



**NATIONAL INITIATIVE FOR LEADERSHIP
& INSTITUTIONAL EFFECTIVENESS**

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**Illinois Valley Community College
Oglesby, Illinois**

PACE Qualitative Report
Personal Assessment of the College Environment

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NATIONAL INITIATIVE FOR LEADERSHIP & INSTITUTIONAL EFFECTIVENESS

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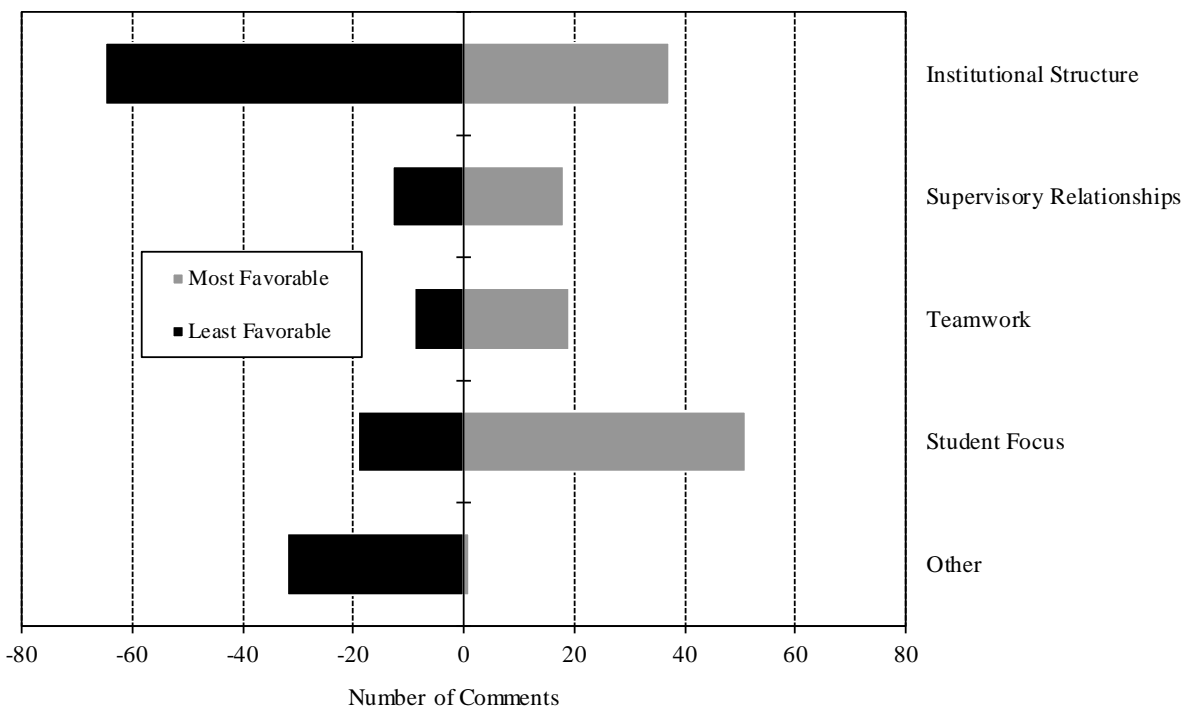
Qualitative Analysis

Respondents were given an opportunity to write comments about areas of the institution they found most favorable and least favorable. Of the 225 Illinois Valley Community College (IVCC) employees who completed the PACE survey, 141 respondents (62.3%) provided written comments. In analyzing the written data there is a degree of researcher interpretation in categorizing the individual comments. However, reliability is ensured by coding all responses back to the questions on the PACE survey.

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

The most favorable areas cited in the qualitative questions pertain to the Student Focus climate factor, while the least favorable areas specifically address issues regarding the Institutional Structure climate factor. Please refer to Tables 1 and 2 for sample comments categorized by climate factor and the actual number of responses provided by IVCC employees. This sample of open-ended comments reflects employee responses as coded back to the questions of the PACE survey. Please note that comments are quoted exactly as written except in instances where the integrity of the report is compromised. Any additional edits for clarity are indicated by [].

Figure 1. Illinois Valley Community College Comment Response Rates



Note: Adapted from Herzberg, F. (1982). *The managerial choice: To be efficient and to be human* (2nd ed.). Salt Lake City, UT: Olympus Publishing Company

Table 1. Most Favorable Responses—Sample Comments and Actual Number of Responses at Illinois Valley Community College

Factor	Themes
Institutional Structure (n=37)	<p><i>IVCC's faculty and support staff are by and large dedicated workers committed to the educational goals of IVCC. They are wonderful people who are beyond effective at their jobs.</i></p> <p><i>In the past couple of years the college has re-evaluated areas that I am aware about to make [them] more relevant to the community and success of the students.</i></p> <p><i>The people who work for IVCC are dedicated to the mission of serving the community. The education provided is as good as a university for the first two years of school. The campus is well taken care of, and the college goes out of its way to bring people in for various events and activities.</i></p> <p><i>IVCC supported and saw the Adult Education grant-funded program through a 2 year state budget crisis with minimal impact to student services or staff. Many other IL community colleges closed or reorganized their Adult Ed. programs which resulted in lack of services available for students, staff/instructor lay-offs or elimination of job positions.</i></p> <p><i>I am on [a] Committee and am most impressed by the number and variety of p[r]ograms offered our students on matters of ethnic and topical diversity. I am also in awe of the work of CETLA: their dive[r]sity of programs and their outreach to both full & part time staff. I just wish I was on campus more to take advantage of their training programs.</i></p> <p><i>Overall support for innovation is highly accepted.</i></p> <p><i>The board and administration should be very proud of their record regarding transparency in all decisions. We strive to hire the best people for the job and support them, but also hold them accountable when they're not doing the job. The concept of shared governance is definitely one of the college's strengths. Much like a family, not everyone can be expected to agree with every decision all of the time, however, the college goes to great lengths to make sure that all constituencies are consulted and that what's being implemented is thought to be in the best interests of students first. The senior leadership team works well together and supports each other—one of the many reasons why our KPI dashboard is so impressive. It's incredible that IVCC withstood the two-year budget impasse situation at the state level without any college employee losing their job. Our goal during tough financial times was to find ways to maintain our reputation for excellence, in spite of the state's poor leadership, and we were very successful by growing our endowment for more scholarships, launching new academic programs and modernizing our facilities.</i></p> <p><i>I do enjoy the students, the overall college faculty atmosphere, and I feel the higher up administration has been welcoming and supportive.</i></p> <p><i>I find IVCC very supportive and friendly, with excellent quality throughout.</i></p>

Table 1. Continued

Factor	Themes
	<p><i>I am completely happy with my job and with the work of IVCC. I know that some people say morale is low and they are unhappy, but I honestly cannot see how they can feel that way. The teamwork and morale within my department is exceptional. My direct supervisor is always open to communication, is caring and considerate and gives feedback as appropriate.</i></p> <p><i>I genuinely find the work environment to be good. There are a lot of great people out here who try and do a good job. We all have our days where things are not going well or are frustrating but that is normal. There are some employees who are not real good and it does get a little hard to see them not have to answer for that. That can cause bad feelings and for as long as I have worked here that is a continuing problem of not addressing that. But for the people that do good work, there is a good camaraderie among them and they truly want to see the school do well.</i></p> <p><i>The most favorable aspect of the college is the people that work here. The overall demeanor of the staff is polite, professional, motivated, and supportive and focused on student achievement.</i></p> <p><i>There are some very talented, dedicated, caring people in this institution. It's a great value for the quality for our students. Most benefits are generous.</i></p> <p><i>All employees work well together and really care about students. They want students to succeed.</i></p> <p><i>I find the climate at IVCC to be quite good. People work together with respect for one another and the goals of the college.</i></p>
Supervisory Relationships (n=18)	<p><i>The most favorable aspect of coming to work is working fo[r] my boss and with my co-workers. I have learned a great deal from them all that is helping me become a more effective instructor.</i></p> <p><i>I very much enjoy my immediate work environment. My supervisor and office support staff are excellent and have helped improve the quality of my work product. I believe support is critical and I am very happy to have it. I wish every employee had the same level of support as I have.</i></p> <p><i>My direct supervisor/Dean is extremely easy to work with and communicate with. [They] listen, reflect, and provide thoughtful insight, advice, and encouragement when it its needed. On the flip side, [they] also correct gently and professionally.</i></p> <p><i>I have had good supervisors who have supported me and helped me move important initiatives forward.</i></p>

Table 1. Continued

Factor	Themes
	<p><i>The freedom to create the appropriate curriculum when needed and use appropriate tools when needed allows for a freedom to teach that which is needed to provide a real world experience. Students need to understand what is facing them in the real world whether they go on to another institution or the workplace.</i></p> <p><i>I sincerely appreciate the Interactive Health screenings and the HSA contributions. I commend IVCC helping their employees with these expenses. Thank you.</i></p> <p><i>Institution very open to employees exploring new career tracks within the institution, employees are supportive of coworkers, most faculty are passionate about what they do, employees keep in mind what is best for students, many student groups and activities for students.</i></p>
Teamwork (n=19)	<p><i>I have a good relationship with colleagues within my immediate work group, and we work together well.</i></p> <p><i>I work in a very positive environment and everyone works together well in my office. We also work well with others throughout the college, at least from my stand point. I work mainly with staff and am starting to have more interaction with our faculty. Of the ones that I work with, I feel they have the best intentions of the institution and their divisions and they care about the quality of their programs and the students they are serving.</i></p> <p><i>My immediate team is great to work with we share ideas and collaborate to achieve best possible outcomes.</i></p> <p><i>My work team is a great environment. Our supervisor does a good job of empowering team members to reach beyond their self-imposed potential and supports our continued professional development by budgeting for training. I am able to share my ideas and have input into the decisions for our work team. For the most part, we are able to insulate our work team environment from the poor management of the college, except for fair benefits.</i></p> <p><i>The department I work in is a cohesive team where we support and help each other.</i></p> <p><i>I believe my department and administrators have improved over the years to now having a very energetic, committed, and positive team to carry on the work with students here at IVCC.</i></p> <p><i>My department is efficient and fun to work in. Everyone works together for the students.</i></p> <p><i>The department I teach in is excellent, led by a dean who is very supportive.</i></p>

Table 1. Continued

Factor	Themes
Student Focus (n=51)	<p><i>I do believe that IVCC does its best to serve the students. I'd say most of the departments are very student friendly and the employees go out of their way to make students comfortable and to do the best they can for them.</i></p> <p><i>Faculty and staff are incredibly committed to doing whatever we need to in order to maximize the educational opportunities of our students.</i></p> <p><i>Despite the administration's disdain of faculty and staff (except for a favored few), the faculty and staff do their best to provide a caring environment for students and a solid educational experience. My colleagues in my immediate are[a] are friends and truly try to collaborate and support each other in their teaching. The classrooms are safe spaces, and the lower-level employees work hard and try to look out for each other. Administrative assistants work really hard. However, nothing really positive will happen at the institutional level until we get some new leadership (and so many of us are just clinging to the hope that it HAS to happen soon, please God...)</i></p> <p><i>IVCC has a lot of good people working here who put students first and provide a decent educational experience for students.</i></p> <p><i>My co-workers and I take the quality of the work we do and its impact on students very seriously. I honestly believe that the majority of IVCC staff members really work at providing the best possible experience for our students.</i></p> <p><i>Regardless of the internal conflicts perceived with administration, the students still come first - no matter what.</i></p> <p><i>The college has a strong focus on helping students succeed.</i></p> <p><i>There [is] absolutely no doubt that the faculty and staff put the students' education first. This attitude is on display every day. All student[s] who want to learn and seek methods out to do that, will succeed at IVCC.</i></p> <p><i>Faculty are excellent and makes the educational experience positive. The education students receive are excellent.</i></p> <p><i>I believe that the majority of the faculty do their best to have an open and engaging classroom environment for the students which includes high academic standards. They are approachable and eager to help students both in and out of the classroom. Other areas of campus, such as the Foundation Office, are an excellent resource for students.</i></p> <p><i>I believe the faculty work hard to help students achieve their individual academic and professional goals. The passion faculty have to this institution and keeping it a high-quality place of learning is extremely impressive. Support staff also work very hard to help students achieve their individual goals.</i></p> <p><i>IVCC always provides me with the resources to effectively teach my classes.</i></p>

Table 1. Continued

Factor	Themes
	<p><i>Overall, the faculty at IVCC are dedicated to offering a strong education and the upper administration supports this. This is a great place to work.</i></p> <p><i>The faculty work diligently to provide an excellent educational experience.</i></p> <p><i>We have great (free!) services for students and need to do a better job promoting them.</i></p> <p><i>I think the college does a good job in providing support and a good experience and education to the student population.</i></p> <p><i>IVCC has a very positive educational and social environment.</i></p> <p><i>Our specific program provides a quality education to students. We routinely achieve or exceed benchmarks for our program outcomes.</i></p> <p><i>We provide a solid education to our students, while providing meaningful support services to assist them in their goal attainment. Our faculty and staff are dedicated to this end.</i></p> <p><i>IVCC offers an excellent start to a college education. It is affordable, close to home and allows many people in our community an opportunity they may not otherwise have. Overall it is a pleasant place to work. Everyone I come [i]n contact with is friendly and willing to assist me in any way they are able. The aesthetic is pleasing and modern.</i></p>

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

Factor	Themes
Institutional Structure (n=65)	<p><i>The upper administration is strongly opposed to empowering employees and prefers to make decision privately and quietly. It is common knowledge at most levels of the college, and a topic of frequent discussion, that upper administration is weakening employee morale and is not demonstrating the college's core values.</i></p> <p><i>Upper level administration doesn't implement change based on surveys.</i></p> <p><i>I believe, from what I have seen, is that the Administration is not all [on] the same page when it comes to the students being first. I feel the way we can make this a better institution is that the Administration puts students first instead of themselves and their Departments. I get the feeling that, not all departments, especially the departments that serve the students, are here for what works and what is best for them. The Departments who directly serve the students day to day are all very good at seeing who is important, which I believe are the students. We would not have jobs, any of us, if it were not for the students. They are the number one reason we are here! Sometimes I feel as though people that do not deal with students daily really forget who is important.</i></p> <p><i>I don't believe that the President and CFO have the best interests of our students at heart. Unilateral decisions are made for fiscal purposes without consultation for those affected (students, faculty and staff). It has become depressing to work here with the exception of the few good people that dedicate themselves to keeping this place together. Something has to change.</i></p> <p><i>The college as a whole continues to cut positions and staffing to the point I can barely get the minimum "absolut[e]ly necessary" for my job done. Let alone do it well or have time to think about, and implement positive changes or programs to best serve the students.</i></p> <p><i>Don't work on the main campus - don't feel that information gets shared.</i></p> <p><i>I lack confidence in our administrative team. Decisions have been made that undermine the importance of faculty as whole and as an individual. Communication is lacking...from simply responding to an email to important decisions made by the administrative team/BOD. It is embarrassing to read about important decisions/events in the paper or hear from members of the community first. These should be actively communicated to faculty and staff before going to public media. The majority of my emails to my direct supervisor go unanswered. As a department, we are struggling to move forward. We continue to talk every year about making the necessary curriculum revisions/changes but have yet to move forward.</i></p> <p><i>Data is collected but every time something unfavorable is reported the validity of the data is questioned.</i></p>

Table 2. Continued

Factor	Themes
	<p><i>Administration does not seem to “hear” the things that are dissatisfactory to faculty and staff. Key decisions are sometimes made by only a small group of people who seem to not value or understand what transparency in communication looks like. People have been talking about the same problems for years. Nothing seems to change or get done.</i></p> <p><i>Decisions are often made without faculty input; when we’re asked for input, it’s usually ignored. Every concern we have is a good question they’ll get back to us on, but they rarely do. I frequently feel like our administration really only care about good appearances and leaving a legacy.</i></p> <p><i>It seems one or two people make all the decisions without input of others. If given input they do not consider it. It seems why bother asking if they have already made their mind up. It is very sad because the people that work in an area every day I believe have knowledge of what is needed. If one of the two main people get mad at you - forget any advancement in your job. How can you feel appreciated when they are that way. Sometimes they are not truthful. They tell you one thing and do another. What is that? They tell you how we are important to the institution, but I believe they don’t really care. I think they talk the talk, but don’t walk the walk. Isn’t that pitiful? Don’t know what else to say about the whole thing. I know they really don’t follow the core values because how they treat some people here.</i></p> <p><i>The college follows the model of shared governance only nominally. The President has stated that he feels shared governance means listening to concerns but goes no further. The VP for Business Services and the President routinely override the outcomes of decisions made through the shared governance structure. This is typically done without comment (no notice, no explanation). This is discouraging and results in cynicism and a reduced willingness to participate.</i></p> <p><i>While we are asked to participate in this survey, I wonder if anything meaningful will truly come from the feedback. Participation in the Interactive Health screenings, should be used as a tool to help employees improve their health. I feel that some employees are not taking advantage of this opportunity because it is perceived as a negative only to charge them more in health insurance, and potential health issues are being missed because they don’t participate. I would like to see more people participate, and eliminate the penalty, then those who truly need these services would benefit and identify unknown health issues.</i></p>

Table 2. Continued

Factor	Themes
	<p><i>Administration has fostered an environment of distrust and secrecy. Decisions are made unilaterally by administration, even after committees and work groups have submitted their input. Expertise of faculty and staff is ignored when collecting information for decisions impacting the college, our students, and our community. The balance between being fiscally responsible and student-centered always tilts toward money, oftentimes at the expense of the student.</i></p> <p><i>It would be helpful if the administration would give rationale or forethought during institutional decision-making. Example: When a person is reassigned to a new position or one is created, it's done very quietly. All of a sudden, someone is in a new position. People incorrectly deem it as unfair to not open it to all. Example: It wasn't explained until AFTER much discord and misunderstanding about the health insurance plan differences between faculty and staff. Example: When staff could no longer combine staff work hours with teaching hours - again it wasn't explained at the forefront as to why. Example: Friday's off - when the wording was changed re: timesheets, it wasn't explained until people were unnecessarily upset and complaining. When people don't know WHY something has changed or happened - they often incorrectly speculate. Giving people that timeframe is risky. There are many times when a simple explanation AHEAD of time or at the time of the change as to the whys and wherefores could prevent an incredible amount of misinformation from spreading which I feel would do a lot to head off unrest, mistrust and paranoia from being generated in the first place!</i></p> <p><i>The administration is opaque and dishonest, giving lip service to shared governance, but in reality doing whatever they please, regardless of faculty input. The top administrators foster a negative atmosphere of anxiety due to their lack of transparency. Actions are taken with little regard for the people they affect, and faculty and staff feel frequently disrespected and dehumanized. Administrators seem to play people against each other, and will tell one person one thing and another person something totally different. The lack of consistency and transparency has been eating away at IVCC for years, and while we hear a lot about changes to our culture, nothing really does. It's just like in a classroom—when one influential student has a poor attitude, it brings down the whole group; it's been happening here for years, and is getting worse instead of better. For example, I have zero confidence any real change will emerge from this survey, as last time we did it, administrators twisted the data by saying that employees misidentified work categories and therefore their responses didn't count. (That's a problem with this survey, too.)</i></p> <p><i>Doesn't feel like a friendly environment. I don't know how to bring up potential concerns, and I don't want to "rock the boat" if things are going well and just don't know it.</i></p>

Table 2. Continued

Factor	Themes
	<p><i>There is not a very good working environment here on campus. I don't believe that individuals think their opinions matter or that administrations listens. Also, many departments are not treated equally.</i></p> <p><i>Where to begin? The leadership at this institution has no long-range vision or goals (other than quelling any unfavorable PR and paying the college attorney). The administration does not inspire anyone. In fact, upper administration instill mostly fear and anger in others. It is not fulfilling to work here. Everyone has a "keep your head down and don't participate" attitude because they know their help isn't really wanted. If people do serve on a committee, their input will often be ignored or erased, anyway. The upper administration will just micro-manage and make all decisions, and they have no understanding of what an exciting, collaborative space for higher education that a college can be. What are we working for here? I've heard many employees say, "I just do what I'm told I have to do, and I leave as soon as possible." There is no open communication, and all the decisions about anything are made by the business office. The administration is disingenuous and act like they want to be all in this together, but they don't. I often get the feeling that administration would be happier if they didn't have any students or faculty here and could just come in and manage the checkbook.</i></p> <p><i>IVCC need[s] to unite. IVCC needs to not only collect data but use it to make decisions. IVCC['s] board needs to be exposed to all data and see true facts as they make decisions. It is a great place to work when all work together professionally. Respect needs to be boosted. IVCC has so much to offer and can be even better by being more forward thinking. Skills for the future need to be considered.</i></p> <p><i>The relationship between faculty and staff is strained at times. Every time there are activities that are tried to combine the two groups the faculty don't seem to be on board. I always feel that some of them feel that they are "better" than the staff and they expect special treatment.</i></p> <p><i>There is a disconnect between faculty and staff at IVCC that could be improved upon.</i></p> <p><i>I don't not think that IVCC treats all employees equally. Especially in regards to "gray areas" of policy. If there is going to be a specific policy it needs to be in writing and then needs to be followed for everyone. It feels to me that at times employees are favored for their personalities and not job performance. It is evident and creates animosity amongst faculty and staff. Especially those who do their jobs.</i></p>

Table 2. Continued

Factor	Themes
	<p><i>The college needs to look to a better staffing structure. The day of hiring administrative assistants is over ... need more skilled individuals, at a higher pay grade, that can bring more to the table, especially when everyone is doing more with less. Many administrative assistants have been asked to take on or should take on higher level tasks, however the pay is not there to back it.</i></p> <p><i>I feel no opportunity exists for me to become a full-time faculty member. I have been working at IVCC for [several] years. I have asked multiple times to become full-time. I am always told there is no money in the budget for that; however, several top administrators have received multiple pay increases.</i></p> <p><i>When initiatives are pulled or funding denied, my experience has been that no explanation is given to support the final action. After a few times, it leaves one feeling ineffective and less likely to advance new initiatives.</i></p>
Supervisory Relationships (n=13)	<p><i>I do not understand the micromanaging and the distrust a couple of higher administrators have of the college employees to do their job. Those who are hired to do a job that they are specialized in are ignored in favor of administrators who do not have that specialty. The staff continue to be marginalized and told to take surveys like this but improvement is not made and there is no accountability to make improvements. This makes me question the competency of the board.</i></p> <p><i>I feel as a large institution that [there] is really no discipline guideline for supervisors. No action is ever taken with employees that are excessively sick, absent or late for work.</i></p> <p><i>Administration lacks giving positive reinforcement which is difficult as a new faculty member. I did have one bad review that they pulled me into their office to discuss, yet I have had 4 outstanding reviews and I have not heard from them at all. I took on 3 new classes this year and guidance/checking in has been minimal. I have relied on senior faculty to help guide me. We have one faculty member that did not lecture any department classes last year, but took on many classes.</i></p> <p><i>Funding needs to be dedicated towards professional development for support staff for in-services. If you cannot afford to bring in an “expert” speaker, then you should not host an event. This sets up our professional development committee to fail. Staff has very different needs than faculty.</i></p> <p><i>Supervisor training is desperately needed. For an education institution we do not value the importance of dedicating resources to develop our own.</i></p>

Table 2. Continued

Factor	Themes
Teamwork (n=9)	<p><i>The least favorable aspect of the college is the lack of face time between adjunct faculty and full-time faculty. The ability to connect and share information and talents in our subject areas may greatly impact our students' gains.</i></p> <p><i>Our current department is having many issues, the pay scale is all over the place without justification. New hires are getting paid more than experienced faculty. One faculty member is not supportive of new hires and comes off extremely rude and almost bullies newer staff members. Administration is not consistent with their conversations. The one bullying new staff members is very close to administration so staff feel as though they can't bring up the situation.</i></p> <p><i>I wish other departments would share information in a timely manner.</i></p> <p><i>Interdepartmental cooperation/communication is not where it should be for the proper functioning of my job. It would be difficult to get into why without this being less anonymous.</i></p>
Student Focus (n=19)	<p><i>In many regards, I believe that the College and the Administration are not strict enough. Many programs are able to continue with continuous and consistent low enrollment numbers. There are some part time positions such as peer tutoring (especially in the summer) that should be filled by student workers, but are filled by full and part-time faculty at a very high pay rate. In addition, there are multiple (sometimes 4 people working at a time) when there are hardly any students around. Also, we pay full time faculty to work lab hours and receive overload pay when there are full time employees already in the lab and hardly any students to help.</i></p> <p><i>We talk a great deal about student success, but we don't follow through with what needs to be done. For example, most community colleges and universities require a freshmen orientation course to address those skills and strategies that students need to start college. We don't have one. Our Strategies for College course is not promoted. The refrain is that students already have to take so many courses, so to require another one slows the students down. Failing classes students are not prepared for and having to retake them has the same effect. It has been suggested that the course be revamped, but that hasn't happened either.</i></p> <p><i>Given the aggressive and sometimes seemingly self-serving actions and positions of the public employee unions at IVCC, it is difficult to believe the IVCC faculty always has the best interests of IVCC students at heart.</i></p>

Table 2. Continued

Factor	Themes
	<p><i>Unfortunately, too many folks are disappointed by the lack of leadership within our full-time faculty. Although the majority of our full-time faculty are excellent professionals, the brutal facts are a handful of faculty ask first “what’s in it for me?” versus, “how will what we’re exploring help students achieve their goals?” In the same way as a few disgruntled faculty organized 45 members of the Support Staff to become a union several years ago by shamefully misrepresenting the truth, many of the same full-time faculty members showed their true colors by demonstrating their jealousy for what was given in the way of a modest cost-of-living increase for our dedicated part-time faculty. Again, instead [o]f their showing class and respect for the role that our part-time faculty play in helping students achieve their goals, all they cared about was themselves. The same selfishness appeared when the college chose to expand its dual credit offerings for high school students, especially, those who might be financially challenged. Instead of trying to help the community and a specific population of needy students who need us, the focus by a few was, “we’re here to protect jobs.”</i></p> <p><i>I am aware of instructors who appear to be less than interested in supporting students in their efforts to be successful; it seems that not having actual training in teaching shows up most intensely in classes where students are largely ignored or sometimes even treated with less than courteous behavior. Having a master’s degree in the subject matter being taught does not replace a lack of training in the delivery of instruction in that subject matter.</i></p> <p><i>Academic rigor. I believe we are not pushing our students hard enough. Administration has sometimes stressed retention at the expense of course rigor.</i></p> <p><i>There is a problem with developmental education in the Illinois Education system. Administrators are coming up with solutions to satisfy disgruntled parents who complain. They are not considering what is best for the students. This really sucks. The solution is not to speed things up for students but to make sure they are understanding what they are learning. Education in Illinois is fast becoming meaningless as students are graduating from all levels with little knowledge. I see this as a huge problem that will not go away until someone has the COURAGE to address this issue. I have tried for some time at IVCC and have not gotten satisfactory consideration from administration.</i></p> <p><i>Sometimes (transfer) courses get cancelled due to low enrollments, which means that a) students fall behind in the brief time that they are at IVCC and b) this affects programs, as upper-level courses have fewer or no students to build on. When I walk b[y] some classrooms, I see very small classes that seem to have not been cancelled, yet I end up with similarly small classes cancelled.</i></p>

Table 2. Continued

Factor	Themes
Other (n=32)	<p><u>Adjuncts</u></p> <p><i>Accountability for the adjunct faculty and their curriculum they teach is an area that has been pushed aside and not managed well. I think they are looking at changing this but it has yet to happen.</i></p> <p><u>Compensation</u></p> <p><i>Although the benefits are very good pay is quite the opposite. Many individuals have come and gone over the years not hardly increasing their wages. I understand the budget is tight but when your annual increase doesn't even cove[r] the increase in insurance there is a problem. Plus all the added duties they drop on everyone when individuals leave can be overwhelming, then to not receive any compensation for it is just not right.</i></p> <p><i>I believe the pay for many staff positions is far too low for the amount of work and the responsibility involved. While we are an educational institution, we do not reward staff (excluding faculty) for increased education in our pay ranges. We also do not reward loyalty and longevity for support staff. It is surprising that so many people stay here so long when they could go elsewhere for similar work and significantly more money.</i></p> <p><i>The school does not appreciate the financial burden placed upon folks who work in this institution. They need to purchase their own materials in order to properly teach, faculty development sessions require the facilitators to provide the refreshments, and if anything out of the ordinary is required, the path to approval usually takes so long that the need has passed and the personnel involved have already purchased what is needed.</i></p> <p><u>Facilities</u></p> <p><i>Campus needs more beautifying-more flowering plants around campus, particularly in courtyard area to make it more welcoming, more art on walls-very dull and colorless in most places (use student art!), filtered water available for refilling water bottles (less waste, saves students and employees money, water from fountains does not taste good), some employees too tied up in committee work and meetings to effectively do jobs, part time employees losing 2 weeks of pay at holiday time and being discouraged from making up hours is financially straining for some, printing system for students is convoluted, especially if part time student with no computer log in or new student who missed orientation days, more signage for new students and visitors to find their way around campus is needed.</i></p>

Table 2. Continued

Factor	Themes
	<p data-bbox="407 281 824 317"><u>Faculty-Administrator Relations</u></p> <p data-bbox="407 338 1393 485"><i>For some reason there is always a running issue between faculty and administration. Don't always know what it is and it seems to change daily. It almost feels like the faculty argue just to argue. There may be some valid points, but can't believe there is always an issue. Gets tiring.</i></p> <p data-bbox="407 506 1430 831"><i>I do not feel the administration values faculty. Faculty work very hard to provide an excellent education for students. They are dedicated individuals constantly asked to do more without extra pay. It is a slap in the face to have part-time faculty being paid more money to teach the same course. Full-time faculty are often more experienced having higher degrees yet expected to create course outlines and being the leaders for the course. This definitely demonstrates disrespect for full-time faculty and all the work they do. Overload pay is one of the lowest in the state, yet faculty are expected to teach courses at this low pay rate.</i></p> <p data-bbox="407 852 1430 1283"><i>I think administration tries to communicate but some staff and faculty do not find it acceptable. After this year's contract negotiations, it is not difficult to see that there is a very tense relationship between faculty and administration. Administration says little but faculty is very vocal in their opinions about administration honesty. I don't know which is correct, but it causes an unsettled feeling within the institution. I do not feel as though some faculty fulfill their duties toward the needs of staff/departments. It's difficult to be on the receiving end of that and find that basically faculty are beyond compliance requests which can cause lost revenue and a tremendous amount of extra work. Seems like they just don't give a damn. So when you talk about 'student centered' or 'institution centered' I shake my head because it's untrue for a certain group of faculty.</i></p> <p data-bbox="407 1304 1422 1482"><i>Least favorable: There is a great divide at this time between the faculty and the administration. I am concerned with how this divide can be mended. There are a lot of untruths floating from person to person that continue to promote the divide. I would like to see more sharing to the truths from the individuals that have the authority behind the truths and do away with hearsay.</i></p> <p data-bbox="407 1503 1390 1608"><i>The fact that many of the full time faculty members do not trust the administration and feel their opinions are not valued and administration has not always been truthful with them.</i></p> <p data-bbox="407 1629 1406 1692"><i>The tension among faculty and administration is disappointing. Trust between the two groups needs to be rebuilt.</i></p>

Table 2. Continued

Factor	Themes
	<p><i>There is a large amount of tension between faculty and administration at this point which includes finger pointing and blame rather than working towards resolution. This makes for a hazardous work environment. Faculty feel unappreciated and that the administration is hostile towards them. There is an expectation that if something is not in writing, don't believe it because "the story" keeps changing every time it is told. What may be agreed upon or stated in a meeting is negated and then ignored as if there was no discussion on the topic at all. The impressions given by administration are that faculty can and should be pushed aside, that it is acceptable to indicate that faculty are not worth the salaries they are paid, and it falls within the college's core values to generally ignore individuals and groups if it is inconvenient for the administration to listen to them.</i></p> <p><i>Widespread tension between faculty and upper levels of administration. No trust reposed in upper administration. Committees are convened, slowly and methodically go over issues, debate what needs to be done, vote, and then the administration completely ignores the committee's work and does whatever it wants to do. Faculty feels betrayed by false promises and disrespected.</i></p>