



**NATIONAL INITIATIVE FOR LEADERSHIP
& INSTITUTIONAL EFFECTIVENESS**

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Stanislaus State
Turlock, California

PACE Qualitative Report
Personal Assessment of the College Environment

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NATIONAL INITIATIVE FOR LEADERSHIP & INSTITUTIONAL EFFECTIVENESS

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TABLE OF CONTENTS

Qualitative Analysis.....	2
Figure 1. Comment Response Rates	2
Table 1. Most Favorable Responses	3
Table 2. Least Favorable Responses	7

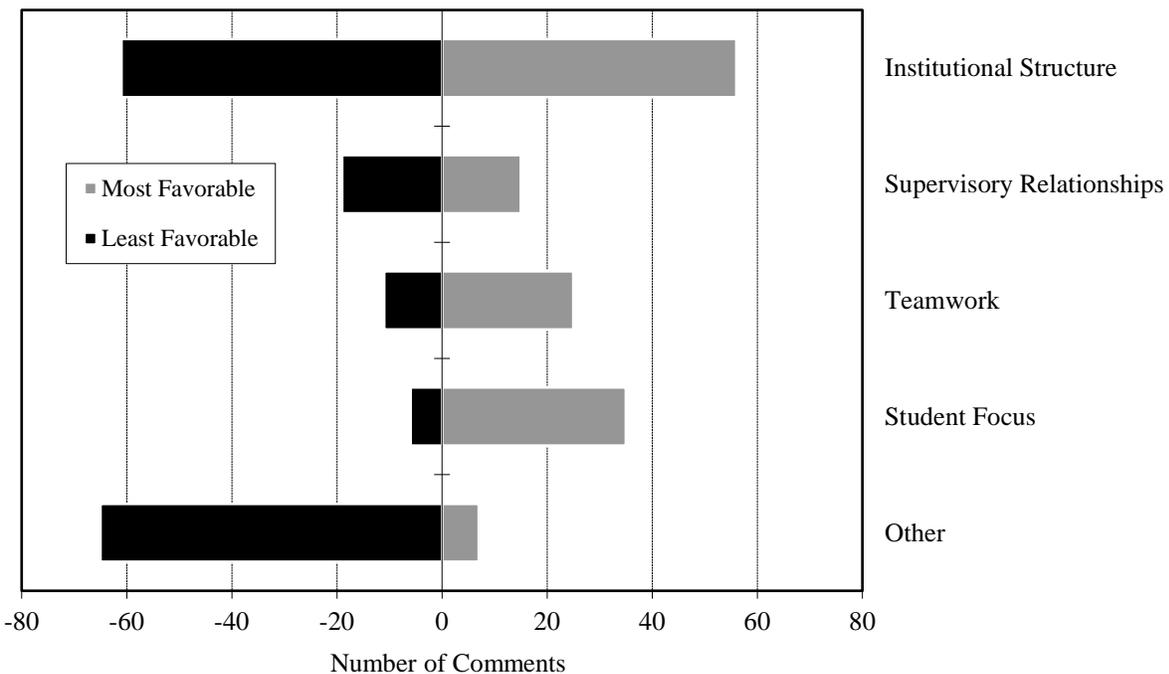
Qualitative Analysis

Respondents were given an opportunity to write comments about areas of the institution they found most favorable and least favorable. Of the 327 Stanislaus State employees who completed the PACE survey, 174 respondents (53.2%) provided written comments. In analyzing the written data there is a degree of researcher interpretation in categorizing the individual comments. However, reliability is ensured by coding all responses back to the questions on the PACE survey.

Figure 1 provides a summary of the open-ended responses. This summary is based on Herzberg’s (1982) two-factor model of motivation. NILIE has modified the model to represent the PACE factors by classifying the comments into the most appropriate PACE climate factors. This approach illustrates how each factor contributes to the satisfaction or dissatisfaction of the respondents. Please note that when asked for opinions, it is common for respondents to write a greater number of negative comments than positive comments.

The greatest numbers of most favorable comments across all factors fell within the Institutional Structure climate factor, while the greatest number of least favorable comments fell within the “Other” category. Please refer to Tables 1 and 2 for sample comments categorized by climate factor and the actual number of responses provided by Stan State employees. This sample of open-ended comments reflects employee responses as coded back to the questions of the PACE survey. Please note that comments are quoted exactly as written except in instances where the integrity of the report is compromised. Any additional edits for clarity are indicated by [].

Figure 1. Stanislaus State Comment Response Rates



Note: Adapted from Herzberg, F. (1982). *The managerial choice: To be efficient and to be human* (2nd ed.). Salt Lake City, UT: Olympus Publishing Company

Table 1. Most Favorable Responses—Sample Comments and Actual Number of Responses at Stanislaus State

Factor	Themes
Institutional Structure (n=56)	<p><i>I think there is a trend towards embracing diversity and inclusion on campus. I feel the president is taking concrete steps towards revitalizing the spirit of Stan State.</i></p> <p><i>I think the campus is strong in diversity and creativity. Most students are seriously engaged in their work and that has been very encouraging.</i></p> <p><i>Campus efforts to achieve diversity are very apparent.</i></p> <p><i>Commitment to diversity, equity, and access.</i></p> <p><i>Diversity, inclusion, and professional growth are some of the best changes made in the last 2 years.</i></p> <p><i>I believe our institution has made a much greater effort over the last couple of years to foster a healthier and more inclusive environment.</i></p> <p><i>In the recent months/year, the campus has made many strides to try and develop ways to be inclusive and promote diversity, such as opening a culture and diversity center and creating a peace pole as a reminder of the differences we have on our campus.</i></p> <p><i>The campus cares deeply [about] the diversity of staff and student populations as well as protection and safety for all. The concern for excellent education and graduating on time is also a priority of the current administration. The recent effort to provide equity for the staff was very rewarding and appreciated!</i></p> <p><i>The campus is helping promote inclusivity and diversity in various settings throughout campus, thus creating an environment for students that is welcoming.</i></p> <p><i>The campus is really moving towards being more innovative and have our procedures work more efficiently. I see opportunity for growth and change in that area. I also see a strong presence in moving towards a campus that celebrates diversity and inclusion.</i></p> <p><i>Efforts to communicate by the central administration.</i></p> <p><i>Our President listens well and initiates appropriate/effective change campus-wide. Over the past year my department management (and, as perceived/observed, other departments) has evolved to listen better, encourage more positive interaction behaviors, and is more inclusive.</i></p> <p><i>Campus safety is supported well. Diversity is high although I wonder how many students can understand the variety of accents in faculty. Collegiality is high in my department, which has waxed and waned with faculty changes.</i></p>

Table 1. Continued

Factor	Themes
	<p><i>I really like this school. As a student, staff member, and faculty member, I have experienced this school through different lenses and constantly leave impressed with the school.</i></p> <p><i>The campus has great potential to do great things and to become great. The students are great and hard-working. We also have great opportunities for change with a new president and so many new faculty and staff.</i></p> <p><i>The new administration team, and the new dean of my college represent a quantum leap in collaboration, equity, and inclusion, and are turning around the faculty/admin relation so we (the faculty) now feel we are able to talk to the administration. Administrators are now more willing to listen and to support the faculty. Also, the new administration shows genuine concern for the success of the students and their well-being.</i></p> <p><i>Excellent mutual respect and collaboration with administrative colleagues.</i></p> <p><i>People who work here self-select to be here, so we know that we are in this together. Therefore, I feel that most of the “ground troops” are supportive and collegial. Recent administrative changes have also helped improve [t]he campus climate overall.</i></p> <p><i>The caring of individuals who work at the campus. Caring for colleagues and for students.</i></p> <p><i>The climate in my office is very positive. We support and encourage each other. The president has tried to address areas of inequity, and while this will take some time, it is [a] positive step that has improved the campus climate.</i></p> <p><i>The collaborative spirit shared by most faculty and administrators is the lifeblood of this place. When this spirit is threatened, we all feel the impact. When it flows well, we can make great headway.</i></p> <p><i>The welcoming family like atmosphere and the inclusion of all who work and attend classes here. Diversity is welcome at this campus. Very beautiful spirit on this campus.</i></p>
Supervisory Relationships (n=15)	<p><i>I find that my current supervisor is very supportive and open to my job responsibilities and ideas. I appreciate the effort that the university is doing to increase communication across the campus.</i></p> <p><i>Management support and encouragement.</i></p> <p><i>My supervisor seeks my suggestions and feedback, and is incredibly responsive and supportive.</i></p> <p><i>Feedback is often sought after by my direct supervisor.</i></p>

Table 1. Continued

Factor	Themes
	<p><i>I am able to be creative in my teaching to allow for optimal learning experiences for the students.</i></p> <p><i>I appreciate being able to work on professional/personal projects. It feeds my passions and motivates me to continue working.</i></p>
Teamwork (n=25)	<p><i>I have a great work group and feel very supported--the staff I work with has positive attitudes and are able to move work forward.</i></p> <p><i>I feel my particular work group has favorable work arrangements; however, that is due to individual good and good hiring practices rather than institutional culture or policy.</i></p> <p><i>I work within an extremely collaborative and creative team. I am grateful for the diversity perspectives and opportunities to share new ideas in a supportive environment.</i></p> <p><i>Excellent working conditions in the department. Open door policy in dean and department chair offices promote excellent working conditions.</i></p> <p><i>I am extremely blessed in my department to be working with outstanding individuals who value each other's input, care about each other's personal and professional growth, and collaborate respectfully. It is a rarity, and we all know and treasure it!</i></p> <p><i>I have good support in my department. My colleagues value different ideas and work together.</i></p> <p><i>I work with an amazing group of people with a passion for students and learning. They work very well together with almost no dissension or tension. Every one of them will go above and beyond to help a student succeed.</i></p> <p><i>Most in my department are open-minded, while those who are tenured are not so much and perhaps threatened by new ideas and changes. Most try to include part-time faculty and make an effort to have them be involved.</i></p> <p><i>My day-to-day colleagues are AMAZING and we're all on task for the mission to serve our students.</i></p> <p><i>Specifically for my work environment and department we work well together in a collaborative effort for the students. Very positive and dynamic coworkers.</i></p>
Student Focus (n=35)	<p><i>A strength of our department is that we are very student-oriented. Whenever considering curricular changes and improvements we always keep the goals and interests of the students in mind to guide our decisions.</i></p> <p><i>I believe that this institution is focused on students graduating in a timely manner.</i></p>

Table 1. Continued

Factor	Themes
	<p><i>I believe that we are an undergraduate, student-focused university that promotes students' success and adds value to students' lives and careers.</i></p> <p><i>I do believe the focus of all faculty and staff I have encountered is student success. The campus is moving toward improvement of facilities and we are supportive of diversity and inclusion.</i></p> <p><i>I think we do a good job serving our students. By and large faculty and administration are proud of the work that we do. We realize that it can be challenging and that our students have specific challenges, and we do our best to address those challenges and help students to be successful.</i></p> <p><i>Importance of student education and favorable learning environment.</i></p> <p><i>Many faculty, staff, and admin genuinely care about the learning, growth, and success of our students. It is motivating to work around these people.</i></p> <p><i>Student-centered focus of education. Genuine and generally supportive atmosphere. Benefits and financial support are present for general improvements in teaching and research.</i></p> <p><i>The campus does a great job in promoting and understanding undergraduate student services.</i></p> <p><i>The focus on helping students in an individualized way.</i></p> <p><i>The university is student focused--all work relates to ensuring the students' academic needs are met.</i></p> <p><i>The faculty I work with are very dedicated to supporting student learning both on campus and in the community. The campus seeks to serve the diverse student population that represents the demographics of our region and provides opportunities for underserved groups.</i></p> <p><i>Our student body is diverse and seems to embrace this as a positive. They are an inspiration for me.</i></p> <p><i>There are many practices and policies that aim to support student learning and support diversity and inclusion on campus.</i></p>
Other (n=7)	<p><u>Facilities</u></p> <p><i>Most favorable: physical environment, safety, relaxed atmosphere.</i></p> <p><i>Striving for efficiency especially by campus engineering and campus maintenance.</i></p> <p><i>It's a pretty campus.</i></p>

Table 2. Least Favorable Responses —Sample Comments and Actual Number of Responses at Stanislaus State

Factor	Themes
Institutional Structure (n=61)	<p><i>I believe that through the push for diversity and inclusion, others' ideas and are being discounted and labeled which is adversely affecting society as a whole. We are all one race...the human race.</i></p> <p><i>Faculty governance is unreflective, not open, frustratingly closed, mafia-esque. Campus is becoming less of a teaching-institution, more of a governance-institution. Students are brought in with basic needs (e.g. literacy), which go unaddressed.</i></p> <p><i>The detail[ed] level of decisions that seem to be made or have to be made by the President's office instead of empowering Cabinet members to do their jobs and make decisions. Seems a lot of rework and scheduling of meetings. Compared to other institutions I have worked at, I am astounded at how many Cabinet meetings there are every week and the length of each meeting. Also, they never end on time and that throws the schedules into chaos and the ripple effect of other people's schedules.</i></p> <p><i>We pride ourselves on being a "diverse" community. "Diverse" means the whole package or individual, which includes liberal versus conservative, agnostic versus religious. Unfortunately, the current climate is not tolerant of these opposing views if they don't coincide with the "PC" or ideological views of academia.</i></p> <p><i>Many faculty are not open to proactive efforts to expand inclusion and diversity. Faculty need more training in the ways they contribute or are complicit in racism and sexism. Many faculty need training with the particular needs of first-generation students and students who are under-represented in academia. Many students do not feel supported in their classes and lack confidence. Many faculty, particularly in the sciences, place too much emphasis on learning facts, and not enough emphasis on developing skills and becoming professionals. This limits the effectiveness of our curriculum.</i></p> <p><i>Diversity is overvalued; cultural assimilation and preparation for the "real world" is undervalued. Ideas that run counter to the "party line," such as religious justification for heterosexuality, tobacco is OK, transgender is weird, etc. dare not be uttered for fear of ostracism or official retribution.</i></p> <p><i>Need more LGBTQ+ programs/training.</i></p> <p><i>I think that the word diversity has a very specific context on this campus. It has to do with the diversification of domestic students and fails to pay any attention to internationalization--some would argue a major element of diversification. Additionally, there are key personnel on this campus that fail to work with the rest of campus and/or intimidate students.</i></p>

Table 2. Continued

Factor	Themes
	<p><i>Diversity and inclusion plans alienate those of the white race. While trying to be diverse and inclusive you can't forget about any of the races. Additionally, I have co-workers who will carry on work and personal conversations in another language in the same office. They are more comfortable than speaking English all the while not being inclusive to the English-only speakers. I have no issue with anyone, faculty, staff or management assisting students who speak a different language. I am not prejudice or racist; [I] just don't want to feel excluded or uncomfortable.</i></p> <p><i>[I am] pretty over the conversations of being welcome to diversity--actions speak louder than words.</i></p> <p><i>Diversity is a big problem on this campus. The campus is not very diverse, and there's a feeling from some staff and faculty that it isn't an issue. However, the students tell a different story. They would like to see more staff, faculty, and administration who look like them and understand them.</i></p> <p><i>Communication is extremely poor, and lack of communication affects employees ability to reach their full potential.</i></p> <p><i>Communication is always last minute or after the fact whether for events, procedure changes, etc. My job runs on procedures, and it is necessary to know ahead of time to be efficient in my job. We seem to run on being reactive instead of being proactive. It can't always be done last minute; that is not an effective way for students.</i></p> <p><i>Communication is lacking and seems like there are too many silos.</i></p> <p><i>At the college and university levels, staff ideas, input, [and] suggestions land on deaf ears. Ideas/suggestions, etc. should come from the personnel working in the areas that need change.</i></p> <p><i>I find at times that staff will give their opinions, ideas, etc. and [are] still not taken to heart and listened too.</i></p> <p><i>Because there are too many new administrators and their personal assistants and because personnel turnover is very high, no one knows their jobs. No one knows what workgroups, support networks, and initiatives already exist. There is very little coordination since everyone is new and has no clue who else should be included. Many people have been shunted out of volunteer service positions due to steamrolling through of "innovative" new committees making the previously existing communities redundant. The lack of collaboration and broad vision for our campus' grass roots style is disturbing and quite alienating to folks who have worked hard with no credit for a long time.</i></p>

Table 2. Continued

Factor	Themes
	<p><i>There is a great need for more classroom space so that course scheduling is not so problematic with many unplaced classes that need to change our whole schedules around to accommodate the enrollment growth. There has been in our past 6-7 years a chasm between staff and HR, with staff not feeling appreciated or supported which led to much negativity for [the] atmosphere; however, I believe that I see a welcome change in that regard. It has not directly affected my job performance because I have not encountered disrespect personally; however, I am aware that there are some cases of that on campus and am glad that the climate is changing. The only thing I am concerned about is the fact that the only way for any hope of advancement has been to change positions, so I am in hope that they consider restoring steps which allows for advancement based on performance and each dept would benefit from not having so many changing positions since the only way in the past would be to get a different job.</i></p> <p><i>How can we hire diversely if POC [people of color] don't apply? Is that the fault of our process? Some activities are for show to make others look good; basic financial support for initiatives can be lacking but are pushed ahead and then we have to find funding for staffing, supplies, and basic needs. Our HR department has the reputation of being partisan and not confidential. Upper mgmt [management] does not have tangible HR background.</i></p> <p><i>Favoritism. Co-workers have known about what is going on with my job/work prior to someone talking to me. Other jobs on campus are difficult to get; they seem to get posted with someone already being in mind for the job.</i></p> <p><i>We continue to have individual faculty who treat students or faculty colleagues in ways that feel demeaning or abusive to those students and faculty, at times in contexts involving other students (or faculty), other times in one-on-one situations. We struggle to address these concerns in ways that actually impact the faculty behavior in a productive way going forward. We need to work on how to clean up the type of behavior students and faculty colleagues find demeaning or disrespectful while ensuring proper respect for academic rigor and professional differences of opinion.</i></p> <p><i>Institutional priorities are unclear at times, as we seem to be in an environment where EVERYTHING is important and must be done now.</i></p> <p><i>Administrative practices at all levels are opaque, unprofessional, disorganized, and traumatizing</i></p> <p><i>I don't always feel that campus outcomes and priorities are clear. The campus has a Strategic Plan, but it is unclear how members/units of the campus community fit into the plan and how it will be implemented and supported in terms of resources.</i></p>

Table 2. Continued

Factor	Themes
Supervisory Relationships (n=19)	<p><i>Direct supervisor has broken the law; there were no consequences and they do not know the area they are responsible for. It is difficult to even come in given the support for bullies that the institution gives.</i></p> <p><i>Some managers show a great deal of favoritism to the point of not speaking to employees under their supervision. There is no way to communicate with the VP over managers when they are not doing a good job. Lack of promotion from within is a problem. Low morale among staff is a problem.</i></p> <p><i>Lack of vision and leadership at the divisional level. Recent improvements in communication have helped create a more friendly tone between senior leadership and management, but the hard skills relating to planning, vision, and strategy are lacking. I believe there needs to be more recognition that managers are human beings. There is a finite capacity to their ability to take on additional work, either through efficiencies or just necessity. There is always focus on faculty and staff in the context of salary, employee morale, etc., but managers don't seem to be viewed in the same way. At heart, managers are just people trying to do a good job, within the support structures that exist and to the benefit of students and colleagues. We need to look to our senior leadership to inspire, motivate, and guide.</i></p> <p><i>My departmental head is NOT open or friendly to part-time faculty. There is no feedback nor is there an offer of help in improving teaching. Staff and some faculty are friendly and helpful, but the department head reinforces a lonely and unfriendly work environment for part-timers.</i></p> <p><i>Immediate management within departments lack energy and optimism. If change is encouraged to occur the managers/directors can't allow their attitude of old practice continue to hinder change. There are quite a few members who are so against change management they fail to listen to new ideas.</i></p> <p><i>I think the university could improve in individual performance-based assessments and corresponding recognition (raises, promotions). Equity is highly stressed without full consideration of individual performance which can be demoralizing to high performing individuals.</i></p> <p><i>I would have liked an orientation meeting where such topics as Blackboard and student access to accounts was discussed/explained.</i></p> <p><i>Lack of training within departments is terrible. Lack of continuity when someone leaves as there is not anyone in place to train the replacement. Opportunities to change positions or be promoted on campus are seriously lacking. It seems that administration values outside people for higher positions, but then expects someone that is already doing the job to train the new person.</i></p>

Table 2. Continued

Factor	Themes
Teamwork (n=11)	<p><i>As a campus, we still have a long way to go before a full understanding of policies and plans are implemented throughout campus. My office environment in relation to my co-workers is chaotic and undisciplined. I have co-workers who define their job and time as they see fit, and my supervisor does not do anything about it.</i></p> <p><i>Interpersonal relationships in my department must be at an all-time low. This impedes work and there is one particular person who undermines every decision, effort, or action of the department leadership, so much so that their behavior and actions are retaliatory.</i></p> <p><i>I think there is a culture of competitiveness in my department.</i></p> <p><i>Collaboration in my department.</i></p>
Student Focus (n=6)	<p><i>Although I believe that the majority of the University is student-centered, I do feel there are certain programs that can be improved upon in meeting the basic needs of our students. I also feel that if we worked together on certain basic needs of the students, the students would have the opportunity to have more services provided to them and more urgently provided to them. I also feel that there is sometimes a lack of communication campus-wide on how we can better serve the basic needs of the students or what resources are available to students in need. Utilizing our community partnerships would be a great way to diminish some of the basic need barriers that exist on campus for our students.</i></p> <p><i>Think we could do a better job at putting students first. Many offices do not provide good customer service to students.</i></p>
Other (n=65)	<p><u>Facilities</u></p> <p><i>Our department tends to be the last to get physical upgrades, although there are promises that we will be getting new equipment and [an] overall facelift. We have had to pay for our own whiteboards and a variety of other physical equipment, which one would think should be provided by the university.</i></p> <p><i>Facilities and equipment and technology.</i></p> <p><i>Not enough classroom space on campus.</i></p> <p><i>Classrooms can use some technological modernization. Wi-Fi is often slow or kicks students off of the network during class. Staff cannot connect Chrome Books to the classroom projector.</i></p> <p><i>Some classrooms have outdated, faulty equipment. These classrooms are dirty and dark. This is not an environment that promotes learning.</i></p> <p><i>Some of the classrooms are old and worn and access to instructional space can be difficult.</i></p>

Table 2. Continued

Factor	Themes
	<p><i>The classroom building is in dire need of refurbishment. As gun violence continues at public institutions across the country, I feel soundly unprepared in the event of such a disaster.</i></p> <p><i>This campus is out of space. Student schedules are impacted. Given the unique and extremely important contribution Stan State makes in the lives of students and the quality of life in the central valley, the timeline for expansion needs to be shortened in any way possible.</i></p> <p><i>Facilities—some of our [buildings] are very old and often smell of raw sewage. Students are forced to sit on the floor in the hallways because there is nowhere else for them to work before class.</i></p> <p><i>Our campus is bursting at the seams, and I am often surprised by the decisions and actions of the people managing facilities.</i></p> <p><i>The college and department I work in are full to capacity, and administration keeps trying to grow enrollment without expanding instructional capacity. We need more office space, lecture rooms, lab rooms, and research space for faculty. Also, parking stinks here! Lots are always full, and people circle lots for long periods of time trying to get a spot. I don't mind walking to/from my car, but we need more parking space.</i></p> <p><i>The university needs to provide more physical locations for students to linger and study on campus. New student union will help, but currently there's no real central location which encourages students to engage each other. Needs more outdoor tables utilizing the beautiful garden campus. It's as if the tables might hinder campus landscape maintenance, so there aren't any.</i></p> <p><i>Facilities and classrooms are too small and outdated to the detriment of positive learning environment. Focus on new technology and approaches to learning are great but not sure if coherent, unified direction and support structures are in place</i></p> <p><i>Our campus buildings are not enough. We need more classrooms and the classrooms that we do have, especially in Bizzini Hall, need to be updated and brought into the 21st century.</i></p> <p><i>Building accessibility--we meet the minimum but it's not accessible for the student who needs it. Also, we don't have a backup plan on how to get student from one floor to another if the elevator does not work. As well as no one is properly trained [on] how to evacuate someone in a wheelchair from the second floor or third floor.</i></p> <p><u>Salary</u></p> <p><i>Earning a Master's degree from the very institution that promotes education, but does not reflect the achievement in salary compensation is least favorable.</i></p>

Table 2. Continued

Factor	Themes
	<p><i>No Raises. We have nothing to work towards by means of advancing our skills, education; why would anyone want to work hard for a GOOD review if we don't get anything to praise our work??</i></p> <p><i>For staff there are not many opportunities for advancement. Pay almost never goes up, and new people sometimes make more than those of us that have been here for years. There are no step increases. So when you are hired, be prepared to be kept at that salary for years on end.</i></p> <p><i>The opportunity to move through the salary range is almost non-existent. I've worked in other public sector jobs where step increases are given regularly according to outstanding performance reviews. Until recently, I've been stuck at the same place in my salary range for most of my career here.</i></p> <p><u>Human Resources</u></p> <p><i>Human Resources is a continual challenge. The processes are long, time-consuming and often delayed significantly. This should not be an acceptable level of service. Employment transactions need to be conducted in a more timely manner. Six months for a recruitment or a simple reclassification should not be acceptable. It hinders our ability to serve students in the most effective and efficient way possible.</i></p> <p><i>Disappointed with the Human Resources department. They don't respond in a timely manner and when I was hired my paperwork was completed in "hot pink" ink pen; that didn't scream professional to me at all. When asked questions about retirement and employment packages, I couldn't get straight answers; it was very frustrating. While they are nice and friendly people, it did not seem professional or at the level a university should be providing HR support. Nothing seems to be [a] priority; [they] never had my PeopleSoft information correct, so I was forced to complete everything on paper and make my boss do the paperwork twice as I was showing up on their system for work verification but not on my own paperwork.</i></p> <p><u>Resources</u></p> <p><i>Limited budget in academic affairs severely constrains the effectiveness of some programs.</i></p> <p><i>We are severely understaffed and accomplish MUCH with the LEAST possible resources. We are constantly just "keeping up" or "catching up" with little opportunity to think and act proactively. This has been a constant from the beginning of my work here.</i></p> <p><u>Safety</u></p> <p><i>Our safety and how supervisors are not getting adequate training to lead staff.</i></p>

Table 2. Continued

Factor	Themes
	<p><i>I believe that every single staff/faculty needs information regarding crisis drills and responding appropriately to situations. I have not seen any trainings specifically for faculty. The lighting needs to stay fully lit in buildings until 10:45pm in buildings that have classes until 10:00pm. I feel very unsafe when the lights automatically shut down at 10:00pm.</i></p> <p><u>Surveys</u></p> <p><i>I would like to know the results and if there will be any policies implemented because of this survey.</i></p>