

Bluegrass Community and Technical College 2018 Work Climate Survey Detailed Report - Faculty

The 2018 Work Climate Survey was administered to analyze the overall workplace environment at Bluegrass Community and Technical College. It encompasses various questions that address components that may either assist or hinder workplace production, effectiveness, and morale. The survey was revised by a Quick Action Committee prior to administration to account for several new initiatives and accountability standards and the upcoming SACSCOC decennial review.

The survey opened online to all respondents (faculty and staff) on March 9, 2018, and closed on March 26, 2018. The total number of faculty survey respondents was 104, which resulted in a response rate of 17.2% (104/603). When analyzing the response rates for full-time and part-time faculty separately, it was observed that full-time faculty had a response rate of 46.3% (94/203), while part-time faculty had a response rate of 2.5% (10/400).

Faculty: Common

What do you consider to be your primary work location at BCTC?	N	Percentage
Cooper	30	29.7%
Danville	4	4.0%
Georgetown	6	5.9%
Lawrenceburg	2	2.0%
Leestown	17	16.8%
Newtown	34	33.7%
Winchester	0	0.0%
Online/Distance Learning	5	5.0%
Other location	3	3.0%

How long have you worked at BCTC (including the former LCC and CKTC)?	N	Percentage
Less than 1 year	4	3.9%
Between 1 and 3 years	8	7.8%
More than 3 but less than 10 years	24	23.3%
10 years or longer	67	65.0%

Are you considered full-time or adjunct?	N	Percentage
Full-time	94	90.4%
Adjunct	10	9.6%

What is your position?	N	Percentage
Faculty Leader (Dean, Assistant Dean, Coordinator)	30	34.9%
Faculty/Teaching or Librarian	56	65.1%

Faculty: Mission and Strategic Plan

Question	N	Weighted Average*	Standard Deviation	% Agree or Strongly Agree
The college's strategic plan appropriately supports its mission.	101	3.8	0.9	77.2%
The college's practices are consistent with its mission.	102	3.5	1.1	64.7%
The college provides adequate resources to support the scope of its programs and services.	102	2.7	1.1	28.4%
I understand how my position contributes to the college's mission.	103	4.2	1.0	87.4%

*Weighted average is based on a 5-point scale (1 = Strongly Disagree; 5 = Strongly Agree). Higher averages indicate higher levels of agreement.

Faculty: Academics

Question	N	Weighted Average*	Standard Deviation	% Agree or Strongly Agree
BCTC places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty.	91	4.0	0.9	79.1%
BCTC provides and supports access and user privileges to adequate library collections and other learning/information resources.	86	4.1	0.8	86.1%
Library services are sufficient to support all BCTC programs.	81	3.8	1.0	70.4%
BCTC provides adequate academic support services for students (i.e., Writing Center, Tutoring, etc.).	86	3.8	1.0	73.3%
BCTC provides adequate student support services (i.e., Transfer Center, Financial Aid, etc.).	82	3.8	0.9	72.0%

*Weighted average is based on a 5-point scale (1 = Strongly Disagree; 5 = Strongly Agree). Higher averages indicate higher levels of agreement.

Faculty: Communication

Question	N	Weighted Average*	Standard Deviation	% Satisfied or Very Satisfied
Sharing of information among divisions.	91	3.3	1.0	49.5%
Sharing of information between faculty and staff.	91	3.4	1.0	55.0%
Sharing of college information from faculty to administration.	92	3.3	1.0	53.3%
Sharing of college information from administration to faculty.	92	3.0	1.2	42.4%
Communication of policies from the college to your division.	92	3.4	1.0	58.7%
Communication related to safety issues from college to faculty.	91	3.5	1.0	61.5%
Opportunities to provide meaningful input on college issues.	90	3.1	1.2	42.2%

*Weighted average is based on a 5-point scale (1 = Very Dissatisfied; 5 = Very Satisfied). Higher averages indicate higher levels of satisfaction.

Faculty: Faculty Evaluation

Question	N	Weighted Average*	Standard Deviation	% Agree or Strongly Agree
The faculty evaluation process has been clearly explained to me.	87	3.8	1.1	66.7%
Information about the promotion/tenure process is made available to all faculty.	87	4.0	0.9	79.3%

*Weighted average is based on a 5-point scale (1 = Strongly Disagree; 5 = Strongly Agree). Higher averages indicate higher levels of agreement.

Faculty: Professional Morale

Question	N	Weighted Average*	Standard Deviation	% Agree or Strongly Agree
I am respected by My BCTC colleagues.	90	4.1	0.9	83.3%
I am respected by BCTC administration.	88	3.5	1.3	61.4%
My professional contributions are valued by my division.	89	3.9	1.0	74.2%
My professional contributions are valued by BCTC.	90	3.3	1.2	53.3%
There is an attitude of cooperation and teamwork in my division.	91	3.8	1.1	69.2%
There is an attitude of cooperation and teamwork at BCTC.	90	3.2	1.2	51.1%
BCTC recognizes and values cultural competency (diversity) in the work environment.	86	3.7	1.0	73.3%
I enjoy working at BCTC.	91	4.1	0.9	85.7%

*Weighted average is based on a 5-point scale (1 = Strongly Disagree; 5 = Strongly Agree). Higher averages indicate higher levels of agreement.

Faculty: Physical Facilities

Question	N	Weighted Average*	Standard Deviation	% Agree or Strongly Agree
In general, the buildings of my primary campus are adequately cleaned.	91	4.1	1.0	83.5%
I feel safe in the buildings of my primary campus.	91	3.8	1.2	71.4%
I feel safe in the parking lots of my primary campus.	91	3.9	1.1	72.5%
The college has adequate presence of security personnel.	90	3.1	1.2	42.2%
The college takes reasonable steps to provide a safe and secure environment.	91	3.5	1.1	56.0%
Physical facilities meet the needs of academic programs.	87	3.4	1.1	57.5%
Physical facilities meet the needs of student support services.	80	3.5	1.1	57.5%

*Weighted average is based on a 5-point scale (1 = Strongly Disagree; 5 = Strongly Agree). Higher averages indicate higher levels of agreement.

Faculty: Professional and Organizational Development

Question	N	Weighted Average*	Standard Deviation	% Agree or Strongly Agree
Faculty are encouraged to share expertise in providing professional development for BCTC colleagues.	90	4.0	0.9	80.0%
BCTC provides adequate opportunities for faculty development.	89	3.5	1.3	60.7%
I am aware of leadership opportunities available within the college.	89	3.9	1.0	78.7%
BCTC provides adequate training in cultural competency (diversity).	88	3.7	1.0	65.9%
Faculty have appropriate access to technology.	90	3.9	1.0	81.1%
Faculty have training in the use of technology.	90	3.9	1.0	71.1%

*Weighted average is based on a 5-point scale (1 = Strongly Disagree; 5 = Strongly Agree). Higher averages indicate higher levels of agreement.

Summary of Comments and Responses to the Open-Ended Sections (Faculty):

One specific area of concern for faculty in the “**Mission and Strategic Plan**” section of the survey related to services for students. Some respondents felt that the mission cannot be met if it is forgotten that students need specific services provided so that they can succeed. This includes the application process to BCTC, hiring people that respect students, and having open communication with students to address their issues and concerns. Some feel that the overall focus has shifted from a quality education to only graduation rates. Also, some respondents believe that administration and faculty need to better align objectives and goals.

When asked about “**Academics**,” faculty complimented and showed appreciation for tutoring centers. However, they were concerned that they need to be better staffed with more tutors, including tutors in specific disciplines to address the needs of students. Another area of concern was departments/units that do not work with students to rectify issues related to admissions, financial aid, and advising. It was emphasized that evaluations need to be administered by paper as well as online. It is thought that many students do not take the time to participate in the survey process if it is only online.

“**Communication**” is a matter that faculty have identified as needing improvement. One of the biggest areas where they feel communication has broken down is the budget. There is also concern that there is a lack of communication between faculty and staff, which has a negative effect on student success. While some express exasperation about not having enough information, others believe that there is too much information (e.g., emails). Faculty also believe that they are often told to remain silent until decisions are made that affect them directly. One survey respondent indicated that they appreciated how their dean listens to their concerns.

In the “**Faculty Evaluation**” section of the survey, faculty shared issues that relate to the validity of PPEs and if they are a true reflection of how they do their jobs. There are questions regarding how effective they are in actually analyzing their productivity as educators. There is also a concern that misalignment of measured and expected goals drastically reduce their evaluation scores. Some respondents wished that the process was less tedious and asked that it be simplified in order to increase efficacy.

The lowest average score in the “**Professional Morale**” section of the survey was question six (weighted average = 3.2), which asked respondents about the “attitude of cooperation and teamwork at BCTC.” Several faculty members stated that apathy is prevalent and that morale has been low for several years. Some faculty noted that a “thank you” would build morale, as well as not having workload overlooked by administration. There were also comments addressing micromanagement and how that devalues professionalism on the part of faculty. However, some respondents did mention that there are some great collaborations occurring between various departments and divisions. Faculty also mentioned that they thoroughly enjoyed teaching their students.

Several issues were identified by faculty in the “**Physical Facilities**” open-ended responses. They included the following: dark parking lots, inadequate faculty office space, more classrooms with computers, defective partitions in classrooms that disrupt both sides of the classroom, a drastic lack of security, and a few infrastructure issues. The faculty also request “active shooter/disgruntled individual” training in order to be prepared for such occurrences. One encouraging comment stated that renovations at different campuses is a strong indication that the college is interested in the infrastructure and that this assists in programs being productive.

Faculty feel “**Professional and Organizational Development**” could be improved if funding was provided for national and international conferences. As it stands now, they do not feel that “in-house” professional development assists them in meeting their educational and professional goals. In regards to some suggested PD, respondents shared that cultural competency training should be an on-going PD, not just a one-time occurrence. Timing of PD sessions was also considered an issue by survey participants. It was suggested that PD be offered on days other than Friday since some faculty struggle to make those sessions due to teaching and meeting demands. In addition, faculty encouraged PD involving technology since they believe some fellow faculty members struggle using software applications like Microsoft Office365. One respondent shared that technical faculty have access to Perkins funding and this increases their access to PD opportunities.