

BMCC 2017 Staff Satisfaction Survey Qualitative Report



Office of Institutional Effectiveness
and Analytics

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Executive Summary

The 2017 BMCC Staff Satisfaction Survey was sent out in the summer of 2017. The quantitative analysis provides an overview of satisfaction, while this report analyzes over 1,000 open ended comments. It should be noted that this survey was completed before the Staff Satisfaction Survey Taskforce had an opportunity to suggest organization changes based on the results of the 2016 survey and, therefore, don't reflect any changes to opinion as a result of the new staff recognition program. Additionally, open-ended responses often provide feedback that is negatively skewed. This report aims to represent the information and tone of the responses, while also providing direction for moving the institution forward.

Feelings of Inequity in College Culture and Practice

Efforts to ensure a representative sample of blue collar workers in this year's survey led to increased perceptions of inequity. Blue collar workers were more likely than other groups to offer negative comments. Specifically, blue collar workers were more likely to feel disrespected by leadership and devalued within both the college and their departments. They felt least recognized and expressed difficulties in maintaining a work life balance due to external constraints.

Concerns about Promotion and Advancement

Another common theme was the perceived lack of opportunities for professional development and advancement, including the feeling that not enough internal candidates are considered for promotion. Comments reflected a perceived lack of institutional emphasis on professional growth – noting that opportunities for training and advancement were not available nor clearly communicated. For blue collar workers, lack of opportunity was equivalent to a lack of respect.

Condition of Facilities

Another key area of staff frustrations was with the physical facility. Concerns were primarily with regard to the lack of private office space, particularly for public safety and adjunct faculty, as well as cleanliness, usability of technology and indoor temperature. Comments about space were also tied to feelings of disrespect and staffs' ability to appropriately do their jobs.

Detached or Ineffective College Leadership and Management

Staff perceive that College leadership is detached from day to day operations. Multiple comments requested that staff be included in major decision making processes to ensure transparency and inclusion. One form of active inclusion that was emphasized was the College Council.

Consistency, Clarity, and Communication of Policies and Procedures

Communication was cited in many comments as a key area in which the college could improve. Specifically, communication could be improved regarding services that are offered to improve work/life balance, opportunities for professional development, clarity of budgeting decision making and decisions made by department leadership.

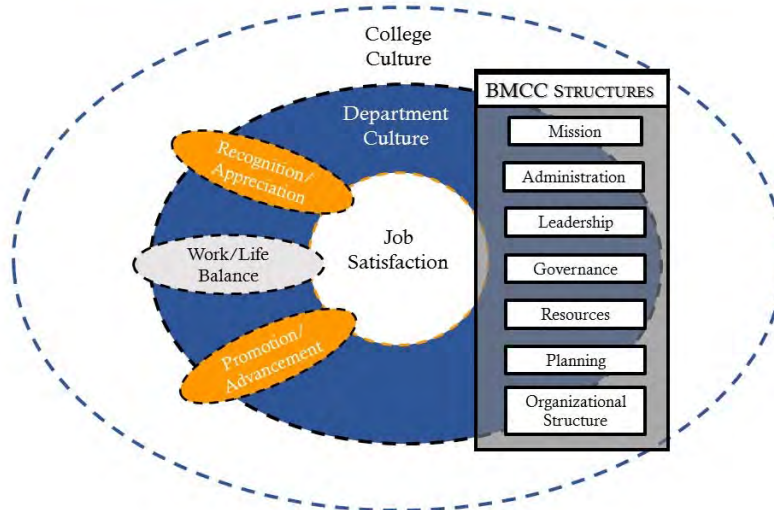
Introduction

During the summer of 2017, the Borough of Manhattan Community College conducted its comprehensive Staff Satisfaction Survey. 326 staff members across all classifications responded for an approximately 20% response rate. This rate is slightly higher than 2016, when the survey was first administered. The survey gathered opinions on job satisfaction, College and departmental culture, work/life balance, recognition and appreciation, promotion and advancement, and other topics related to the desirability of employment at the College. In addition to the multiple choice questions, there were opportunities to provide comments for 17 of the 30 questions, including a final question that asked for additional comments about employment at BMCC. Indications are that the staff at BMCC were willing and eager to be heard as there were nearly 1,000 individual comments offered. This report provides a qualitative analysis of the comments.

This report represents one half of the analysis conducted on the BMCC Staff Survey. The other half, which is the quantitative report, provides guidance on what information to focus on most within this report. While it will be useful to read and consider this document in totality, findings from the quantitative report, which includes key areas of concern as indicated by low satisfaction on the scale based questionnaire, are helpful in determining the areas that should receive the most attention. The purpose of the quantitative report is to answer the question – *what is the desirability of employment at BMCC for staff*, while this qualitative report is designed to gain insight into *what are the reasons for their opinions*. Another important point is that this qualitative analysis is not about determining right or wrong, but about perception, opinion, and understanding.

The BMCC Staff Survey was conceived and initially analyzed on the basis of the pictured conceptual framework. It is assumed that the individual’s job satisfaction is situated within their immediate department/unit culture, which is in turn subsumed in wider college culture, ideally driven by the vision of “vibrant, pluralistic learning community committed to the intellectual and personal growth of students”, as articulated in the BMCC mission statement. The elements of employee job satisfaction are further related to existing BMCC structures (such as governance, leadership, services, available resources) and processes, such as planning and budgeting or promotion and recognition.

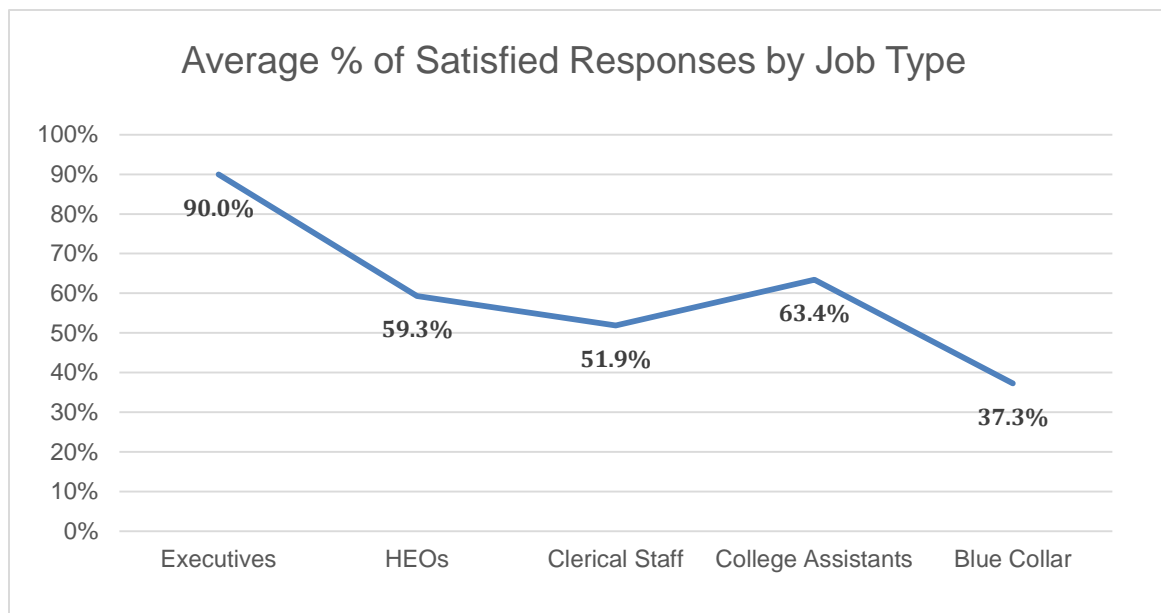
Conceptual Framework for Desirability of Employment at BMCC

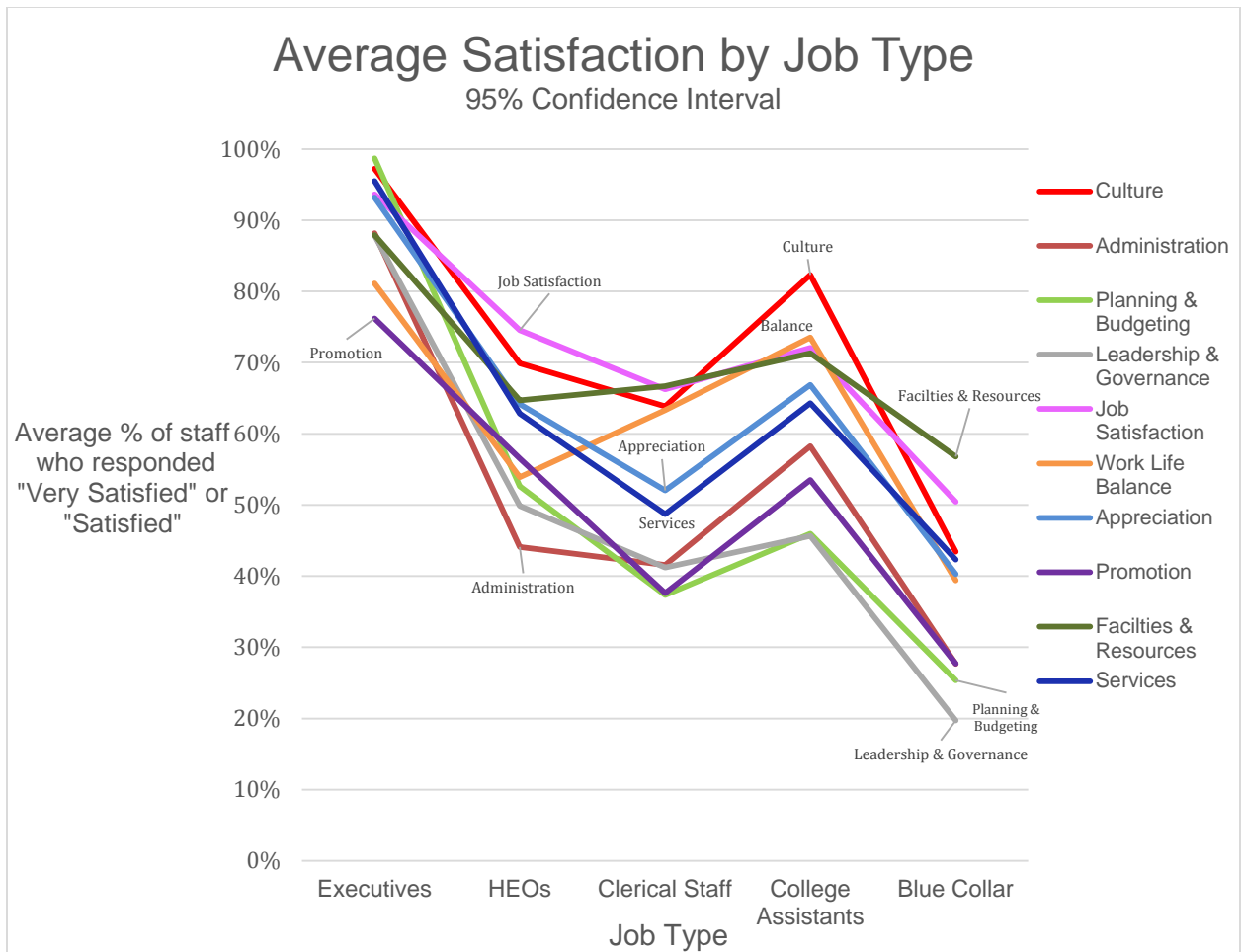


It is important to note that it is very common for reports that elicit opinions about satisfaction to skew negative. It is much more common for individuals who have had negative experiences to take advantage of opportunities to respond. As stated in the accompanying quantitative report that analyzed the scale based questions from the staff survey, a substantial majority of staff indicated they were satisfied/very satisfied or agreed/strongly agreed with statements presented in each of the questions. This report was developed through the use of qualitative methodology, which provides insight, but which is not equipped to quantify the level of satisfaction or dissatisfaction.

The main difference from the 2016 survey was the concerted effort to ensure that all staff groups were provided with multiple opportunities to respond including those whose primary language is Spanish and those without computer access at the workplace, which resulted in a markedly different sample of respondents. As a result, the 2017 survey collected responses from 38 Buildings and Grounds employees and 19 Public Safety employees (nearly 20% of the sample), which mirrors the overall BMCC structure. In the previous survey these blue collar professions represented only 3% of the survey respondents. The implementation of the 2017 Staff Survey was accompanied by increased outreach to all groups, as well as the provision of a paper-and-pencil version of the online survey. The comments of Spanish-speakers were translated and included in the analysis along with the rest of the responses.

The change in composition of survey sample had repercussions on both quantitative and qualitative results. The quantitative analysis (reported separately) demonstrated a lower level of staff satisfaction on most items, which is likely attributable to a larger presence of employees from blue collar professions in the 2016-17 survey sample. A breakdown of quantitative responses by type of employee position shows a clear pattern with respect to all areas of satisfaction covered by the questions of the staff survey. The highest ratings are given by employees on executive plan (12 respondents), followed by professionals of various HEO ranks (103), full-time clerical staff (54) and blue collar employees (60 respondents). College Assistants in the survey sample represent a group of 62 mostly clerical workers in part-time employment status, which is reflected in their responses – such as ratings of satisfaction with work-life balance, as well as other aspects – to the extent they also form a distinct group. Each of these groups of employees appears to share common perspectives on work-related issues which are reflected in their ratings, and even more so in their comments.





Regardless of the group differences, it can be observed that the pattern of responses is very similar – for all groups and all individual employees – across various dimensions of job satisfaction. The responses over survey items are highly correlated (in the .80 - .90 range). Employees’ responses more likely are colored by the same general sentiment regardless of the specific area they are being asked to assess.

These features of quantitative responses provide an additional framework for the analysis of employees’ comments: it is necessary to take into account which groups of employees provided the comment, as well as to note that employees often talk about the general issues that matter to them, as opposed to objectively assessing various aspects of their work environment.

It also has to be noted that the comments are provided only by a subset of employees, which was between one-fifth and one-third of all who responded to the survey. As is common in satisfaction surveys, responses motivated by dissatisfaction tend to be over-represented in this sample of survey takers who take the extra step of writing out a response to open-ended questions. Blue Collar workers, in particular, were more likely to seriously and meticulously provide answers and comments to all sections than the other staff groups. The final comments at the end of the survey provide an illustration of this trend as one-third of the comments are coming from the blue-collar employees, who constituted approximately one-fifth of the sample. Additionally, all of those comments are

negative in their tone, while the comments of other employees show a more varied perspective of their work experience and satisfaction. This trend is perhaps best captured by one of the comments provided in that final section of the survey:

“Viewing my responses as a whole, it might seem that I am a dissatisfied employee, when that is not strictly the case. There are good days, there are bad days and the days are pretty well balanced. [...] The college is working on making improvements, but it needs to be more communicative and transparent on the what and the how.”

Overview of Insights for Each Question

College Culture

Question five asked respondents to provide any additional insights that they had regarding the college culture. Of the 90 comments received, 36 were clearly negative responses, while 23 were clearly positive. The other 30 responses were more general or mixed.

In general, the positive comments with respect to college culture praised it as “highly diverse, safe and secure in which I felt welcomed.” College culture was further described as “healthy and respectful” with a clear “students first mentality.”

Staff turnover impacts quality of work

One common area for improvement that emerged from the open-ended responses was the need to address the high rate of turnover of BMCC staff members. Comments reflected the feeling that loss of staff leads to a general culture that lacks long term commitment.

- “We lose too many good staff and both students and staff feel the hit.”
- “The culture of BMCC is that if, as a staff member, you survive 2 years you will likely last a few more. Many new hires cannot make it to the 2 year mark because of attitudes, unmet expectations, or [they] simply were unable to adapt to the nature of operations at BMCC.”
- “College staff need to take their time with students regarding directions, guidance, etc The staff also seek[s] to redirect blame rather than support one another across departments.”

College culture of respect

Another common theme that emerged in many comments with regard to college culture was respect. Some comments viewed the culture of respect at BMCC as a strong point, while others indicated that respect could be improved.

- “While administration and department leadership will promote respect and transparency, it's usually not given or acted on.”
- “I think that at the general level, BMCC promotes a cultural environment of respect for each employee.”
- “13th grade mentality, students are treated as toddlers [and they] get away with anything.”

Department Culture

Question six asked respondents to provide insights on their department culture. Seventy-six responses were given, fewer than for college culture. On the whole, comments on department culture tended to be more positive than comments about college culture, although areas for improvement did arise. Positive comments described their respective departments as “collegial”, “committed to

students” and with an emphasis on “collaboration.” Some comments praised individuals in leadership positions.

Perceptions of inequity color staff comments

A theme of intradepartmental favoritism, with regard to respect and possibility of professional development, emerged in multiple comments.

- “In my department it seems that only 2 people are allowed to give input on any projects. I feel that my knowledge and background are under appreciated and that my position is not respected”
- “The department's culture is one of unfairness and plays much to favoritism. Only select staff are evaluated annually and assignments are unevenly distributed to staff.”

Blue Collar workers view their department in particularly negative light

The negative skew in department culture comments is in part due to the responses of blue collar workers, for whom all but one comment about their department culture was negative. Some Blue Collar comments on their department culture are listed below:

- “Due to [Leadership’s] thumb, my department is not able to be proactive, diligent or able to do its job”
- “The culture in my department is awful and that's being nice... It is only getting worse and there seems to be nothing anyone can do or say to help us.”
- “I feel that my department don't have a culture. There is no respect for its employees.”

College Administration

Question eight asked respondents to indicate any additional insight they had regarding the college administration. College administration was flagged as an area of concern in the quantitative staff survey because all ten of the survey items concerning the administration fell below 55% agreement. 59 open-ended responses were collected, almost all suggesting areas in which the administration could improve.

Opportunities to improve administrative transparency

Multiple comments reflected the theme that communication and transparency, specifically with regard to college-wide policies, could be greatly improved. This is consistent with that fact that a large portion of survey respondents answered “I Don’t Know” to questions regarding the role of administration.

- “There is no consistency when it comes to the communication of information both departmental and the college on a whole. We are never on the same page”
- “It's not that individuals in the administration are being inconsistent in applying policy, but that the policies are not clear and [are] open to interpretation.”
- “There needs to be better coordination between different departments especially during early advising and registration.”

Perceptions of the administration as detached

Many responses reflected that staff felt that the administration was “detached” from the day to day operations of the college.

- “I think the college does a lot of discussing in many different ways priorities of the college, however there is a lack of what is said in public, and what is written in printed materials and what is actually taking place in reality with decisions and policies and implementation and outcomes.”

- “Overall, the administration needs to be more hands-on and really know what is happening on the ground level before they create policies.”

Staff needs greater support from administration

Many responses indicated the need for better staff support, explicitly stating that departments, specifically those serving students, were understaffed. Comments reflected the need to “cross-train” staff for efficiency and potential vacancies.

- “Many departments especially the ones with direct student contact appear to be stretched rather thin.”
- “Based on the current enrollment (27,000+ students), there should be additional administrators and staff on hand to serve the students.”

The opposite was true for comments from public safety, in which multiple comments reflected the feeling that the high number of administrators kept them from effectively doing their jobs.

Mission, Planning, and Budgeting

Question ten asked respondents to provide any additional insight regarding the college mission, planning or budgeting. Thirty-four open ended comments were received. Due to the wide net that this question casts, a wide variety of comments were received. Most comments received concerned the budgeting process.

Lack of perceived transparency in the budgeting process

Multiple comments reflected a lack of transparency and understanding with regard to budget decision making.

- “Budgeting is a complete mystery at the college and it is very unclear what goes into budgeting decisions.”
- “Budgeting is kept a total mystery to those who aren't involved. It is vaguely mentioned by superiors but never fully explained. The future is always presented as murky and often negative.”
- “I have no idea what happens to the budget I have put together after [the] request has been made and submitted.”
- “[The] budget decision making process seems arbitrary at times. It is not clear why some initiatives receive funding and others do not.”

Training and staff support requested in the budgeting process

Several comments articulated that staff would benefit from training and support in the budgeting process.

- “Budgeting is unclear, opaque and confusing [with] little to no training offered”
- “The budgeting process seems so foreign. The process for ordering for departments is so challenging that the staff in the departments deliberately won't order materials. This needs to be made smoother or better training needs to take place.”

Strengthening clarity around mission

While most respondents felt they understood the mission statement and institutional goals, more senior positions expressed a greater level of involvement with them. HEOs were the most likely to leave comments, most of which were about the need to increase transparency around mission. Other comments related to the mission of the college included the need to emphasize respect as well as the need to embrace a “students first” mentality.

- “The mission statement should include emphasizing courtesy and respect between all staff/faculty – common courtesy costs nothing!”

- “The basic reason every employee is employed at BMCC/CUNY is to serve the student. This should be the first priority of each employee and management should emphasize this to staff especially those on the front lines”

Leadership and Governance

Questions 12 and 13 asked respondents for additional insight regarding the leadership and governance of the college as well as the leadership and governance of their respective departments. As a whole, a similar number of comments were received for the college (28) and for departments (25). The quantitative survey indicated that respondents perceived a disconnect between college leadership and the leadership of their respective departments. This is illuminated better by the variety of comments received, in which department leadership was, in general, viewed more favorably than college leadership, with constructive criticism offered. Again, the more negative comments tended to come from the blue collar workers in public safety and building and grounds.

Positive perceptions of college leadership

Looking first at comments on the leadership and governance of the college, a handful were positive, expressing support for the president and his efforts of improvement.

- “I think the President of this college is doing the best he can.”
- “Leadership is new and working hard to improve relations between them and their respective staff members, however there is still a ways to go.”

Lack of clarity around college leadership and College Council

Multiple comments expressed a lack of clarity surrounding college authority. Several reflected a lack of understanding of the College Council or a lack of perceived representation.

- “I am still unclear regarding the college leadership, who they are, who my representative is and their exact roles”
- “I don't think the College Council has adequate representation for HEO level administration. It is dominated by faculty.”
- “I don't know what the College Council is or what they do and I have been at BMCC for nearly eight years.”

College leadership perceived as disconnected

Again, staff comments reflect feelings that college leadership is detached from department leadership and from the day to day work.

- “It appears some of these appointees do what they have to do on the upper level, report to the President, and leave the running of the departments to the director(s), though they are aware of the mishandling of the matters relating to the department. VPs should make themselves familiar with the operation of their department and question director(s) of any conflicting matters which should result [in] a resolution [consistent] with the policies of the college”

Unequal feelings of responsiveness of college leadership by job type

It is worth noting that the issue of college wide respect from leadership was expressed in a large number of comments, though solely by clerical or blue collar staff members. These comments of the college leadership and governance point to unequal feelings of responsiveness by leadership. The following comments are each left by blue collar workers.

- “College leadership does not show respect, appreciation, care or concern for the employees.”
- “The college's leadership is not impartial. It is biased against workers. It is top heavy and does not respect dedication or years of service.”

- “Even though a ‘team’ effort is expressed, it is not given by the professionals.”

Comments on department leadership and transparency

Many respondents left comments about the leadership and governance of their respective department. Department comments on the whole tended to be more positive, expressing general satisfaction or geared towards constructive criticism. One common theme that emerged was the need for increased transparency in department level decision making.

- “I go to regular meetings where discussions about current issues, events, policies are mentioned and briefly discussed however never sure what happens with the discussions... Things are not transparent, not efficient, resolving crisis under pressure and deadlines.”
- “The department's leadership/governance is inconsistent in communicating clearly. Decisions are made on one end and conflicting decisions are made for a similar situation.”
- “My department’s director has a plan and good intentions.... The administration above him limits his ability to manage the department correctly [and has] caused confusion and frustration throughout the department.”
- “Our leadership is making a marked effort to improve.”

Job Satisfaction

Question 15 prompted respondents to provide any additional insight regarding issues that positively impact their job satisfaction. Question 16 asked what issues negatively affect their job satisfaction. These two questions produced a substantial number of comments, with 58 and 83 comments respectively.

Positive features that impact job satisfaction

In general, the 58 comments about positive features that impact job satisfaction included several major categories: the work itself, positive interactions with leadership, positive interactions with colleagues, and working with and for students.

- “I appreciate the opportunity to work in a job that plays to my strengths, passions, and interests in a department full of great colleagues and helpful administrators. It makes a difference and helps us do well by our students!”
- “I love the group of colleagues I work with and the director of my department is supportive and executes a clear vision of the direction our department is headed.”
- “If I take the initiative and suggest new projects that I'd like to work on, my departmental leadership helps me and supports me.”
- “Utilizing my skills to help many first generation college students succeed...”

Negative features that impact job satisfaction

More comments were received regarding the negative features that impact job satisfaction (83). These comments included a handful of major themes: negative interactions with leadership, frustration with bureaucracy, financial compensation and the perceived lack of career mobility.

- “I feel like I have to fight for and prove myself worthy of the opportunity to work on any projects outside of the scope of my job. [My] manager is a micromanager and it is difficult to obtain new skills and work with other people under those conditions.”
- “[There is] no room for promotion with skilled trades.”
- “If you have a good/excellent evaluation yearly, you should be able to receive a merit increase yearly. [The] departments always say they do not have the budget yet yearly professional staff and higher get an increase.”

With regard to bureaucracy, many comments expressed areas where improvement is sought – the desire for more flexible scheduling, the ability to work from home, and the provision of dedicated space for public safety workers and adjunct faculty.

- “I wish there was flexibility in how I structure my work hours, namely to allow for a better balance of work and family life. I am a working mother and would appreciate the flexibility to ensure I have more time with family.”
- “If I have to be home for a sick child, but I am working from home all day (answering email, communicating with my staff, turning in work) that should be taken into consideration.”
- “It can be very confusing to figure out how many days off (AL, UH, and so on) one accumulates over time. It would be great if there was a secure website or database to track those kinds of days.”

The most common comments received were with regard to interactions with leaders, be they positive or negative. Positive interactions described leaders who support their staff and encourage proactive staff initiatives for improvement. Negative comments about interactions with leaders expressed a lack of respect and autonomy given to workers, feelings of favoritism and unfair treatment. It is important also to consider that comments expressing negative interactions with leadership as effecting job satisfaction were mostly left by blue collar workers.

Work/Life Balance

Questions 18 and 19 asked respondents to indicate what BMCC and their respective department can do to help them maintain an appropriate work/life balance. Sixty-three comments were left regarding the college, while 50 were left with respect to individual departments. The quantitative survey indicated that half of all respondents felt that BMCC did not assist them in maintaining an appropriate work/life balance. While the quantitative survey report gives us a snapshot of what staff are feeling, these open ended responses give us a greater picture of *how* work/life balance can be improved.

Flexibility in scheduling is desired by many

Many comments on what BMCC could do to promote a healthy work/life balance were related to scheduling and flexibility. Several comments reflected the desire to work from home or telecommute, the desire to factor class schedules into work schedules and staff wishes for greater flextime for personal or family reasons.

- “Understand since free college is the #1 perk. Allow staff to coordinate with management to go to class full-time and work full-time, if allowed.”
- “BMCC could offer flex time or the option to work from home sometimes so [that] I can save the commute time.”
- “Childcare flextime [so that there is] more time for doctor's visits or family issues.”

Improving communication regarding services and processes

Several comments about BMCC indicated that the college could improve its communication on policies with regard to scheduling and services offered which intend to promote work/life balance.

- “I don't even know what resources are available to me through BMCC [and] when I contact [the office] for anything I'm referred to their website. I need help navigating through the online resources. It would be great if they could provide a more customer-service based disposition.”
- “[They need to] be more clear on exactly what sort of rights are afforded to employees when it comes to leave.”

- “Make the CUNY Work/Life program more functional. I called to get some help with financial planning. They gave me a referral sheet, which they'd not vetted to see if the professionals were good. I could have gotten further by googling a list on my own.”

Department-level comments reflected issues with the workload

Department-level comments were similar in general to comments left for the college, but also reflected issues with workload as well as the desire for better compensation.

- “Look at workload. During the busy season in my department, I do work on the weekends and take work home during the weekdays.”
- “I'm always being assigned work shortly before I have to leave and I'm told it needs to be done that day. It's impossible to leave on time”

Many comments from public safety and buildings and grounds workers addressed issues with their union workload mandates.

- “Staff my department appropriately so that members are not forced to work 16 hours a day 2 to 3 times per week.”
- “Make some kind of allowance for classes. We should not have to miss a class because of forced overtime.”
- “[The Colleges should] not keep the night tour for so much forced overtime. The night tour has more of this than other tours - highly unbalanced”

Recognition and Appreciation

Question 21 asked respondents to provide any additional insight regarding recognition or appreciation. Forty-one comments were received. In general, most comments expressed the need to improve recognition and appreciation for staff. This was true for comments across all staff positions.

Staff requests more formal recognition tied to pay or professional development

A key theme that emerged from comments on recognition and appreciated were the need for more formal recognition. Staff also wanted this recognition to be related to pay or professional development.

- “There are recognitions for faculty, but there also needs to be intentional recognition of staff when exceptional work is done.”
- “There is very little in the way of recognition and appreciation from either the administration or department, especially in a personal way. There are no individual rewards or ceremonies that directly honor work and achievement in the workplace and no financial incentives or penalties for good or poor work performance.”
- “I'm more interested in professional development opportunities as a means of recognition/appreciation than a certificate. I want to continue to grow in my career and I'd like it to be at BMCC.”
- “Staff recognition is important to many, however I don't need a gold star on my record or some small token of appreciation. I need to work in an environment that supports my professional growth and pays according to my skill level.”

More general respect needed from leadership

Blue collar workers and clerical staff in general were more likely to tie recognition and appreciation to the need for greater respect from the college and from leadership. Concerns about equity in recognition and respectful treatment of employees were expressed. The fact that comments reflected a desire for equal treatment, rather than additional forms of appreciation, colors in the largely negative responses gathered in the quantitative analysis.

- “My work ethic has been excellent and [I] always received high praise, but shortly after it is quickly forgotten and people feel the need to be disrespectful.”
- “[Leadership doesn’t] care about the workers and don't treat them right.”
- “Administration admonishes Public Safety and its staff publicly on multiple occasions yelling loudly and demeaning employees often. There is little to no recognition for arrests, medical assistance provided or any other aid provided by the department. This lack of recognition leads to low morale and lack of ambition among most junior staff.”
- “There are only recognition for certain groups of employees.”

Promotion and Advancement

Question 23 asked respondents to provide any additional insight they had regarding promotion and advancement at BMCC. Thirty-eight responses were collected. In general, the comments expressed a serious lack of opportunity for advancement that was felt across the college by staff members in every position. Many comments reflected the pervasiveness of this issue and requested that greater professional development be made available as well as more frequent evaluation of staff and more hiring from within.

Staff requests more opportunities for professional development

Comments about the availability of professional development opportunities were very common. While some comments conflict with each other regarding whether or not professional development is provided, staff agrees that much more could be done at an institutional level to promote it.

- “There are no career ladders for staff. This makes it difficult to reward good employees and encourage others to get professional development.”
- “There is little to no professional development here at BMCC. Most of this is the result of [the College], but much of the blame also rests on stagnant staff and department chairs. The culture of apathy needs to change and it starts at the top.”
- “While the College does support professional development, I believe more could be done in this area, particularly the encouragement of attendance at area specific conferences.”
- “Opportunities for classes of professional development are not actively shared departmentally.”

Staff requests more frequent and meaningful evaluation

Several comments indicated that evaluation practices were not clearly tied to promotion and advancement opportunities. Comments reflected both a lack of frequent and meaningful evaluation.

- “I will not receive any promotion/advancement here at BMCC and have been informed so. I am not evaluated annually.”
- “I just received my first evaluation after 4 years of not being evaluated.”
- “I do not feel the annual evaluation has a purpose. You do not get a raise or promotion after receiving an evaluation.”

External hiring lowers morale of staff

Many comments reflected the notion that the lack of professional advancement opportunities was bad for morale. Particularly, many comments reflected feelings that the college preferred external hires as opposed to promoting from within.

- “Hiring from within is very minimal. There are a lot of qualified employees working here who have dedicated years of service to the institution, the least that can be done is to help them grow.”

- “Stop hiring outside [and] promote within. Give someone a chance [and] don't make it that someone is stuck in a dead end job and can't go nowhere.”
- “There is limited advancement beyond the title of sergeant at Public Safety due to the fact that 90% of all administrative staff are external hires and positions are not cultivated from existing staff.”

One comment suggested a way to increase internal hiring:

- “Provide the opportunity for commendations to be written from staff/faculty in addition to that of direct supervisors.”

Facilities and Technological Resources

Question 25 asked respondents to provide any additional insight they had regarding facilities or technological resources and 49 responses were provided. The quantitative survey report indicated that staff members were somewhat dissatisfied with some aspects of the facilities and available technology.

Comments reflected issues with designated space for staff

Many comments reflected the need for designated space, specifically for public safety staff and for adjunct faculty. In a handful of comments, this lack of designated space was said to have impacts on staff's ability to do their work properly, as well as impacts on perceptions of respect and value.

- “The Murray Building needs a staff room or dining room.”
- “Lack of private spaces for conversations with students greatly impacts our ability to do our work well.”
- “We have no properly furnished dining spaces, (ask for microwave / refrigerator) at Fiterman Hall and Murray Street. We are 24/7 essential professional [staff] with a 30-minute meal break.”
- “It is unconscionable and reprehensible how little dedicated space there is for instructors who do not have their own offices.”

Frustrations with building upkeep

Other comments about facilities included the frustrations with irregular building temperatures, problems with the cleanliness of restrooms and problems with the physical building itself. One comment also suggests the need for more gender neutral/single stall restrooms, and “a dedicated space for Muslims to wash their feet.”

- “The temperature is always either too hot or too cold.”
- “BMCC needs to fix the tiles on the ramp leading to the front entrance on the 2nd floor. Some of them are loose and I have tripped a few times.”
- “Our B and G Staff is great, but we work in a building that is overcrowded, outdated and underfunded for improvements. I realize that existing staff is doing what they can, but the physical environment needs to be a priority for College Cabinet.”

Frustrations with technological services

IT related comments indicated that Wi-Fi can be unreliable and that logging into to BMCC resources remotely is often difficult.

- “The internet and CUNYFirst is extremely slow at times and this delays my work.”
- “[The] printers and copiers [are] always broken [and] access to files and email off campus varied.”

Department Interaction

Question 26 asked respondents to indicate their level of satisfaction with various offices and departments at BMCC, ranging from student affairs to HR. The following question asked respondents to provide any additional insight regarding their satisfaction with services provided by those areas. Forty-three additional comments were provided. Some responses included the following:

- “I’ll never understand the difficulty in attempting to get an accurate count of sick days, annual leave days, and unscheduled holidays. The answer, “It’s on the website” is [an] excuse for not wanting to speak to people like human beings.”
- “I feel like I’m getting reprimanded half the time. I received no training or onboarding and they’re annoyed when I ask questions.”
- “The need for redundant forms, lack of email response from [staff] and lack of professionalism is inexcusable.”
- “Supervisors should really supervise their workers. Maybe they should have more employees and less supervisors. Get people who want to work”
- “Several departments need to give their staff and faculty a training in how to win friends and influence people and CONSISTENTLY MAINTAIN GOOD CUSTOMER SERVICE after the training. We deal with human beings on a day-to-day basis, not numbers or a task to check off a list. Go the extra mile for students and staff.”

Blue collar workers in general left responses which reflected that lack of respect and a perceived hierarchy of importance.

- “When we put some complaint it does not solve the problem. It always happens that they resolve in favor of the office and never do we see solutions, as the workers.”
- “[Administrators] are not neutral and always back up administrators and never the workers.”

It is clear that improving the experience of employees with respect to departments is a key area of potential improvement for the college. While the quantitative report indicated that the majority of respondents were satisfied with their dealings with other departments, this qualitative report highlights *why* negative opinions are held, so as to better address future changes. As one respondent wrote “It is important that this questionnaire makes a difference and if not it will stay the same.”

What Staff Likes Best about BMCC

Question 28 followed a slightly different structure than previous open-ended questions. It prompted respondents to list the top three things they like most about working at BMCC. Responses were categorized and are expressed in the table below based on their frequency. Only responses that appeared 10 or more times are included.

Voted #1	Times Chosen	Voted #2	Times Chosen	Voted #3	Times Chosen
Colleagues	33	Colleagues	31	Students	19
Students	31	Students	29	Environment	15
Location	17	Location	14	Location	13
Environment	15	My Work	12	Colleagues	12
		Environment	11	Opportunity	10

It is clear that relationships with colleagues, working with students, as well as the location and the environment of the campus are key reasons why staff enjoy working at BMCC. However, 158 responses were recorded across a wide range of categories, including “benefits,” “commitment,” “improvement,” “campus,” and “supervisors.”

Top Three Things That Need Improvement

Question 29 asked staff members to indicate the top three things they felt the college needed to improve. Again, only responses that came up ten or more times are included in the table below. It is clear that across the board staff are listing facilities as a key area that needs improvement at BMCC. Communication as well as the college culture, administration and leadership were also seen as areas needing improvement. Promotion, recognition and growth were also notable. These results are compatible with the results of the survey and the general sentiment of comments that were received.

Voted #1	Times Chosen	Voted #2	Times Chosen	Voted #3	Times Chosen
Facilities	27	Facilities	25	Facilities	18
Communication	20	Promotion and Recognition	11	Culture	13
Administration	16	Communication	11	Communication	10
Culture	16	Growth	10		
Salaries	16				
Supervisors	11				

Final Question

The final question of the survey prompted respondents to provide any final comments regarding their employment at BMCC. About half of responses that were left were positive in general, similar to the composition of the rest of the open ended responses received. A portion of them were positive, while many offered a more qualified, nuanced perspective on the college as a whole. It is worth noting that of the comments left by blue collar workers, *every* comment was negative. Executives, on the other hand, only left comments that were positive in nature. Notable final comments included:

- “If BMCC resolves all the bias treatment some staff are experiencing, it will be a better place to work. Many unprofessional behavior is brought to management which usually result[s] [in] either zero or unjustifiable resolution. Amid all the darkness I experience at BMCC, I made beautiful friendships with colleagues and students, learn[ed] the courage to stand up for my values and the joys of humility to embrace anyone at whatever station they are in life. I sincerely appreciate it all.”
- “A better opportunity for full time employment, annual training, and opportunity to move up or be promoted. A more harmonious and professional atmosphere should be the standard.”
- “Great place to learn. However, no opportunities for professional growth or internal promotions.”
- “The work isn't proportional to the salary.”
- “BMCC could do a lot better with workers on how they treat them.”
- “Even with the areas that need to be addressed, I love working at BMCC. It is the best place to work in CUNY/NY.”

With assistance from Danielle Jarvis