

PIERCE COLLEGE

Employee Climate Survey Report

Survey Administered Spring 2021

Prepared by
Institutional Effectiveness Committee
Designed by MarCom

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INTRODUCTION

Purpose

The purpose of the Employee Climate Survey is to gauge and assess employees' perceptions of and experiences at Pierce College District. This feedback provides valuable data to assist the District in shaping and optimizing its institutional goals, processes, and effectiveness. The foundation of the survey is rooted in the key tenets of the District's mission statement. The employee Climate Survey is one of the many resources used for strategic planning and decision-making that will enhance the overall quality of the District and the community it serves for years to come.

Mission Statement

Pierce College creates quality educational opportunities for a diverse community of learners to thrive in an evolving world.

Methodology

Survey questions were based on previous District studies, as well as input from specific departments and programs, and the Institutional Effectiveness (IE) Committee. Findings from previous Employee Climate Surveys served as benchmarks for this study. All questions were confidential. All District employees were invited to participate in the online survey. A total of 258 employees responded (compared to 318 in 2019), for a 24% response rate. Eighty-five percent of responses were generated from full-time employees. Thus the margin of error is +4.23% at the 95% level of confidence for full-time employees. The sample is not representative for part-time and hourly employees. The final draft of this report was reviewed by the IE Committee. Finally, overall odds of agreement is calculated by using the agreement ratings as the numerator and the total of the agreement ratings and the disagreement ratings as the denominator and then presented as a ratio.

Summary

In general, 2021 Employee Climate Survey respondents reported that the college provided a friendly, respectful, and respectful work environment. Employees enjoyed their coworkers, valued students, and were responsive to the changing demographics of the student body. Moreover, there was a general consensus that the college reflected its mission and goals, and all constituency groups could see how their work supported the District's mission. The roles and responsibilities of the Board of Trustees were well understood.

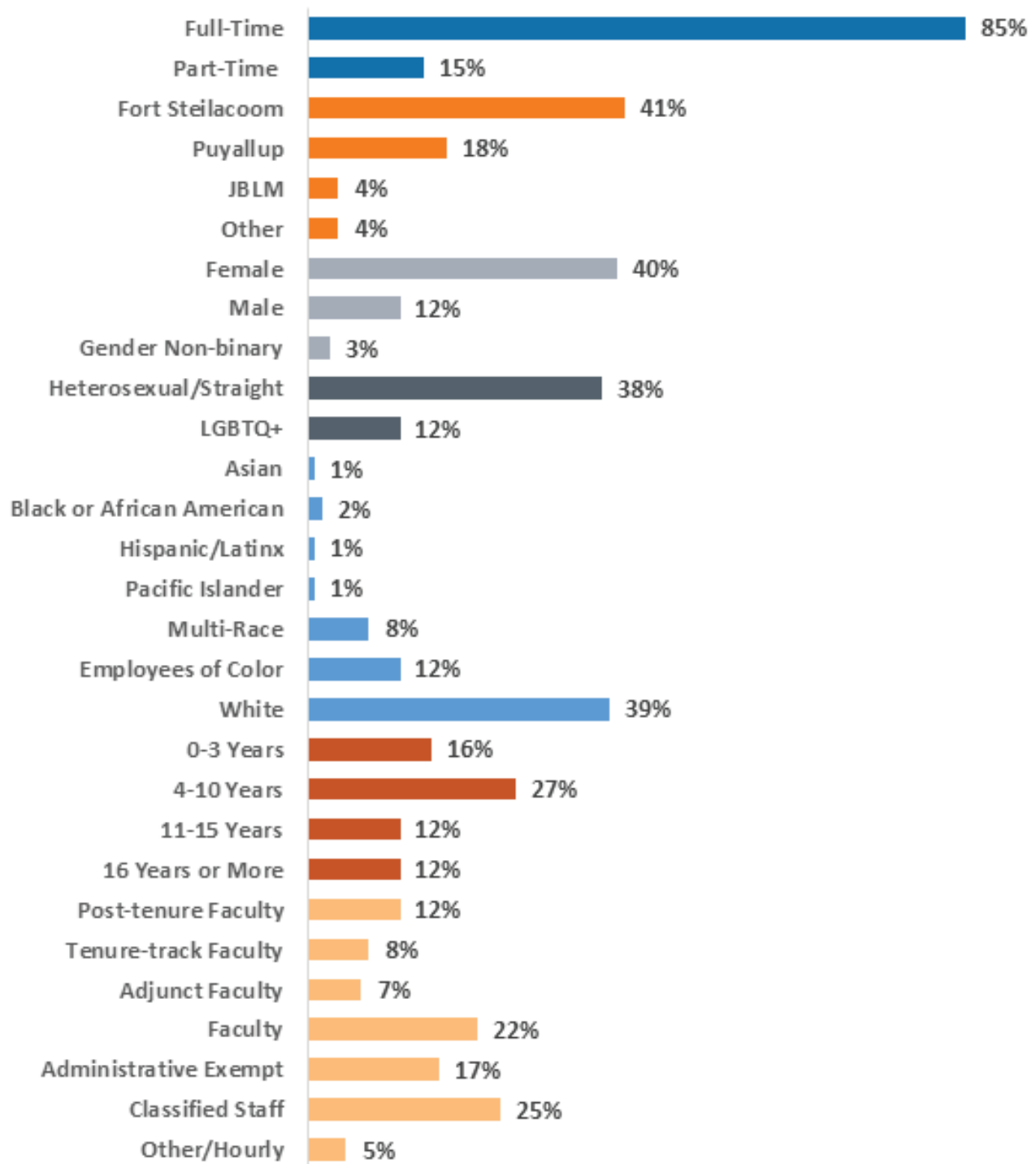
Demographics

Like the majority of Pierce College District employees, survey respondents were likely to report the following attributes: full-time; primary site of Fort Steilacoom or Puyallup; female; white; worked at Pierce College District 15 years or less; and maintained a faculty or classified staff job classification.

The following demographic questions are optional. The goal is to gather data so that it can be disaggregated. We also recognize the value of being responsive to representation in the data to improve the college. However, depending on the results and data, we may choose not to report it out if in any way it can be identified with a specific individual or contains information that could potentially identify an individual. We reserve the right to collapse categories to protect individual identity when reporting out.

It is important to note that there was an increase of "no response" in several of the demographic items.

Respondent Demographics of 2021 Employee Climate Survey



*Demographic groups with no response not shown.

**Any given category could have a no response (between N=77-85 or 30-33%; demographic question rates of no response in past Climate Surveys were in the 10-12% range)

CLIMATE

The purpose of the Employee Climate Survey is to gauge and assess employees' perceptions of and experiences at Pierce College. The feedback provides valuable data to assist Pierce College in shaping and optimizing its institutional goals, processes, and effectiveness. The foundation of the survey is rooted in the key tenets of Pierce College's mission. Ultimately, the purpose of the Employee Climate Survey is to act as one of many resources for strategic planning and decision-making that will enhance the overall quality of the district and the community it serves for years to come.

Key findings from the 2021 Pierce College Employee Climate Survey indicate that the majority of respondents believe that Pierce College has a supportive, friendly, cooperative, respectful, comfortable, trustful, fair, empathetic, inclusive, welcoming, and diverse climate. Each of these indicators received a 3.0 or higher mean rating on a five-point scale where 1 is the least favorable rating and 5 is the most favorable rating.

Mean Rating on a Five-Point Scale by Year and Job Classification

	Faculty Mean Rating	Classified Mean Rating	Admin/ Exempt Mean Rating	2021 Overall Mean Rating	2019 Overall Mean Rating	2016 Overall Mean Rating
5-Supportive/Unsupportive-1	3.46	3.46	3.35	3.50*	3.46	3.24
5-Relaxed/Tense-1	2.66	3.14	2.44	2.89	3.25	3.10
5-Friendly/Unfriendly-1	3.45	3.69	3.62	3.66	3.77	3.62
5-Cooperative/Uncooperative-1	3.46	3.49	3.23	3.46	3.52	3.34
5-Respectful/Disrespectful-1	3.33	3.61	3.27	3.45	3.65	3.44
5-Comfortable/Uncomfortable-1	3.12	3.27	3.15	3.25	3.56	3.36
5-Trustful/Mistrustful-1	2.88	3.22	2.87	3.12	3.33	3.08
5-Transparent/Non-Transparent-1	2.86	3.05	2.78	2.95	N/A	N/A
5-Fair/Unfair-1	3.03	3.28	3.15	3.22	3.31	3.19
5-Empathetic/Unempathetic-1	3.19	3.41	3.27	3.31	3.59	N/A
5-Inclusive/Non-Inclusive-1	3.17	3.36	3.18	3.28	3.43	N/A
5-Welcoming/Unwelcoming-1	3.45	3.65	3.4	3.55	N/A	N/A
5-Diverse/Non-Diverse-1	3.27	3.56	3.04	3.36	N/A	N/A
Average Mean Rating	3.18	3.40	3.13	3.31	3.49	3.30

Note: Responses from other job classifications provided a cumulative response rate of less than 30. Considering the small sample size, responses are reflected collectively in the overall mean rating. Blank responses to the job classification question are also reflected in the overall mean rating.

*The overall average for this item is higher than the averages of the three employee groups shown here. This is because the average of employees choosing "other" as an employee group was high enough to pull the average to 3.5.

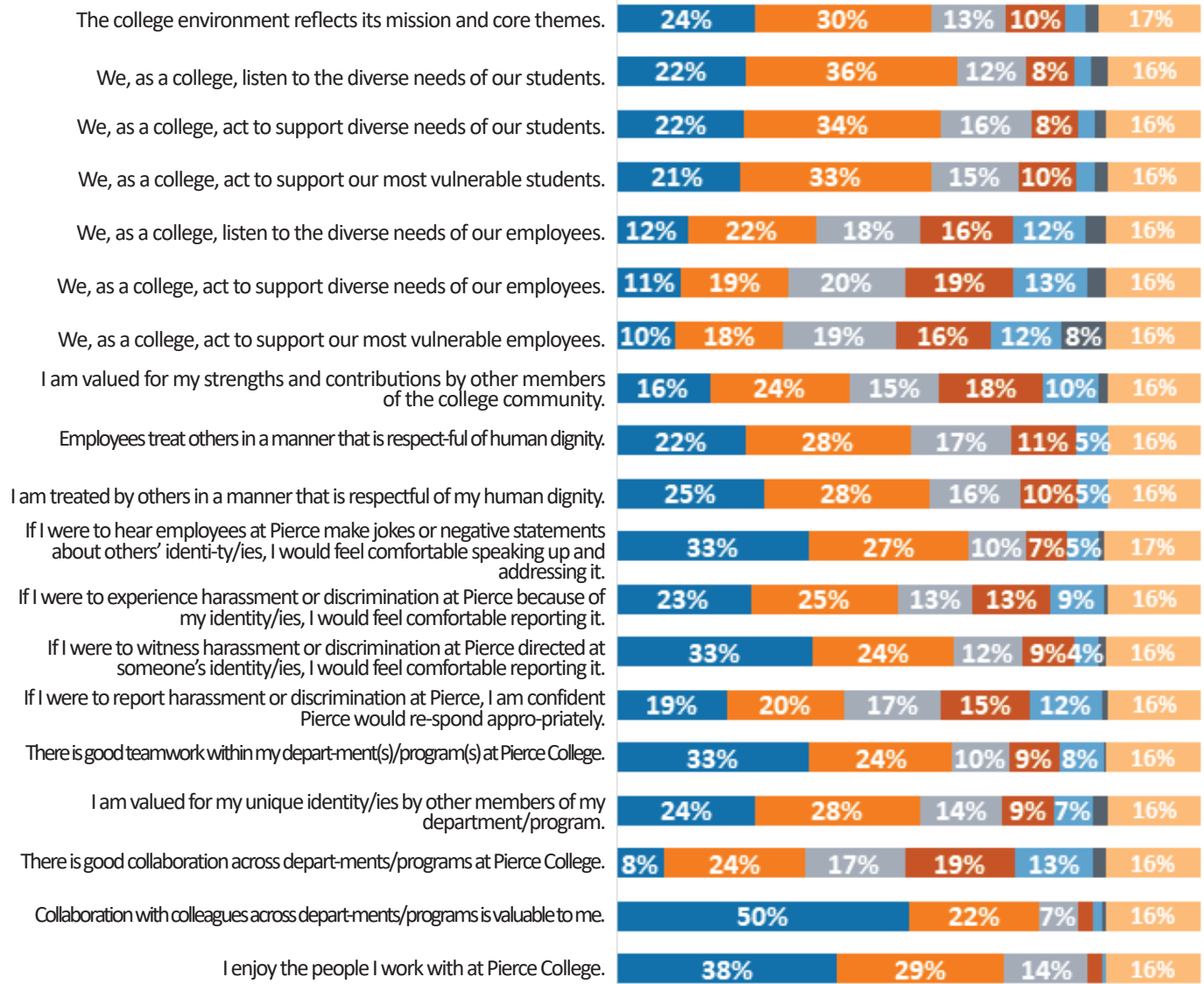
Overall, employees across all classifications feel that Pierce College is supportive, friendly, and welcoming.

However, employees in all classifications also feel that Pierce College is more tense, mistrustful, and non-transparent.

Compared to 2019, employees report that Pierce College is more supportive, but is also more tense, unfriendly, uncooperative, disrespectful, uncomfortable, mistrustful, unfair, unempathetic, and non-inclusive.

Climate

Overall Odds of Agreement: 2.3 to 1



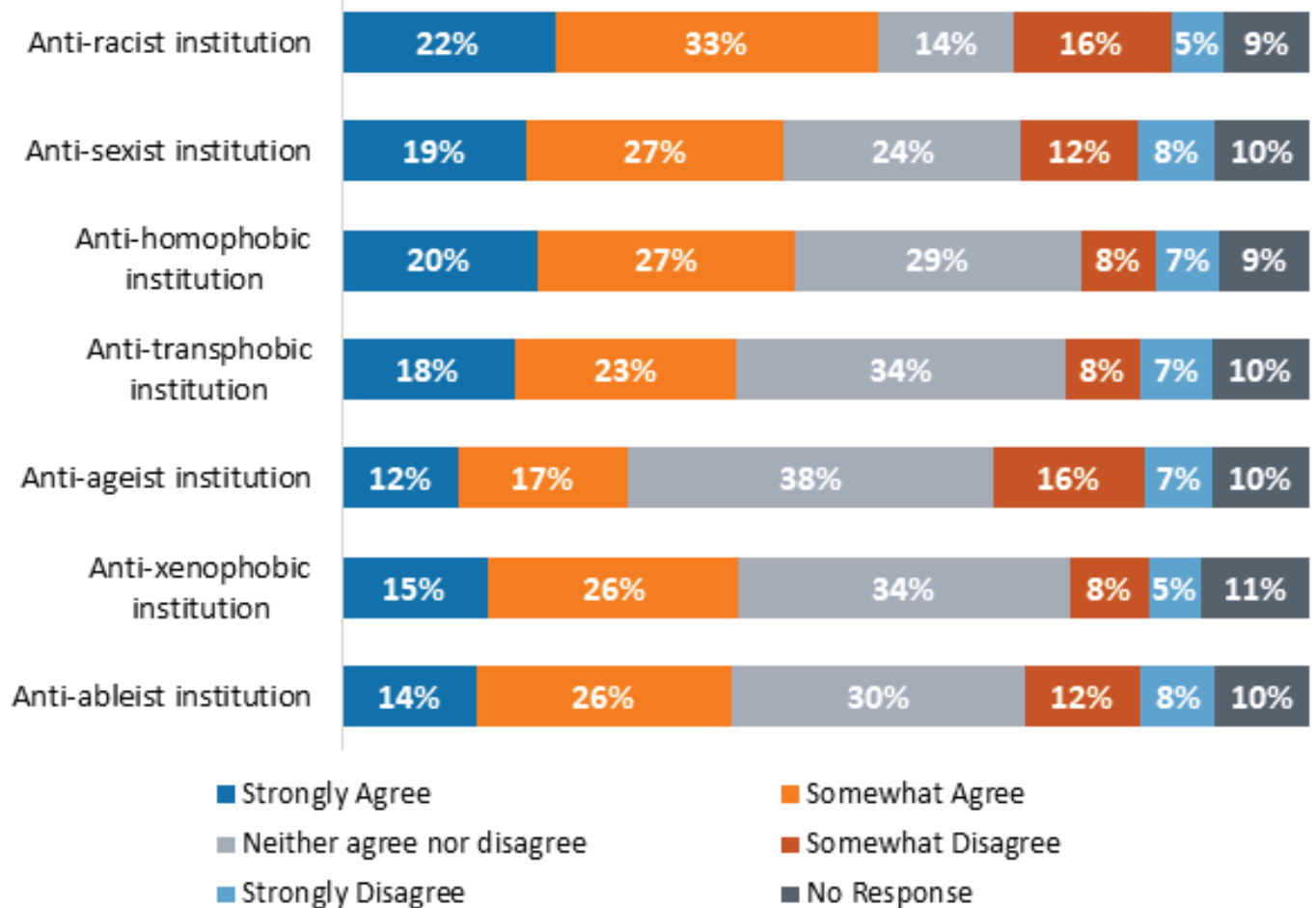
■ Strongly Agree
 ■ Somewhat Agree
 ■ Neutral
■ Somewhat Disagree
 ■ Strongly Disagree
 ■ Don't Know/Not Applicable
■ No Response

Most employees agree that if they were to hear employees at Pierce College make a joke or negative statements about others' identities, they would feel comfortable speaking up and addressing it (60%), collaboration with colleagues across departments/programs is valuable to them (72%), and enjoy the people they work with at Pierce College (67%).

The lowest-scored categories include employees feeling that the college listens to the diverse needs of employees (28%), that the college acts to support diverse needs of employees (32%), the college acts to support our most vulnerable employees (28%), individuals feel valued for their strengths and contributions by other members of the college community (28%), and feeling that there is good collaboration across departments/programs (32%).

Pierce College is effectively moving towards becoming an...

Overall Odds of Agreement: 2.4 to 1

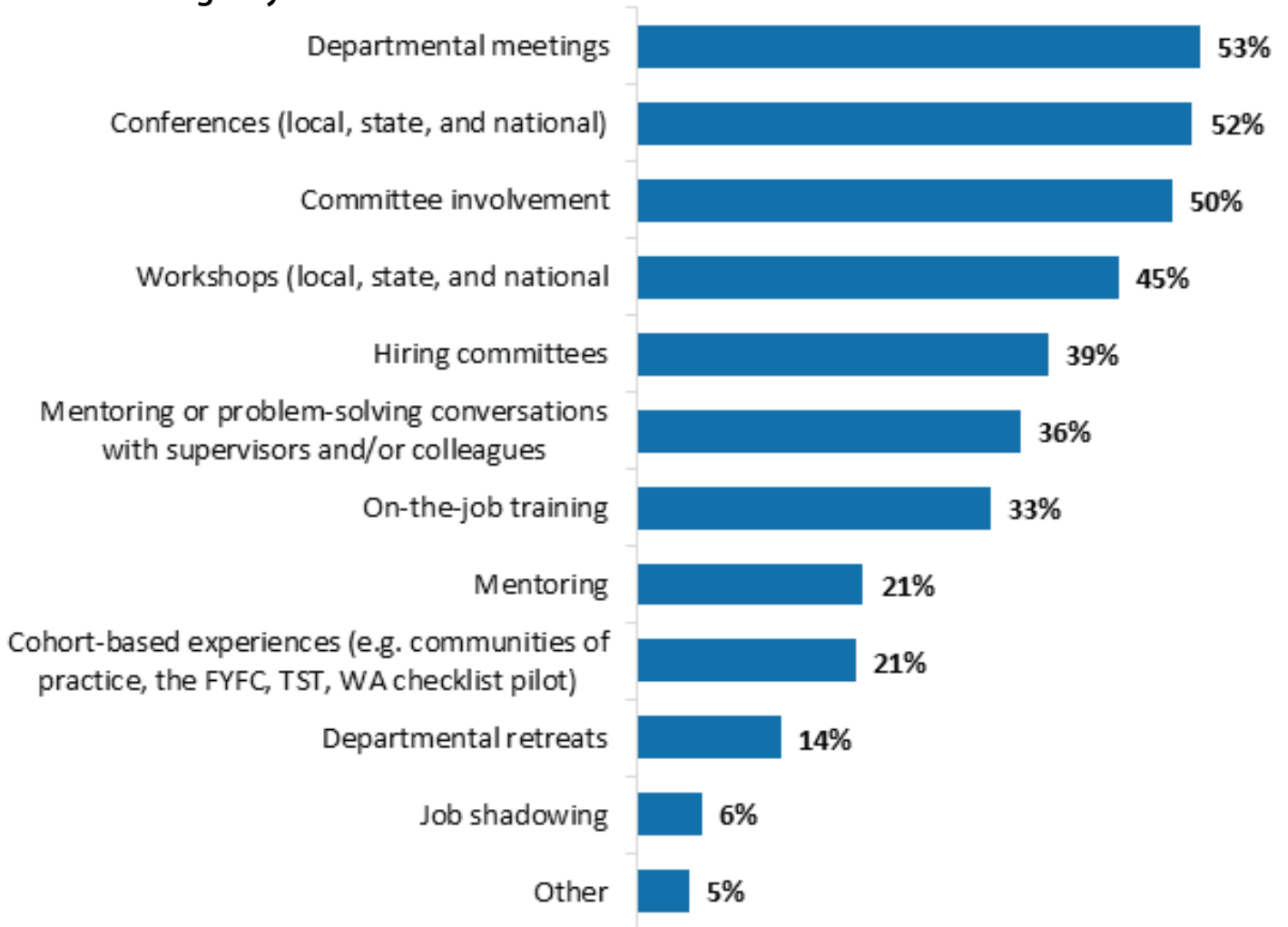


Most employees agree that Pierce College is effectively moving towards being an anti-racist institution (55%), an anti-homophobic institution (47%), an anti-transphobic institution (41%), and an anti-xenophobic institution (41%).

Many employees selected "Neutral".

EMPLOYEE LEARNING AND DEVELOPMENT

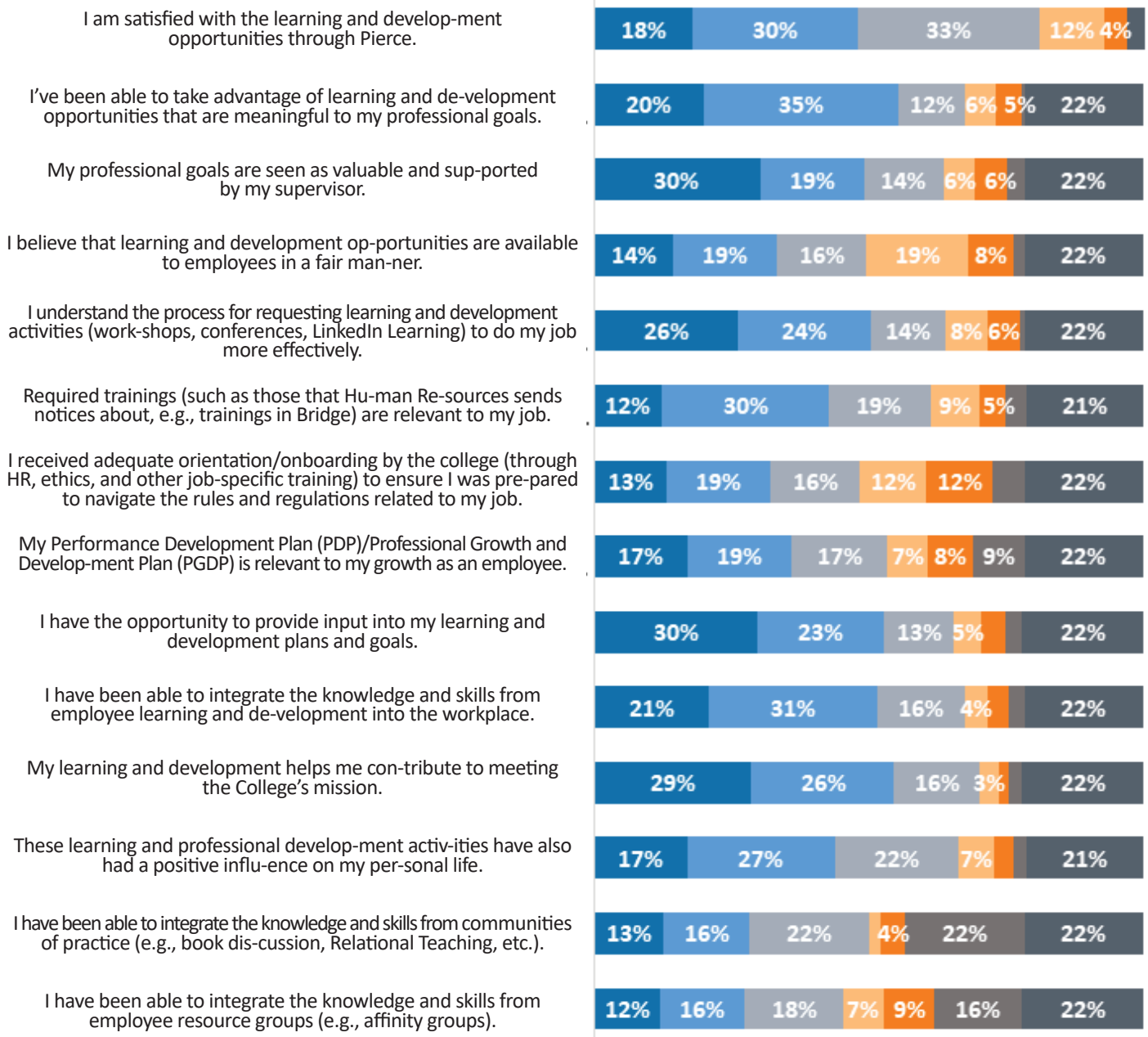
Employees Took Advantage of Professional Development Opportunities in the Following Ways:



Employees mostly took advantage of learning and development opportunities through departmental meetings, conferences, committee involvement, and workshops. Fewer employees took advantage of learning and development opportunities through departmental retreats and job shadowing.

Employee Learning and Development

Overall Odds Agreement: 3.25 to 1



■ Strongly Agree
 ■ Somewhat Agree
 ■ Neutral
■ Somewhat Disagree
 ■ Strongly Disagree
 ■ Don't Know/Not Applicable
■ No Response

The top areas that scored the highest in this category show that employees have been able to take advantage of learning and development opportunities meaningful to their position, that they have had the opportunity to provide input into their learning development plans and goals, that they have been able to integrate the knowledge and skills from employee learning and development into the workplace, and that their learning and development helps them contribute to meeting the college’s missions. The three lowest scored areas show that employees disagree that they are satisfied with learning and development opportunities (16%), learning and development are opportunities are available to employees in a fair manner (27%), they received adequate orientation/onboarding by the college to ensure they were prepared to navigate the rules and regulations related to their job (24%), they have been able to integrate the knowledge and skills from employee resource groups (e.g., affinity groups) (16%).

However, many employees responded either “No Response” or “Don’t Know/Not Applicable” in this section.

JOB SATISFACTION

Overall Odds of Agreement: 2.5 to 1

Mean Rating on a Five-Point Scale by Year and Job Classification

	2021 Overall Mean Rating	Faculty Mean Rating	Classified Mean Rating	Admin/ Exempt Mean Rating
I feel empowered and supported in performing my job duties.	3.56	3.60	3.56	3.56
I can see how my work supports Pierce College’s mission.	4.29	4.21	4.29	4.42
Job performance expectations have been clearly communicated to me by my supervisor.	3.78	3.67	3.77	3.80
I receive constructive feedback regarding my job performance.	3.58	3.58	3.55	3.76
I am satisfied with the salary I receive for my job.	3.15	3.31	2.92	3.33
I am satisfied with the benefits (medical, dental, etc.) I receive for my job.	4.16	4.07	4.22	4.25
The duties, responsibilities and authority of my position are accurately reflected in my job description.	3.32	3.45	3.28	3.38
I feel the authority of my position allows me to complete the duties, responsibilities and expectations of my job.	3.68	3.72	3.77	3.49
I feel my position within the organizational structure is valued by the college.	3.31	3.21	3.43	3.18
I believe that I have adequate time and resources to complete my job responsibilities.	3.08	2.83	3.38	2.91
At this point in my career, I believe that my present career trajectory satisfies my professional goals and aspirations.	3.51	3.68	3.48	3.56
Overall, I am satisfied with my job at Pierce College.	3.73	3.79	3.75	3.70
My direct supervisor actively encourages participation in wellness activities approved during work hours.	3.45	3.29	3.45	3.66
Work-related barriers keep me from participating in the 1-hour given Wellness activity each week.	3.07	3.09	3.08	3.05
Average Mean Rating	3.55	3.54	3.57	3.58

Note: Responses from other job classifications provided a cumulative response rate of less than 30. Considering the small sample size, responses are reflected collectively in the overall mean rating. Blank responses to the job classification question are also reflected in the overall mean rating.

Overall, the top three highest scored categories show that most employees see how their work supports Pierce College's mission, job expectations have been clearly communicated by their supervisors, and are satisfied with benefits.

Among faculty, the top three highest scored categories show that most faculty see how their work supports Pierce College's mission, are satisfied with their job, and are satisfied with benefits.

Among classified staff, the top highest scored categories showed that most classified staff see how their work supports Pierce College's mission, job expectations have been clearly communicated by their supervisors, and are satisfied with benefits, and feel that the authority of their position allows them to complete the duties, responsibilities and expectations of their job.

Among admin/exempt, the top three highest scored categories show that most employees see how their work supports Pierce College's mission, job expectations have been clearly communicated by their supervisors, and are satisfied with benefits.

Overall, the three lowest-scored categories include satisfaction with job salary, having adequate time and resources for individuals to complete their job responsibilities, and allowing them to participate in the 1-hour Wellness activity each week.

Among faculty, the top three lowest-scored categories include feeling their position is valued among the organizational structure of the college, having adequate time and resources for individuals to complete their job responsibilities, and allowing them to participate in the 1-hour Wellness activity each week.

Among classified staff, the top three lowest-scored categories include satisfaction with job salary; feeling that duties, responsibilities, and authority of their position are accurately reflected in their job description; and allowing them to participate in the 1-hour Wellness activity each week.

Among admin/exempt, the top three lowest-scored categories include feeling their position is valued among the organizational structure of the college, having adequate time and resources for individuals to complete their job responsibilities, and allowing them to participate in the 1-hour Wellness activity each week.

PLANNING, DECISION-MAKING AND BUDGETING

Overall Odds of Agreement: 1.5 to 1

Overall Mean Rating on a Five-Point Scale by Year and Job Classification

	2021 Overall Mean Rating	Faculty Mean Rating	Classified Mean Rating	Admin/ Exempt Mean Rating
I understand the role and responsibilities of the Board of Trustees.	3.65	3.64	3.33	3.57
I understand the role and responsibilities of the District Policy and Governance Cabinet (Cabinet).	3.43	3.52	3.07	3.57
I understand the role and responsibilities of the District Councils (Facilities & Safety, Learning, Technology, and Student Advancement).	3.65	3.60	3.74	3.77
The actions of the District's executive team are appropriate and timely.	3.15	3.05	3.07	3.24
Decisions are made at the appropriate level of the organization.	3.07	3.22	3.21	2.97
I am informed of District-wide changes in a clear and timely manner.	3.12	3.08	3.02	3.19
Decision-making processes are open and transparent to the college community.	2.81	2.65	3.19	2.90
Pierce College provides appropriate opportunities for dialogue on important issues and initiatives that impact the college.	3.16	3.03	3.33	3.22
My input is welcomed by college leadership.	3.07	3.31	3.05	3.00
Pierce College provides opportunities for connections between faculty, staff and administrators.	3.09	3.09	3.10	3.09
I am informed of the college's budget planning process.	3.32	3.35	3.19	3.78
I participate in the planning and/or budgeting process for my department.	2.90	2.87	3.17	3.56
Institutional policies and procedures have been clearly communicated to me.	3.20	2.84	3.48	3.36
I take advantage of opportunities to participate in shared governance (Committees and Councils).	3.52	3.68	3.17	3.40
I believe that the shared governance process (of Committees and Councils) at Pierce College is working adequately.	2.95	3.00	2.68	3.06
I believe that the concerns and decisions of my constituency (e.g., my department, community, division, workgroup, etc.) are considered and respected by others.	3.06	3.37	2.50	3.00
Average Mean Rating	3.20	3.27	3.10	3.30

Note: Responses from other job classifications provided a cumulative response rate of less than 30. Considering the small sample size, responses are reflected collectively in the overall mean rating. Blank responses to the job classification question are also reflected in the overall mean rating.

Overall, the top three highest-scored categories show that most employees understand the role and responsibilities of the Board of Trustees, understand the roles and responsibilities of District Councils, and take advantage of opportunities to participate in shared governance.

Among faculty, the top three highest-scored categories include understanding the role and responsibilities of the Board of Trustees, understanding the roles and responsibilities of District Councils, and taking advantage of opportunities to participate in shared governance.

Among classified staff, the top three highest-scored categories include Pierce College provides opportunities for connections between faculty, staff, and administrators, institutional policies have been clearly communicated, and understanding the role of the Board of Trustees.

Among admin/exempt, the top three highest-scored categories include being informed about the college's budget-making process, understanding the role of the Board of Trustees, and understanding the role and responsibilities of District Policy and Governance Cabinet.

Overall, the top three lowest-scored categories include feeling that there is transparency around the decision-making processes, involvement in the planning and budgeting process for each department, and feeling that the shared governance process at Pierce College is working adequately.

Among faculty, the three lowest-scored categories include feeling that there is transparency around the decision-making processes, involvement in the planning and budgeting process for each department, and feeling that the shared governance process at Pierce College is working adequately.

Among classified staff, the three lowest-scored categories include understanding the role and responsibilities of District Councils, believing that the shared governance process is working adequately, and believing that the concerns and decisions of their constituency are considered and respected by others.

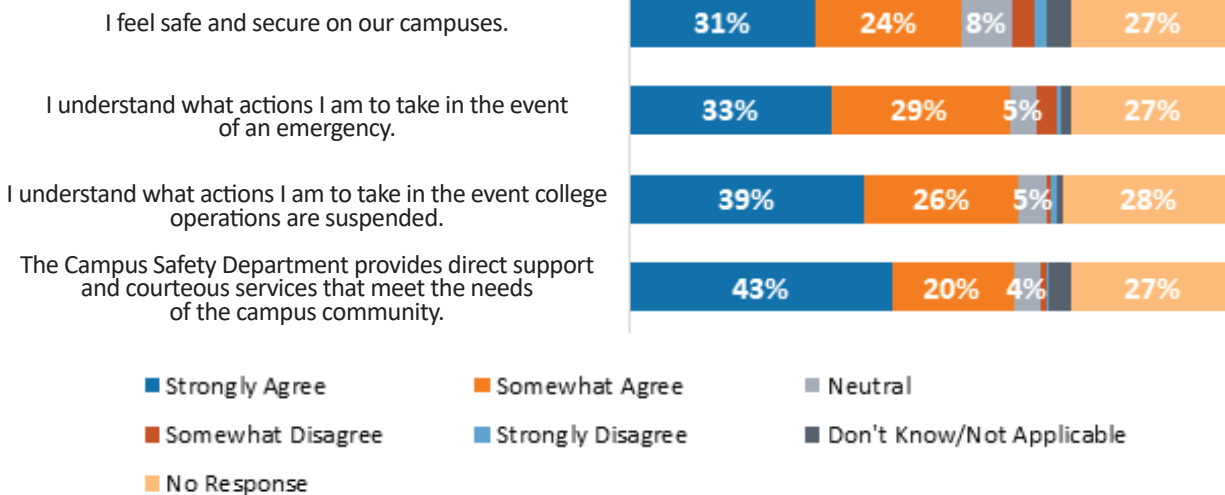
Among admin/exempt, the three lowest-scored categories include feeling that decisions are made at the appropriate level by the institution, their input is welcome by college leadership, and believing that the concerns and decisions of their constituency are considered and respected by others.

SERVICES AND RESOURCES

Campus Safety

Safety and Security

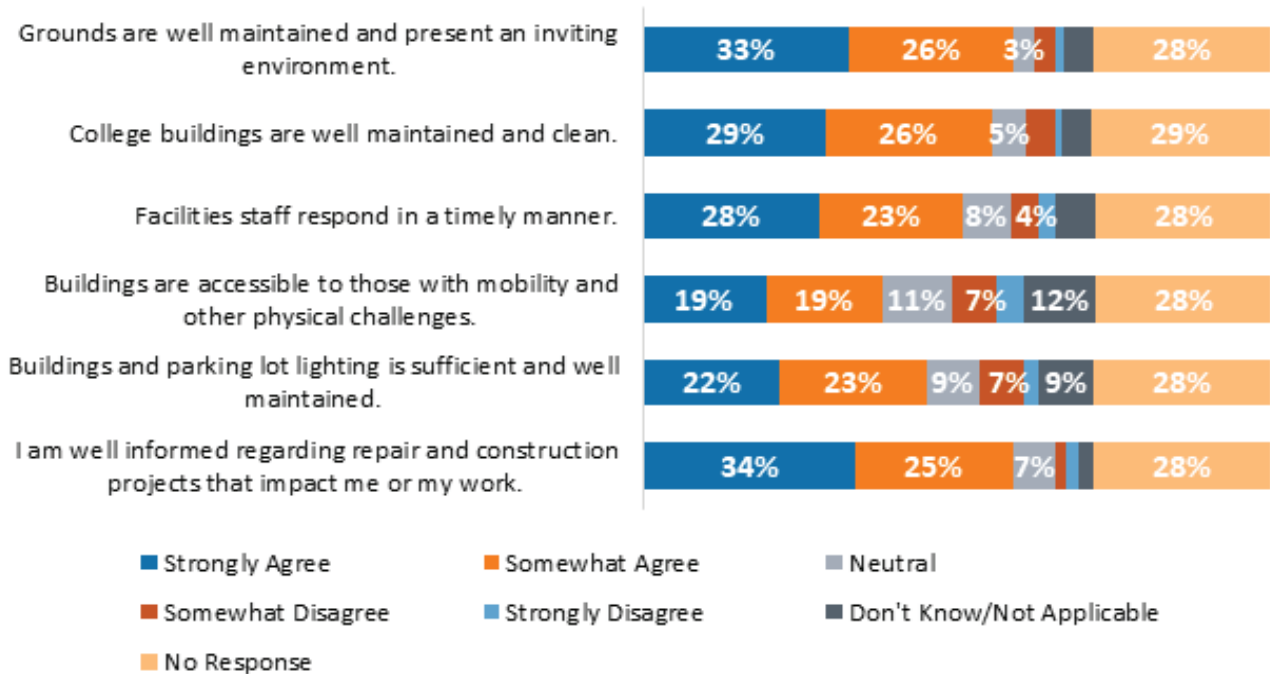
Overall Odds of Agreement: 19 to 1



Overall, most employees are satisfied with safety and security on campus. However, many employees selected "No Response".

Facilities

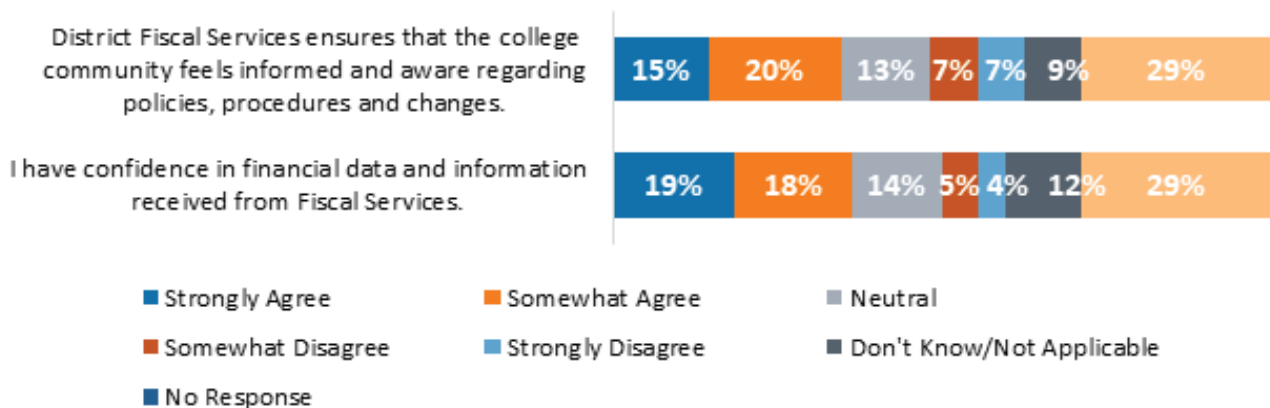
Overall Odds of Agreement: 7.4 to 1



Overall, staff are satisfied with the maintenance, staff, and information provided regarding facilities. However, many employees replied “No Response” or “Don't Know/Not Applicable”.

Fiscal Services

Overall Odds of Agreement: 3 to 1



Overall, employees are satisfied with fiscal services. However, many employees selected “No Response” or “Don't Know/Not Applicable”.

Overall Odds of Agreement: 8 to 1

Mean Rating on a Five-Point Scale by Year and Job Classification

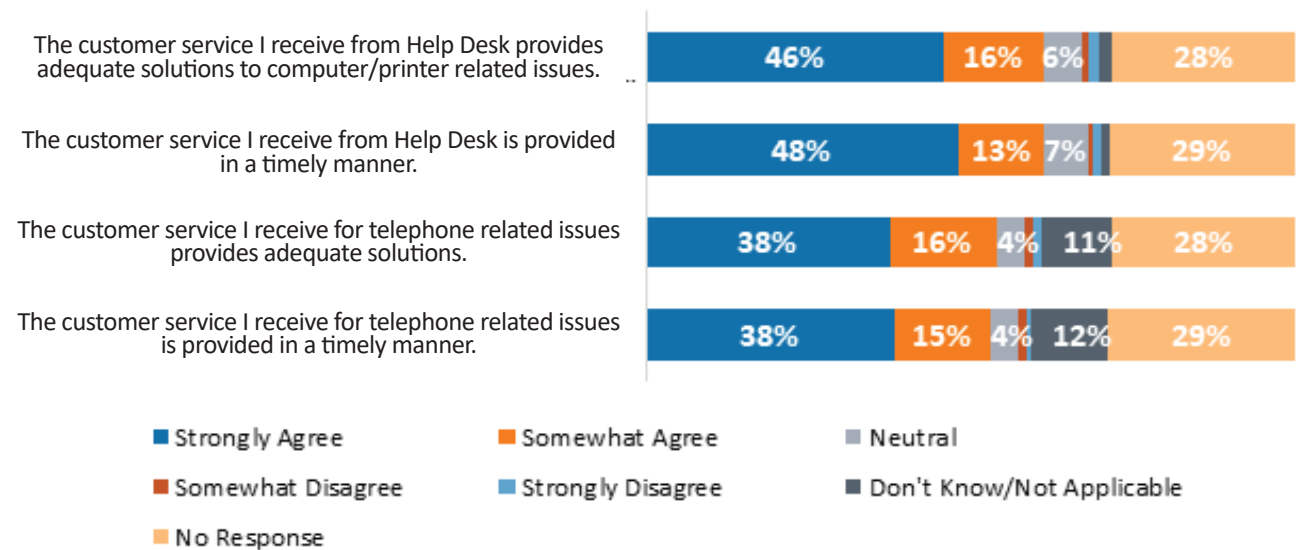
	2021 Overall Mean Rating	Faculty Mean Rating	Classified Mean Rating	Admin/Exempt Mean Rating
Supportive/Unsupportive	3.64	3.42	3.78	3.73
Respectful/Disrespectful	3.69	3.55	3.85	3.78
Fair/Unfair	3.66	3.45	3.75	3.82
Average Mean Rating	3.66	3.47	3.79	3.78

Note: Responses from other job classifications provided a cumulative response rate of less than 30. Considering the small sample size, responses are reflected collectively in the overall mean rating. Blank responses to the job classification question are also reflected in the overall mean rating.

Overall, employees are satisfied with fiscal services.

Information Technology

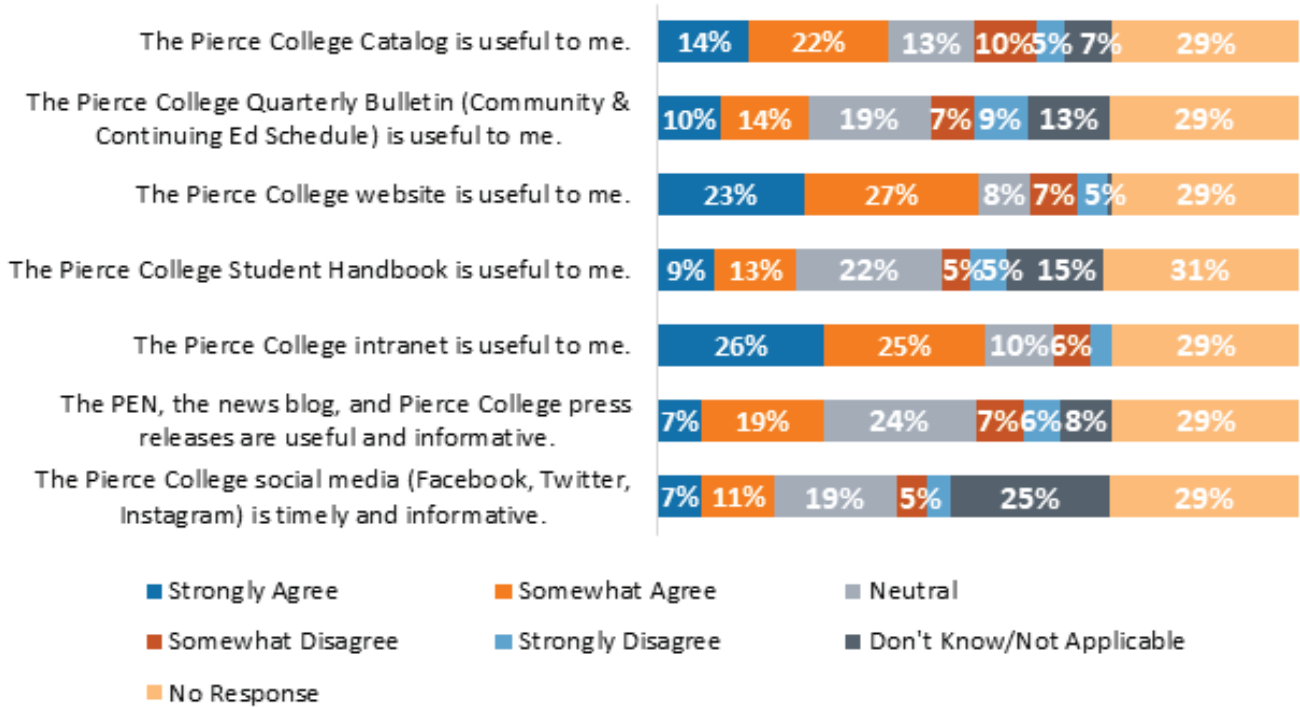
Overall Odds of Agreement: 25 to 1



Overall, employees are satisfied with Informational Technology customer service. However, many employees selected "No Response."

Website, Media, Publications

Overall Odds of Agreement: 2.7 to 1



Highest-scored categories show that most employees agree that the Pierce College catalog is useful to them (36%), that the Pierce College website is useful to them (50%), and that the Pierce College intranet is useful to them (51%).

However, many employees selected “Neutral”, “No Response”, or “Don’t Know/Not Applicable.”

OBJECTIVES, POLICIES AND REGULATIONS

	2021 Overall Mean Rating	Faculty Mean Rating	Classified Mean Rating	Admin/ Exempt Mean Rating
Our Vision, Mission, and Values.	4.38	4.36	4.28	4.56
Scorecard and Institutional Effectiveness (IE) Process.	3.27	3.21	3.14	3.70
Our Five Core Abilities	4.05	4.29	3.88	4.07
Institutional Goals, Strategies, and Priorities (such as ATD, Guided Pathways, etc.)	3.72	3.90	3.49	3.82
The process and expectations of accreditation.	3.27	3.22	3.26	3.38
Mandatory reporting (e.g., reporting of child abuse.)	3.91	3.83	3.86	4.00
Our Civility Policy.	3.72	3.59	3.72	3.84
Our Discrimination and Harassment Policy.	3.96	3.72	4.09	4.04
Our Conflict of Interest Policy.	3.49	3.05	3.62	3.77
Our Student Rights and Responsibilities/Code of Conduct Policy.	3.74	3.88	3.72	3.49
Our Behavioral Intervention and Threat Assessment Team (BITA).	3.73	3.93	3.60	3.76
The State of Washington's Ethics Rules.	4.09	3.67	4.35	4.24
Family Educational Rights and Privacy Act (FERPA).	4.29	4.23	4.15	4.44
Average Mean Rating	3.82	3.76	3.78	3.93

Overall Odds of Agreement: 5 to 1

Overall, the top-three categories show that most employees are satisfied with Pierce College's Vision, Mission, and Values; The State of Washington's Ethics Rules; and Family Educational Rights and Privacy Act (FERPA).

Among faculty, the top-three categories include satisfaction with Pierce College's Vision, Mission, and Values; Pierce College's Five Core Abilities; and Family Educational Rights and Privacy Act (FERPA).

Among classified staff, the top-three categories include satisfaction with Pierce College's Vision, Mission, and Values; The State of Washington's Ethics Rules; and Family Educational Rights and Privacy Act (FERPA).

Among admin/exempt, the top-three categories include satisfaction with Pierce College's Vision, Mission, and Values; The State of Washington's Ethics Rules; and Family Educational Rights and Privacy Act (FERPA).

Overall, the three lowest-scored categories include satisfaction with the Scorecard and Institutional Effectiveness (IE) Process, the process and expectations of accreditation, and Pierce College's Conflict of Interest policy.

Among faculty, the three lowest-scored categories include satisfaction with the Scorecard and Institutional Effectiveness (IE) Process, the process and expectations of accreditation, and Pierce College's Conflict of Interest policy.

Among classified staff, the three lowest-scored categories include satisfaction with the Scorecard and Institutional Effectiveness (IE) Process; Institutional Goals, Strategies, and Priorities; and the process and expectations of accreditation.

Among admin/exempt, the three lowest-scored categories include satisfaction with the Scorecard and Institutional Effectiveness (IE) Process, the process and expectations of accreditation, and Pierce College's Student Rights and Responsibilities/Code of Conduct policy.

BIPOC EMPLOYEES

BIPOC EMPLOYEES

Overall Odds of Agreement: 1.2 to 1

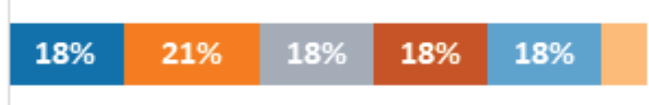
As a BIPOC employee, I feel as if the college leads and incorporates racial equity in their work with students.



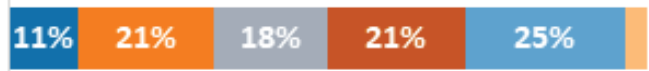
As a BIPOC employee, I feel safe in expressing my opinions and ideas in predominately white spaces.



As a BIPOC employee, college rules and regulations are fairly interpreted and applied when it comes to me and my work.



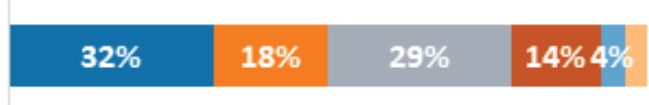
As a BIPOC employee, I feel comfortable showing up as my authentic self in college meetings.



As a BIPOC employee, I have taken advantage of affinity groups that exist on campus.



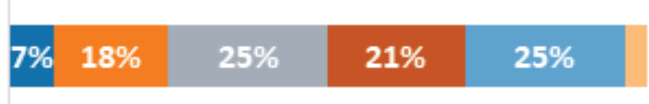
As a BIPOC employee, I feel as if there are opportunities for me to meet and connect with other BIPOC employees.



As a BIPOC employee, I feel as if my colleagues care about my personal safety.



As a BIPOC employee, I feel as if the voices and perspectives of BIPOC employees are well represented across committees.



As a BIPOC employee, I feel as if the college is committed to recruiting and retaining BIPOC employees



As a BIPOC employee, I feel as if the college is committed to diversifying it's executive level/senior level leadership



- Strongly Agree
- Somewhat Agree
- Neutral
- Somewhat Disagree
- Strongly Disagree
- Don't Know/Not Applicable
- No Response

BIPOC EMPLOYEES

Reverse Coded Items

As a BIPOC employee, I encounter pushback when expressing my opinion in predominately white spaces.



As a BIPOC employee, I felt overwhelmed and anxious as it relates to my experiences in the workplace.



As a BIPOC employee, I feel as if I am constantly asked to serve on committees simply because of my racial identity and not my work qualifications.



- Strongly Disagree
- Somewhat Disagree
- Neutral
- Somewhat Agree
- Strongly Agree
- Don't Know/Not Applicable
- No Response

**These three items are reverse coded because the prompts were written regarding negative experience. To align with the previous items and to get a better sense of the positive experience as indicated in the overall odds of agreement, we flipped the answers. The goal is that BIPOC employees disagree with these items.*

The top-three categories for BIPOC employees include that BIPOC employees feel they have taken advantage of affinity groups that exist on campus (54%), BIPOC employees feel as if there are opportunities for them to meet and connect with other BIPOC employees (50%), and BIPOC employees feel overwhelmed and anxious as it relates to their experience in the workplace (47%).

The lowest three categories for BIPOC employees include feeling safe expressing their opinions and ideas in predominately white spaces (50%), feeling comfortable showing up as their authentic self in college meetings (46%), and feeling as if the voices and perspectives of BIPOC employees are well represented across committees (46%).

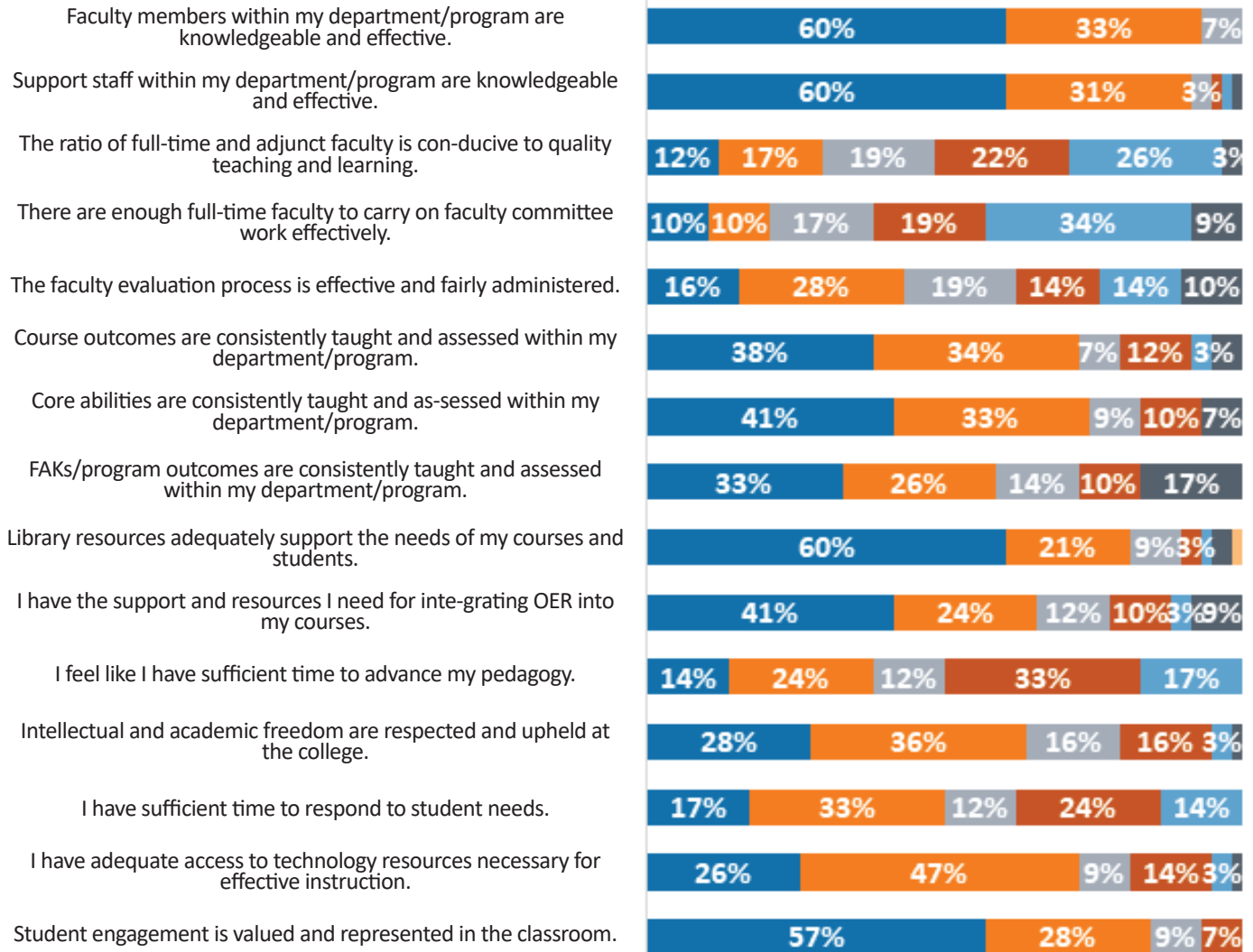
Many employees responded "Neutral."

Retaining and supporting BIPOC faculty is a critical component of Pierce College's commitment to become an anti-racist institution. This data raises concerns and demonstrates the need for additional action to improve this component of Pierce College's anti-racism work.

FACULTY

Faculty

Overall Odds of Agreement: 2.4 to 1



- Strongly Agree
- Somewhat Agree
- Neutral
- Somewhat Disagree
- Strongly Disagree
- Don't Know/Not Applicable
- No Response

Faculty Continued...

LMS/Canvas used for various modalities is user-friendly for faculty.



I have adequate information and support for planning online teaching.



I have confidence in the advising structure's ability to accurately convey the information needed for students to plan.



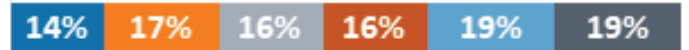
I have confidence in the advising structure's ability to accurately convey the information needed for students to navigate their career pathway.



I feel equipped to infuse career exploration and decision support into my course curriculum.



I have confidence in the pathway maps to guide my advising.



I have adequate training and resources to effectively mentor/advise students that have been assigned to me.



I have sufficient support and resources to offer inclusive learning environments for my most vulnerable students.



I have sufficient support and resources to offer inclusive advising environments for my most vulnerable students.



I feel supported in my tenure process.



I feel supported in my five-year post-tenure review.



Decisions about my SIP and PGDP are fair and reasonable.



The PGDP process is efficient and effective in encouraging my learning and professional development.



I am satisfied with the way Tableau and other data is used in Assessment Day activities.



I am satisfied with data tools & resources for improving my teaching.



■ Strongly Agree

■ Somewhat Agree

■ Neutral

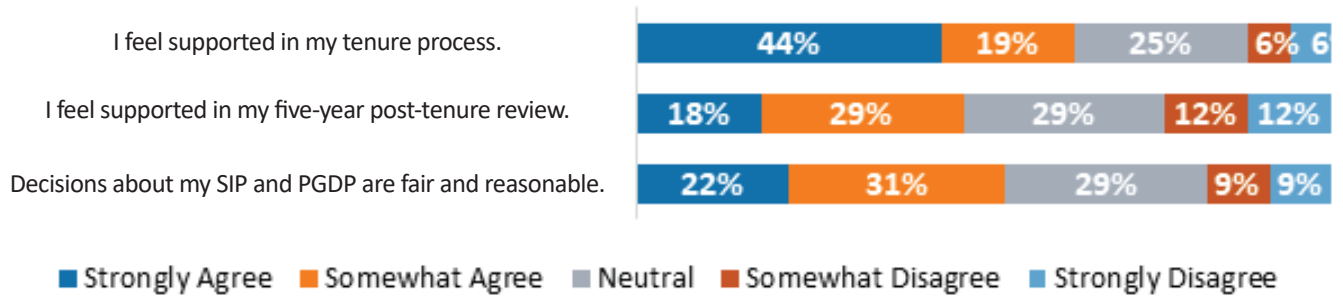
■ Somewhat Disagree

■ Strongly Disagree

■ Don't Know/Not Applicable

■ No Response

Faculty Responses with Over 25% “Don’t Know” or “No Response”



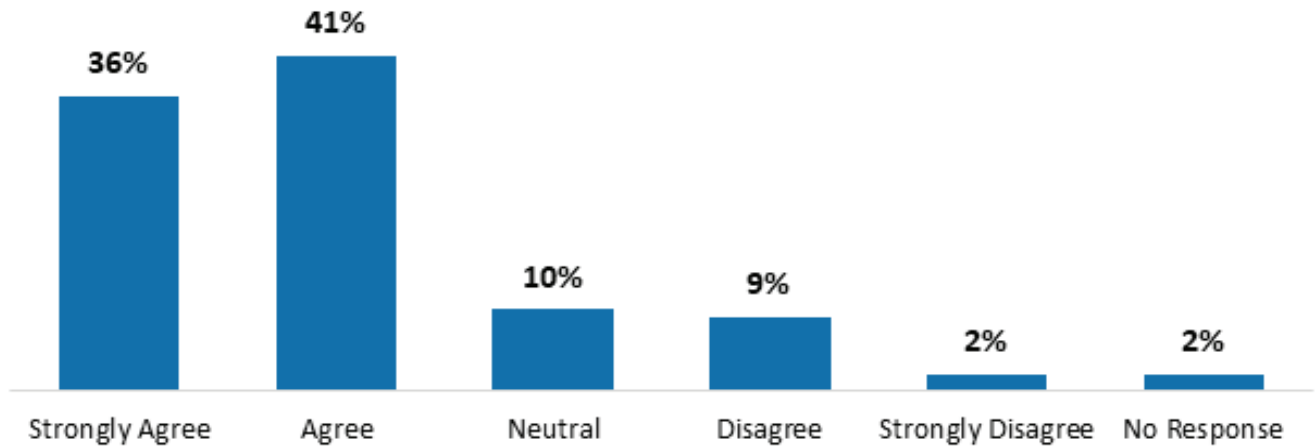
**Items from previous graph that contained over 25% response rate as either “Don’t Know/Not Applicable” or “No Response” were included here. However, the “Don’t Know/Not Applicable” and “No Response” are excluded here to show a clearer representation for those faculty for whom the items apply.*

The top-three categories for Faculty include feeling that faculty members within their department/program are knowledgeable and effective (93%), feeling that support staff within their department/program are knowledgeable and effective (91%), and feeling that Library resources adequately support the needs of their courses and students (81%).

The three lowest-rated categories for Faculty include feeling that the ratio of full-time to adjunct faculty is conducive to quality teaching and learning (48%), feeling that there are enough full-time faculty to carry on faculty committee work (53%), and feeling that there is sufficient time to advance their pedagogy (50%).

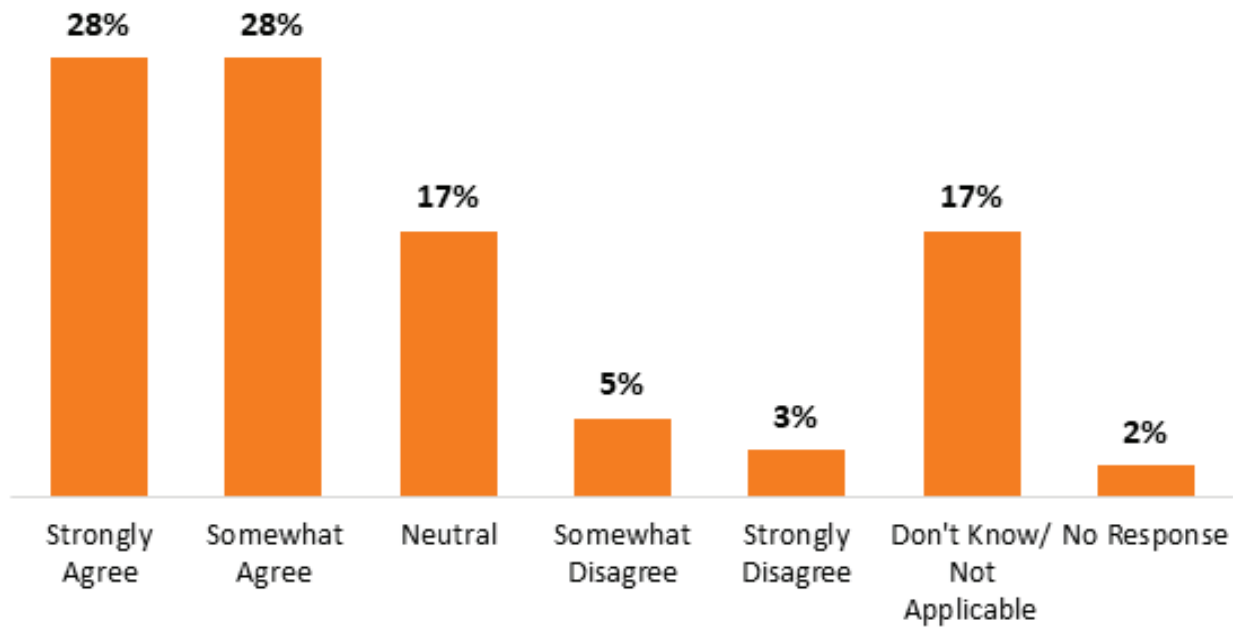
Many faculty responded “Don’t Know/Not Applicable” to the categories around tenure and PGDP.

Deans Support Overall Odds of Agreement: 7 to 1



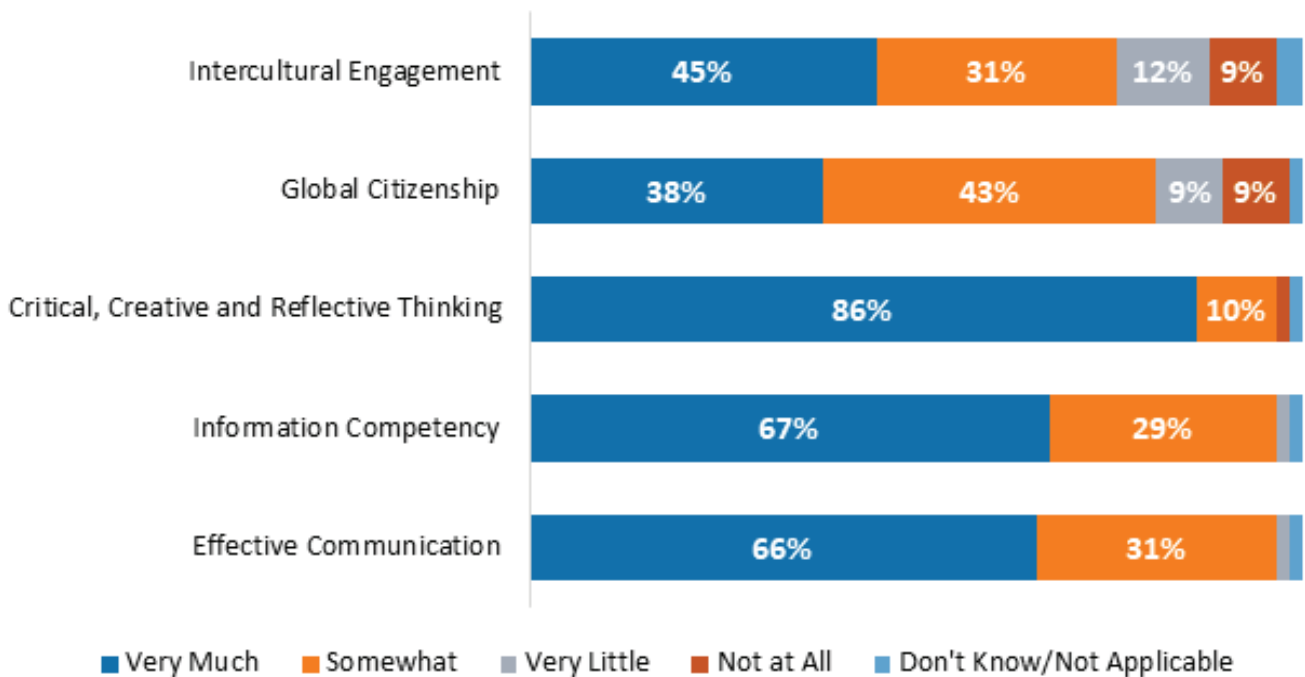
Overall, Faculty feel supported by Deans.

My dean(s) use(s) EDI practices in their daily interactions with faculty.
Overall Odds of Agreement: 7 to 1



Overall, Faculty feel that their Deans use EDI practices in daily interactions with them. However, many selected “Neutral” or “Don’t Know/Not Applicable”.

To what extent do you explicitly teach and assess students in the following core abilities?



Overall, faculty all assess on the five core abilities. The most common core ability is Critical, Creative and Reflective Thinking (96% said very much or somewhat). The least common core ability is Intercultural Engagement (76% said very much or somewhat).