidentially.</i></p> <p><i>There is no recognition for effort and success. The union makes it impossible to progress based upon ability.</i></p> <p><i>The institution doesn't grow its workforce and encourage promotion. It is difficult to move around or upward. I am not encouraged to seek professional development.</i></p> <p><i>Opportunities for advancement are too political.</i></p> <p><i>I still feel there is too much bureaucracy and too many levels of administration, which slows the time for getting things done.</i></p> <p><i>Harper is top-heavy.</i></p> <p><i>The college continues to add initiatives, but never takes anything off the plate.</i></p> <p><i>The climate on campus is horrible. The executives believe they include everyone in the decision making process, but in reality they patronize employees, make the decisions themselves and disrespect the expertise of their employees.</i></p> <p><i>Communication is not what it used to be. It is hard to get a response from full-time instructors and the department. I do not really feel as much a part of the department as I used to. It is very hard to get answers to questions.</i></p> <p><i>I feel that Harper focuses too much on diversity when it comes to employees. What ever happened to the best person for the job? I don't think it's right for that to happen.</i></p> <p><i>Least favorable is diversity. While there seems to be a grass-roots push for this, it is minimally displayed, if ever, in the classroom.</i></p> <p><i>I do not feel the college values faculty or staff input or insights. The gap between administration and faculty and staff seems to be growing ever wider. Yet faculty and staff are the ones who have the most contact with students and know their needs and concerns best.</i></p>

Table 3. Continued

Factor	Themes
	<p><i>Improvements in inter-departmental communications would benefit the students by standardizing and streamlining the services that are provided to them. Since most or all departments of the college are feeling the pressure of tight finances, it can be easy for some offices to feel like their resources are being cut more than that of other offices, and regardless of whether this is true or not, this can make some employees feel like they and their services are of lesser value to the higher-ups.</i></p> <p><i>I do not agree with the way Harper is structured in its top-down model, which does not create transparency or a feeling as if I matter. It is not acceptable that one-two people make all of the decisions here at Harper. Harper has a habit of pretending that all decisions are not made from the top, giving us the illusion that we have a say. This is disrespectful. We would appreciate the truth.</i></p> <p><i>The budget has become the most important factor, causing layoffs that affect student success (such as lab personnel) and faculty support (such as fewer supports from classified staff who are terribly overworked).</i></p> <p><i>Financial issues seem to have become a barrier to having services provided between functional groups within Harper. Often when requesting services the answer is that the service will not be provided internally but will have to engage an outside contractor at departmental expense. This seems to be the new business model everywhere - outsource everything!</i></p> <p><i>The administration does not listen to faculty input when it makes very important decisions about our programs and the needs of students. They only care about numbers and the bottom line. There is no attention to students' actual needs.</i></p> <p><i>There is a definite division between the faculty and staff and the administration. Yes, the diversity and inclusion is making progress, but I don't see administrators being involved in this process. They may show up at the meeting or training and forget to be more inclusive when it comes to their work. This campus is still not safe for minorities among staff, faculty or students. There are too much micro and macro aggressions going on at this campus. I have been here for many years and this is tiring!</i></p> <p><i>There is a lot of unfairness and discontent by how staff is treated versus faculty. Staff definitely don't feel appreciated or respected when they are treated so differently than faculty. It's quite clearly communicated that staff are not on the same level as faculty and it impacts motivation and atmosphere across campus. Politics can't be avoided, but they are hard to miss in certain situations and it's very frustrating.</i></p> <p><i>Decision-making at the top is governed more by wanting to win awards and good publicity than by what students need.</i></p> <p><i>Inequality between staff and faculty is least favorable.</i></p>

Table 3. Continued

Factor	Themes
	<p><i>I feel that the morale is extremely low in the college as a whole, which in turn seems to be bringing down the work ethic. I think steps should be made in order to increase all employee groups' morale. For instance, we do all these great "wear your Cubs gear day" but when do we ever have a "show your school pride day?" Why doesn't the college promote "jeans and school spirit" Fridays or something similar to help boost morale and spirit a bit?</i></p> <p><i>Commitment to hiring a more diverse workforce could be improved.</i></p>
Supervisory Relationships (n=44)	<p><i>A poor relationship between faculty in my program and our immediate supervisors exists. We don't know who is really in charge and receive conflicting and sometimes incorrect information. It takes more than seniority to be an effective manager.</i></p> <p><i>Communication with my direct supervisor is extremely limited. Even when the division meets, the information given is superficial and irrelevant. I feel like the division is being run in absentia. Materials are being sent out late or not at all, but then I am criticized if I am late in returning them.</i></p> <p><i>I feel there is not enough direction from administration for my direct supervisor. Sometimes, I am not sure if they truly understand our job responsibilities.</i></p> <p><i>In my current position I have one direct supervisor/coordinator and this individual has told me, "I need to unlearn everything I have learned prior to coming to my position and learn things the way they do things" I find that I am limited in what I can do and say because most of my ideas don't get approved anyways. In my position there is only one way to operate and that is to clone my supervisor's way of working, I find it exhausting and not the best work environment.</i></p> <p><i>Professional development is available, but not equal among the work groups. It needs to be increased to allow for more diverse choices.</i></p> <p><i>My supervisor does not take my ideas into account, even if s/he asks for them, s/he doesn't implement them and does what s/he wants to, including cutting a class that both I and former students feel is valuable. Considering I've been teaching several different classes in the program for her/him, I would expect to have more input and be listened to.</i></p> <p><i>I feel the college does a great job of creating opportunities for professional development, however, I feel that the management is not supporting the employees to pursue these development opportunities.</i></p> <p><i>Also in my area, the administrator is not readily available or supportive to faculty, resulting in a lot of dissatisfaction and stress in the division. Evaluations are not done on a timely schedule and concerns are not responded to in a timely manner.</i></p>

Table 3. Continued

Factor	Themes
	<p><i>Under the current upper administration, decisions are made without input from faculty, and faculty, middle administration, classified, and pro tech staff do not have adequate opportunities to utilize our collective expertise to influence and help realistically balance out some of the administrative decisions made by the PC. As a faculty member, I do feel disenfranchised in a way that I hadn't in my long history at this institution.</i></p> <p><i>There exists no method of evaluation for some employee groups to provide valuable feedback to supervisors or administrators. This is very unfortunate since communication is only one-way. As employees are pushed further to do more with a lot less, this can be demoralizing as their feedback can be very valuable and insightful.</i></p> <p><i>As a relatively new instructor, I pay attention to the student instructor opinionnaires. It would be beneficial to get those results on a more timely basis. The last and only feedback I got from those was several months into the following semester, which didn't help me to make changes for that semester.</i></p> <p><i>I receive condescending emails from my program administrator. During faculty meetings s/he will state untruths. S/he talks down to her/his instructors. What s/he does not realize is that these are part-time jobs for a majority of people yet s/he speaks to us like we are the newly graduated high school students.</i></p> <p><i>The least favorable aspect is that you have to pay for your own professional development unless you are director level or higher. The remaining staff is not encouraged unless they pay their own way. Since the allotment of professional development money is not enough for even a local conference or training, the unused money goes back into the college's budget. That option is preferred.</i></p> <p><i>Professional development, if encouraged, is too scrutinized by accounting even after approved by supervisors. There is not a consistent in message as to how or why to use professional development funds.</i></p> <p><i>Harper provides avenues for professional development and encourages participation, but the lack of recognition (which differs from acknowledgement) sends a mixed message. I therefore rated "values professional development" lower (encouragement + lack of recognition = questionable support).</i></p> <p><i>The nature of the work, in the division of the college that I work in, rarely, if ever, experiences a time when the office levels can focus on staff development. There is always another peak period to prepare for. I think part of each division's strategic goals (which equate or drive EMRs at a director/administrator level) should explicitly outline how each employee or staff can grow in the up and coming fiscal year.</i></p> <p><i>The process for using professional development funds is very convoluted and difficult. It is encouraged to participate in professional development, but more people would participate if the process wasn't so complicated.</i></p>

Table 3. Continued

Factor	Themes
	<i>Harper is a great institution but my direct supervisor's leadership style does not align with that of Harper's mission and culture.</i>
Teamwork (n=17)	<p><i>Our department meetings are often adversarial, with some faculty using rude, unprofessional and raised voices to communicate. The meetings need to be managed in a professional manner, so that all ideas can be expressed without judgment and criticism.</i></p> <p><i>Since most of the instructors are part-time, it is very difficult for all to get together more than once a semester. I would like more times to meet and share teaching ideas and materials.</i></p> <p><i>Job placement should be available for all students (credit and non-credit), especially with those students using WIOA funds to pursue non-credit professional development courses. Also, happy to see apprenticeship programs growing. This should be an area of focus since it enhances relationships with the business community.</i></p> <p><i>The silos in this institution make collaboration difficult if not impossible, even within my division. I am sad about the level of mistrust that I, and my team, are currently experiencing after having served this institution well and successfully for many years.</i></p> <p><i>My department is hostile and unwelcoming.</i></p> <p><i>In the health careers department full-time faculty with many years behind them, hold new, young, eager to make a difference to the students and faculty down. They bully, segregate and discourage any new technology, or ideas. They behave as if they are threatened by students liking the new instructors and do what they can to squash creativity and forward movement. Their behaviors are supported by the dean, creating a hostile, toxic environment. One solid example would be the use of technology and testing. Students are given paper and pencil exams or scantrons, rather than older instructors moving into the 21st century and using electronic testing that would better prepare students for licensure exams.</i></p> <p><i>The teamwork and morale in my department is extremely low. Faculty don't handle criticism well and hold grudges, and there are major power trips for more than half of faculty in my department</i></p>
Student Focus (n=57)	<p><i>We need to be servicing our students and potential students. Instead of sending them all over campus to find answers, we should find the answer for them. Customer service is key.</i></p> <p><i>There continues to be more focus on making students Harper graduates than doing what we can at Harper to ultimately make students marketable and successful at their future institutions.</i></p>

Table 3. Continued

Factor	Themes
	<p><i>Current practice is that if demand for a particular course is high, the course is added to the schedule regardless of the availability of a qualified faculty member (full or part-time). However, offering the course without a qualified faculty member does more harm than good. Courses should not be added to the schedule until a qualified faculty member is available to teach them!</i></p> <p><i>The current focus on “scaling up” is a problem because it blocks efforts to be more welcoming to students of color. Institutional goals target African-American male students. Why can’t we also try to improve outcomes for Hispanic students, who are a much larger and more quickly growing demographic in this area? Lack of commitment to Hispanic students and immigrant students (including Asian and European immigrants as well) is hurting Harper as our demographics change.</i></p> <p><i>It is very disappointing that the Student Center is continually put on hold. This sends a negative message to our students.</i></p> <p><i>If the focus of our institution is the students then we should be spending more time on our pedagogy and with students rather than at committee meetings and work group meetings and completing paperwork. Many of the meetings do not seem to accomplish anything. There are always members who are inactive and require the others to take on more responsibilities. We need to reassess Harper’s commitment to the students and put the emphasis on what we are doing in the classroom.</i></p> <p><i>Harper seems to have lost its sense of being a community college, a college for the community, and not only for degree or certificate seeking students. Harper used to put all students first; I’m not sure that’s happening now. Morale was better, and there was a stronger sense of unity and cooperation among all employee groups. We also seemed to have better and higher standards years ago.</i></p> <p><i>I think Harper needs to provide more information on how specific degrees and certificates lead to specific jobs and what those jobs entail and pay. I think we are doing more of that than we have in the past, but we need to do more and make it easier for students to make the connections between degrees and certificates and specific jobs. We’re heading in the right direction, but we’re not quite there yet.</i></p> <p><i>The institution needs to support the expansion of initiatives like the One Stop, Student Concierge, and Degree Pathways to increase completion rates and student success in a seamless fashion.</i></p> <p><i>The remedial math and English courses are being eliminated, putting students who need them in a position to not get what they need.</i></p>

Table 3. Continued

Factor	Themes
	<p><i>Harper seems to be moving away from being a “community” college where students can improve their skills and move on to a four-year institution, where they may not have been accepted based on high school scores and testing. Harper seems to be moving toward a “country club” type of college for those who are in the top of their class. Doing away with developmental classes is not a good thing. What is left for those students? Certificates? How does that fill our mission? Things have changed a lot around here in my many years of employment.</i></p> <p><i>Regarding transfers, we need to do a better job of advising students on the transferability of classes and programs to meet their needs. Nothing is more frustrating than when a student is here for 60 hours and wants to transfer and only 30 hours will transfer. We also need to do a better job of helping students with their projected outcomes relative to costs. Why encourage a student to borrow \$20-30K to get a part-time job in a dentist office. We have a responsibility to help students avoid this.</i></p> <p><i>Many of the new programs that have been implemented by the administration are ultimately detrimental to student long-term success. They sound wonderful, but in actuality are robbing our students of an appropriate level of academic rigor. Examples include: Dual Credit, Advanced Placement, the Promise Program and Pathways. These programs may look great on the college’s ledger sheets, but in the end, they dilute and undermine the value of a college level education. The college wants to give out as much credit as fast as possible, but no administrator ever asks what that credit should actually stand for. Unfortunately, only faculty members seem to care about this issue.</i></p> <p><i>Teaching innovations within the classroom could be improved. Faculty tend to use the same methods for years.</i></p> <p><i>If a program is no longer relevant or doesn’t lead to decent paying jobs, we should eliminate it. If a course doesn’t transfer to a four-year school or offer a clear benefit to many students, we should eliminate it. We’re much too slow to adjust to what students actually need. Faculty contracts should not come at the sacrifice of our students.</i></p> <p><i>Money seems to be spent freely for pet projects, while funding is reduced or removed in ways that negatively affect students.</i></p> <p><i>The department I teach for does not maximize the amount of instructional time students need to succeed and does not put the students’ needs first anymore.</i></p> <p><i>I am of the opinion that this is becoming a business with emphasis on the financial rather than on the students.</i></p> <p><i>Too many programs depend on faculty involvement and buy in, and it is not mandatory for them. I feel too many programs are not used to their fullest or fail because of lack of faculty support and use.</i></p>

Table 3. Continued

Factor	Themes
	<p><i>I think Harper says it's committed to diversity, but then recently reduced some of its services and reduced staff for the Office of Diversity and Inclusion. I also understand there was an elimination of meeting space for student diversity groups. This has impacted GLBT, Latino, and African American students in negative ways.</i></p> <p><i>The college is systematically getting rid of the zero level classes in the math department. These classes are extremely important for students that are not prepared to take college level classes.</i></p> <p><i>Harper will lose its reputation as an outstanding community college if it reduces the richness of its curricula and rushes students through their education.</i></p> <p><i>Counselors and advisors are being assigned so many at-risk and special cohorts to advise; how can the student who doesn't belong to any of the "special groups" have a chance to fit into the counselors' limited SACS schedule? Either additional counselors need to be hired to meet the need or the "regular none-issue" student will find herself/himself with schedule problems or unable to graduate and complete because they weren't able to obtain the guidance s/he needed to finish at Harper.</i></p>
Other (n=25)	<p><u>Adjunct/Part-time</u></p> <p><i>The lack of recognition of the adjunct faculty by this institution for their knowledge and skill levels is least favorable. This level of faculty is the hidden jewel of this institution and they are rarely included in decisions or rarely recognized for their accomplishments.</i></p> <p><i>The school relies heavily on adjuncts but does little to engage them on campus, especially now that CAFE was folded into the Academy.</i></p> <p><i>The trend of employing adjunct faculty members instead of full-time faculty members has had a significant adverse effect towards our students and the campus climate because adjunct faculty members, compared to full-time faculty members, are less invested in the success of students and the campus climate.</i></p> <p><i>As an adjunct, I am not included in decision-making, nor am I given access to professional development funds or professional development opportunities that would help me to improve my knowledge and skills to serve students better. I am also not invited to various professional development opportunities on campus. I am also often in the dark about decisions that are made that impact how I do my job.</i></p> <p><i>No information is given to adjunct faculty. Adjunct faculty have little input into anything.</i></p>

Table 3. Continued

Factor	Themes
	<p><i>Adjunct faculty sense a lack of respect from the administrative staff and an aloofness on the part of some, certainly not all, full-time staff.</i></p> <p><i>When a full-time opening becomes available for teaching, which is exceedingly rare, it seems as though current part-time faculty are not even considered. You would think that a high performing part-time faculty member (someone where there is ample evidence that they have performed well at Harper teaching in that subject area) would at least get asked about if they would be interested. Instead the positions get filled other ways.</i></p> <p><i>The least favorable aspect is that there is no opportunity for advancement and not being recognized or encouraged to participate in faculty affairs or student life. As an adjunct, I am not valued.</i></p> <p><i>Poor pay is most unfavorable. There is little faculty support for adjuncts beyond the normal work hours, such as providing services on Friday evenings or Saturdays. Adjuncts are not involved in any decisions that may impact us. Communications from department full-time to adjuncts is almost absent.</i></p> <p><i>A lack of opportunities for adjunct faculty to advance is least favorable. There is very little motivation to advance one's career, which undercuts professional climate. The labor contract creates a genuine adversarial atmosphere that doesn't serve the students well, if at all.</i></p>

CONCLUSION

One of the primary purposes of the PACE instrument is to provide insight that will assist in efforts to improve the climate at an institution or system of institutions. To accomplish this goal, the written comments are coded back to the four climate factors. In this way, institutions can use this feedback to inform potential changes that will benefit the institution.

The most favorable areas cited in the open-ended questions pertain to the Student Focus climate factor, and specifically the institution's performance in meeting the needs of the students. The least favorable aspects cited in the open-ended responses are consistent with the survey mean scores in that they reinforce a desire to call attention to specific issues regarding the Institutional Structure, specifically the current climate of cooperation, communication, and feelings of efficacy.

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