

Kingsborough Community College
Faculty and Staff Satisfaction Survey
Fall 2022

KCC Office of Institutional Effectiveness

Executive Summary

Every year Kingsborough Community College administers the Faculty and Staff Satisfaction survey to all employees in order to assess satisfaction and understand the College climate. Major takeaways from the 2022 Faculty and Staff Satisfaction Survey include:

Overall job satisfaction and satisfaction with core values are high:

- **84.5%** of respondents are satisfied with their job at Kingsborough Community College, which represents a 1.8% increase in satisfaction over the previous year.
 - However, there are lower levels of overall satisfaction among Black respondents and Administrative Staff.
 - Employees of fewer than 5 years or greater than 20 years show the highest levels of satisfaction with their job overall.
- Satisfaction with our efforts related to Student Success are high.

Communication of important information remains an issue:

- Lowest levels of satisfaction with leadership at all levels were with the communication of changes to policy and procedures
- Overall satisfaction with communication at the College level is at 85%, but open-ended responses indicated a desire for more opportunities for two-way communication

Satisfaction with **the physical environment** of the campus has decreased since 2021, but satisfaction with **personnel support and resources** has increased:

- The largest decrease in satisfaction of the physical environment is on the condition of the roadways and parking.
- Satisfaction with campus services has either increased or stayed the same across the board, with the exception of a decrease in satisfaction with Public Safety.
 - The lowest levels of satisfaction are with the KCC website and Communications and marketing (these ratings are likely related and will hopefully increase with the release of the new website)

Faculty report high levels of satisfaction with **support for teaching and administrative support from their home departments**, but lower levels of satisfaction with physical conditions of classroom and other resources related to their academic development:

- Faculty reported high levels of satisfaction with the technical resources and administrative support from their department.
- However, faculty expressed lower levels of satisfaction with the physical conditions of the classrooms, the Learning Management System and Starfish, support for scholarship and publishing, support for traveling to conferences, and working with advisement.
- Faculty also reported lower levels of satisfaction with aspects related to their career development, including the clarity of expectations for their positions, opportunities for the acquisition of educational leadership experience, and with the support of the Office of Academic Affairs and their respective departments during the reappointment, tenure, and/or promotion process.

Survey Overview

The Faculty and Staff Satisfaction Survey is administered each year by the Office of Institutional Effectiveness. The 2022 Faculty and Staff Satisfaction Survey was revised from the previous year's survey using feedback from the College community, as well as feedback from the Faculty and Staff Satisfaction Survey committee. This year's survey was also revised with an eye toward the College's upcoming Middle States Commission on Higher Education (MSCHE) Self Study, which will take place in 2024-25. Prior to the administration of the survey, the questions were aligned with the seven MSCHE Standards to ensure that feedback on Faculty and Staff impressions related to each Standard can be captured. Many questions remained the same from previous years to allow for comparison, but other questions related to the College's mission, leadership and decision-making, and the faculty experience were added to gather additional information into these mission-critical areas.

In addition to addressing overall job satisfaction, the survey addressed six important domains of experience at Kingsborough:

- College Mission & Values
- Campus Climate
- Campus Leadership & Decision Making
- Physical Environment & Personnel Resources
- Academic & Instructional Environment
- Technology & Support Services

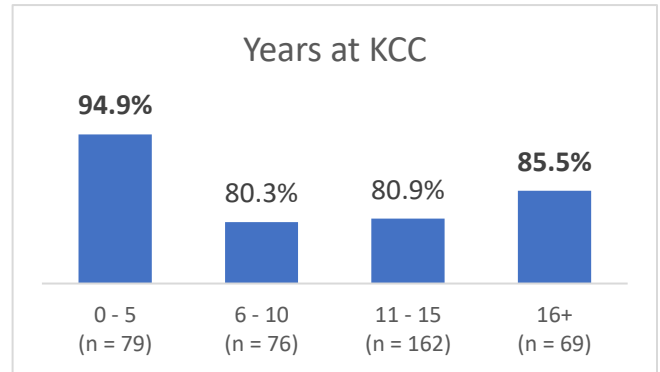
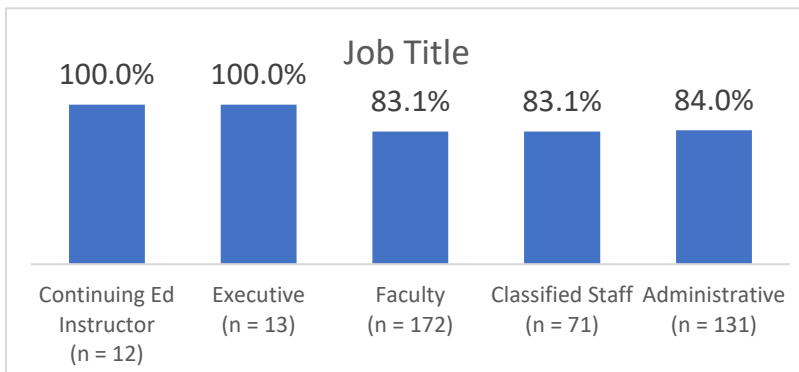
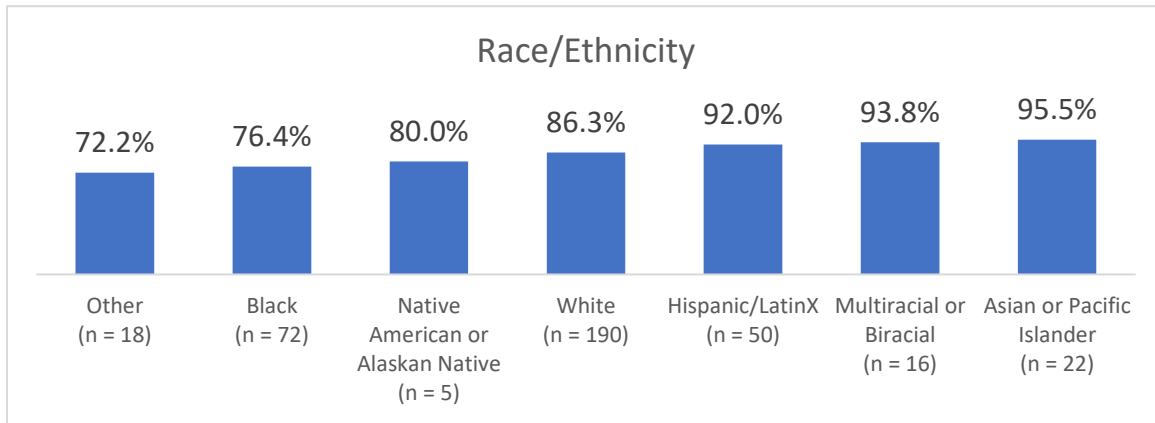
The survey was administered in December 2022/January 2023, and was completed by a total of 388 respondents, including 172 faculty members. 74% of respondents were Full-time employees of Kingsborough and the largest number (42%) have between 10 and 20 years of service. Most respondents currently have a primarily in-person schedule (61%), but some reported having a hybrid schedule (29%) or working remotely (10%). See Appendix A for a full breakdown of respondents.

Overall Job Satisfaction

Overall, **84.5%** of respondents reported being either Moderately, Very, or Extremely Satisfied with their job at Kingsborough Community College, which is a 1.8% increase in satisfaction over the previous year.

However, satisfaction with the job did vary depending on the respondent's ethnicity, job title, and number of years worked at KCC (see Figures 1-3 below), with Black respondents reporting the lowest levels of satisfaction, and respondents who have either been at the College for fewer than 5 or more than 16 years having the highest levels of satisfaction.

Figures 1-3: Job Satisfaction, By Race/Ethnicity, Job Title, and Years at KCC



College Mission, Values, and Goals

To begin to unpack job satisfaction, as well as to provide information on perceptions of how well the College is living up to its mission, values, and goals, respondents were also asked to reflect on how well the College, and their work specifically, was working toward the achievement of its mission, values, and goals.

The overall pattern of these results indicates that Faculty and Staff feel that the College is dedicated to its students and makes good progress in supporting their success; however, many respondents report concerns with accountability and governance, with both quantitative data and the open-ended responses suggesting a need for improved processes related to the sharing of information and collaboration between different areas of the College.

The three sections below provide more detail about Faculty and Staff attitudes toward the College’s mission, values, and goals.

The College Mission

On a four-point scale from Definitely Not to Definitely Yes, the overwhelming majority (90%) of the respondents feel that their day-to-day work either Probably or Definitely helps advance Kingsborough’s mission.

Respondents were also asked to reflect on *how* their work related to the College’s mission, and the responses were very informative as to how KCC employees view their work and what they see as the major barriers to their effectiveness. Notably, the majority of responses reflect a strong “Students First” mantra, even among positions that are not directly student-facing.

However, responses did also demonstrate ways in which people feel they are hindered from supporting the College’s mission, such as the presence of too much bureaucracy and back-end administration, not enough physical or human resources, and a lack of communication and collaboration, including input on decision-making.

Core Values

The majority of respondents reported believing that KCC met its core values either Well or Very Well (out of a three-point scale of Not At All Well, Well, or Very Well), particularly Respect, Diversity, and Excellence. Compared to last year, KCC has made a remarkable 6% increase on how well respondents feel that the College is meeting its core value of Diversity.

Integrity, Accountability, and Innovation received lower ratings, with Innovation decreasing -2.5% since 2021.

Table 1: Core Values	Percent Well or Very Well		Year To Year Difference
	2022	2021	2022-2021
Respect	81.1%	81.0%	0.1%
Diversity	85.8%	79.8%	6.0%
Integrity	76.3%	77.1%	-0.8%
Excellence	80.7%	81.8%	-1.1%
Accountability	69.3%	70.2%	-0.9%
Innovation	75.0%	77.5%	-2.5%

College Goals: The Pillars of the 2021-2025 Strategic Plan

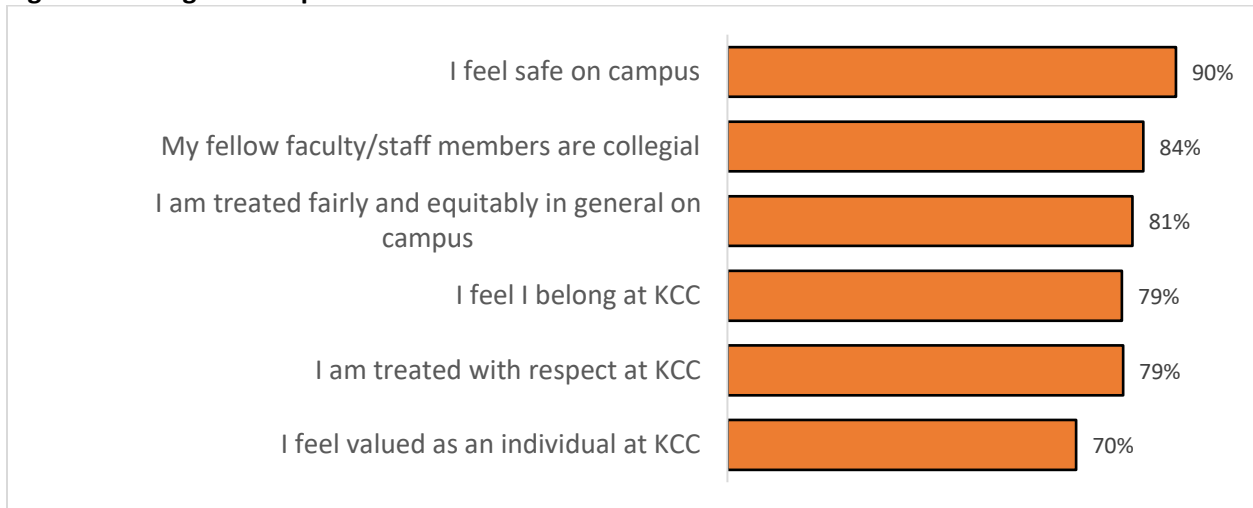
Starting with the 2021 survey, respondents have indicated their level of satisfaction to date in how the College has achieved in the five pillars of the Strategic Plan, which reflect the overarching goals of the College. As seen in Table 2, respondents rate high levels of satisfaction with Student Success, and satisfaction rates increased from the previous year, but fewer respondents reported being satisfied with Governance and Planning and Workforce Development and Strategic Partnerships. Governance and Planning received the lowest levels of satisfaction of all the Pillars.

Table 2: Pillars of 2021-2025 Strategic Plan	Percent Extremely, Very, or Moderately Satisfied		Year To Year Difference
	2022	2021	2022-2021
Student Success	78.7%	75.3%	3.4%
Operational Excellence	73.1%	74.6%	-1.5%
Governance and Planning	66.7%	69.6%	-2.9%
Community and Communication	72.0%	71.7%	0.3%
Workforce Development and Strategic Partnerships	74.7%	77.3%	-2.6%

Campus Climate

Respondents were also asked questions related to their experiences with the overall climate of the campus as it relates to diversity, equity, and inclusion, as well as their sense of safety and belonging. Figure 4 reflects respondent’s level of agreement (on a four-point scale from Strongly Disagree to Strongly Agree) with the aspects of campus climate over the last 12 months. Overall, respondents strongly agreed with feeling safe on campus, but lower ratings on the other statements. The lowest level of agreement was with the statement “I feel valued as an individual at KCC”.

Figure 4: Ratings of Campus Climate



One area for continued study is to understand whether ethnicity, gender, job title, etc. play a role in feelings of safety. However, because the largest number of respondents identified as White, it is difficult to draw conclusions about the role race plays in opinions regarding campus climate. This is an area that needs further study.

Campus Leadership and Decision Making

On the 2021 survey, respondents were asked about their levels of satisfaction with three levels of leadership: Senior Leadership, Academic & Student Affairs Leadership, and Administrative Leadership. This year’s survey expanded the questions relating to campus leadership and the decision-making process in order to better understand respondents’ satisfaction with various aspects of leadership and decision-making.

Respondents rated each aspect of leadership on a five-point scale from Not at All Satisfied to Extremely Satisfied, and were given the option of selecting “N/A” if they had no basis to respond. Because respondents can select N/A, the Tables provided in this section include not just the percentage of respondents but also the number of respondents who selected a response other than N/A.

Table 3: Satisfaction with Leadership/Decision Making

	Senior Leadership	Academic & Student Affairs	Administrative
Providing Effective Leadership and Guidance	70.0% (n* = 325)	77.4% (n = 291)	78.5% (n = 297)
Involving Stakeholders in Decision-making Process	64.0% (n = 285)	73.6% (n = 257)	75.0% (n = 263)
Communication of Policy/Procedure Changes	68.3% (n = 323)	72.9% (n = 285)	74.1% (n = 290)

*n indicates the number of people who responded anything other than N/A

Satisfaction among the various levels of campus leadership were largely positive. Senior Leadership (President, Provost, VPs) received lower satisfaction ratings than the other levels of leadership and the highest number of respondents. At all levels of leadership, satisfaction ratings were highest regarding providing effective leadership and guidance and lowest in communicating policies and procedure changes. The second-highest satisfaction was with involving stakeholders in the decision-making processes, except for at the Senior Leadership level where this aspect received the lowest levels of satisfaction.

In addition to questions about campus leadership, respondents were also asked to indicate how well their interests were being represented in College governance overall. Continuing Education Instructors and Executive-level Staff reported high levels of agreement (100% and 83.6% respectively), while only 69.5% of Classified Staff, 62.8% of Administrative Staff, and 56.1% of Faculty felt that their interests are represented in College governance.

Campus-Wide Communication

Over 85% of respondents felt that the College is Moderately to Extremely Effective at communicating information about events, updates, and changes across the College. Levels of satisfaction were relatively consistent across the different roles at the College.

Respondents were also asked to provide suggestions on how leadership at any level could effectively communicate important information to the College community. Among these responses were:

- foster more faculty involvement in the decision-making process, including having a faculty council/senate
- encouraging input from employees that work closely with students
- increased transparency, including updates about policy changes in the monthly division-level update emails
- hosting small group discussion with faculty and staff.

This question and the previous questions related to campus leadership indicate that communication of policy and creating an environment where people feel like they are being kept in the loop on decision-making, events, and changes across the College remains an open challenge. Though many respondents mentioned appreciating the increase in efforts to communicate work being done across the College (such as the monthly division updates), it is still necessary to continue to work to find the best ways to facilitate communication of information, events, and policies across the College community.

Physical Environment and Personnel Resources

The questions related to personnel, physical, and campus resources have been asked on the Faculty and Staff Satisfaction Survey for the past several years, which allows the College to track changes to satisfaction with the campus environment and services available to Faculty and Staff.

Physical Environment

With the increase in time spent on campus, and the increased numbers of people on campus, ratings of the physical campus environment decreased from the previous year, with the largest decreases in satisfaction in the areas of parking (-12.8% from the previous year) and the roadways (-13.7% from the previous year). The lowered ratings of satisfaction with parking is likely related to the increase in parking costs; a few respondents mentioned feeling resentful of the increased cost of parking despite not being on campus as much as before the pandemic.

Respondents also provided feedback on specific places and areas on campus that could be improved (e.g., specific bathrooms in need of repair or places on campus where the parking lines have faded). These comments have been passed on to the relevant parties to ensure that the improvements can be made as soon as possible.

Table 4: Satisfaction with the Physical Environment Compared with 2021

PHYSICAL ENVIRONMENT	Percent Moderately to Extremely Satisfied				Year-to-Year Difference
	2022		2021		2022-2021
	%	#	%	#	%
Restrooms	70.8%	332	77.1%	284	-6.3%
Cafeteria	65.4%	292	67.4%	239	-2.0%
Elevators	70.8%	284	73.3%	247	-2.5%
Hallways	85.1%	284	91.2%	283	-6.1%
Parking	74.2%	264	87.0%	246	-12.8%
Roadways	70.8%	277	84.5%	264	-13.7%
Campus maps	70.2%	252	76.5%	243	-6.3%
Office spaces	69.0%	326		...	...
Event spaces	90.5%	263		...	...
Your commute	64.3%	322		...	...
Classrooms	67.4%	239		...	...
Campus shuttle	57.1%	290		...	...

Respondents were also asked to provide suggestions on how the College can improve the accessibility of physical spaces. These suggestions have also been passed on to the relevant parties to ensure that the improvements can be made as soon as possible.

Personnel Resources

Respondents were largely satisfied with personnel resources, particularly with the Bursar's office (88.6%) and with payroll services (84.8%), each of which increased from last year's satisfaction ratings. Retirement planning support remained around the same, though support accessing benefits showed slightly decreased satisfaction compared to last year. Table 5 shows the percentages and number of respondents for each resource.

Table 5: Satisfaction with Personnel Resources Compared with 2021

PERSONNEL RESOURCES	Percent Satisfied				Year-to-Year Difference
	2022		2021		2022-2021
	%	#	%	#	%
Support accessing benefits from CUNY, NYC, and unions	78.9%	307	80.4%	286	-1.5%
Help with retirement planning	66.4%	235	67.0%	209	-0.6%
Payroll services	84.8%	322	83.4%	295	1.4%
Bursar's office	88.6%	271	85.2%	250	3.4%

Participants also reported high levels of satisfaction (above 82%) with working/collaborating with nearly all of the College’s support services, including ITS, Communications and Marketing, Office Services, the Library, Tutoring, Access Resource Center, Health Services, and Access-ability. Alternatively, only 66.3% of respondents were more than moderately satisfied with Advisement. Many of these ratings are an increase from the 2021 Survey, with the exception of Public Safety.

Table 6: Satisfaction with Campus Services Compared with 2021

CAMPUS SERVICES	Percent Moderately to Extremely Satisfied				Year-to-Year Difference
	2022		2021		2022-2021
	%	#	%	#	%
Information Technology Services	82.7%	324	82.8%	279	-0.1%
KCC website	68.5%	327	64.0%	300	4.5%
Communications and marketing	79.7%	227	74.0%	250	5.7%
Office services	89.7%	261	86.6%	246	3.1%
Library	94.2%	208	89.1%	193	5.1%
Tutoring	83.1%	148	77.6%	152	5.5%
Access Resource Center (Formerly Single Stop)	95.1%	164	91.8%	170	3.3%
Public Safety	82.7%	295	90.3%	267	-7.6%
Health Services	96.1%	180	95.1%	203	1.0%

COVID-19 Response

Though many policies and procedures related to COVID-19 are out of the College’s control, the survey did ask about respondents’ satisfaction with policies and procedures as well as their satisfaction with communication regarding policies and procedures related to COVID-19. Over 78% of respondents are satisfied with the College’s communication of COVID-19 related policies and 75% of respondents are satisfied with Cleared4 campus access and College’s random testing policies. Lower levels of satisfaction were reported for processes related to requesting exemptions to vaccine and remote work (70.9%) and with the implementation/enforcement of COVID-19 related polices (73.9%).

Academic & Instructional Environment

Any respondent who indicated being either a Faculty member (full or part-time) or Continuing Education instructor were asked a series of questions about their experiences related to teaching. The questions asked about respondents’ satisfaction with a variety of aspects, on a four-point scale from Not at All Satisfied to Extremely Satisfied, and were instructed to select “N/A” if they did not feel they had a basis to answer the question. This way, instructors who did not teach in person, for example, or who did not need institutional support for grants, did not need to respond to any questions that did not relate to them. The tables in this section provide the percentage of respondents who responded Extremely, Very,

or Moderately Satisfied, as well as the number of respondents who responded anything other than “N/A”.

Of the 159 total respondents to these questions, 56% teach in-person, 40.7% teach on-line, and 33% teach hybrid.

Technical Resources and Physical Environment

Though the majority of respondents reported being Moderately to Extremely Satisfied with the technical and physical resources available to them, ratings did decrease somewhat from the 2021 survey. However, there was a slight increase (1.2%) in satisfaction on the physical conditions of the classroom, though overall satisfaction remains low.

In addition to questions from the previous year, this year’s survey also included two questions on the Learning Management System (Blackboard) and Starfish retention software. Satisfaction on both of these products remains low, and the number of responses indicates that fewer instructors have experience using Starfish than the LMS.

See Table 7 for more details.

Table 7: Satisfaction with the Instructional Environment, Compared to 2021

INSTRUCTIONAL ENVIRONMENT**	Percent Extremely, Very, or Moderately Satisfied				Year-to-Year Differences
	2022		2021		2022-21
	%	#	%	#	%
Availability of teaching technology equipment and software	76.0%	154	78.3%	138	-2.3%
Quality of teaching technology equipment and software	76.3%	152	78.2%	142	-1.9%
Technology help in the classroom	78.1%	137	79.7%	118	-1.6%
Physical conditions of classrooms	61.2%	147	60.0%	115	1.2%
The Learning Management System	63.6%	151	...	...	...
Starfish	48.7%	117	...	...	...

Academic Support and Resources

In addition to their experiences with teaching, instructors were also asked about their experiences with their overall academic experience, including with the support they receive for teaching, research, and the promotion, reappointment, and tenure process. Though satisfaction with the physical and technological resources remains low, respondents indicated increases in satisfaction with support for development of their pedagogical skills (78.8%, a 5.1% increase from 2021), including KCTL (82%) and KCeL (78.3%), and with support for travel to conferences (50.5%) and the institutional administration of grants (71.4%), both of which have increased over 10% since 2021.

This year, a number of new questions were added to the survey to better understand the faculty experience and how the Office of Academic Affairs and their home departments may better support their work. One major finding from these questions was that while Faculty largely reported feeling supported by their home departments during the promotion, reappointment, and tenure process (66.7%) a much smaller percentage reported feeling supported by the Office of Academic Affairs (54.7%).

Table 8: Satisfaction with Academic Support and Resources, Compared with 2021

ACADEMIC SUPPORT AND RESOURCES	Percent Extremely, Very, or Moderately Satisfied				Year-to-Year Differences
	2022		2021		2022-21
	%	#	%	#	%
Academic freedom	71.5%	146	77.7%	139	-6.2%
Support for development of pedagogical skills	78.8%	132	73.7%	133	5.1%
Opportunities for acquisition of educational leadership experience	49.7%	112	...	...	...
Support for scholarship and publishing	59.4%	106	62.4%	109	-3.0%
Support for travel to conferences	50.5%	99	40.2%	97	10.3%
Institutional administration of grants	71.4%	91	59.8%	87	11.6%
Administrative support from the department	84.4%	147	...	...	...
Working with advisement	50.0%	108	...	...	...
Support from department during reappointment, tenure, and promotion	66.7%	131	...	...	...
Support from Office of Academic Affairs during reappointment, tenure, and promotion	54.7%	118	...	...	...
Clarity of expectations for your position	69.2%	147	...	...	...

Respondents were also asked to provide suggestions on how the College can best support continued growth and success of Faculty members in terms of research, pedagogy, or as a member of the campus community. Among these responses were:

- Faculty involvement in curriculum decisions and less vested power in the department chair
- prioritizing presenters when allotting money for conference travel, as well more financial support to attend conferences in general
- rewarding participation in workshops and other professional development activities
- more clarity regarding tenure and promotion criteria
- supporting publication

Next Steps

- The results, including open-ended responses, will be shared with Senior Leadership and with the relevant areas of the College
 - A summary of suggestions related to communication of information have been shared with Senior Leadership
 - Suggestions related to the physical environment have been sent to the VP of Finance and Administration
 - A summary of suggestions related to the academic/teaching environment have been shared with the Dean of Faculty and Senior Vice President of Academic Affairs and Provost
- The Faculty and Staff Satisfaction Survey Committee has been reconvened and has received the results, along with open-ended results, and is brainstorming suggested next steps to bring to Senior Staff.
- The full results of the survey, as well as the recommendations from the FSSS Committee, will be shared during Assessment Week, on March 24 from 11am-12pm.

Appendix A Overall Job Satisfaction

IDENTIFIED ROLES AT THE COLLEGE	Total	Extremely Satisfied	Very Satisfied	Moderately Satisfied	Slightly Satisfied	Not at all Satisfied
Faculty	172	19.2%	37.2%	26.7%	12.2%	4.7%
Administrative	131	16.0%	36.6%	31.3%	9.2%	6.9%
Classified Staff	71	22.5%	31.0%	29.6%	11.3%	5.6%
Executive	13	38.5%	38.5%	23.1%	0.0%	0.0%
Continuing Ed Instructor	12	33.3%	50.0%	16.7%	0.0%	0.0%
Total	399	19.8%	36.3%	28.3%	10.3%	5.3%

GENDER

Female	235	20.4%	38.7%	30.6%	6.8%	3.4%
Male	124	20.2%	33.9%	23.4%	15.3%	7.3%
X (Non-Binary)	3	33.3%	0.0%	33.3%	33.3%	0.0%
Prefer not to Say	25	4.0%	32.0%	36.0%	16.0%	12.0%
Other	1	0.0%	100.0%	0.0%	0.0%	0.0%
Total	388	19.3%	36.6%	28.6%	10.3%	5.2%

RACE / ETHNICITY

Black	72	15.3%	33.3%	27.8%	19.4%	4.2%
White	190	21.1%	37.4%	27.9%	7.4%	6.3%
Hispanic/LatinX	50	32.0%	36.0%	24.0%	6.0%	2.0%
Asian or Pacific Islander	22	18.2%	40.9%	36.4%	0.0%	4.5%
Native American or Alaskan Native	5	40.0%	40.0%	0.0%	20.0%	0.0%
Multiracial or Biracial	16	37.5%	31.3%	25.0%	6.3%	0.0%
Other	18	5.6%	50.0%	16.7%	16.7%	11.1%
Prefer Not to Say	42	7.1%	38.1%	38.1%	14.3%	2.4%
Total	415	20.0%	37.1%	28.0%	10.1%	4.8%

YEARS AT KINGSBOROUGH

0 - 5	79	26.6%	49.4%	19.0%	3.8%	1.3%
6 - 10	76	23.7%	28.9%	27.6%	15.8%	3.9%
11 - 15	162	9.9%	36.4%	34.6%	12.3%	6.8%
16+	69	27.5%	31.9%	26.1%	7.2%	7.2%
Total	386	19.2%	36.8%	28.5%	10.4%	5.2%