



# Employee Survey

Administered April 2010

Office of Institutional Research and Effectiveness

## Results Summary

## Spring 2010 Blinn College Employee Survey

The Blinn College Employee Survey (BCES) was administered for the first time in Fall 2008 and had a response rate of 42.6% (628 participants in the survey divided by approximately 1360 employees). The second administration in Spring 2010 had a response rate of 20.7% (290 participants in the survey divided by approximately 1400 employees). One possible reason for the decrease in the response rate was that no incentives were offered for participating in the Spring 2010 survey. The BCES asks participants to respond to questions about their perceptions (both importance and satisfaction) in seven different areas: Leadership, Climate, Communication, Decision Making, Work Environment, Professional Development, and Strategic Planning. By collecting information about perceived importance and satisfaction, a gap score is calculated which shows the gap, if any, between the importance of an area and the satisfaction of the same area.

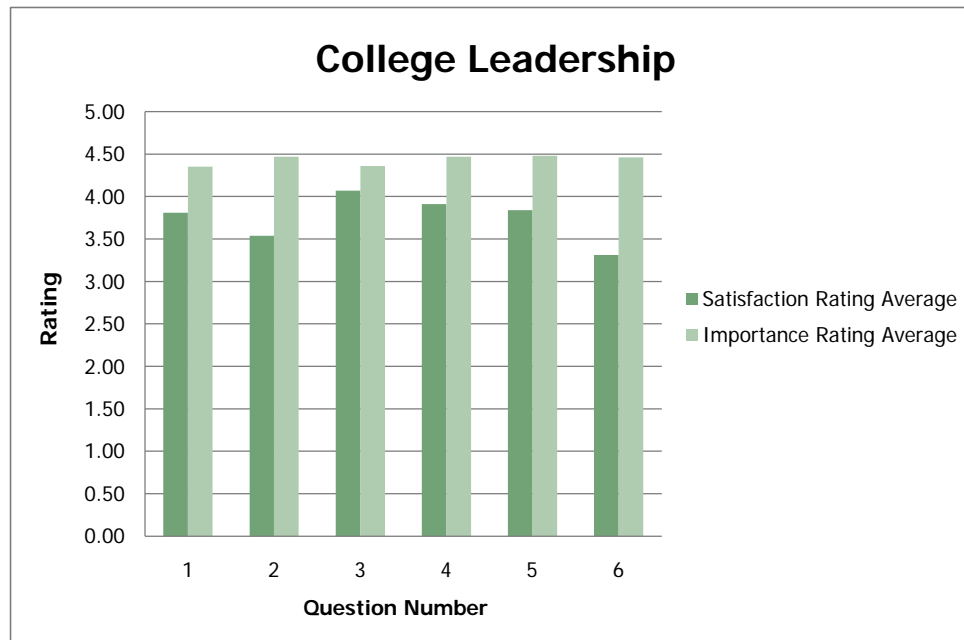
The attached report shows the average satisfaction and importance rating with the gap between the two. A gap score larger than +/-1.00 is highlighted, as these areas should be given special consideration due to the large gap between satisfaction and importance. All gap scores are negative, indicating that employee satisfaction ratings are lower than importance ratings. A gap score of zero would indicate that employee expectations of importance match their satisfaction levels. Below are the items from the Spring 2010 administration that had a gap score of -1.00 or larger. Two categories, Work Environment and Professional Development, had no gap scores exceeding -1.00.

Question by Category	Gap Score
<b>Leadership</b>	
I have the freedom to openly express my viewpoint to college leadership.	-1.15
<b>Climate</b>	
It is safe for me to share questions, concerns, or ideas with other members of the College.	-1.09
There is a positive working relationship between administration and faculty.	-1.15
I feel valued as an employee of Blinn College.	-1.19
There is a spirit of cooperation among Blinn employees.	-1.04
<b>Communication</b>	
Information is clearly communicated between different divisions/departments.	-1.04
Budget resource allocation decisions are made clear to Blinn employees.	-1.10
<b>Decision Making</b>	
Decisions are made in a timely fashion.	-1.14
Decisions are made in an informed fashion.	-1.38
Employee input is utilized in decision-making at Blinn College.	-1.59
I understand how Blinn College develops policies and procedures.	-1.17
College policies and procedures are followed fairly and uniformly.	-1.45
<b>Strategic Planning</b>	
When processes need to be improved, Blinn gathers information, makes changes, and evaluates these changes to see if they resulted in process improvement.	-1.08

## Blinn College Employee Survey - COLLEGE LEADERSHIP

### Satisfaction/Importance

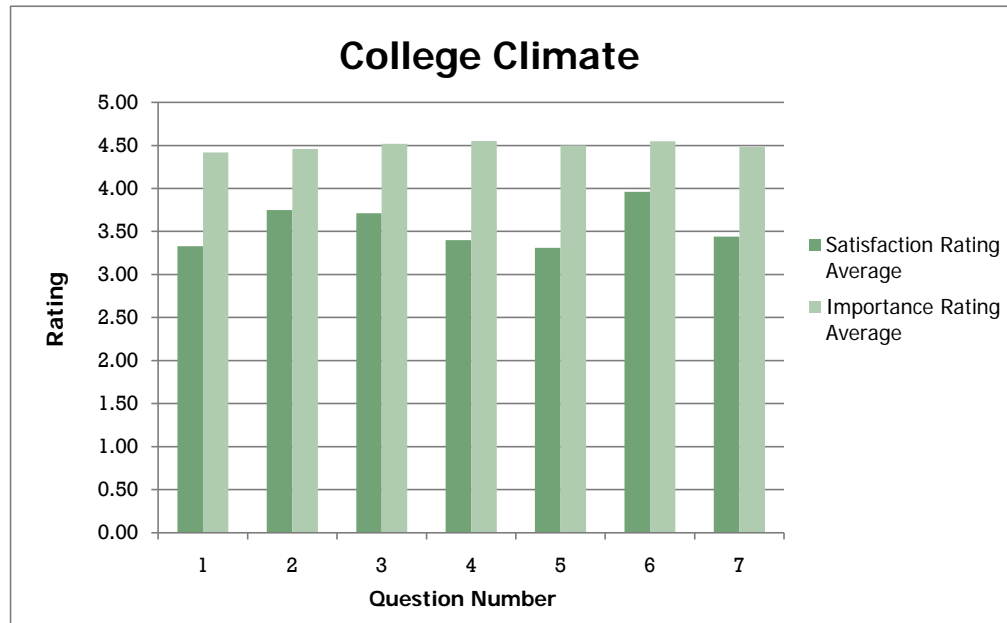
Questions	Satisfaction Rating Average	Importance Rating Average	Rating Difference	Fall 2008 Rating Difference
1. The Blinn president fosters a student oriented approach in programs and services.	3.81	4.35	-0.54	-0.81
2. The Blinn president exhibits leadership that enhances the campus climate.	3.54	4.47	-0.93	-0.92
3. My Blinn vice president fosters a student-oriented approach in programs and services.	4.07	4.36	-0.29	-0.68
4. My Blinn vice president exhibits leadership that enhances the campus climate.	3.91	4.47	-0.56	-0.84
5. My Blinn vice president shares important information that I need to do my job.	3.84	4.48	-0.64	-1.05
6. I have the freedom to openly express my viewpoint to college leadership.	3.31	4.46	-1.15	-0.88



## Blinn College Employee Survey-COLLEGE CLIMATE

### Satisfaction/Importance

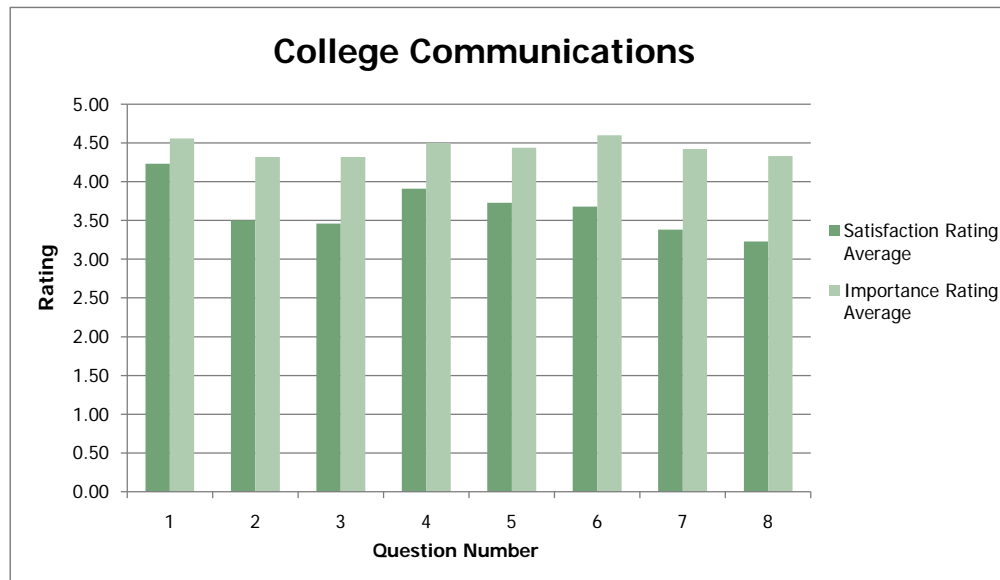
Questions	Satisfaction Rating Average	Importance Rating Average	Rating Difference	Fall 2008 Rating Difference
1. It is safe for me to share questions, concerns, or ideas with other members of the College.	3.33	4.42	-1.09	-0.98
2. There is a positive working relationship between Blinn faculty and staff.	3.75	4.46	-0.71	-0.80
3. There is a positive working relationship between Blinn staff and administration.	3.71	4.52	-0.81	-1.08
4. There is a positive working relationship between administration and faculty.	3.40	4.55	-1.15	-1.15
5. I feel valued as an employee of Blinn College.	3.31	4.50	-1.19	-1.06
6. Blinn College is a good place to work.	3.96	4.55	-0.59	-0.53
7. There is a spirit of cooperation among Blinn employees.	3.44	4.48	-1.04	-0.96



## Blinn College Employee Survey-COLLEGE COMMUNICATIONS

### Satisfaction/Importance

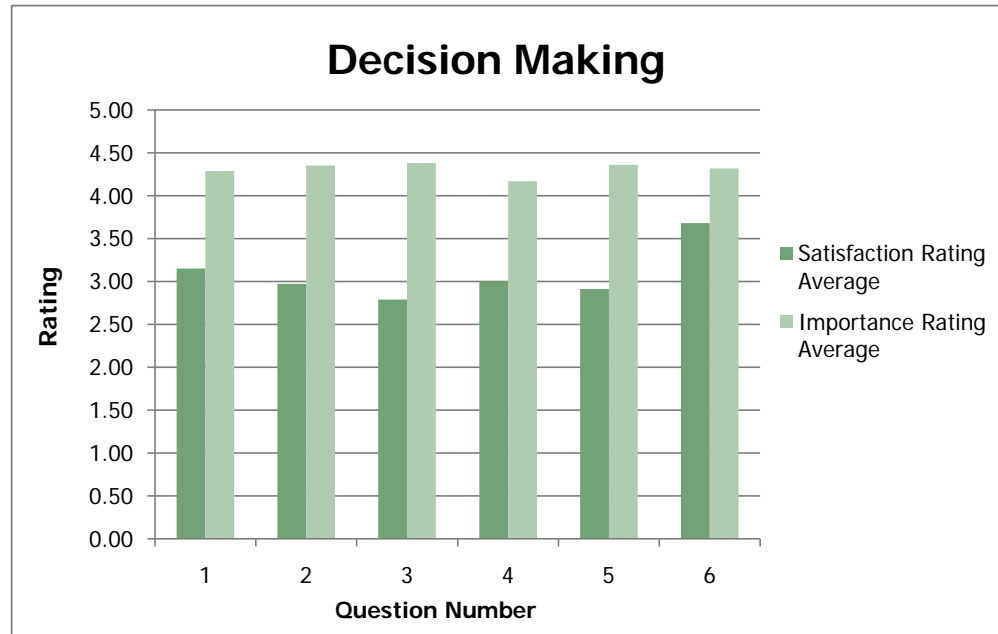
Questions	Satisfaction Rating Average	Importance Rating Average	Rating Difference	Fall 2008 Rating Difference
1. Sufficient opportunities are available for me to communicate with my supervisor.	4.23	4.56	-0.33	-0.34
2. Sufficient opportunities are available for me to communicate with supervisors above my immediate supervisor.	3.50	4.32	-0.82	-0.69
3. Institutional policies and procedures have been clearly communicated to me.	3.46	4.32	-0.86	-0.91
4. My job performance expectations have been clearly communicated to me.	3.91	4.50	-0.59	-0.52
5. People seeking information from various offices of the College are treated in a courteous and professional manner.	3.73	4.44	-0.71	-0.89
6. Information is clearly communicated within my division/department.	3.68	4.60	-0.92	-0.83
7. Information is clearly communicated between different divisions/departments.	3.38	4.42	-1.04	-1.25
8. Budget resource allocation decisions are made clear to Blinn employees.	3.23	4.33	-1.10	-1.26



## Blinn College Employee Survey-DECISION MAKING

### Satisfaction/Importance

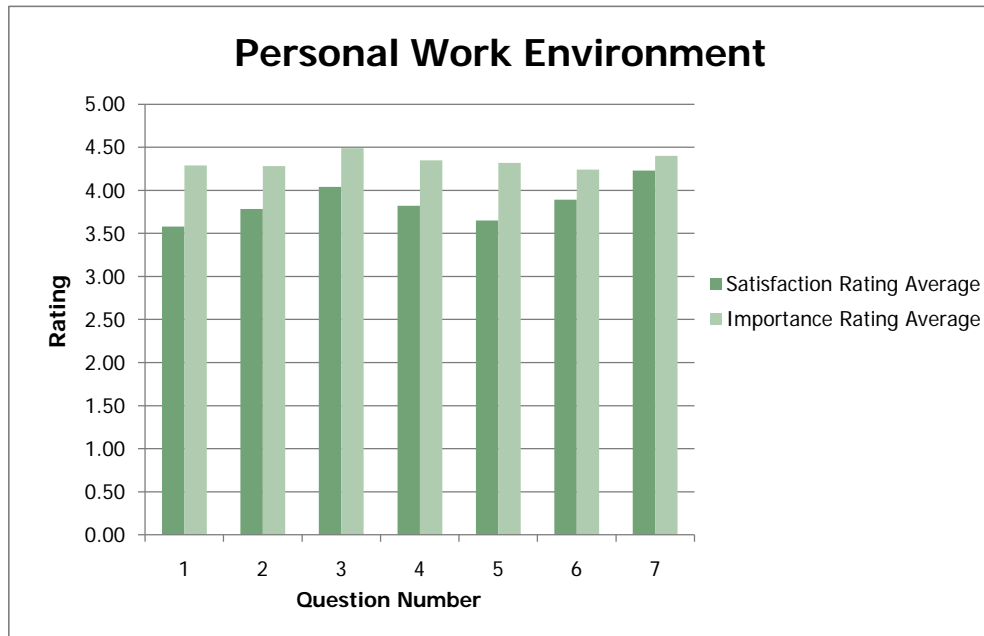
Questions	Satisfaction Rating Average	Importance Rating Average	Rating Difference	Fall 2008 Rating Difference
1. Decisions are made in a timely fashion.	3.15	4.29	-1.14	-1.28
2. Decisions are made in an informed fashion.	2.97	4.35	-1.38	-1.43
3. Employee input is utilized in decision-making at Blinn College.	2.79	4.38	-1.59	-1.57
4. I understand how Blinn College develops policies and procedures.	3.00	4.17	-1.17	-1.27
5. College policies and procedures are followed fairly and uniformly.	2.91	4.36	-1.45	-1.40
6. I am encouraged to participate in departmental decision-making.	3.68	4.32	-0.64	-0.75



## Blinn College Employee Survey-PERSONAL WORK ENVIRONMENT

### Satisfaction/Importance

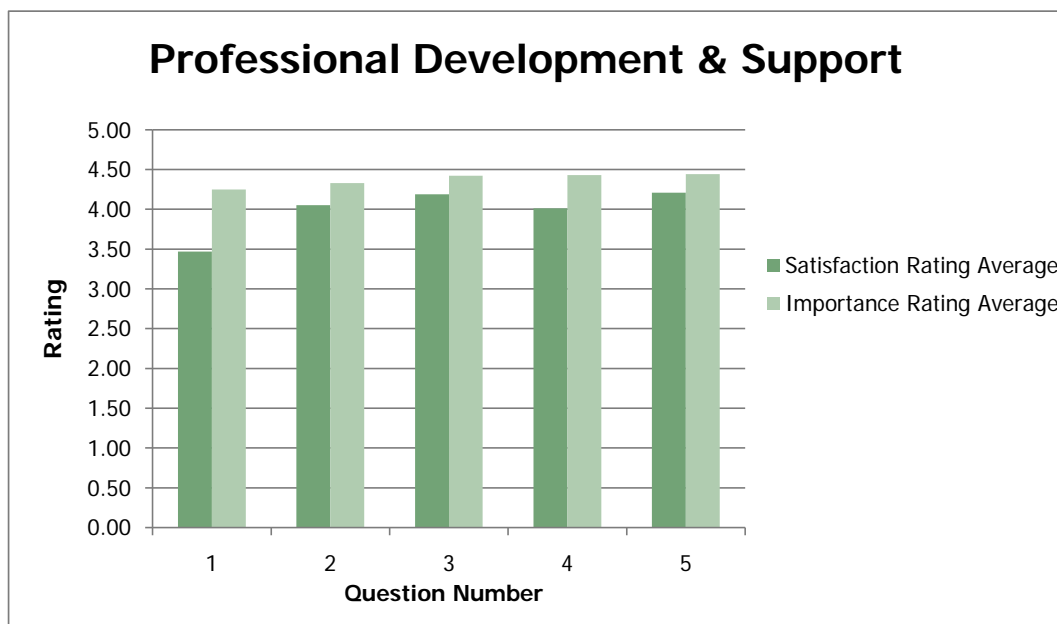
Questions	Satisfaction Rating Average	Importance Rating Average	Rating Difference	Fall 2008 Rating Difference
1. I am recognized for doing a good job.	3.58	4.29	-0.71	-0.73
2. I receive regular performance feedback on how I do my job.	3.78	4.28	-0.50	-0.67
3. I have a safe working environment.	4.04	4.49	-0.45	-0.46
4. My supervisor and my organization care about me.	3.82	4.35	-0.53	-0.58
5. New ideas for improving the quality of my work environment are encouraged.	3.65	4.32	-0.67	-0.68
6. My co-workers respect diversity.	3.89	4.24	-0.35	-0.51
7. I want to be working at Blinn College three years from now.	4.23	4.40	-0.17	-0.16



## Blinn College Employee Survey-PROFESSIONAL DEVELOPMENT AND SUPPORT

### Satisfaction/Importance

Questions	Satisfaction Rating Average	Importance Rating Average	Rating Difference	Fall 2008 Rating Difference
1. Blinn College places high importance on job training/professional development.	3.47	4.25	-0.78	-0.93
2. My supervisor supports my job training/professional development efforts.	4.05	4.33	-0.28	-0.35
3. I can rely on my colleagues/co-workers, when needed, to help get the job done.	4.19	4.42	-0.23	-0.38
4. I have sufficient information to perform my job.	4.01	4.43	-0.42	-0.43
5. I have the technology needed to successfully perform my job.	4.21	4.44	-0.23	-0.43



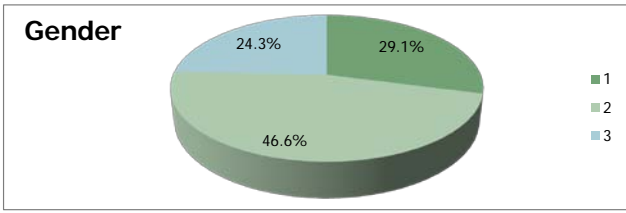
## Blinn College Employee Survey-STRATEGIC PLANNING

### Satisfaction/Importance

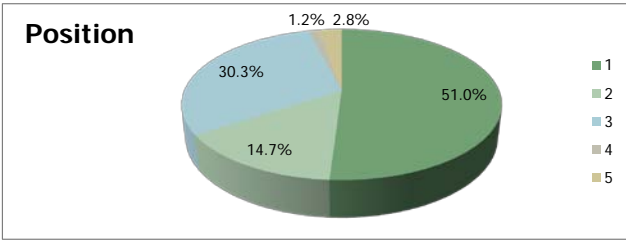
Questions	Satisfaction Rating Average	Importance Rating Average	Rating Difference	Fall 2008 Rating Difference
1. I know the College mission (what it is trying to accomplish).	3.79	4.13	-0.34	-0.61
2. When processes need to be improved, Blinn gathers information, makes changes, and evaluates these changes to see if they resulted in process improvement.	3.14	4.22	-1.08	-1.25
3. Blinn College sets organizational goals with measurable outcomes.	3.48	4.01	-0.53	-0.79
4. I know how my job fits into the mission of the College.	3.89	4.13	-0.24	-0.44
5. I know the primary strategic plans and goals of my department.	3.74	4.21	-0.47	-0.56
6. Student needs drive the strategic planning process.	3.52	4.22	-0.70	-0.89



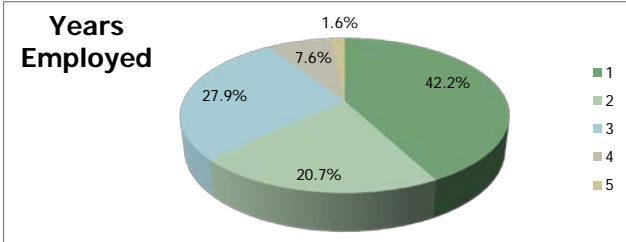
Blinn College Employee Survey-Demographics		
Gender:		
Answer Options	Response Percent	Response Count
1. Male	29.1%	73
2. Female	46.6%	117
3. Prefer not to answer	24.3%	61
<i>answered question</i>		251
<i>skipped question</i>		39



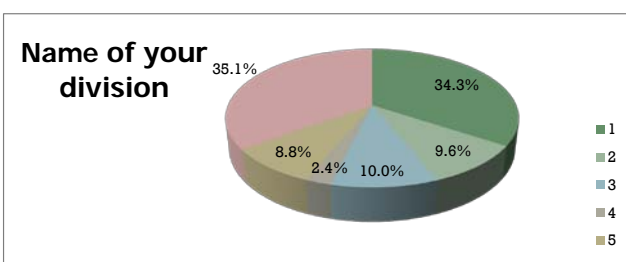
Position:		
Answer Options	Response Percent	Response Count
1. Full-time Faculty	51.0%	128
2. Part-time Faculty	14.7%	37
3. Full-time Staff (12 month)	30.3%	76
4. Full-time Staff (9 month)	1.2%	3
5. Part-time Staff	2.8%	7
<i>answered question</i>		251
<i>skipped question</i>		39



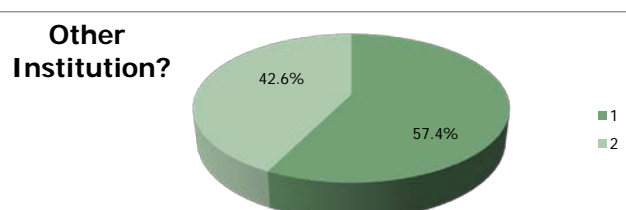
Years employed at Blinn College:		
Answer Options	Response Percent	Response Count
1. 1-5 years	42.2%	106
2. 6-10 years	20.7%	52
3. 11-20 years	27.9%	70
4. 21-30 years	7.6%	19
5. Over 30 years	1.6%	4
<i>answered question</i>		251
<i>skipped question</i>		39



Name of your division:		
Answer Options	Response Percent	Response Count
1. Academic Affairs	34.3%	86
2. Administrative Services	9.6%	24
3. Applied Sciences/Workforce	10.0%	25
4. External Affairs	2.4%	6
5. Student Services	8.8%	22
6. Not Applicable	35.1%	88
<i>answered question</i>		251
<i>skipped question</i>		39



Have you ever been employed by an institution of higher education other than Blinn College?		
Answer Options	Response Percent	Response Count
1. Yes	57.4%	144
2. No	42.6%	107
<i>answered question</i>		251
<i>skipped question</i>		39



1. The responses don't always fit the statement.
2. The Board still sets a tone of not caring for faculty and staff, we are simply changeable parts, and at our division level my Chair often says, "Well, there are plenty of other places you can work. You don't have to work here," thus we have freedom to share concerns but we are not heard. Debra LaCour's detachment does not come across as fair and objective so much as uncaring and robotic; no one can be all things to all people but her lack of warmth creates a similar climate. Yes, I know the words of the college mission but it is so vague as to say very little of substance; it feels like mission of something like, "We are an old pre-Civil Rights era battleship trying to turn around, it may take a little while." Also, please QUIT using the term 'faculty driven' when administration already knows the end result it wants; no one is being fooled here; if a flatter hierarchy is being attempted then a simple thing to do is quit with the tradition of calling PhD's "Dr. (last name)" and everyone else by their first name; even my graduate professors who were the most distinguished insisted that we were all colleagues and first names are most appropriate; this is one basic but almost daily reminder to MAs, ABDs, and PhDs that we are all colleagues. I think we all know a ship does not turn on a dime and that change is difficult and scary. I am encouraged by the changes over the past couple of years but have no sense of significance created here that makes me feel especially loyal so I would not leave because I love it so.
3. I work with wonderful fellow colleagues and knowledgable, dependable staff. Unfortunately, my department is run by someone who has poor leadership, managerial, and academic skills. Further, she is the personal best friend to the Dean of Academic Affairs, so the administration currently turns a blind eye to all of her mismanagement and mistakes. Morale is the lowest I've ever seen it, and students are suffering due to poor scheduling and lack of attention to the functionality of the department. I love what I do and love the college--but someone MUST look into the poor state of leadership in the Brenham division of humanities. This is the root of many of my frustrations and frustrations of my colleagues.
4. I am doing a DBM C-level job for B-level pay. I am doing professional work--all day, every day--without being compensated fairly or adequately. My supervisor/co-workers are happy to take credit for the work that I do, on monthly reports that we are required to submit. I suspect that this is acceptable to them and to the College because I am a woman.
5. The president is doing a great job. It would help matters if he and the VP of Business would stop referring to themselves as CEO and CFO. Blinn is a not for profit institution, and those titles are not applicable in academia. If they want those titles, go to the business world.
6. It would help matters if the VP of AA and the Dean of AA on the Bryan campus would stop referring matters to each other to decide. Things would go a lot more smooth if they would make a decision and stick with it, and not be bullied into changing it by other members.
7. We need to get away from surveys that ask students how we are teaching that take up the entire class time and let us teach.
8. I believe the evaluation of supervisors should include input from those being supervised.
9. Miscommunication and lack of communication are problems in my division. Course standards are being lowered, and faculty are being placed under great pressure to give students passing grades. Division members are afraid to ask questions or to seek clarification for fear of retaliation on the part of the division chairperson. The working environment is negative and discouraging overall. Upper management has been informed of these issues but has chosen not to take action to improve the situation.

10. Most of the problem areas are rooted in a lack of effective, adequate communication and little to no meaningful involvement of faculty and staff (true faculty and staff, not program directors and division chairs/assistant division chairs) in decision-making processes, which suggests that the College hires people it does not trust to make decisions about their jobs, yet the College holds those same individuals accountable for the job it distrusts them of doing (correctly, effectively, what have you). The communication process and the hiring process thus are broken. Every member of faculty and staff I have worked with over the years has been professional and focused on nothing but assisting students through higher education. Few supervisor-level and above members of faculty, staff, and administration have I met who demonstrate (though too often they proclaim) such dedication, no matter how frequently they question and attack faculty and staff.
11. My immediate supervisor and colleagues within my department are wonderful. We are cross trained, we help each other and we work together as a team. We are dedicated to providing knowledgeable, friendly, and efficient customer support to all Blinn students. We are encouraged in our work by our immediate supervisor and she welcomes our ideas on how we can better improve customer service as well as processes and procedures. However, I do not feel the same about department heads or supervisors above my immediate supervisor. I feel we are not treated with respect as our ideas are not encouraged, we are not recognized for our work, and they do not respond to our requests. Quite often we are not acknowledged with so much as a hello as they pass by. Some supervisors have been aware of bullying by their staff toward other employees and have not done anything to stop this behavior. I am also greatly concerned about the level of customer service being provided by other departments. I have witnessed first hand many times staff to be rude, blunt, or apathetic toward students. I find this appalling. Our students are our complete business! I believe all staff should wear name (first name only) badges. I believe this will curtail the number of times staff is rude to a student. Also, students/parents should be allowed to complete surveys as to the satisfaction of their customer service experience. A comment area should be included so they can be explicit regarding the departments and staff they encountered. This survey should also include the student's experience with BORIS, the phone registration system, as well as the main phone system and Blinn telephone support. Our telephone support employees should be giving their names to callers as well. Supervisors should get out more often and see how staff are performing. Engage their employees, talk with them and ask what issues are facing the department. Talk with students and ask how their experience has been. How can improvements be made? And most importantly - how can we provide better service to our students? Until all supervisors take the time to know how their employees are performing and what they feel can be improved on, we will continue to lack in customer service and there will be communication issues between departments.
12. There's a big difference between what my department is doing and what the Blinn administration is doing, and most of the questions don't distinguish between the two. My department is fine. The administration, however, is another story. This is NOT a for-profit business, but it is being run as one. Further, there is a huge disconnect between Brenham, where decisions affecting all campus locations are made, and the rest of Blinn. Example: classes were cancelled due to snow in Fall '09, even though there wasn't any snow in Bryan. Students taking Saturday classes lost an entire week's worth of lecture for no reason other than Brenham did not think about other Blinn locations. The opposite happened this semester: we had snow and dangerous driving conditions in Bryan, and classes should have been cancelled. They weren't because it apparently wasn't that bad in Brenham. There needs to be at least one person on each campus that can make decisions about closures for that campus rather than a global decision in a remote location.
13. We also need some way for faculty to be able to call in emergency services to a classroom if need be; a phone or "panic button" in each room is a necessary safety feature. Further, a campus police representative on the Bryan campus should be considered essential personnel and should be present 24/7. Heaven forbid that something should happen to a student, faculty, or staff member when the campus is officially closed and

there is nobody around to respond to that emergency.

14. N/A

15. You have hired experts, and yet you do not trust them to do their jobs. Twice a year you bring them together and tell them they are incompetent. You demand that we take part in planning sessions, and then disregard our input. The college treats the faculty like troublesome children.

16. In Category 7 - Strategic Planning - I feel that most of the faculty has no clue as to the mission, nor if or how it was developed. It seems that a few people developed the mission. The Strategic Planning Process does not seem to have been effectively or accurately used. Each member of the Strategic Planning Committee should represent a larger group who provide input on a regular basis so the the whole faculty, staff and students ultimately have input. At least, this is what is taught in the national certification program for strategic planners. This is how ownership in the mission is developed and how the strategic plan is implemented for institutional improvement.

17. Communication is better than it used to be, but pockets of problems exist. Administrators are still too removed from the day-to-day work of the faculty, and if they come around, most people are worried about why. Staff offices are allowed to push their preferred work agenda when their job is to support what faculty are trying to accomplish. It is sad when staff are able to say that they do not need to be managed. That is a poisonous attitude that does not support faculty or students. Blinn IS a great college. It has unique qualities and much potential. This is an attitude that everyone should have. THEN it would be the best place to work.

18. Lack Leadership at the top, and from the board.

19. If student needs are driving strategic planning, why has the Board consistently looked the other way when faculty salaries need to be raised to keep pace with other institutions. We cannot educate increased numbers of students without increasing # of faculty. We cannot attract more faculty due to low salaries. I refer to a \$20-\$30K difference in Allied Health Program faculty salaries compared to our competitors--clinical practice and nearby health education facilities.

20. part time employees work just as hard to teach class - should also have benefits of teaching at Blinn thanks

21. Faculty Senate is the only body of leadership in the College. I have no feeling of any sort of security on the Brenham campus. If you're in good with your supervisor (even if you fail to maintain course/grade integrity) and maintain or exceed the artificial 70% A-C/30% WTF rate (please do not entertain the idea that a fixed pass rate which is directly tied to faculty evaluations and contract renewals has no influence on grades), then you're secure. If you hold rigidly to the course material and require of the students genuine content mastery, then you're in jeopardy. My Faculty Senator is the only one who came to office by an open and well-regulated election process. Communications are deteriorating. Most requests made of faculty are made weeks after faculty in other divisions have been requested to perform the same work, and several full-time faculty have not had their evaluations (This is 4/26/10, well beyond the eval period's normal closing). The only person who routinely and clearly communicates with us is my Faculty Senator. The College is too busy worrying about developmental programs and P-16 Initiatives, but where is the concern about the students it has now? Only the staff and faculty show immediate and tangible concerns for these students; everyone else is running a pet project, it seems. For those of us who would like to work with the most qualified candidates, pay does matter. I don't know anyone

in my building who hasn't been searching the classifieds or employment web sites looking for greener pastures. If the College wants to retain its own people, then it should involve them in decision-making and pay them a more competitive salary/wage. It would also alleviate concerns if contracts were distributed in a timely manner. Faculty are content experts first, teachers second. The best teacher in the world, with no content area, can only teach teaching. This focus is driven by the jack-of-all-trades education model, and not one of us can say, honestly, that it has worked wonders in P-12, especially if 60-70% of high school graduates leave with a B average and are immediately placed in remediation, which ought to inform us that this model is lacking student success. Professional discussions are held in the hallways. Once a faculty member hits 18 hours, there is little to no incentive to pursue any more, yet unaccredited conferences are supposed to be just as valuable? Strategic planning appears to be the most genuine item for the College because IR&E is openly going through a "do-over" phase with the Assessment Council, this survey, and QEP evaluations. Still, too many low-level administrators are using strategic planning initiatives to punish faculty and staff instead of taking the blame for their own failures in leadership, communication, and knowledge, and staff and faculty – once again -- are on edge. Only Faculty Senate and the Assessment Council appear to be working toward bringing individual faculty and staff into the discussions, providing safe arenas to air concerns and work through solutions with no ridicule or harrassment because Faculty Senators and the Assessment Council members are willing to admit their own limitations. I thank Drs. Kemper and Sundet for hosting the Assessment workshops in the Fall 2009 semester and for tolerating contrasting opinions in those meetings. Survey fatigue is an important issue, though, and the College should begin looking in to limiting the number of surveys it requests staff, faculty, and students to complete each year.

22. I feel that instructors here are not considered. We are the last to be taken into account. Too many things are being asked of us beyond our job of teaching which should be the focus. I am swamped with work and no longer enjoy working here. In the past it was a great job.
23. I don't believe anyone cares what we think as long as we do the job the way the state says to do it. The department head and assistants do what they want and the rest of us are ignored until we complain.
24. I answered the survey replacing "Satisfaction" with "Agree" and the scale responses "Highly disagree to Highly Agree". Satisfaction makes no sense in the context of this survey.
25. The campus is very unsafe as indicated by the armed robbery that occurred ON CAMPUS. The robbers were Blinn College students. It is reasonable to believe that other students also have guns. Now I look at my class and wonder how many of the students are armed. I wonder which student or faculty member will be shot. It is only a matter of time until this occurs. Clean up this place before someone dies! Get rid of the thugs (and don't invite any more) and restore a collegiate atmosphere.
26. Stop treating faculty like dirt!
27. I am concerned that we are overly focused on "research" on how we are doing. I know that the student evaluations get to me way too late to be effective. I sometimes get student comment sheets a year after they were made by the students. That is not satisfactory. You can make copies of the sheets, and get them to me as soon as I turn in my grades, and save your analysis and feedback for later. Feedback from student should be timely. Otherwise, much of the value of that input is lost. We can and should do much better in this area.
28. My immediate supervisor fosters a positive, proactive working environment. The supervisors and management above my direct supervisor seem

to be apathetic, untruthful and defensive.

29. I am only a part-time employee at Blinn (Bryan Campus) but I have worked at other universities and colleges. Blinn offers a great service but I sometimes think that Brenham takes for granted the fact that 13,000 students will be moving to B/CS just for the chance of getting into A&M and has not strived to make the experience at Blinn the best possible because we know that those student come on matter how we perform. For example, another community college I worked at allowed students to come in, fill out an application, test, get advised, and register for courses in the same day. Those students lived 10 minutes from the college but the school's policies and procedures allowed the student to get everything done in a day. At Blinn, it could take weeks to get all of that done. When you couple that with the fact that students normally drive to Bryan from Dallas, Houston or other parts of the state, it is disappointing that we cannot serve the students' needs in less time. Also, I see a discrepancy between the way the Brenham and Bryan Campuses are treated. It's a little disheartening to see all of the services and building available at the Brenham campus when the Bryan Campus is bringing in so much more in tuition money and yet we do not have the services for students that Brenham can boast of. Overall, I think Blinn is a good system but there is a lot we can do to improve it and make it a more effective institution.
30. Blinn has developed a climate of fear. People are afraid that they will be retaliated against and/or fired if they speak up.
31. I have real concern about this survey because we were only allowed to rank our vice president and not all VPs.
32. Concerns I have at Blinn College: 1. Dr. Holt has created an environment of fear 2. Dr. Holt is not a good communicator 3. When individuals do speak out at Blinn College and it goes against what is supported by the administration, those individuals are criticized, insulted, and placed in a category of those who do not support change 4. Blinn needs to be progressive but change for the sake of change is not productive 5. The executive council is a real problem.... a. Dr. Harris does an inadequate job of running student services and that has been the case for many years but nothing is ever done to make improvements. Those who work in student services are also a problem...Zuch, Chief Free, Villanueva. They are all allowed to get involved in other departmental areas, they don't follow proper policy and procedures, and they seem to be constantly rewarded with funding. The problem with these individuals is that they have no leadership and no one to tell them that their behavior is inappropriate and unprofessional. b. Kemper....she should not be on executive council. She is a dean and all other deans serve in the appropriate capacity. I also find it very interesting that she moves from one position to another at Blinn College and seems to be qualified for all of them. Further, she is not organized, does a poor job effectively running meetings, and is not efficient. Her office has taken on too many tasks and they are flooding the inbox of faculty in staff with constant messages of more things that we need to do. The office has also been elevated to one that is less a service and more a dictator of what others will be doing. That is not team work and many have come to resent IR&E. c. Dr. Miller....very, very nice person but I would like to see him in IR&E because he has a strong background there and would do a great job. d. Brick...very dissatisfied in Dr. Brick. I would have expected him to be an advocate for the faculty since that is his background but I see less and less of that and more and more him simply rubber stamping what the administration/Holt does. e. Cathy Boeker...very nice person and does her best and what appears to be a difficult job and she is not at the level of VP. I can only imagine that she is in tough spot most days but she does her best as far as I can see. 6. Brenham v. Bryan campus....each campus has challenges and needs attention in different areas. However, the last thing we need is Dr. Holt constantly being critical of the employees on the Brenham campus assuming that they do not want change. Change can be supported if decisions are made that are informed and that is not happening. I want us to be Blinn College and not constantly differentiated by campus and each time Holt speaks, he makes those comments and it is insulting. 7. Questionable things happening at Blinn College....Every time we turn around, we are hearing about new spending and it seems irresponsible. In academics, we do A LOT with VERY

LITTLE...and while we are supported somewhat with our needs, I see others areas with complete irresponsibility in spending and following policy and the worst is student services. 8. Lack of respect....the respect level at Blinn College has gone way down. There are too many egotistical administrators who believe it is their job to get involved in other operational areas of the college and this has to stop. Let those areas do their jobs and others need to stop interfering. I wish that individuals would take pride in what they do and do it well...and if then, they should be promoted, that is great but too many are more worried about the next title they will get and less worried about doing their job well (Kemper to name just one of many!). 9. I love Blinn College and the only reason I still love coming to work each day is for the students...I wish we all could bring the focus back to them rather than ourselves!

33. "Student needs" is defined differently by different parts of the campus.
34. My question is: How can my director never come to work and receive a Blinn paycheck? I would like to see every department have a time clock and clock in and out. I would also like to have random drug and alcohol testing for employees.
35. I am so new that I have been focused on classroom efforts and will be more interested in the remainder of these concerns when I feel like I am more able to focus on them.
36. I think students need to learn--not just to pass courses or get degrees--and I worry that that distinction gets forgotten at times. I also am convinced that those perceived student needs (to pass courses quickly) that are also financially beneficial to the college (like mini-mesters) are pushed too hard. I know other schools do this, but I'm not convinced that means Blinn should. Also, while "measurable goals" are good--there are many "goods" which are not measurable.
37. Dr. Holt is a good leader. I like his initiatives. He is considerate of the employees and cares for the students. Through no fault of Dr. Holt, I am continually disappointed that inter-campus and personal politics play a sometimes negative role. I must say I feel that my commitment to my job is recognized, but compensation for a job well done has not been given. When brought to the attention of Human Resources, they did not help. It has always been my understanding that Human Resources took care of the employee.
38. In my years of service I have watched a continued decline in the relationship between the administration and the instructors. Raises have not kept up with the economy and PhDs were given flat raises rather than percentage raises over the years which in fact increased their salary by a lower percentage than their less educated co-workers. In addition, the first thing often cut in the budget was continuing education of faculty. More and more poorly planned institutional research has been forced upon the faculty with little input or benefit to instruction in the classroom. The president of the college, was hired without a search committee and it has been years since anyone other than an "accountant" has lead the college. Faculty senate is rarely listened to when concerns are brought forth and take years for the administration to consider. There seems to be a lack of respect for the major differences between the Blinn Campus settings and perhaps even a lack of appreciation for the difference. The current administration has created a hostile environment for administrative personnel so they fear for their jobs and thus have difficulty doing anything but act defensively in their leadership positions. Major change is required and soon.
39. We definitely don't get paid adequately, so it's CRITICAL that the work environment, including communication and recognition, are pleasant in order to minimize turnover, thus maintaining a modicum of institutional memory. I am also not checking my gender or division, as that makes it

too easy to identify this anonymous survey.

40. #45 at the division level, yes they do. At the upper levels, I have to really question what is the driving force.
41. #18--we often hear how rudely students feel that they've been treated by some depts., e.g.advising/counseling, financial aid--hopefully w/ new leadership in those depts., this will change. #35--PDC process changes have been a negative impact #38--Kudos to Michael Welch & his crew for a job well done!!
42. I only work part-time, so most of my answers are neutral.
43. Do not appreciate being told to offer more students when we need more building space and faculty and we could meet students needs. Just because new buildings will not be built, is not a reason to make us hold Saturday classes and be told we will do that. There are other options out there but no one looked into them. We are over crowded and as long as Blinn keeps accepting more students that we can serve, that will continue to be a problem. We should not accept more students than we are able to serve.
44. Why are you asking questions that will reveal the person answering this survey? This would normally skew the response.
45. I feel that there are certain levels of the college administration that we do not hear from on a regular basis. With the ease of email, I feel upper administration should not make lofty comments (major salary increases for all, etc) during a general meeting and then not follow-up with at least an update email even a general plan.
46. The N/A response on the "my VP" question is due to there not being a VP for the Brazos Valley campuses yet.
47. I do not like how the Bryan campus feels that they are the "cash cow" and should have all of the say when it comes to classes offered within the division. Yes, I realize they are much bigger than the other 3 campuses put together, but we should have the same goal which is what is best for the students. One specific division chair on the Bryan campus shows no interest in moving forward concerning online teaching. For my program, most schools are having totally online programs, but not ours. So this one person has complete control over a program that really has nothing to do with the division that it is in. It is also troubling that part-timers get treated better than full-timers. For example, this summer I was scheduled to teach 1 mini-mester and 3 10-week online courses, but the Bryan division chair and Bryan program coordinator decided to give one of my 10-week courses to a part-timer who was already scheduled to teach 2 summer courses and has a full-time job on top of that. Blinn is a great place to work, but our salaries are not comparable to other colleges in our areas. Also most colleges offer free tuition to employees and dependents, but Blinn does not. This could be a great tool in order to retain employees. I feel that the overall climate at Blinn has decreased since Dr. Holt became president. I have never had any personal contact with him, but he just gives off a negative vibe. I love my job "teaching" but it is the child-like attitudes that I can't stand. We are one college Blinn, not Blinn-Bryan, Blinn-Brenham, etc. It would be nice if everyone would remember that!
48. It seems to be a trend that studnets are taking less responsibility for the learning process. They now expect curves, practice exams etc. I would like to see the college take a proactive stance to empahsize the expectations we have of students.

49. I would like for it to be possible for faculty to be involved in mission statements and goals at the departmental level. Goals are decided exclusively by asst. division head and division heads. There is a complete lack of input from the faculty.
50. Administration seems isolated in Brenham. Employees on the other campuses have little contact and even less input.
51. I understand that the strategic planning process is in flux and that those responsible to gather data and use it wisely are facing challenges. As time passes, I trust that progress will continue toward making needs and expectations relevant to evaluation of results and use of those data for improvement.
52. In the future, I would like to see this survey have areas to address each the divisions of the college (not just the one you are a part of) to get feedback on each. This would create a guiding tool for the president as he evaluates his VP's and address concerns with each. It would also help the board in their evaluation process with the president to ensure he is handling personnel issues with the VP's. Also, comment sections after each group would allow the employees to address more specific topics.
53. As someone that is fairly new to higher education, I can say that I've been extremely disappointed in the lack of professionalism displayed by certain individuals at the college, as well as the lack of accountability for the actions of those employees. Unfortunately, when you have this type of behavior from a person in a key position, it trickles down to many other employees within that division and is thought to be acceptable. This behavior hinders any type of positive working relationship between other areas of the college and sets the college back considerably in the attempt to achieve the overall goals. All employees should be held accountable for their actions, and that should be no different for top level administrators.
54. Communication is one area I would very much like to see improved. I would also like to see the animosity between the campuses replaced with a spirit of cooperation - we should all be working together toward the same goal.
55. I've noticed some improvement in the overall work place climate, but still needs to improve some to get it back to where it was a few years ago.
56. Overall the changes that have occurred at Blinn over the past few years have been positive. The one area that cries out for change however is the relationship between faculty and administration. We thought things were going to change when Dr. Holt took the helm and to a point they have. He came in and there were sweeping changes with upper administration and though change is always somewhat uncomfortable during the transition, as a whole the change has been a good one. Then we were told that Dr. Holt wanted the CDC and Faculty Senate to work together to develop a procedure to develop terms/term limits for division chairs and I thought "Wow, he actually cares about what the faculty have to say. He realizes that there are many talented faculty that could make good leader if given the chance. That didn't last long however. You see as much power as the president has, over the direction of the college, the division chairs have more. Though Dr. Holt said that he wanted the two bodies to come together to discuss the issue, the CDC refused to do so. Instead of reasserting his desire for us to get together, he told the CDC, that if they didn't think term limits/rotation was necessary then he wouldn't push the idea anymore, so again the faculty were stripped of the opportunity to find a voice. How can we feel comfortable individually communicating our concerns to upper administration when we know that the DC has the ability to retaliate without impunity if he/doesn't agree with our complaint (or is the reason we are complaining). You see we have

protections (via policy) to shelter us from being fired without cause, but getting fired isn't the only injury available to the slighted DC. Perhaps you will be made to teach night courses, or prison courses, or not allowed to teach in the summer (no extra pay)...you see there are many ways that expressing your concerns to administration can come back to haunt you. Why do we fear retaliation, because DCs have no accountability, they get the job for life (I know you say they don't, but have any DCs ever been "fired"). Of course not all divisions fear their DC. There are good DCs and bad DCs, but the problem is regardless of their ability, they are guaranteed their position. In many other institutions the DC has a term limit, allowing the role of administrator to shift from time to time. It is a much healthier way to run things. It gives administration an opportunity develop a larger pool faculty that may someday be moving up the ladder to Dean or VP (versus having to pull from the outside as often). Yes in your current pool of DCs there are faculty that you would honestly think would make a good upper administrator, but there are just as many that you can honestly say it would be BETTER if they were not even a DC. Not everyone is cut out for administrative leadership. Just having been the best candidate available in 1972 or 1995 ect... should not mean that you will always be the best candidate for the DC position. Other faculty need to be given the opportunity to prove they can do the job too. Please keep in mind that all of this is coming from someone who actually likes their DC and is who is not trying to "climb" the administrative ladder to DC or elsewhere. You made the big changes, but lower level administrative changes still need to happen.