

Staff Workplace Survey



Summary Report

Fall 2025

Executive Summary

This report presents findings from the 2025 QC Workplace Survey administered to full-time, non-teaching employees at Queens College. The survey aimed to assess staff perceptions of their work environment, supervisory support, workload, departmental culture, and overall job satisfaction, aligning several items to the Faculty COACHE survey. Responses were received from 230 employees across six staff categories: Leadership and Management, Administrative and Program Support, Student Services and Support, Professional and Technical Support, Campus Maintenance and Safety, and Research Foundation staff.

Overall, staff reported moderately positive views of their work environment, with average ratings between 3.5 and 4.0 on a five-point scale. However, meaningful differences emerged among staff subgroups. Leadership and administrative support staff tended to express more favorable views of teamwork and fairness in workload distribution, while service-oriented groups expressed lower levels of satisfaction across several dimensions. These patterns reflect differing vantage points across roles and highlight operational factors that shape staff experience.

The open-ended responses deepen and contextualize the quantitative trends. Staff articulated strong commitment to the college and to their departments, but also expressed recurring concerns related to workload strain, limited resources, inconsistent leadership practices, and cross-departmental communication challenges. Many emphasized the need for clearer processes, more transparency, improved recognition, and greater collaboration. Comments from Student Support and Campus Maintenance and Safety staff were especially consistent with the survey's lowest-scoring areas, pointing to chronic understaffing, high operational demands, and insufficient support for completing high-quality work. The qualitative insights reveal the lived experience behind the statistics and bring into focus the emotional and practical impact of institutional processes and structures on day-to-day work.

Overall Strengths

- 80% say the work they do is personally rewarding
- 79% say their supervisor acknowledges their contributions
- 76% say their supervisor supports a healthy work-life balance
- 74% rated their department as a place to work as “Excellent” (50%) or “Good” (24%)

Areas of Concern

- 37% describe cross-departmental communication and cooperation as poor
- 29% say workload is not distributed fairly in their department
- 29% say they do not have enough time to do high-quality work
- 20% say their supervisor does not include staff in departmental decision-making

Subgroup Differences

- Perception gaps between leaders and staff suggest a need for stronger alignment on operational challenges, communication expectations, and workload realities.
- Student Support staff experience significantly greater workload pressure and resource limitations, reflected in both low quantitative ratings and consistent qualitative themes.
- Campus Maintenance & Safety staff have significantly lower ratings across multiple domains, including workplace satisfaction, supervisor support, work-life balance, and supervisor communication, indicating critical structural issues that warrant targeted attention.

Taken together, the quantitative and qualitative findings show a workforce that finds value and meaning in its work yet faces substantial challenges affecting overall satisfaction. Workload strain, communication barriers, and campus service concerns emerge as central issues across staff categories. The alignment between low-scoring survey items and themes from open comments illustrates the importance of addressing both operational and cultural factors.

The results from this initiative provide a framework for strengthening the work environment for all employees who support the academic, operational, and student-service mission of the college. Addressing both the structural disparities identified in the survey and the day-to-day experiences described in the comments will be essential for improving morale, effectiveness, and institutional resilience.

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NOTE: The findings presented in this report reflect the experiences of survey respondents, which may not be representative of the college members who did not complete the survey.

I. Assessment Goal

The Queens College Workplace Survey was developed to capture the experiences of full-time employees in non-teaching roles as part of a new cross-departmental initiative to bring data-informed insight to the campus conversation about the staff experience. QC has a long-standing tradition of surveying faculty on job satisfaction through the COACHE survey. The QC Workplace Survey was designed to provide a rich and parallel assessment of staff experiences.

Table 1. Alignment of QC Workplace Survey Items to COACHE Survey Items

AREA	ITEM	COACHE
Nature of Work	The type of work I do on most days is personally rewarding.	
	On most days, my workload is manageable.	
	I have enough time to do high-quality work.	
	I have the information I need to do my job well.	
	I have the skills I need to do my job well.	
	I have the equipment/tools I need to do my job well.	
	I have the autonomy I need to do my job well.	
	How well do your current tasks align with your job description?	
Work-Life Balance	I have been able to find the right balance, for me, between my professional life and my personal life.	X
	COACHE: I have been able to find the right balance, for me, between my professional life and my personal/family life.	
	I have been able to take leave when I need to (annual, personal, sick leave, etc.).	X
	COACHE: Family medical/parental leave / My institution does what it can to make personal/family obligations and an academic career compatible.	
	What can the college do to help staff feel more engaged, supported, and motivated in their roles at QC?	
Supervisor Support	How satisfied are you with the clarity of your supervisor's expectations?	X
	COACHE: Clarity of expectations regarding your performance	
	How satisfied are you with the reasonableness of your supervisor's expectations?	X
	COACHE: Reasonableness of expectations regarding your performance	
	My supervisor acknowledges my contributions.	
	My supervisor includes staff in departmental decision-making.	
	COACHE: My department head's or chair's: Ensuring opportunities for faculty to have input into departmental policy decisions	X
	My supervisor supports me in managing a healthy work-life balance.	
	My supervisor supports me in pursuing professional development opportunities.	
	What support, training, or professional development would be helpful for staff in supervisory positions?	
Department Operations	My department meets as a team to plan and coordinate our work.	
	Workloads are distributed fairly within my department.	X
	COACHE: How equitably the teaching workload is distributed across faculty in your department	
	There is a spirit of teamwork and cooperation in my department.	
	Staff are kept well-informed about departmental goals and operations.	X
	COACHE: My department head's or chair's: Communication of priorities to faculty	
	In the past academic year, has your department engaged in any self-assessment activities?	
	Has your department encountered any challenges in being able to run smoothly or achieve its most important goals? If yes, in what ways might the college be able to help?	
Performance Evaluations	The evaluation provides a fair assessment of my performance.	X
	COACHE: My department head's or chair's: Fairness in evaluating my work	
	The evaluation acknowledges my achievements.	
	The evaluation provided me with useful feedback.	
	The performance goals set for next year are my own.	

	Do you have any thoughts, concerns, or suggestions related to the annual performance evaluation process?	
Employee Benefits	Have you begun a professional development journey on LinkedIn Learning?	
	Have you taken advantage of [CUNY Staff Tuition Waivers] to further your education?	
Climate & culture	Quality of staff-student relations	
	Quality of staff-faculty relations	
	Quality of staff-staff relations	
	Quality of communication between departments	
	Quality of cross-departmental cooperation	
	Please share any thoughts, concerns, or suggestions related to QC's campus culture below.	
Campus Services & Environment	ITS / Communications / Public Safety / Food Services / Custodial Services / HR	X
	Office spaces / Elevators / Restrooms / Physical accessibility of campus spaces	
	COACHE: Office / Equipment / Computing and Technical Support	
	Please share any thoughts concerns, or suggestions related to QC services or the campus environment.	
Global Satisfaction	Overall, how satisfied are you with your job at Queens College?	
	How would you rate your department as a place to work?	X
	COACHE: All things considered, your department as a place to work	
	How would you rate Queens College as a place to work?	X
	COACHE: All things considered, your institution as a place to work	
	If you had it to do all over, would you choose to work at Queens College again?	X
	COACHE: If I had it to do all over, I would again choose to work at this institution.	

II. Distribution and Response Rate

The survey was distributed in May 2025 to all full-time staff employed either directly by Queens College or through the Research Foundation of The City University of New York (RFCUNY). A total of 201 QC staff responses were received (33% total response rate), along with 29 RFCUNY responses (25% total response rate). While RFCUNY employees are not formally employed by the college, their inclusion ensures an inclusive and comprehensive understanding of the experiences of all individuals who contribute to Queens College's operations, research, and student services. Their responses are presented as a distinct subgroup throughout this report for transparency and contextual clarity.

As no identifying information was collected, respondents were asked to self-select into one of five categories:

- Leadership and Management (e.g., Director, HEO, ECP titles, etc.): *Your role involves high-level decision-making and strategic oversight of an academic, administrative, or service area.*
- Administrative and Program Support (e.g., Assistant, Coordinator, etc.): *Your role involves behind-the-scenes support for administrative tasks and operations.*
- Student Services and Support (e.g., Advisor, Counselor, Tutor, Services Specialist, etc.): *Your role involves direct interaction with students to help them succeed academically, personally, or professionally.*
- Professional and Technical Support (e.g., Analyst, Technologist, Designer, Counsel, etc.): *Your role involves providing specialized expertise to support the academic, administrative, or research functions of the college.*
- Campus Maintenance and Safety (e.g., Security, Mail Services, Custodian, Mechanic, etc.): *Your role involves maintaining the college's safety, environment, or key services that support the entire community.*

Profile of Full-time Staff Respondents

Table 2. Survey Respondents by Job Category







Full-time Staff	%	N	
Leadership and Management	24%	55	
Administrative and Program Support	37%	85	
Student Services and Support	12%	28	
Professional and Technical Support	11%	26	
Campus Maintenance and Safety	~3%	<10	
RFCUNY Staff	13%	29	

Table 3. Profile of Survey Respondents

	Admin Support n=72	Leadership n=44	Student Support n=26	Professional Support n=17	Campus Maintenance n<10	RFCUNY n=24
Time at QC						
5 years or less	23.2%	20.5%	24.0%	11.8%	--	41.7%
6-10 years	15.9%	20.5%	32.0%	11.8%	--	8.3%
11-20 years	34.8%	25.0%	24.0%	47.1%	--	25.0%
More than 20 years	26.1%	34.1%	20.0%	29.4%	--	25.0%
Age Group						
34 or younger	15.6%	5.1%	12.5%	26.7%	--	33.3%
35-44	26.6%	20.5%	29.2%	6.7%	--	9.5%
45-54	21.9%	28.2%	25.0%	20.0%	--	28.6%
55 or older	36.0%	46.2%	33.4%	46.7%	--	28.6%
Gender						
Women	81.8%	55.0%	87.5%	33.3%	--	72.7%
Men	18.2%	42.5%	12.5%	66.7%	--	27.3%
Race/Ethnicity						
Minority	57.6%	43.2%	42.9%	61.5%	--	33.3%
URM	39.0%	40.5%	33.3%	30.8%	--	23.8%

Because the Campus Maintenance and Safety group comprised fewer than ten respondents, demographic details are withheld to protect anonymity, and results for this group should be interpreted with caution. Findings for this group are nonetheless reported to maintain transparency and inclusivity in representing all staff perspectives. Future work should include listening sessions or focus groups with Campus Maintenance and Safety staff to better understand the needs and challenges of this group.

III. Key Findings Overall

Overall, full-time, non-teaching staff at Queens College express generally positive perceptions of their immediate work environment and supervisory relationships, while identifying notable challenges related to workload, cross-departmental communication, and campus services. Staff report high levels of satisfaction with their departments and with the alignment between their day-to-day work and their formal job descriptions. Half of respondents rated their department as an “*Excellent*” place to work, and another 24% rated it as “*Good*.” Similarly, 83% indicated that their current tasks align well with their job descriptions (42% *Excellent*, 41% *Good*), suggesting strong role clarity and engagement with the substance of their work.

Items related to individual competence, autonomy, and supervisory support also received high agreement levels. Most staff strongly or somewhat agreed that they have the skills (97%) and autonomy (83%) needed to perform their jobs effectively. Supervisory support emerged as a relative strength: 79% agreed their supervisors acknowledge their contributions, and 75% reported support for work–life balance.

At the same time, responses reveal areas that warrant institutional attention (see Figures 1, 2, and 3 below). Only 28% of respondents strongly agreed that they have enough time to do high-quality work and that their workload is manageable, indicating persistent time and workload pressures across departments. Perceptions of fair workload distribution were similarly modest (60% agreement overall) and only 51% of respondents strongly agreed that there is a spirit of teamwork and collaboration within their department. Across the college, cross-departmental collaboration and communication were viewed as particularly weak: fewer than one-quarter of respondents rated either of these areas as “*Excellent*” or “*Good*.” These results indicate that both intra-departmental cohesion and inter-departmental coordination pose significant challenges.

Performance evaluations and management processes received mixed assessments. While roughly half of staff strongly agreed that their evaluations were fair (53%) and acknowledged their achievements (49%), fewer than half found their evaluations provided useful feedback (46%), suggesting that formal evaluation processes are generally underrealized.

Ratings of campus services and physical environment showed variation, and were particularly low. Staff expressed low satisfaction with Food Services (35% satisfied), Information Technology Services (53%), and Custodial Services (54%), while Public Safety were viewed somewhat more positively (68%). Importantly, only 51% of respondents are satisfied with the physical accessibility of the campus.

Overall satisfaction with Queens College as a workplace was moderate, with 26% rating the institution as “*Excellent*” and 35% as “*Good*” for a total positive rating of 61%.

In summary, the overall results portray a workforce that values its departmental community and alignment with institutional roles but continues to face challenges related to workload manageability, cross-unit communication, and the adequacy of campus services. These findings provide an important baseline for understanding staff experiences and identifying actionable areas for improvement in organizational climate and infrastructure support.

Yet these aggregated results tell only part of the story; a closer look at subgroup differences shows that staff experience the workplace in markedly different ways, offering critical insight into where targeted improvements are most needed.

Figure 1. All Agreeance Items: Percent Strongly Agree and Agree

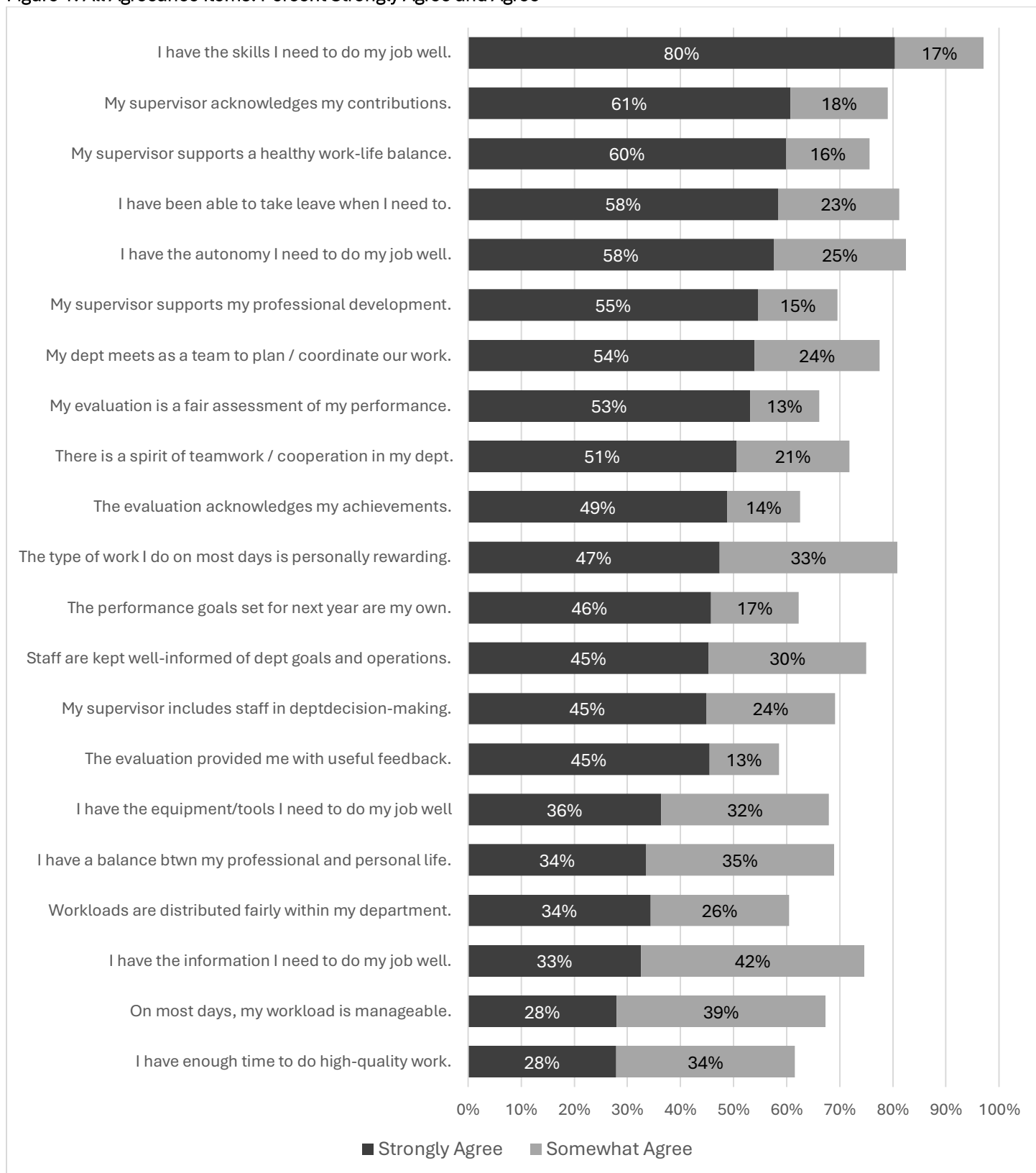


Figure 2. All Satisfaction Items: Percent Very Satisfied and Somewhat Satisfied

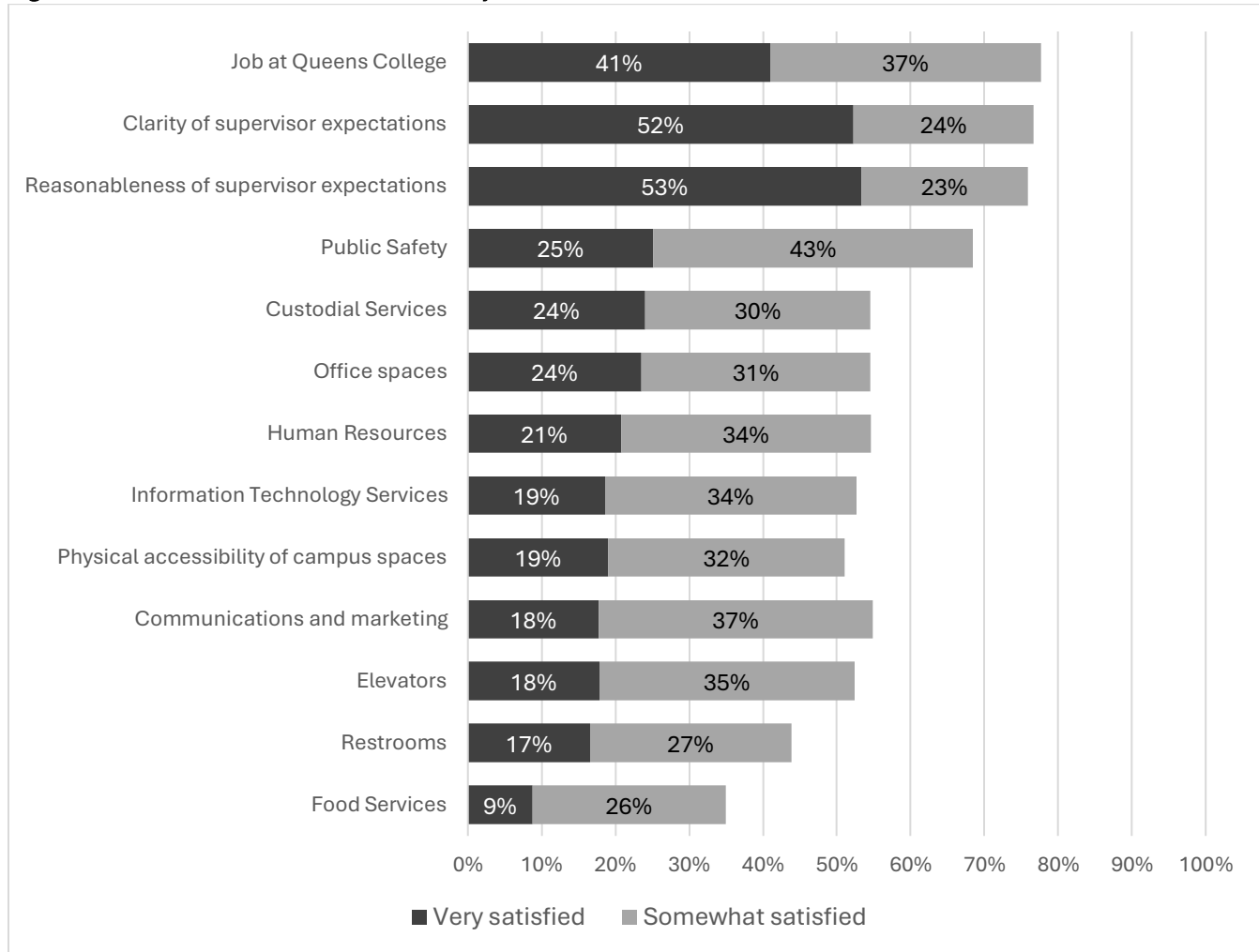
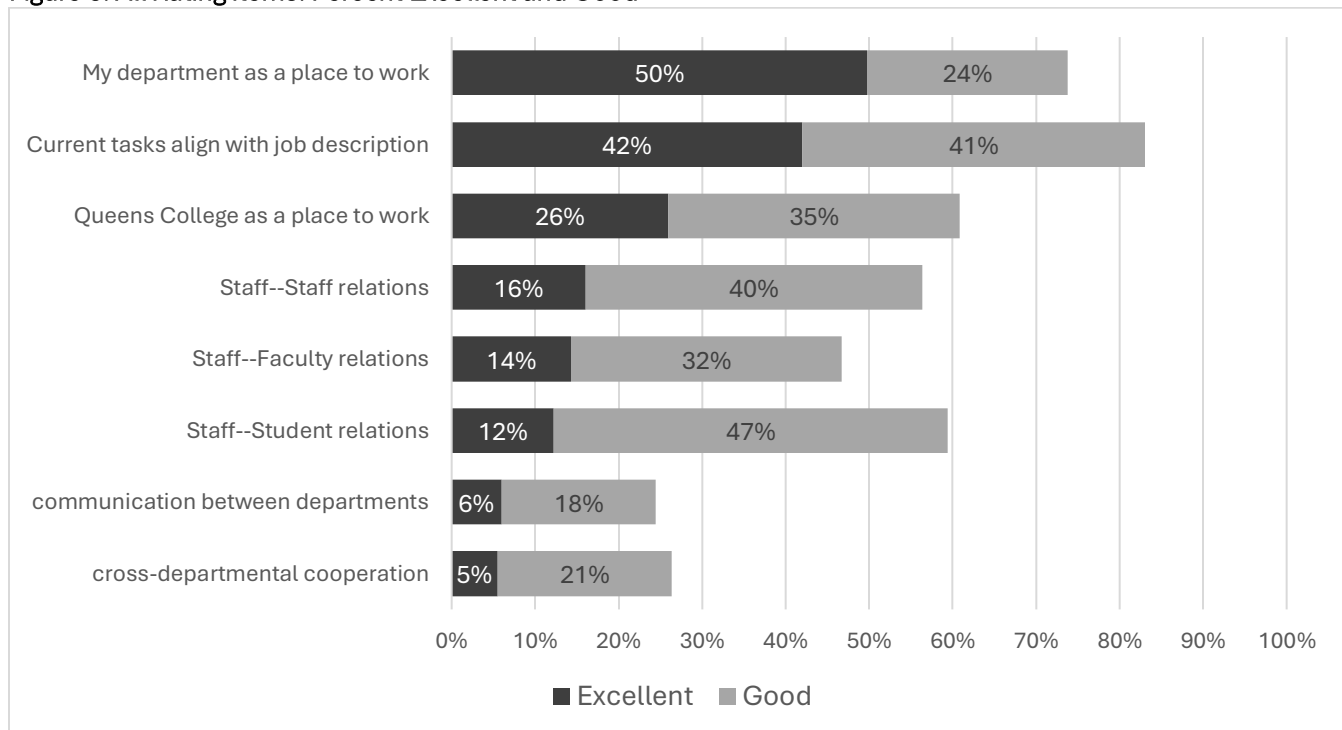









Figure 3. All Rating Items: Percent Excellent and Good



IV. Subgroup Analysis

Table 4. Staff Category Groups and Associated Color Coding

Subpopulation	Chart Abbreviation	Chart Color
Leadership and Management (e.g., Director, VP, HEO, ECP)	LDM	
Administrative and Program Support (e.g., Office Assistant, Program Coordinator)	APS	
Student Services and Support (e.g., Advisor, Counselor, Nurse, Tutor, Specialist)	SSS	
Professional and Technical Support (e.g., Analyst, Technologist, Archivist, Counsel)	PTS	
Administrative/Student/Professional Support Staff (aggregated averages of APS SSS PTS groups)	STF	
Campus Maintenance and Safety (e.g., Peace Officer, Project Manager, Technician)	CMS	
Research Foundation CUNY (i.e., projects and programs funded by RFCUNY)	RFC	

Building on the overall results, subgroup analyses reveal that staff experiences at QC vary in patterned and meaningful ways across roles, proximity to daily operations, and levels of responsibility. These differences provide essential context for understanding how workload, communication, supervisory support, and departmental functioning are felt across the institution. While the aggregated findings offer a broad view of the staff experience, the subgroup patterns highlight where challenges are concentrated and where tailored strategies will be most effective.

This section is organized into four parts:

- A.** Variation Within Support Staff Subgroups
(Administrative Support, Student Support, and Professional Support staff),
- B.** Perceptual Differences Between Leadership and Support Staff,
- C.** Research Foundation Staff in Comparative Perspective, and
- D.** Distinctive Perspectives of Campus Maintenance and Safety Staff.

Detailed quantitative results for all subgroups, including means and distributions for all survey items, are available in Appendix B.

A. Variation Within Support Staff Subgroups

A closer look at support staff reveals substantial differences among Administrative Support (APS), Student Support (SSS), and Professional Support (PTS) employees. These differences underscore that the staff experience is not monolithic; rather, it reflects the distinct pressures, service expectations, and resource environments of different functional roles.

Nature of Work

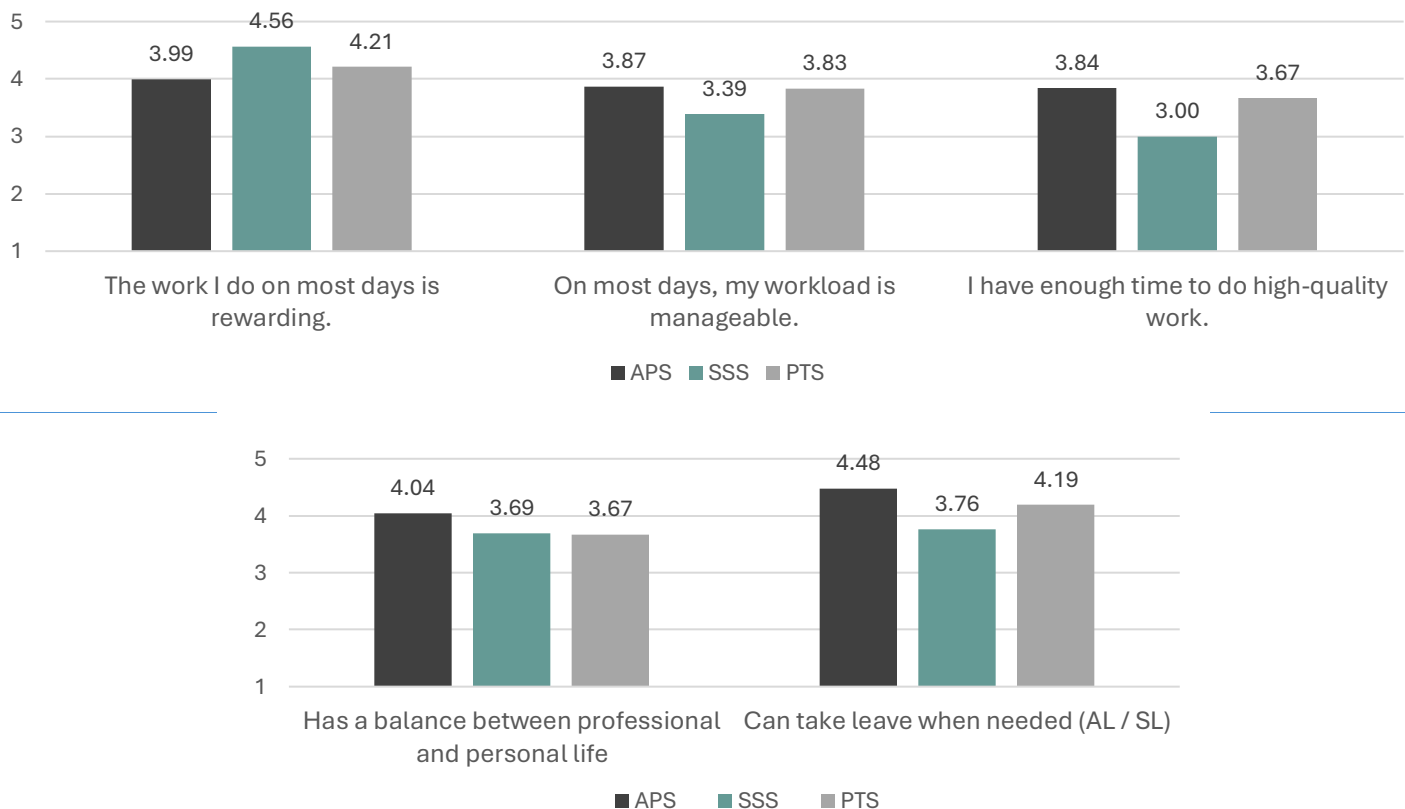
The nature and structure of daily tasks play a major role in shaping how staff experience their work, influencing both morale and perceptions of manageability. Relative to other support staff, Administrative Support (APS) respondents generally reported the most positive perceptions across survey domains. This may be due to the nature of administrative support roles, which are more likely to be characterized by predictable workflows, stable schedules, and clear task structures.

- This group has the highest mean score for having enough time to do high-quality work (3.84).
- They reported the highest autonomy (4.32) and strong work–life balance (4.04).

By contrast, Student Support (SSS) staff consistently reported the lowest mean scores across several areas:

- The lowest mean score for having enough time to do high-quality work (3.00).
- They reported the lowest autonomy (3.81) and weak work-life balance (3.69).
- The lowest score for staff–faculty relations (2.81) and staff–staff relations (3.00).

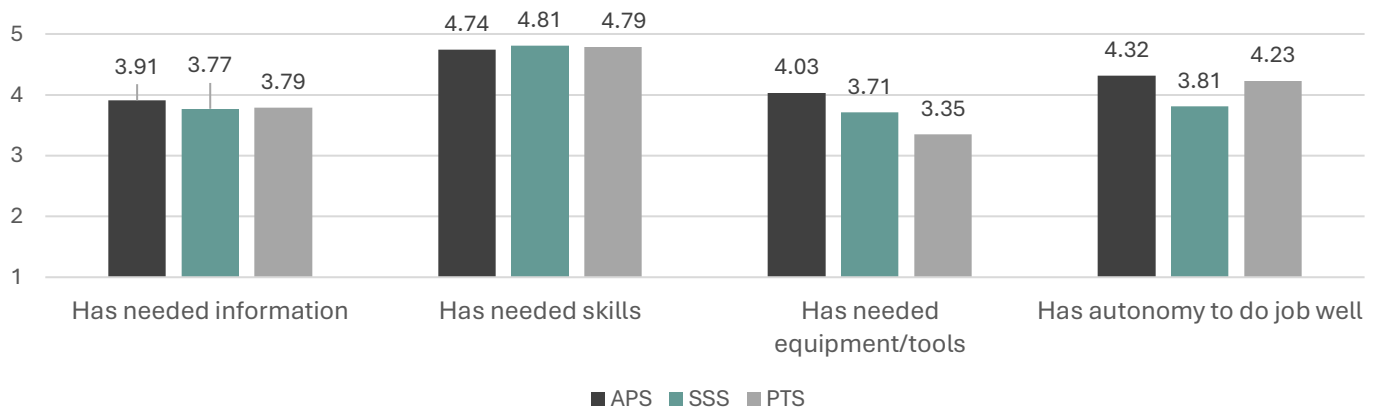
Student-facing roles often carry high emotional labor, unpredictable service demands, and frequent interruptions, all of which may drive lower satisfaction. The gap between the averages for Administrative Support and Student Support subgroups highlights the extent to which daily proximity to students and service demands shapes workplace satisfaction. “Role creep” is a common issue in student-facing departments, where staff often absorb responsibilities that emerge informally in response to student needs. Additionally, Student Support staff report being less able to take leave when needed (3.76), compared to Administrative Support (4.48) and Professional Support staff (4.19).



Professional Support (PTS) staff show intermediate patterns. They report generally strong ratings in some areas (e.g., job meaningfulness and supervisor support) yet report the lowest mean scores on:

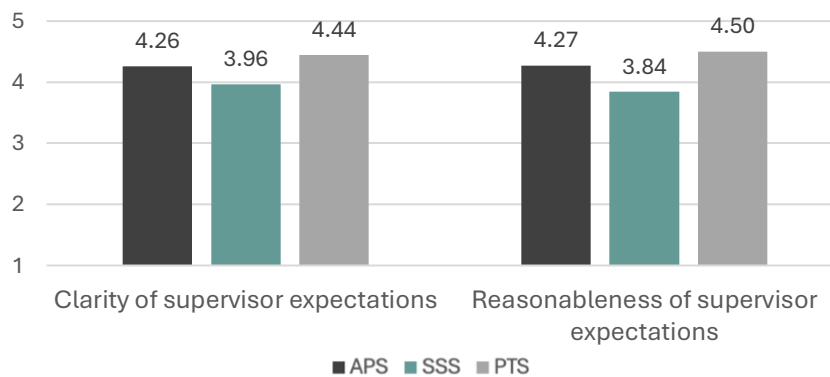
- Access to needed equipment (3.35),
- Access to needed information (3.79), and
- Work-life balance (3.67).

This suggests that Professional Support staff have relatively strong internal departmental structures but experience resource and communication gaps contributing to strained workload.



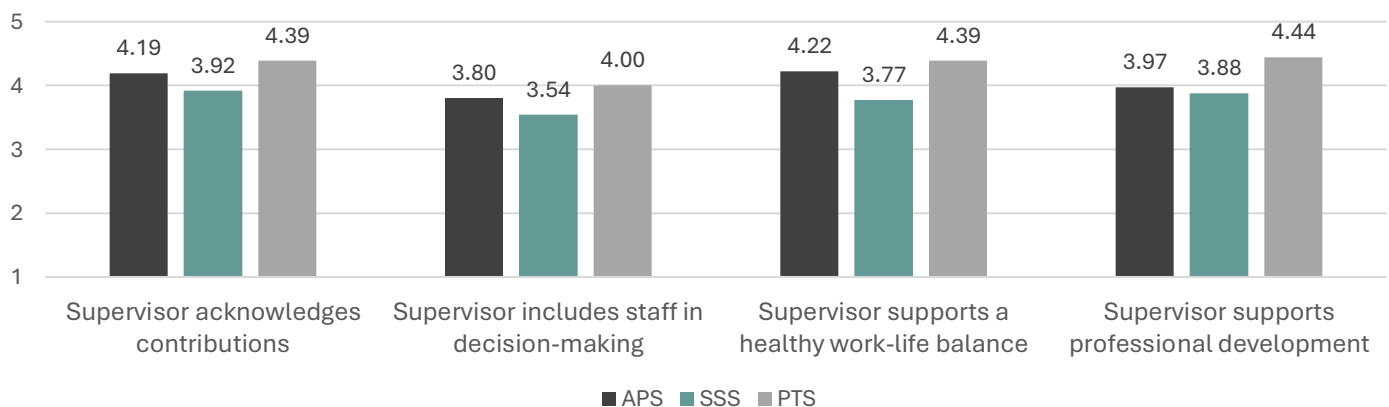
Supervisor Support

Supervisory relationships are central to staff satisfaction, shaping the degree to which staff can succeed in their roles and their sense of being supported. Overall, staff expressed moderate to high satisfaction with the clarity and reasonableness of their supervisor’s expectations, indicating cross-group agreement on job function and goals.



However, mean scores on supervisor support are less robust. Student Support (SSS) staff again scored lowest, reflecting lower supervisor support for staff in student-facing roles:

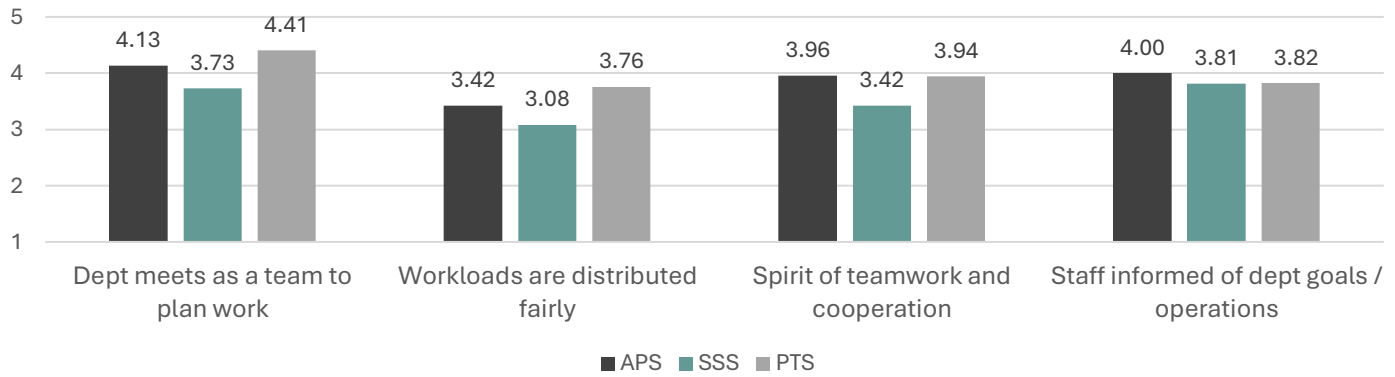
- Supervisor includes staff in decision-making (3.54)
- Supervisor supports a healthy work-life balance (3.69)
- Supervisor supports professional development (3.88)



Department Operations

The effectiveness of day-to-day operations—how departments coordinate tasks and manage workload—directly affects staff efficiency and their sense of organizational stability. All groups reported moderate agreement that departments communicate goals and meet as a team to plan their work. Scores on fair workload distribution were less positive, however, with Student Support staff reporting the lowest fairness of workload distribution (3.08).

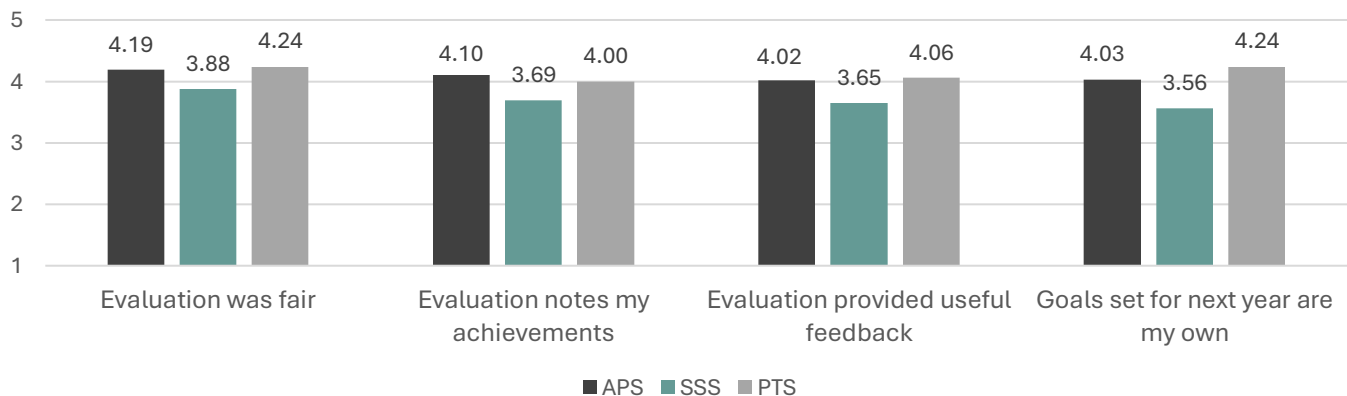
College-wide, 60% agreed that workloads are distributed fairly and 71% agreed that there is a spirit of teamwork and collaboration within their department —indicating that team-building is an area for cross-group improvement.



Performance Evaluations

Performance evaluation processes shape how employees understand their strengths, developmental needs, and prospects for advancement, making them an important contributor to workplace motivation. Yet ratings on the usefulness of the process at QC show significant variation among staff groups.

Administrative Support and Professional Support staff reported strong perceptions of the fairness and usefulness of evaluations (means between 4.03 and 4.24). Student Support staff, however, were less positive, reporting lower ratings for acknowledgment of achievements (3.69), the usefulness of feedback received (3.65), and their sense of ownership over next year's goals (3.56).



The open comments from follow-up questions revealed a sense that the annual performance evaluation process could be improved by emphasizing actionable feedback focused on professional growth. Respondents expressed a desire for evaluations that foster professional development and career advancement rather than serving as purely administrative exercises. While a small number reported positive experiences, demonstrating that effective practices are possible, most described a system that does not support development or recognition.

Themes from the open responses include:

1. Lack of Evaluation or Follow-Up

Many staff have gone years without evaluations, creating uncertainty about career trajectory.

2. Perceived Ineffectiveness

Respondents felt evaluations often lack purpose, especially in the absence of promotions and professional development opportunities. Some described the process as perfunctory or disconnected from everyday work.

3. Supervisor Issues

Staff noted that supervisors may not observe daily responsibilities closely enough to provide useful feedback, or may not be trained in constructive evaluation practices.

4. Form and Process Improvements

Suggestions included reviewing the form to ensure the items are relevant to all staff positions, adding open-ended sections, and allowing employees to evaluate their supervisors.

5. Recognition and Incentives

Staff strongly linked meaningful evaluations with tangible acknowledgment, such as salary adjustments, promotional pathways, or professional development funding.

Employee Benefits

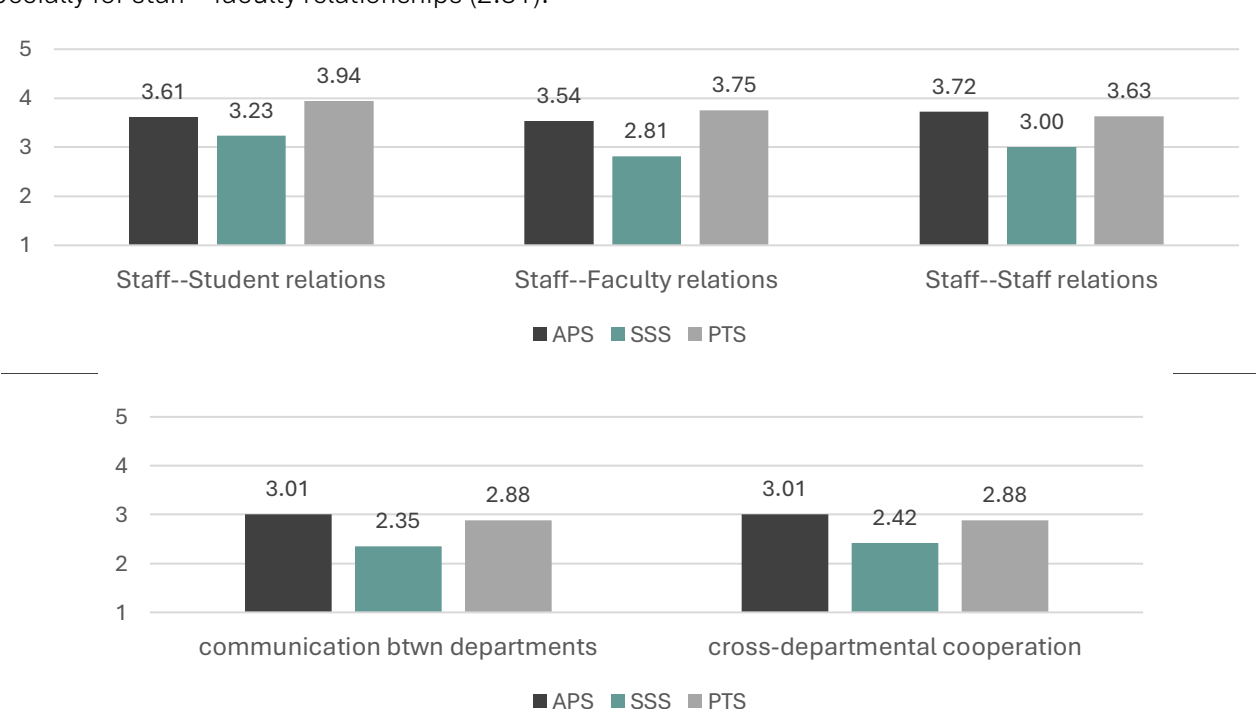
Access to professional development is a key component of workplace growth, retention, and long-term engagement. However, the utilization of freely available opportunities is low across the college, primarily due to time constraints.

- Only 23% overall have engaged with LinkedIn Learning,
- Only 33% overall have used tuition waivers.
- Administrative Support staff made the greatest use of tuition waivers (37%) compared to other support staff.

In follow-up comments, staff overwhelmingly cite time constraints and competing responsibilities as the primary reason for not taking advantage of tuition waivers. Other reasons include ineligibility (RFCUNY staff), having already achieved desired degrees, and lack of awareness about the benefit. Some suggested that more proactive communication and guidance about how these benefits could align with career development would increase uptake.

Climate & Culture

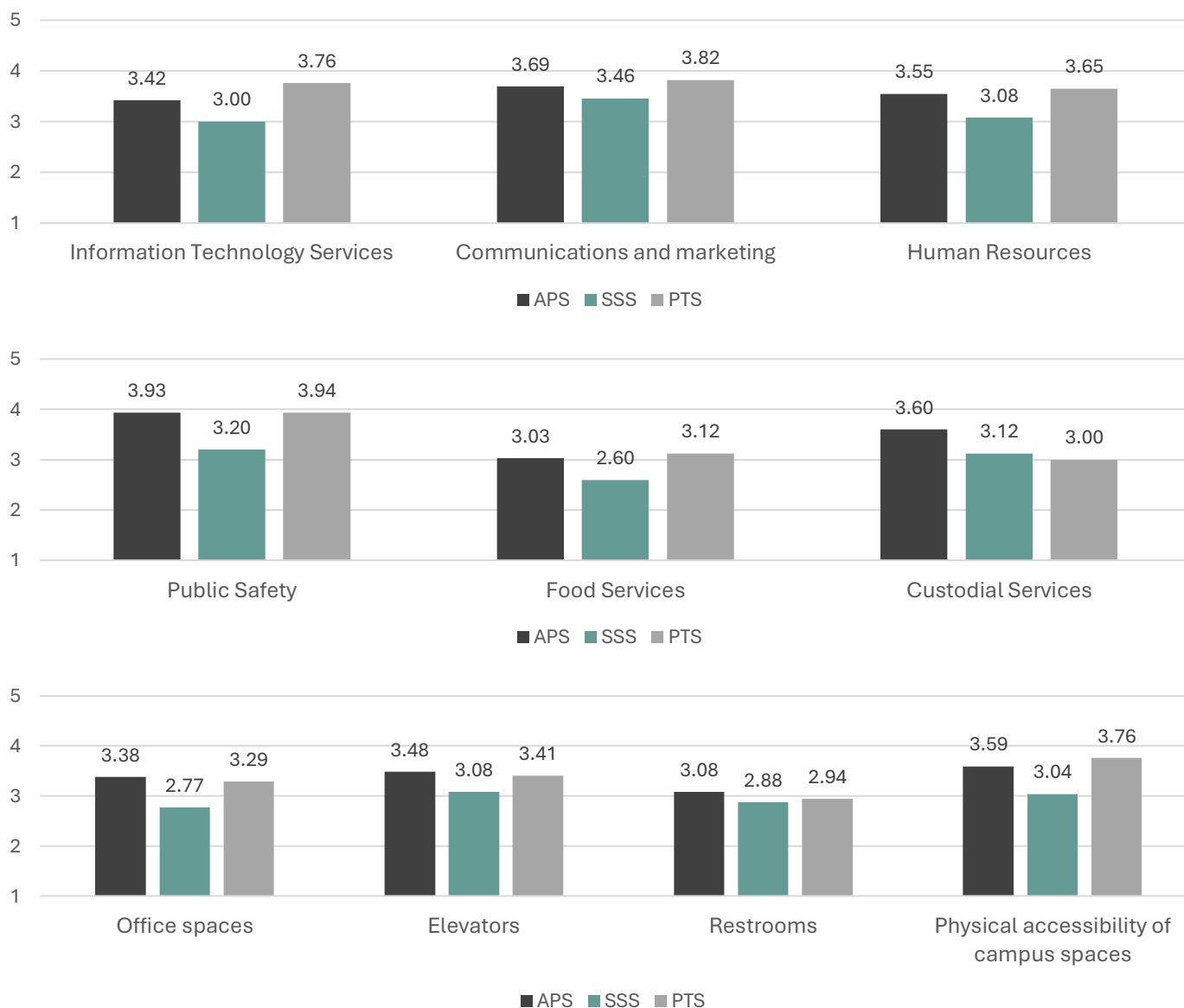
Among all areas measured in the Workplace Survey, climate and culture received the lowest ratings (see Appendix A), with staff reporting low perceptions of campus relationships across subgroups. Interdepartmental communication and collaboration were rated particularly low: only ~25% of respondents rated interdepartmental communication and cooperation positively. Notably, Student Support staff consistently reported the lowest mean ratings across all items, but especially for staff—faculty relationships (2.81).



These quantitative results align closely with themes that emerged in the open comments, where staff described persistent communication barriers, limited cross-unit collaboration, and strained campus relationships as central challenges affecting their daily work. These qualitative responses provide important context that helps explain the depth and frequency of these concerns and further illustrates how campus culture shapes staff experience across roles. More detail on qualitative findings is provided in following section: V. Open-ended Responses.

Campus Services & Environment

The condition of the campus environment and the reliability of essential services shape staff members' overall experience of working at QC and influence both morale and day-to-day efficiency. Despite the importance of these services, staff satisfaction with campus facilities and services were low to moderate, with public safety receiving the highest ratings. Offices, restrooms, and dining services were rated lowest across support staff groups, with Student Support staff consistently reporting the lowest satisfaction across every service category. Importantly, just 51% of all respondents rated the physical accessibility of the campus positively.



Staff feedback in the open comments consistently indicated the need for enhancements in several areas:

1. Custodial Services

Although some staff praised individual workers, most comments described chronic understaffing, resulting in unclean restrooms, overflowing trash, pest issues, and inconsistent maintenance. Operational inefficiencies and insufficient support were noted as factors that negatively impact staff satisfaction and productivity.

2. Campus Infrastructure

While less common, several comments referenced physical space and safety concerns affecting daily life on campus. Concerns included uneven sidewalks, insufficient ADA accessibility, the lack of braille on campus, outdated signage, aging infrastructure, temperature fluctuations, leaks, and the need for brighter streetlamps on campus.

3. Information Technology Services (ITS)

Delays in troubleshooting, outdated equipment, and unclear communication were common concerns. While some praised individual IT staff members, most felt the department is under-resourced and overwhelmed.

4. Public Safety

Respondents described limited visibility of safety personnel and dissatisfaction with the shift toward contract guards. Some areas of the campus are perceived as unsafe due to robberies on and near campus.

5. Food Services

Limited hours, high prices, and inconsistent quality and availability were noted. A few acknowledged recent improvements, but overall satisfaction remains low.

6. Human Resources (HR)

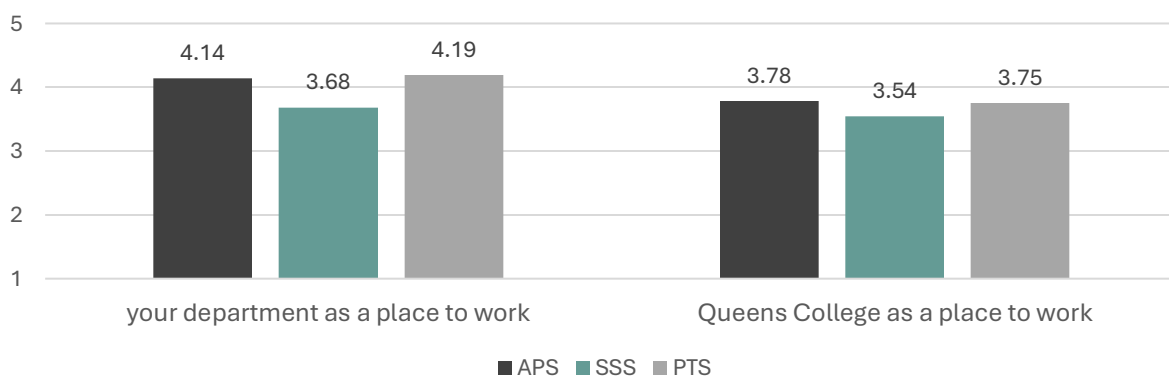
Staff reported slow response times, difficulty obtaining accurate information, and inconsistent guidance regarding forms and benefits. Some interactions were described as unhelpful or overly bureaucratic.

Positive Notes

Some staff highlighted positive interactions with individual custodial, IT, or public safety staff and expressed appreciation for the upkeep of the campus's green environment.

Global Satisfaction

Overall satisfaction measures provide a holistic view of staff experiences, integrating perceptions of local departmental culture with broader impressions of the institution. Across support staff groups, satisfaction was moderate to high. Administrative Support and Professional Support staff expressed high satisfaction with their departments (4.14 and 4.19 respectively), while Student Support staff were much less satisfied (3.68). Importantly, all groups rated their departments more favorably than the college as a whole, suggesting positive local cultures but weaker institutional cohesion.



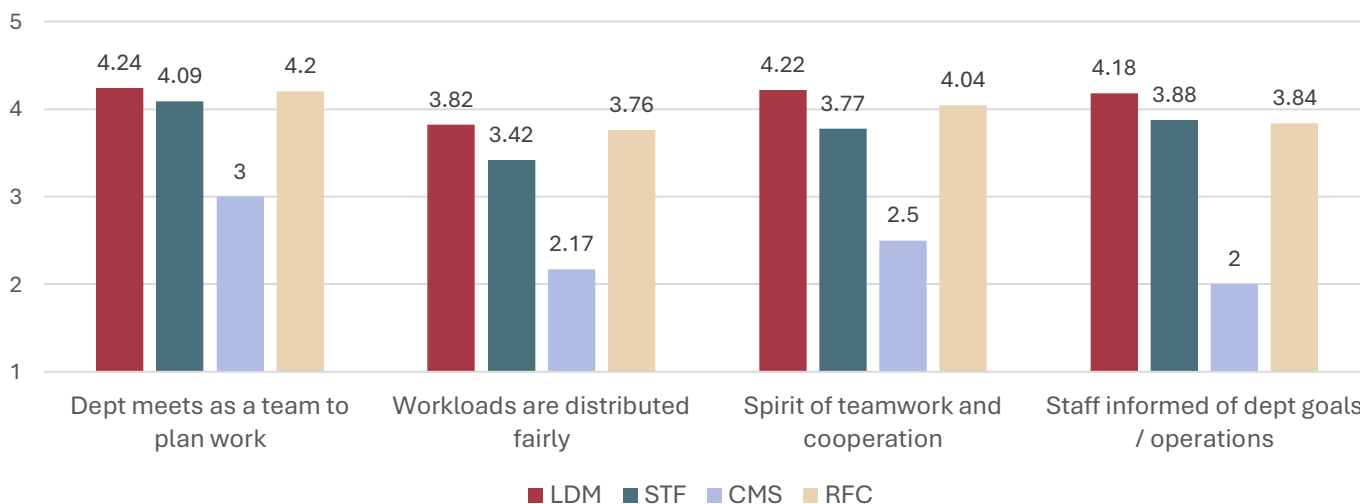
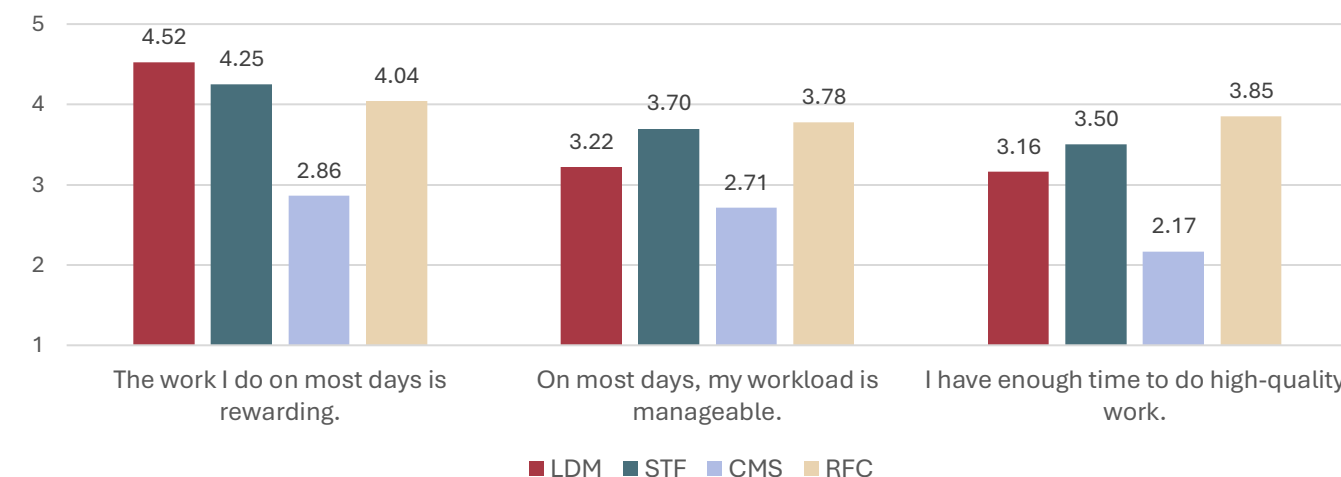
B. Perceptual Differences Between Leadership and Support Staff

Differences in workplace perceptions between staff in leadership roles and their support staff reveal how vantage point and daily responsibilities shape how employees experience the organizational climate. While leaders and support staff share many broad concerns, they diverge in notable ways that help illuminate the operational and communication challenges identified throughout the survey.

Leadership respondents reported less favorable perceptions of their own workload manageability and time for high-quality work compared with support staff. Their average rating for workload manageability was 3.22, compared with 3.70 among support staff (aggregated average across administrative, student, and professional support staff groups), and they provided the lowest rating for time available to do high-quality work (3.16 versus 3.50 among support staff). They also expressed less positive views of the reasonableness of supervisor expectations (3.87) and were the least likely group to say they would choose QC again (59%).

At the same time, leaders provided notably positive ratings on several dimensions tied to supervisory and departmental operations. They reported high levels of supervisor support, with 4.30 for acknowledgement of contributions and 4.23 for support of work–life balance. Leadership also viewed departmental management more favorably than their support staff, reporting stronger teamwork and cooperation (4.22 compared with 3.77), higher agreement that workloads are fairly distributed (3.82 compared with 3.42), and greater confidence that staff are informed about departmental goals and operations (4.18 versus 3.88).

Taken together, these patterns suggest that staff in leadership roles may feel the weight of broader institutional demands that affect their time, workload, and ability to perform at a high level. In contrast, support staff appear more affected by the micro-level pressures of daily workflow, communication gaps, and inconsistencies in operational practices. This divergence in perspectives highlights the need for strengthened alignment between leaders and staff, ensuring that institutional and departmental strategies reflect both high-level priorities and the practical realities of frontline work.



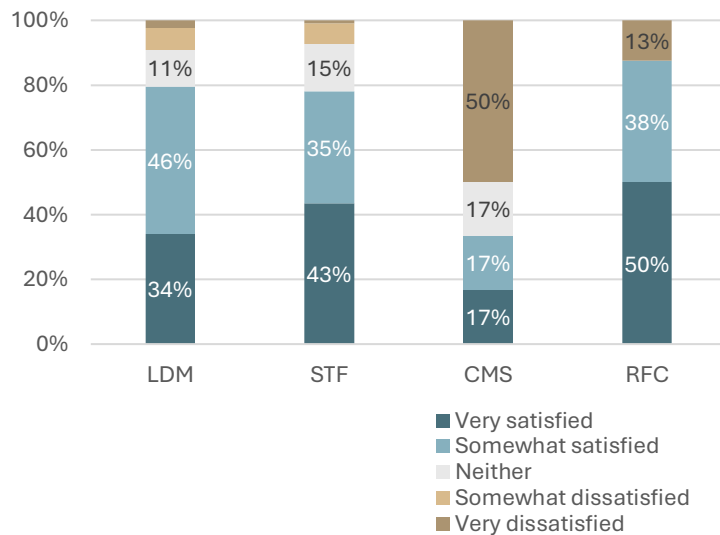
C. Research Foundation Staff in Comparative Perspective

Research Foundation of CUNY (RFC) employees consistently reported satisfaction levels at or higher than most college-funded employees across survey items, and in many cases RFCUNY staff reported the highest means, especially on measures related to the nature of their work, including:

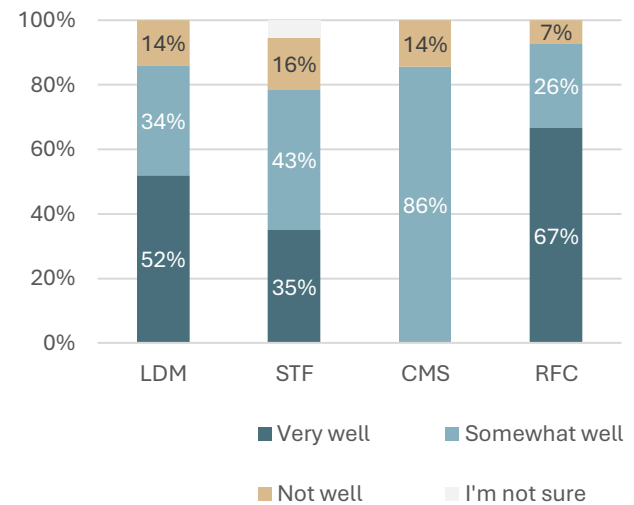
- Having the autonomy needed to do their job well (4.41)
- Performance goals being their own (4.23),
- Being able to take leave when needed (4.22),
- Having enough time to do high quality work (3.85)
- QC as a place to work (4.13)
- Overall satisfaction with their job at QC (88%)

RFCUNY staff also had the highest rates on the alignment of current tasks to job descriptions, with 67% reporting “very well,” compared with 35% among college-funded support staff.

Satisfaction with job at QC



Alignment of current tasks to job description



These findings indicate that grant-funded roles may benefit from clearer role boundaries and project deliverables, contributing to higher ratings across workplace dimensions.

D. Distinctive Perspectives of Campus Maintenance and Safety Staff

As the staff responsible for the physical functioning, safety, and daily operability of the campus, Campus Maintenance and Safety (CMS) employees support the entire campus community. Yet staff in these roles experience the institution through a distinct positionality that is mirrored in their quantitative results.

Campus Maintenance and Safety staff reported markedly lower satisfaction than all other groups across nearly every dimension of the survey. These differences point to systemic challenges rather than isolated issues and underscore a level of workplace strain that signals deeply rooted concerns within this group. Key indicators include:

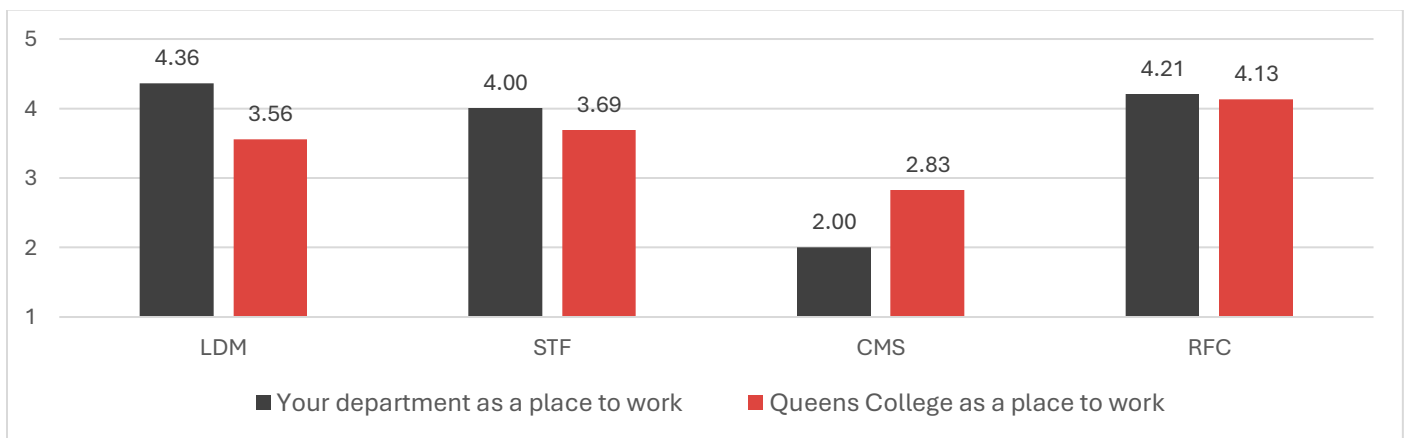
- Time for high-quality work: 2.17
- Workload fairness: 2.17
- Supervisor clarity: 2.17, and reasonableness 2.50
- Supervisor recognition: 2.33
- Department as a place to work: 2.00



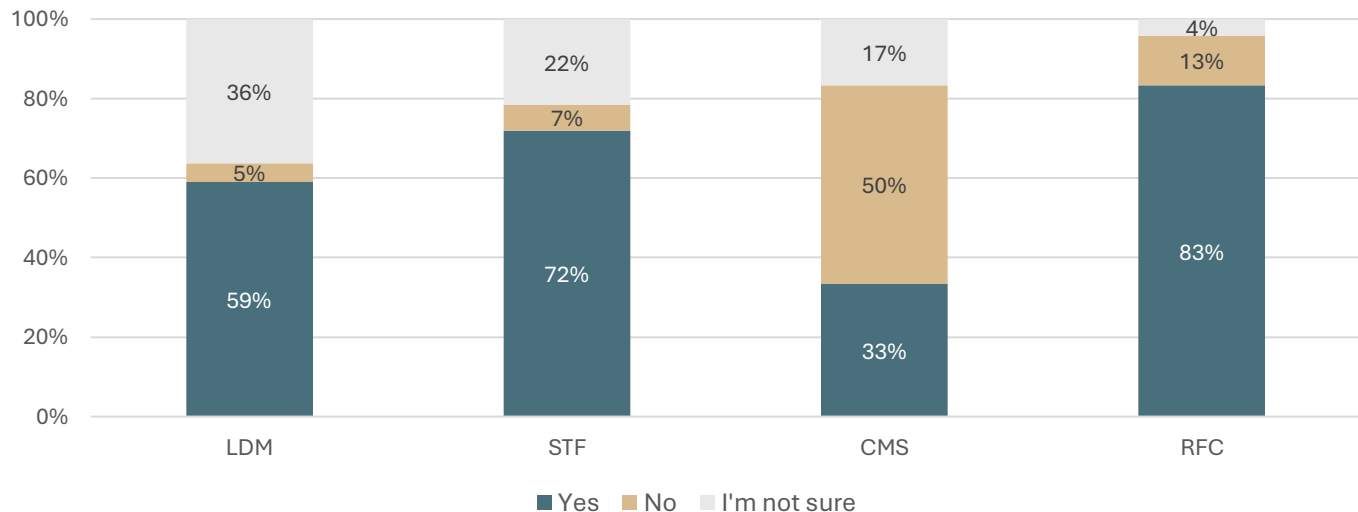
Campus Maintenance and Safety staff also reported the lowest global satisfaction:

- Only 16.7% were somewhat or very satisfied,
- And 50% reported being *very dissatisfied*.

Facilities, maintenance and campus safety staff in higher education appear to occupy structurally marginalized positions, experience less schedule flexibility, and receive fewer opportunities for professional development. Although the respondent group is small (approx. 3% of survey respondents), the severity and consistency of these scores point to structural challenges that warrant institutional attention.



If you had it to do all over, would you choose to work at Queens College again?



V. Open-ended Responses

The qualitative survey responses provide rich insights into staff experiences, perspectives, and recommendations for improvement at QC. Open-ended responses from 130 staff members were analyzed using thematic coding. Across several open-ended questions, recurring themes emerged related to engagement, professional growth, workload management, communication, community-building, wellness, and operational support. Responses point to a strong desire for an inclusive, supportive, and collegial campus environment, yet real concerns about communication gaps, staff voices being undervalued, and inconsistent leadership practices.

1. Engagement, Support, and Motivation

Responses consistently emphasize the importance of communication, community, and professional growth opportunities in fostering motivation. Staff emphasized that flexible work arrangements, transparent communication from leadership, improved interdepartmental communication, and acknowledgment of accomplishments are critical. Many noted that small gestures of recognition and proactive support can significantly enhance morale.

2. Support for Supervisory Staff

Respondents expressed a need for structured professional development tailored to leadership roles, including training in conflict resolution, team building, and mentorship. Several respondents indicated that support and guidance in navigating administrative work would improve their effectiveness and confidence in supervisory positions.

3. Departmental Challenges

Staff identified several operational barriers that hinder smooth departmental functioning, including staffing shortages, unclear communication channels, and limited resources. Many suggested that targeted institutional support, better resource allocation, and improved cross-departmental collaboration could help departments achieve key goals more efficiently.

These insights complement the quantitative findings and reveal actionable areas for enhancing staff satisfaction, engagement and operational effectiveness. The following sections provide more detail into the responses within each of the three areas above. Representative quotations are used to illustrate staff experiences and preserve staff voices.

Engagement, Support, and Motivation

Staff comments in this area point to a deep commitment to QC's mission but also pervasive concerns that hinder motivation, well-being, and retention. Workload pressures, limited recognition, and inconsistent support from leadership were central themes.

1. Staffing and Workload

Chronic understaffing, slow hiring processes, and high turnover contribute to overwhelming workloads. Many offices depend on a single person for essential functions, increasing burnout and reducing service quality.

- *"The campus community feels burnt out...Work burnout contributes to difficulty in employees' personal lives, further contributing to a difficult culture for students and across departments."*
- *"My department is severely understaffed. I have been working overtime on the weekends too many times, and my staff is overextended."*
- *"Creating shared knowledge and cross-training opportunities would promote collaboration and reduce over-reliance on any one person."*
- *"When someone leaves the campus instead of promoting from within and recognizing excellent work, vacancies are left unfilled for months if not years and when someone is hired it's an outside candidate and the person that has been picking up the slack and being a team player is now in charge of training someone new who is getting paid a lot more."*

2. Leadership and Management

Staff expressed the need for leaders who understand their daily responsibilities, offer timely guidance, and model accountability. Respondents noted that uneven leadership practices and limited visibility from supervisors affect morale and performance.

- *“[We need] better management and supervision of those in leadership roles who manage others.”*
- *“Strong leadership plays a key role in fostering a positive work environment, providing clear communication, recognizing staff contributions, and offering guidance and professional development opportunities.”*
- *“It is so disheartening to see the lack of support and awareness coming from the administration, while they publicly attempt to give the impression that they very in touch with the inner-workings of this college. Queens College was once the crown jewel of the CUNY system but now is falling apart both physically and organizationally.”*

3. Work Environment and Facilities

Insufficient office space, outdated equipment, and unreliable climate control negatively impact productivity. Several comments emphasized the importance of flexible work arrangements, but a number of comments pointed out that remote work policies in student-facing departments leads to poorer quality service for students.

- *“Flexible schedules, remote/hybrid options, that is essential for our mental health.”*
- *“The 60/40 ratio we had with three days in the office and two remote provided a much better work/life balance for staff working 35 hours a week.”*
- *“Lack of staff, increased workload, and staff being allowed to work “remotely” from home, which has led to students constantly complaining about the lack of customer service and rude staff here at QC.”*

4. Professional Development and Advancement

Limited training, unclear promotion pathways, and infrequent recognition contribute to stagnation and talent loss. Many respondents requested career development structures that encourage internal mobility.

- *“Provide more accessible opportunities for professional growth and career advancement at the institution. Offering more targeted professional development opportunities so people are motivated and supported enough to build long-term career pathways at the institution.”*
- *“Provide opportunities for professional development and offering recognition and rewards.”*

5. Culture and Engagement

Staff repeatedly expressed the desire for a more inclusive, respectful environment where achievements are acknowledged and collaboration is encouraged. Wellness initiatives and team-building activities were viewed as potential morale boosters.

- *“Consider doing consistent wellness programming that is geared towards employee needs. Give adequate time to participate in wellness programming. Make the gym and pool accessible at hours that are before 9am and after 5pm so staff and faculty can utilize the facilities.”*
- *“Why not provide custodial staff donuts and coffee during the 5am commencement set up?! It's pennies-on-the-dollar, but it goes such a long way to build morale. We need to behave like a community”*
- *“Maybe we should host some events to create opportunities to meet with other department and supporting staff”*
- *“Our students look to staff and faculty for strength, but staff and faculty have nowhere to look to on campus”*

Support for Supervisory Staff

Feedback indicates that supervisors often lack the training, tools, and institutional support needed to lead effectively. Many staff described hardworking supervisors who nevertheless struggle due to systemic constraints, while others pointed to skill gaps that hinder team cohesion and productivity.

1. Leadership Skills

Supervisors require training in leadership fundamentals, such as team-building and participatory management. Respondents emphasized that these skills are essential for creating healthy, productive teams.

- *“How to become better leaders with a broader vision of decision making in higher education field.”*
- *“Regular assessments are a good thing and there needs to be clear organization in each office. We need to adapt with the times. What worked for students or staff 10 years ago may not be the case anymore.”*
- *“Training/professional development in performance management, leadership skills, effective communication, conflict resolution, team building, and change management would be helpful.”*

2. Communication and Emotional Intelligence

Supervisors need support in navigating difficult conversations and situations. Training in conflict resolution, empathetic communication, and de-escalation was commonly requested.

- *“Staff in supervisory positions would really benefit from professional development that focuses on communication under stress—how to respond with clarity and composure, especially when tensions run high.”*
- *“Leadership & Emotional Intelligence Training: Supervisors need to learn how to lead with respect, empathy, and professionalism—not intimidation. Training should focus on how to build teams, communicate effectively, and manage conflict without abuse.”*
- *“Ongoing management training, emotional intelligence training, DEI...”*

3. Technical and Operational Competence

Comments point out that supervisors may lack proficiency in key systems, policies, and onboarding processes, creating inefficiencies for entire teams.

- *“Microsoft training for all applications available”*
- *“Training in the contract regulations for the staff/titles they are supervising.”*
- *“More inter-departmental training/workshops”*

4. Access and Equity in Professional Development

Both supervisors and their support staff frequently face barriers—insufficient time, understaffing, and limited funding—that prevent participation in training and professional development. Respondents requested accessible, no-cost, job-relevant offerings.

- *“We have no time for PD”*
- *“We do not have funding available to attend professional conferences”*
- *“Free or low-cost trainings/professional development that align with individual needs of the department/office (for example: Budgetary, Microsoft Office)”*

5. Organizational and Systemic Support

Respondents requested clearer policies, structured mentorship for new supervisors, and dedicated administrative support so supervisors can focus more on leadership and less on routine operational duties.

- *“Ongoing group meetings in which supervisors could discuss strategies/challenges in a safe space would also be helpful”*
- *“Consider examining what CUNY/QC 'procedural' processes can be removed or lightened from the load of managers whose areas are particularly student-facing. The amount of time spent on budgeting, staff onboarding/offboarding, forms, purchasing, timesheets, searches, etc., etc., gobbles up so much time that we do not have and could be better spent focusing on our student-facing work.”*

Departmental Challenges

Staff described a broad set of operational challenges that extend beyond individual departments and reflect systemic issues in staffing, resource allocation, and institutional coordination. While some concerns are department-specific, many point to structural conditions that affect campus-wide effectiveness.

Challenges Identified and Staff Suggested Solutions

a. Staffing and Workload

Understaffing was the most frequently cited issue. Offices struggle to maintain operations, absorb new responsibilities, and provide consistent services. Hiring delays exacerbate burnout and reduce the quality of support provided to students and colleagues. Additionally, shifting mandates and loss of institutional knowledge strain staff capacity. Many comments emphasized that operational challenges directly affect the student experience. Staff cited delays in advising and financial aid processing due to staffing shortages.

Solutions: Increase staffing levels, streamline recruitment processes, and invest in retention efforts.

- *“We are expected to produce more and more every year, with fewer staff.”*
- *“If someone is out sick, we have to close the office as we do not have redundant staffing.”*
- *“There are a lot of very hard workers at QC. But they are drowning. This affects our students and our campus community.”*

b. Support from Leadership

Respondents cited gaps in leadership skills, inefficient uses of resources, unclear departmental direction, and inconsistent accountability that contribute to uncertainty and inequity. Many requested mechanisms for assessing supervisors to improve managerial effectiveness.

Solutions: Implement upward feedback, strengthen supervisor accountability, and clarify leadership responsibilities and goals.

- *“We require strong leadership from [the] administration for campus-wide initiatives, such as implementing EAB Navigate in a more wide scale fashion. Despite being in a constant budget crisis, the college will more quickly spend money on a new technology or creating part-time positions than creating structural buy in to existing technologies or meaningfully advocating for full-time lines.”*
- *“We are not supported well enough by the college administration. Everything from procurement timelines and budget issues, to lack of response and support from administration, have a negative impact on reaching goals and running smoothly.”*
- *“My department underwent significant restructuring under the direction of an administrator whose lack of expertise greatly impacted operations. Unfortunately, this resulted in the departure of many experienced and knowledgeable staff members, which further weakened the department’s effectiveness.”*

- *“Our department has been tasked with responsibilities that were previously the domain of other unrelated departments, with little concern of how it impacts our workflow. Higher management should understand the existing procedures and responsibilities of the departments they oversee before implementing high-level changes.”*
- *“We have two employees who have been MIA - one for years and another for months and we're not getting any support from HR to have them removed, so that they can be replaced.”*

c. Interdepartmental Communication

A lack of coordination between units leads to delays, duplicated efforts, and confusion. Policies are often communicated unevenly, and staff expressed frustration with lack of interdepartmental coordination.

Solutions: Develop standardized procedures, ensure policies are consistently communicated and applied, clarify inter-unit workflows, and enforce response expectations for essential communications.

- *“We are often left in the dark when it comes to important decisions, practices, and expectations. The disconnect is... incredibly frustrating for all involved. Establishing clearer lines of communication would be a start...”*
- *“It's been almost IMPOSSIBLE to get the information we need to launch new courses, add those to the catalogue, secure academic advisors, and a long etc. Individual members of the Registrar's Office and Academic Affairs have tried to be helpful, but ...there needs to be more clarity on what resources are available to inform new hires or recently promoted staff how to do certain tasks, and staff should be more informed on how things work in their own departments or areas.”*
- *“The College should encourage stronger cooperation practices between both administrative and academic departments and within those two unit. Currently, the departments and offices end to work in a silo model that is not conducive to student success.”*
- *“Certain departments need to be more responsive and transparent.”*

d. Technology and Systems

Institutional platforms such as CUNYBuy and the college website were described as difficult to navigate, inefficient, or unreliable. Staff called for more consistent IT support and standardized training.

Solutions: Improve system reliability and process efficiency, and expand training and guidance.

- *“The process for making purchases through CUNY Buy and the multiple steps required to place an order and receive it is unnecessarily time consuming.”*
- *“We have run into tech issues and experienced much hassle for having a “small printer” and because of this IT was not approved to assist us with it. We are QC staff but were still turned away for a simple act of setting up our printer. And every time we have a new device and action is needed by IT, their procedures are different each time, so there is inconsistency for staff access to devices.”*
- *“We have encountered issues with approval of invoices in the CUNYbuy tier, where service was interrupted for months due to non payment”*
- *“Ensuring that the college website is maintained properly; making it more user-friendly.”*

e. Workplace Culture

Concerns included unproductive interpersonal and interdepartmental dynamics, disconnection from higher administration, and a general lack of community.

Solutions: Promote equity by building structures that elevate staff voices and strengthen collaboration.

- *“QC is too siloed. One department doesn't know what other departments are doing. Even within one's own department, information on events and/or deadlines are not disseminated properly to all staff.”*
- *“The expectation is always that low-ranking staff will have to speak up to get anything done. No one up above ever reaches down to bring people from below, up.”*
- *“There is a HUGE divide between Faculty and Staff.”*
- *“The college could help by actively listening to the needs of the offices and departments.”*
- *“If we were more collaborative, with solid communication amongst ourselves, it would eliminate duplicity, and we would be stronger in achieving our strategic goals.”*
- *“I think the dissatisfaction that many workers at QC feel with their positions affects how they treat students, which in turn affects the retention rate.”*

Additional Feedback

All respondents were given the opportunity to provide additional feedback about any area of their work experience. Some comments reinforced major themes around communication, workload, and professional growth, but many staff expressed appreciation for the opportunity to share their perspectives and suggestions, and a desire for ongoing engagement, visible efforts toward improvement, and continued monitoring of the staff experience as part of institutional planning and decision-making.

- *“I want to share that working with students day-to-day is an incredible privilege and something I don't take for granted. Our diverse student body is something that makes us a fantastic College. While there are many things to improve upon, there is still so much to be proud of.”*
- *“Overall, Queens College can be a great place to work. The campus in all seasons is lovely and I am genuinely happy working where I do. That being said, there is room for improvement and I hope that the college can see to the more pressing needs of staff... Thank you for the opportunity to share concerns.”*
- *“I truly hope that the results of the survey is taken seriously, and not just another questionnaire from which a report is generated sits on someone's desk.”*
- *“College leadership would do well to prioritize improving staff morale through dedicated, systemic changes; the next strategic planning phase would be a great opportunity for this.”*

VI. Summary and Recommendations

Discussion

The results of the QC Workplace Survey present a workforce that is committed to the college's mission, values its departmental community, and finds meaning in its work. At the same time, the data reveal clear disparities in workplace experience across job categories, pointing toward structural differences in workload, communication, and supervisory support. Together, the quantitative and qualitative findings paint a nuanced picture: while many employees feel connected to their work and to their immediate teams, day-to-day operational and organizational challenges hinder their ability to thrive. Three broad patterns emerge across both sources:

1. Role Shapes Perception

Differences in satisfaction appear to reflect the distinct vantage points of various staff roles. Staff in leadership roles see institution-level challenges more acutely, while support staff see more clearly daily workflow issues and constraints. This divergence in perspectives suggests that structural position strongly shapes how staff interpret the work environment and their expectations on communication and support.

2. Support Staff Are Not a Homogeneous Group

The quantitative data show that both Administrative Support and Professional Support staff generally report favorable conditions, whereas Student Services and Campus Maintenance and Safety staff face higher workload strain, variable supervisory support, and more role-specific pressures. The qualitative comments reinforce these distinctions: Student Services staff highlight the emotional labor of supporting students amid limited staffing, while Campus Maintenance staff describe chronic understaffing, insufficient time for high-quality work, and operational barriers that impede effectiveness.

3. Structural Context Matters

RFCUNY employees report higher satisfaction on nearly every measure, including the highest ratings of QC as a workplace, suggesting that funding structure, supervisory models, and resource flexibility have notable effects on employee experience.

From an institutional research perspective, these patterns point to the importance of considering role-specific contexts when interpreting staff climate data. Differences by staff function may reflect not only working conditions but also access to resources, managerial communication, and autonomy within departmental structures.

The open-ended responses deepen this picture and illuminate the lived experience behind the quantitative trends. Staff express a strong commitment to the college and to their colleagues but identify consistent challenges that affect morale and efficiency. Employees frequently call for more transparent communication, timely recognition, accessible professional development, and greater collaboration across departments. The comments also reveal the emotional dimensions of staff experience—frustration and burnout alongside pride, dedication, and a desire to contribute meaningfully to the campus community. Across job categories, staff articulate a need to feel heard, valued, and connected.

The results point to meaningful opportunities for strengthening the college's organizational climate and realizing a more resilient and connected institutional culture.

Next Steps

The findings from this survey suggest several avenues for further institutional inquiry and opportunities for action. The Office of Institutional Effectiveness (OIE) recommends that the results of the QC Workplace Survey and the actions outlined below be folded into the college's next strategic plan.

1. Address Workload Management

- Review workload distribution and staffing levels, particularly in frontline student support roles.
- Explore process improvements, technology, or resource reallocations to help staff feel they can do high-quality work within reasonable hours.
- Expand accessible, low-cost professional development opportunities and create protected time for staff participation, addressing workload barriers that limit engagement.
- Creating guidance on how tuition waivers and LinkedIn Learning may factor into professional development opportunities and annual performance evaluations.
- Streamline hiring and onboarding processes to reduce vacancy delays, improve transparency around hiring timelines, and expand opportunities for internal advancement.

2. Strengthen Communication and Cross-Department Collaboration

- Establish clearer channels for sharing departmental goals and updates.
- Create structured opportunities (e.g., cross-unit meetings, shared projects) to build interdepartmental cooperation.
- Develop communication standards for policy and process changes to ensure that staff receive timely, consistent, and transparent information across units.
- Increase leadership visibility through routine campus updates, town halls, and clear feedback loops that demonstrate responsiveness to staff concerns.

3. Focus on Supervisory Practices and Support

- Provide training for supervisors on team management, transparency, work-life balance, and interdepartmental collaboration.
- Develop accountability measures (e.g., 360 feedback or evaluations of supervisors by staff) to ensure consistent supervisory quality.
- Create materials and resources that provide guidance to supervisors on how to conduct fair and meaningful staff performance evaluations, including guidance on collaborative goal-setting and on identifying professional development opportunities.
- Offer supervisory training focused on communication under stress, emotional intelligence, conflict navigation, and change management.
- Establish mentorship opportunities and communities of practice for new and continuing supervisors.

4. Target Improvements in Campus Services and Resources

- Prioritize enhancements to campus services, as these services affect staff daily experiences across groups.
- Conduct an audit of workspace conditions—including climate control, equipment reliability, and office configurations—and identify high-impact facilities improvements.
- Create guidance on remote/hybrid work to ensure clarity, consistency, and alignment with student-facing service needs while supporting work-life balance. Consider including this guidance in resources on annual performance evaluations.
- Improve consistency and transparency in key institutional processes (procurement, onboarding, course approvals, budget workflows) by documenting standard procedures and creating a shared knowledge base accessible to all campus members.

5. Prioritize Campus Maintenance and Safety Staff Concerns

- Conduct focused listening sessions or focus groups with Campus Maintenance and Safety staff to better understand specific challenges.

- Review staffing levels and workload distribution within Campus Maintenance and Safety departments to address chronic understaffing, high coverage demands, and insufficient time for high-quality work.
- Evaluate custodial assignments, building coverage ratios, and shift structures to ensure workloads are reasonable and aligned with campus needs, including restrooms, classrooms, and high-traffic areas.
- Develop targeted supervisory training for leaders within Campus Maintenance and Safety departments focused on communication, recognition, feedback, and team support.

6. Maintain Strengths While Closing Gaps

- Create community-building initiatives that foster intra- and inter-departmental connection to build positive relationships, strengthen departmental identities, pride and engagement while addressing systemic issues.
- Develop a campus-wide staff recognition framework to acknowledge achievements, celebrate contributions, and support morale-building across all units.
- Support wellness and community initiatives with protected time for participation and ensure accessibility across work schedules.

Future Assessments

Including staff voices within the college's strategic planning process will be essential for ensuring that changes are responsive, and sustained attention to groups expressing the lowest satisfaction in this survey will be essential for improving equity in workplace support. To this end, we also recommend that the administration take a closer look at existing institutional employee data for a more comprehensive view of the organizational environment. Future analyses could examine how the perceptual differences that emerged from the QC Workplace Survey align with objective metrics such as staffing levels, employee retention rates, professional development participation, student-to-staff ratios, or utilization of workload management tools such as Microsoft Teams and PowerAutomate. These linkages may strengthen the college's evidence base for fostering a more consistent and supportive workplace climate across all staff roles, while maintaining a commitment to transparency and continuous improvement in employee engagement and organizational communication. Longitudinal tracking of survey items would also allow the college to assess progress over time and evaluate the impact of changes implemented in response to these findings.

Given the strong consensus in open comments about the importance of being heard, valued, and informed, future action planning should directly engage staff through continued listening sessions, transparent reporting on progress, and routine opportunities for feedback. Ensuring that staff input shapes implementation will help build trust, improve morale, and reinforce the college's commitment to meaningful assessment practices.

APPENDICES

Appendix A. Table Results for All Quantitative Survey Items Overall

AREA	ITEM	Strongly Agree Very Satisfied Excellent	Agree Satisfied Good or Excellent
Nature of Work	The type of work I do on most days is personally rewarding.	47%	81%
	On most days, my workload is manageable.	28%	67%
	I have enough time to do high-quality work.	28%	62%
	I have the information I need to do my job well.	33%	75%
	I have the skills I need to do my job well.	80%	97%
	I have the equipment/tools I need to do my job well.	36%	68%
	I have the autonomy I need to do my job well.	58%	82%
	How well do your current tasks align with your job description?	42%	83%
Work-Life Balance	I have been able to find the right balance, for me, between my professional life and my personal life.	34%	69%
	I have been able to take leave when I need to (annual, personal, sick leave, etc.).	58%	81%
Supervisor Support	How satisfied are you with the clarity of your supervisor's expectations?	52%	77%
	How satisfied are you with the reasonableness of your supervisor's expectations?	53%	76%
	My supervisor acknowledges my contributions.	61%	79%
	My supervisor includes staff in departmental decision-making.	45%	69%
	My supervisor supports me in managing a healthy work-life balance.	60%	75%
	My supervisor supports me in pursuing professional development opportunities.	55%	70%
Department Operations	My department meets as a team to plan and coordinate our work.	54%	78%
	Workloads are distributed fairly within my department.	34%	60%
	There is a spirit of teamwork and cooperation in my department.	51%	72%
	Staff are kept well-informed about departmental goals and operations.	45%	75%
	In the past academic year, has your department engaged in any self-assessment activities?	50% Y	
Performance Evaluations	The evaluation provides a fair assessment of my performance.	53%	66%
	The evaluation acknowledges my achievements.	49%	63%
	The evaluation provided me with useful feedback.	45%	59%
	The performance goals set for next year are my own.	46%	62%
Employee Benefits	Have you begun a professional development journey on LinkedIn Learning?	23% Y	
	Have you taken advantage of [CUNY Staff Tuition Waivers] to further your education?	33% Y	
Climate & culture	Quality of staff-student relations	12%	59%
	Quality of staff-faculty relations	14%	46%
	Quality of staff-staff relations	16%	56%
	Quality of communication between departments	6%	25%
	Quality of cross-departmental cooperation	5%	26%
Campus Services & Environment	ITS / Communications / HR	19% AVG	54% AVG
	Public Safety / Food Services / Custodial Services	19% AVG	53% AVG
	Office spaces / Elevators / Restrooms	19% AVG	50% AVG
	Physical accessibility of campus spaces	19%	51%
Global Satisfaction	Overall, how satisfied are you with your job at Queens College?	41%	78%
	How would you rate your department as a place to work?	51%	74%
	How would you rate Queens College as a place to work?	26%	61%
	If you had it to do all over, would you choose to work at Queens College again?	68% Y	

Appendix B. Table Results for All Quantitative Survey Items by Subgroup

Scales for Mean Scores: 1 = Strongly Disagree / Very Dissatisfied / Very Poor; 5 = Strongly Agree / Very Satisfied / Excellent.

Subgroup Definitions:

- LDM = Leadership and Management
- APS = Administrative and Program Support
- SSS = Student Services and Support
- PTS = Professional and Technical Support
- STF = Support Staff Averages (APS, SSS, and PTS)
- CMS = Campus Maintenance and Safety
- RFC = RFCUNY employees

Regarding your day-to-day work, do you agree or disagree with the following statements?

	LDM	APS	SSS	PTS	STF	CMS	RFC
The work I do on most days is rewarding.	4.52	3.99	4.56	4.21	4.25	2.86	4.04
On most days, my workload is manageable.	3.22	3.87	3.39	3.83	3.70	2.71	3.78
I have enough time to do high-quality work.	3.16	3.84	3	3.67	3.50	2.17	3.85

Thinking about your most important responsibilities, do you agree or disagree with the following?

	LDM	APS	SSS	PTS	STF	CMS	RFC
Has needed information	3.74	3.91	3.77	3.79	3.82	3.14	3.81
Has needed skills	4.8	4.74	4.81	4.79	4.78	4.14	4.63
Has needed equipment/tools	3.56	4.03	3.71	3.35	3.70	2.86	3.56
Has autonomy to do job well	4.16	4.32	3.81	4.23	4.12	3.86	4.41

How well do your current tasks align with your job description?

	LDM	APS	SSS	PTS	STF	CMS	RFC
Very well	52%	36%	32%	38%	35%	0%	67%
Somewhat well	34%	46%	46%	38%	43%	86%	26%
Not well	14%	15%	21%	13%	16%	14%	7%
I'm not sure	0%	4%	0%	13%	6%	0%	0%

Thinking about your professional and personal life, do you agree or disagree with the following?

	LDM	APS	SSS	PTS	STF	CMS	RFC
Has a balance between professional and personal life	3.44	4.04	3.69	3.67	3.80	2.67	3.44
Can take leave when needed (AL / SL)	4.08	4.48	3.76	4.19	4.14	3.17	4.22

Thinking about your immediate supervisor, how satisfied are you with...

	LDM	APS	SSS	PTS	STF	CMS	RFC
Clarity of supervisor expectations	3.98	4.26	3.96	4.44	4.22	2.17	4.00
Reasonableness of supervisor expectations	3.87	4.27	3.84	4.50	4.20	2.5	4.00

Again, thinking about your supervisor, do you agree or disagree with the following?

	LDM	APS	SSS	PTS	STF	CMS	RFC
Supervisor acknowledges contributions	4.30	4.19	3.92	4.39	4.17	2.33	4.35
Supervisor includes staff in decision-making	4.09	3.80	3.54	4.00	3.78	2.50	3.88
Supervisor supports a healthy work-life balance	4.23	4.22	3.77	4.39	4.13	2.17	4.04

Supervisor supports professional development	4.11	3.97	3.88	4.44	4.10	2.00	4.04
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Thinking about your department or unit, to what extent do you agree or disagree with the following?

	LDM	APS	SSS	PTS	STF	CMS	RFC
Dept meets as a team to plan work	4.24	4.13	3.73	4.41	4.09	3.00	4.20
Workloads are distributed fairly	3.82	3.42	3.08	3.76	3.42	2.17	3.76
Spirit of teamwork and cooperation	4.22	3.96	3.42	3.94	3.77	2.5	4.04
Staff informed of dept goals / operations	4.18	4.00	3.81	3.82	3.88	2.00	3.84

In the past academic year, has your department engaged in any self-assessment* activities?

	LDM	APS	SSS	PTS	STF	CMS	RFC
Yes	60%	46%	36%	65%	49%	17%	56%
No	27%	26%	40%	12%	26%	83%	36%
I'm not sure	13%	29%	24%	24%	25%	0%	8%

Thinking about your most recent performance evaluation, do you agree or disagree with the following?

	LDM	APS	SSS	PTS	STF	CMS	RFC
Evaluation was fair	4.09	4.19	3.88	4.24	4.10	2.67	4.00
Evaluation notes my achievements	4.07	4.10	3.69	4.00	3.93	2.67	3.86
Evaluation provided useful feedback	3.91	4.02	3.65	4.06	3.91	2.67	3.82
Goals set for next year are my own	4.02	4.03	3.56	4.24	3.94	3.33	4.23

Have you begun a professional development journey on LinkedIn Learning?

	LDM	APS	SSS	PTS	STF	CMS	RFC
Yes	32%	21%	8%	29%	20%	17%	24%
No	66%	69%	80%	53%	67%	83%	72%
N/A. I would not benefit	2%	10%	12%	18%	13%	0%	4%

Have you taken advantage of tuition waivers for CUNY courses to further your education?

	LDM	APS	SSS	PTS	STF	CMS	RFC
Yes	33%	37%	32%	35%	35%	50%	16%
No	56%	58%	60%	59%	59%	50%	76%
N/A. I would not benefit	11%	6%	8%	6%	7%	0%	8%

Thinking about QC's campus culture, how would you rate the quality of...

	LDM	APS	SSS	PTS	STF	CMS	RFC
Staff--Student relations	3.46	3.61	3.23	3.94	3.59	3.00	3.75
Staff--Faculty relations	3.18	3.54	2.81	3.75	3.37	2.67	3.54
Staff--Staff relations	3.68	3.72	3.00	3.63	3.45	2.83	3.79
communication btwn departments	2.66	3.01	2.35	2.88	2.75	2.33	2.83
cross-departmental cooperation	2.73	3.01	2.42	2.88	2.77	2.67	2.96

Regarding QC campus services, how satisfied are you with..

	LDM	APS	SSS	PTS	STF	CMS	RFC
Information Technology Services	2.79	3.42	3.00	3.76	3.39	3.17	3.08
Communications and marketing	3.21	3.69	3.46	3.82	3.66	3.00	3.26
Human Resources	3.42	3.55	3.08	3.65	3.43	2.83	3.43

Again, regarding QC campus services, how satisfied are you with...

	LDM	APS	SSS	PTS	STF	CMS	RFC
Public Safety	3.47	3.93	3.2	3.94	3.69	2.83	4.04
Food Services	2.67	3.03	2.6	3.12	2.92	2.00	3.14
Custodial Services	3.35	3.60	3.12	3.00	3.24	3.17	3.50

Regarding the QC campus environment, how satisfied are you with...

	LDM	APS	SSS	PTS	STF	CMS	RFC
Office spaces	3.45	3.38	2.77	3.29	3.15	3.33	3.75
Elevators	3.26	3.48	3.08	3.41	3.32	2.67	3.92
Restrooms	3.02	3.08	2.88	2.94	2.97	3.17	3.00
Physical accessibility of campus spaces	3.29	3.59	3.04	3.76	3.46	3.17	3.71

Overall, how satisfied are you with your job at Queens College?

	LDM	APS	SSS	PTS	STF	CMS	RFC
Very satisfied	34%	43%	40%	47%	43%	17%	50%
Somewhat satisfied	46%	35%	28%	41%	35%	17%	38%
Neither	11%	13%	20%	12%	15%	17%	0%
Somewhat dissatisfied	7%	7%	12%	0%	6%	0%	0%
Very dissatisfied	2%	3%	0%	0%	1%	50%	13%

Overall, how would you rate...

	LDM	APS	SSS	PTS	STF	CMS	RFC
your department as a place to work	4.36	4.14	3.68	4.19	4.00	2.00	4.21
Queens College as a place to work	3.56	3.78	3.54	3.75	3.69	2.83	4.13

If you had it to do all over, would you choose to work at Queens College again?

	LDM	APS	SSS	PTS	STF	CMS	RFC
Yes	59%	68%	65%	82%	72%	33%	83%
No	5%	10%	4%	6%	7%	50%	13%
I'm not sure	36%	22%	31%	12%	22%	17%	4%

Appendix C. Table Results for All Open-ended Items

What can the college do to help staff feel more engaged, supported, and motivated in their roles at QC?
Not be micro-managed at every possible aspect of the work. Not be made to sit in meetings for hours at a time merely to be disciplined by voice (but not in writing). Be provided an annual budget in writing, in advance, instead of being told to 'reach out' whenever something is needed.
We need updated computers and hands on training as well as support for the hard tasks of telling someone NO when the policy is not created with our input
Give more authority
Have more open communication with all.
The success that I've been able to achieve is because within my department we are able to manage our processes and find the best way to perform our assigned tasks. When we have to do things where we need support from other departments then things get a lot more complicated because it takes weeks or even months for us to get simple information and for things to get processed. It is unacceptable that whenever things are delayed the answer is always as you know our office is short staffed. If critical offices are short staffed it is the administrations responsibility to make sure that these offices are properly staffed. It is a slap in the face to hear that we can't get any additional resources but we are expected to increase our enrollment at the same time.
Update facilities and workspaces- new AC units and staff bathroom renovations
Many student-facing departments are understaffed, overworked, under-trained, do not provide any more than the bare minimum. Some have extremely poor customer service skills (Computer Science Dept, Financial Aid, Admissions and Bursar are just a few) which may or may not be attributed to the need for increased staff, better thoughtful training and more realistic workload expectations.
This is a top-down problem within CUNY from CUNY Central to QC. In addition to these issues, the administration needs to promote a unifying direction for the school. There are lack of unifying elements between departments (from how students participate in internships, to how majors are declared, to how course substitutions are implemented), severely mismanaged information on the website, an extreme siloed culture, poor communication, poor ongoing training, a punitive approach to correction, unrealistic work expectations, unpaid overtime (which takes place on a weekly basis) and a dearth of on-campus benefits that could build campus life for staff and faculty.
Continuity can be fostered in a practical sense with the website – make information easier to find, update information more regularly, make the website more well-structured, intuitive and seek input from end users and tested to make the most user-friendly site.
Data and resources need to be more easily accessible and employees need to know where to find it other than the statement “that was sent in an email six months ago of where to find X and Y”.
Navigate needs to be used more regularly by all departments to help track student success and serve as an early alert system.
Human Resources makes many errors, some are from QC, some are from Central and they must recognize that customer service is as imperative with staff as much as it is expected with students.
Special Services needs to be built-up based on the needs of our students. Several on-staff psychologists need to be employed to allow for affordable options for student testing and more innovative support for students is needed.
Treat staff with equal respect as faculty and allow staff voices to be heard and adhered to as loudly as their faculty colleagues. Staff voices should equal those of the faculty.
Address leadership and managers who are unapproachable with ongoing training and accountability for growth.
Provide professional development that does not create a vacation backlog of work and emails while an employee is away.
Provide realistic workloads that enables employees the time and the presence of mind to be able to contribute to the community without being overburdened.
Consider doing consistent wellness programming that is geared towards employee needs. Give adequate time to participate in wellness programming.
Make the gym and pool accessible at hours that are before 9am and after 5pm so staff and faculty can utilize the facilities.
The campus needs more cost-effective on-campus food options. \$14 is highway robbery. We are lagging far behind inflation with pay, so we need to be mindful, this is likely the case with many of our students as well. Please update the facilities, we are falling apart.
As a result of an extremely dysfunctional system, many employed by CUNY/QC feel undervalued which can transfer to students as much as a unified staff, faculty and administration can. If we want to increase enrollment, develop a culture that undeniably listens to needs and addresses

<p>them properly on an ongoing basis.</p> <p>If “our hands are tied” is the justification for not addressing many issues indicated above, then change the policy and change the leadership from the Board of Trustees down. If how the Board is appointed needs to change, then there needs to be some unity in addressing this necessity to the state level. The Board of Trustees is woefully out of touch with the needs of students and has demonstrated a severe disinterest in listening to input or feedback. This directly impacts the sense of community and how staff can feel more engaged, supported, and motivated in their roles.</p> <p>I think we need:</p> <p>More security guards - I work in the library and last friday, May 16th, was an incident - the student was screaming his lungs out. There used to be at all times, people sneak in, swap ID, just place a camera there you'll see. Fixing the turnstiles would also help. I think it is a fire hazzard the way they block the entrance.</p> <p>More IT people - There is always complains about the printers not working/out of paper at the library printers. Try calling IT office they never answer - 718-997-4444. A lot of students complain about that a the main library desk, I forward the message to my supervisor.</p> <p>Last think I used to hear people or stundents complaining a lot: phone calls are not being answered, especial registrar office, I don't know if it has change, I have not heard about it in a while.</p>
Provide more professional development opportunities.
Mental health workshops, wellbeing and balance topics
We need more staff in our department in order to feel supported and do our jobs without rushing during appointments with our students.
We could use more full time staff in some areas.
Make people accountable on their work schedule. Only some staff work 70% at the office while others are allowed to work mostly from home. Easier to get work done when in person.
MAINTAIN HYBRID WORK. ADVOCATE FOR US TO CUNY THAT HYBRID WORK NEEDS TO STAY THE WAY IT IS PERMANENTLY.
The college needs to assist in demolishing silos between departments and facilitate more communication. Actually answering emails and phone calls, being more cooperative overall.
The college can foster stronger staff engagement by more intentionally recognizing the work we do to support students—both front-facing and behind the scenes. Whether it's a quick shoutout, a thank-you note, or a spotlight at a campus event, it means a lot to feel seen and valued for our impact. When staff and faculty feel appreciated for how we help students succeed, it fuels motivation and a deeper sense of purpose. As an example, why not provide custodial staff donuts and coffee during the 5am commencement set up?! It's pennies-on-the-dollar, but it goes such a long way to build morale. We need to behave like a community and stop siloing...
-Annual staff assessment reports.
Hire more people at the CLT level
Hire many more staff members in all of the student facing services departments. Treat our current employees as the professionals they are by encouraging leadership, decision making, and autonomy within all levels of the organization. Strict top down management creates bottlenecks that disservice and frustrate students which I believe causes them to seek education in a place with less friction and less contradictory information.
I'd like to recommend offering promotions and recognition to staff who demonstrate exceptional performance. Rewarding strong work, consistent results, and innovative contributions not only boosts morale but also encourages continued excellence across the team.
Acknowledging those who bring fresh ideas and go above and beyond in their roles can help build a more motivated and productive work environment.
Ensure SOP when all staff are onboarded. Have an orientation to explain CUNY first and access, etc.
My department is severely understaffed. I have been working overtime on the weekends too many times, and my staff is overextended.
Queens College is the most rewarding place to work. I work assisting faculty, and it is there that I see the most need. Help mid-level faculty (Associate Professors) to feel valued and understand the demands on faculty with teaching, scholarship, and committee work are too high sometimes. If faculty feel valued and not unreasonably pressured, students will want to be at Queens College. Word of mouth does a lot for the prosperity of a place. It is hard for faculty to be published and get grants; they are overworked. We do not want that stress to translate into the classroom. As support staff for faculty (I am not in an academic department), this is an area where I feel the college can gain by valuing its faculty.
Conducting personal developmental programs to improve the skills related to the job requirement or else providing the network to attend the workshop.
Throw a summer BBQ
It would be very beneficial to have the QC gym available before 12pm and after 5pm for work life balance quality. As the QC track is overrun by the H.S students on campus.
provide pay increase
and have mandatory seminars that emphasize respect, self awareness, effective communication, self-care, responsibility and relationship skills.
Provide actual lines of communication within departments and between those at the top and those making the college run. Hire in vacant roles and acknowledge how those vacancies very much negatively impact not only their department/office, but the school as a whole.

Better computers, printers....technologies, better temperature controlled classrooms/offices
Provide more resources to accomplish tasks, listen to people doing the work. Communicate better, promote people within who are doing good work. Plan better.
I think the college should do some fun team building activities three times a year to keep employees engaged and motivated. In addition, there needs be more support staff in the departments so they function more effectively.
Get more PT workers to help
Hire more people and allow the workers have thier opinions be heard when comes to managing certain environment when doing special tasks in buildings thier are required to work. Management needs to do better with the supervision of supervisor hiring. Not all person are qualified to be a supervisor when that person has a poorly worked status from a previous position. Queens college needs to be better with thier staffs and recognize some some of the staff do go out of their way, but they not get recognition for it.
Respond to requests for assistance, provide necessary materials and time and manpower, acknowledge that our roles are important and valued in a genuine manner. Do not dismiss everyday concerns such as bathrooms in need of repair and appropriate ventilation heat and ac.
More advocacy by administration for the well-being of their staff units, including filling vacancies, improving pathways to promotion and clearer guidance of unit expectations.
the QC newsletters should be more engaging and visually appealing. Most of the time I don't feel like reading them.
Support worker autonomy, less bureaucratic steps for reimbursements.
Better technology, staff bathrooms that aren't shared with students, managers that are actually open to feedback instead of berating you for 2 straight hours as a new hire
Better management and supervision of those in leadership roles who manage others.
Checks and balances on supervisors. More staff so that people are not overworked.
Each department should have a supportive outlet for employees to reach when needed - other than HR or your immediate overhead.
Encourage breaks and good mental health practices.
Open President's Council meetings to lower-level admin staff sometimes?
Promotion.
Provide opportunities for professional development and offering recognition and rewards.
Provide more accessible opportunities for professional growth and career advancement at the institution. Offering more targeted professional development opportunities so people are motivated and supported enough to build long-term career pathways at the institution.
We need everyone back on campus! It's disheartening when offices are empty and doors are locked. It also gives a sense of inequality as some members of the staff are here most days while others are almost always working from home. Such lack for personal interaction and commitment from senior staff makes it hard to stay motivated.
The college is in constant state of crisis. Leadership is non-existent. Hostile work environment rules. Staff has no voice and no direction.
To help Queens College staff feel more engaged, supported, and motivated, we must first address some fundamental infrastructure and operational challenges that directly impact our work environment.
<p>Firstly, the deteriorating state of the campus infrastructure needs urgent attention. From crumbling buildings and potholes to broken sidewalks and unsightly construction materials left near the main gate, the physical environment does not reflect the pride we wish to feel in our college. Additionally, the inconsistent heating and air conditioning across the campus create an uncomfortable working environment. For example, heat is often on during warmer months, and constant leaks in the basement of the Student Union further contribute to a sense of neglect. We must invest in maintaining and improving the campus facilities to foster pride in our spaces and, consequently, our roles.</p> <p>Secondly, the cumbersome CUNYBUY system is a significant barrier to efficiency. Directors' and supervisors' lack of access to charge cards causes slowdowns in procuring goods and services. This restriction limits our ability to work with vendors that do not accept purchase orders, forcing departments to work with suboptimal companies already "approved" in the system. Empowering supervisors and directors with the financial autonomy to make decisions and purchase innovative products and services would streamline operations and foster a sense of trust and empowerment within the staff.</p> <p>Addressing these issues will improve our working conditions and demonstrate the institution's commitment to supporting staff, enabling us to feel more motivated and engaged in our roles at Queens College.</p> <p>There should be clear communication, structured onboarding, and accessible training for new employees entering any role at the college. Beyond individual office duties, I believe it's important for staff to be oriented to college-wide procedures and systems. This would help ensure that new employees—especially those joining from outside the institution—understand how things work at QC and can contribute effectively. I've observed that when a staff member leaves unexpectedly, there's often a gap in continuity because important processes aren't documented or widely understood. Creating shared knowledge and cross-training opportunities would promote collaboration and reduce over-reliance on any one person.</p> <p>Compensate and promote those accurately for the work they do and staff vacant positions so that no one person is doing the job of several.</p> <p>It would be nice not to see the Registrar and Financial aid have enough personnel to work more efficiently.</p> <p>Have consequences for the offices that do not perform as their lack of performance puts more stress and demand on other departments. End remote work please. People are abusing it.</p>

Offer certified training opportunities with stipend benefits.
They can be better informed of changes in programs. Also schedules should be given to schedulers in a timely fashion and dates when needed also.
The college could do a much better job at simply engaging with staff. Personally, I feel quite a disconnect with the Administration and those like myself, in the student-facing roles. I also have had several not-so-pleasant interactions with some of the senior rank folks in the college. Additionally, I have sent several emails to select individuals seeking help and support on important matters around budget, hiring personnel, policies, and did not receive a response. How am I expected to do a job when those who supposedly works with us (and entrusted to support us) are not responsive?
Stop the bully and or harassments
Stop cutting the budgets, I am a CLT and we are already having trouble supplying the wet lab courses. It's becoming impossible.
provide more training
More support from the administrative office like Human Resources and Purchasing.
Offer wage increase, monthly employee recognition.
Keep the office space clean and more up to date. train the managers to become better leaders.
More internal recognition within the depts and maybe raffles each month.
Clean and update work areas
More staff, clear instructions from Central Office on new programs
Employee retention needs strengthening
Truly listen to what staff have to say and understand the impacts of the decisions that will be made by upper management before implementing. Provide support and enough staffing so departments are not overwhelmed with additional workload due to being short staffed which leads to being overworked and burnt out. Provide competitive salaries so we keep the staff we hire, it is time consuming to hire, retrain and then lose staff because we are not paying enough to be able to keep them. Streamline business process and flowchart of how to hire staff. Provide the appropriate office space for staff to be able to perform their jobs accordingly and appropriately which will in return provide the best services to our students.
A better maintained work environment would motivate more staff to work in person. Some buildings are not always clean or have inadequate HVAC systems. Heating and cooling issues are a year-round problem. Pests are also an issue.
Provide good quality professional development and trainings; Allow better flexibility with hybrid work schedules (3 days in office and 2 days remotely)
hiring a more effective and supportive supervisor. Strong leadership plays a key role in fostering a positive work environment, providing clear communication, recognizing staff contributions, and offering guidance and professional development opportunities.
Reward capable skilled staff who perform their jobs well instead of treating them exactly the same as staff who aren't qualified and don't perform their jobs well.
Staff shortages abound in the non-teaching realm which is taking a toll on morale. Students are angry due to longer wait-times for resolution and staff are getting the brunt of that anger, which creates the morale concern. Additionally, too many staff are outright abusing the REMOTE WORK option and it places more work on those who are in-person to make up for the inability to hold these staff accountable.
Give supervisors some type of yearly hands on physical training of the job and give the workers some breathing room. This job has alot of work/task to fulfill in a day while being short staffed. it's easy for a supervisor to point the finger and tell the workers do this do that when they are infact not doing the physical work.
Fill vacancies.
Stop telling us enrollment is the problem and we need to solve it. I was under the impression that there is a whole administrative unit dedicated to Enrollment and Retention. I am not in that unit. This is a college, and we all have individual expertise and care about research, teaching and learning, and supporting US in those goals will attract motivated students,
Listen to our request and follow up, even if it is a no.
Provide merit increases that recognize the work the staff is doing. Paper awards or recognition don't help.
Middle management is among the most challenged group at the College and needs the admin to be willing to join us "in the weed s" as needed; respond to identified concerns and dysfunctions; areas of significant staffing shortage and needs; and be mindful of overburdening responsive workers with additional tasks and 'voluntold' expectations.
Hire
EVALUATIONS.. FOR EVERYONE INCLUDING THOSE IN MANAGEMENT POSITIONS. SOME PEOPLE GET REWARDED (OFFERED HIGHER POSITIONS) WITHOUT EVALUATIONS OF THEIR WORK.
Provide more services and monetary support to departments and entities. Infrastructure is sadly in need of rehab. Funding needs to be supplied for additional necessary staffing.
Treat staff like human beings. Offer promotions based on merit, knowledge and responsibilities already undertaken. Training classes for advancement.
Certain departments need to be more responsive and transparent.
The college can encourage moral by offering merit-based payroll increases to deserving employees. It's not unusual for staff to earn the exact same salary for 3 or 4 years due to delays with union contracts which makes it very difficult to keep up with the cost of living.

Improving office conditions and facilities. We need clean facilities and proper temperature control to enjoy being at work and offer our services to students.
Better communication, better technology, merit pay for staff (COA, aHEO), effectiveness/accountability, e.g. meetings that have actionable items with deadlines.
Many HEOs at Queens College feel over-worked and under-appreciated. They don't see room for advancement, so the most talented and motivated among them leave QC for greener pastures rather than pursue a career in a workplace that often doesn't acknowledge and definitely doesn't reward excellence. It seems that the default setting at Queens College is no when it comes to reclassification, to hiring, and so on, while workers are forced to do more with less. I've been at Queens College for a long time, and this is the entrenched culture of dissatisfaction that I've observed, and it keeps getting worse. Does the college really care enough to seek a remedy? I honestly don't think so, but if so I would be happy to participate in a task force to improve working life and conditions at Queens College. For myself, I work for a CUNY-funded program so we are well-funded, fully staffed, and contented with our situation. But that is not the norm at QC.
More office events for staff members and more rewards for hard work.
Help staff by providing more training tailored to different roles. Better office equipment such as new computers, furniture that is up to date cleaner working environment. Flexible schedules, remote/hybrid options, that is essential for our mental health. More wellness programs on campus. Fair salary for office assistants. Bonus and incentives.
Hire additional staff to reduce workload on existing team members, ensure fair and competitive compensation to retain talent, hold employees accountable for their responsibilities, and establish clear pathways for professional growth and advancement.
Stop placing inept, politically connected people in managerial positions. Ideally, these individuals shouldn't be hired AT ALL, but I'm realistic.
some areas do not seem to get the same/equitable treatment in terms of replacement of staff which does not motivate or keep staff engaged
Accommodate a good climate work and environment. Also provide the resources that are needed to get the work done smoothly.
I loved the idea of the data-showcase, but because of a sick child, I couldn't attend. I hope there will be more. I thought it was great idea to connect the data people across campus.
Actually try to learn what we do to support students. It does not feel like folks in VP, AVP, Provost, and Dean positions actually take the time to learn about our day-to-day. They just make assumptions and look at data without much context.
Provide support staff that is paid comparable to market salaries
To truly encourage, support, and motivate staff—especially campus officers—there must be real change starting from the top.
<ul style="list-style-type: none"> • Re-evaluate and Replace Management: Leadership should be made up of team builders, not individuals who thrive on control or intimidation. We need leaders who are committed to developing and empowering their officers, not tearing them down. • Hold HR Accountable: While it's understood that HR's role is to protect the institution, this should not come at the cost of ignoring hostile or unsafe work environments. Complaints must be taken seriously and acted upon—without bias or retaliation. • Zero Tolerance for Bullying: Management and supervisor bullies must be addressed, not protected. Retaliation against officers who speak up should never be tolerated. • Support Work-Life Balance: Officers should be given support in managing their responsibilities at home, especially when dealing with family matters. A healthier work-life balance leads to better performance and morale. • Accountability Across All Levels: When policies are violated—especially by management—there must be real consequences. Accountability should not be selective. • Fair and Merit-Based Promotions: Advancement should be based on hard work, qualifications, and dedication—not favoritism or politics.
Make everyone come back to the College to work.
Technology is not supported enough here. We need as faculty better access and direct access to tech so that when there is a problem we have someone to contact not a help desk
Not sure.
The budget crisis must improve to allow for more staff hires, offer more opportunities for merit increases, as staff leave, the remaining staff are stuck with their workload without fair compensation. The hiring process takes forever.
The college can provide more professional development to all level staff to enhance their skills in today's advanced technologies; provide more team collaboration activities between departments for staff to interexchange knowledge, socialize, and to meet each other.
Reclassification and notification process of some procedure
Better remote/hybrid schedules and hours of operation. For example, many offices close early on Friday to allow them to catch up with office and administrative tasks.
More Remote days. I feel much more productive, energized, engaged and motivated with at least 2 remote days per week.
there are different rule for each person in my office, there is no transparency, micromanagement etc.
Change the phone system. Keep network updated

hire more people on a way to share the overload of work
Assess physical environs to prioritize the placement of non-teaching full time employees into office spaces which are well-lit by natural light, which provides cross-ventilation, and provide sets of ergonomically differentiated office furniture (standing desk converters, posture supporting chairs). As full-time non-teach staff, our work is overwhelmingly performed from our workstations yet the consideration and prioritization for office space across the college is given to faculty who, by the nature of their work and by the terms of their contracts, are away from their workstations (and at times for stretches of months) very much more than other full-time non-teach employees.
Merit increases for those who deserve them.
Queens College has a longstanding culture where personal connections often take precedence over merit, resulting in leadership roles being filled by individuals who may not be the most qualified. Additionally, the institution has a consistent pattern of overlooking internal candidates for advancement, frequently opting to hire from outside rather than promoting from within. This practice contributes to a lack of clear career growth and limited opportunities for professional development among current staff. QC should be promoting those whose capabilities merit that advancement.
Hold events that encourage meetings between college wide administrative staff like Admissions, Registrar, Financial Aid, Academic Advising, Bursar, Information Technologies and academic department staff.
We need more staff. People leave and are not replaced, and everyone is doing the jobs of several others.
<ol style="list-style-type: none"> 1. Develop a clear, detailed strategic plan for the College with input from the College community. Hold regular meetings with the College community to reinforce how their roles are essential to the College mission, and engage everyone in ideation sessions. 2. Promote teamwork across divisions and encourage cross-functional collaboration through regular structured meetings that end in specific action plans. 3. Supervisors should be trained in performance management and provide regular structured feedback to their team, implement the 2 x 2 feedback system: https://www.managementcenter.org/resources/2x2-feedback-form/, and conduct annual reviews. 4. Provide professional development and leadership opportunities. 5. Provide clear information/how-to guides on College policies, procedures, process, and resources across divisions, departments, and offices. 6. Foster connection and communication by presenting the ideas/feedback compiled from this survey in an open forum. Engage the College community in designing and implementing an action plan based on the recommendations.
Give us our raises, competitive salaries, and more resources. Hire managers that can actually manage.
I am a new staff and QC feels very isolated. There seems to be a tendency of individuals to isolate themselves. They come to work and at the end of the day they go home. QC administrators should provide avenues so that staff, faculty and administrators can meet to exchange ideas, learn from each other or have opportunity to collaborate on projects, etc. Perhaps creating team building activities to encourage individuals to meet would contribute to less isolation and silos.
<p>Recently, the college has moved from a 70/30 in-person/remote ratio to 80/20 in an effort to promote a more welcoming and vibrant environment for the students. If our work week consists of 35 hours, then 70/30 was never an ideal for staff because it meant extended days or essentially working 80/20. I do not understand who thought that would be good for staff work-life balance unless 35 was not the working number for everyone. If that is the case, then adjustments should have been made to clarify. While mandating 80/20 alleviates that, the 60/40 ratio we had with three days in the office and two remote provided a much better work/life balance for staff working 35 hours a week.</p> <p>Furthermore, if the college's priority is student satisfaction, then it should consider the overall availability of the offices instead of focusing on individual staff availability. While staff in this office might personally be on campus however many days the college asks, the doors are open for students 5 days a week, which more than suffices for students' needs without overburdening staff with a rigid work agreement. Adhering to this agreement becomes increasingly frustrating when students express that it is difficult to locate staff members in other offices or worse, they express that no one is even answering the phones there or replying to emails in a timely manner. If the college asks that individual staff members in student-facing offices are on campus four days a week, then, in fairness, all offices should be open during working hours to physically see to students' needs. As long as there is sufficient in-person staffing Monday to Friday actually seeing students, then that is fair to both students and staff. Otherwise, we can fully manage our jobs from home as we proved during Covid. To help staff feel more engaged and supported, there needs to be equal and reasonable expectations.</p> <p>As for support, the college should understand the roles of each office and better ensure that they are being reasonable in their expectations of us. It is difficult and highly unmotivating to do one's job when crucial portions from another office are time and time again not provided in a timely manner or even done at all. Or they are unable to meet a student's needs and the student is bounced around offices, adding to their frustration. "We learn so that we may serve" is something that I strongly believe in as a former student here and now a staff member. We cannot in good faith serve our students to the best of our availability if the college does not have boots on the ground with us to learn what the students really need vs optics that only add strain to staff.</p>
Listen to them. A lot of policy being made is focused on student and faculty. In many ways, the staff is overlooked. They are the ones in the colleges day in and day out and it seems our needs are not taken seriously. Many of us are overworked and underpaid. We assume the tasks of staff who does not or is not able to complete their job. We assume the tasks of those in a higher pay grade but we are rarely listened to.

Promote deserving staff
The unions and faculty directly and indirectly control QC, so it is unlikely the administration alone can do much to create a better environment for all.
It is evident that the staff across the board are burnt out and and feel underappreciated. In terms of decisions that are made at top level, many times employees that fall outside of management do not have a voice in the process. Staff all the way up to management need to be adequately trained, and mentored on how to promote healthy workplace environments. Over the last couple years, post COVID -19. The energy on campus is decrease, and the staff continuously have been stretched too thin. QC needs to get back to the heart of its mission to remember that the people who work for our community are the ones that help the campus run so they need to be recognized for their work. As an example, Every staff on the first day should get a QC goodie bag with swag stuff. Additionally, can we go back to having wellness events that support faculty staff? These events could be something as simple as yoga hour or mindful meditation. It could be something as simple as game days on the quad where people can just join and interact with one another, especially in the summertime.
I think the college has been doing a great job with offering support services for employees
Better parking for staff/ Staff advocacy from students.
Hire competent leadership, answer emails, increase number of hires
hire more personal.
Too many areas are understaffed. You hear about it all over campus.
The different offices need to work together to support students. When the functions of one office affects another's work, it is the responsibility of that office to be accountable for their work product.
Also, we moved to an 80:20 schedule when 70:30 worked fine. In fact, moving to a 60:40 schedule would help staff find that work life balance and it fits into a 35 hour work week. The decision to move to 80:20 was to have a more vibrant and engaged campus. Many offices still have their doors closed to students so regardless of whether staff is on campus, the campus still gives a closed off appearance.
Streamlined efficient campus processes with responsiveness to queries
In my position it's very hard to find time to take vacation because there is always a deadline date and programs running.
-
Have managers care more about promoting growth for their employees. There is little to no mentorship.

What support, training, or professional development would be helpful for staff in supervisory positions?
How about when I request to attend something to actually learn how to say 'yes' and then figure out how to make it work. Instead of needing me to write a thesis to explain what I 'will learn' while away - I don't know what I will learn exactly, that's why I want to attend an external event or receive training in an area of outside expertise!
workflow management and conference support
A qualified supervisor is needed for this department.
Right now don't know yet due to change of supervisor
I would like to a little more communication about how employee services functions.
We need AVPs and VPs to be more connected with the issues facing the department level and to be true advocates for QC and make sure that the President and CUNY understand what we need to succeed.
Customer service.
I have no idea
Management should attend trainings on how to effectively lead their staff and support an environment which allows for all to have the same opportunities.
Short the onboarding time process.
Learning what is asked of staff by students daily.
Outside professional trainers coming to campus for professional development sessions and supervisory sessions.
How to facilitate retreats that are actually productive.
Staff in supervisory positions would really benefit from professional development that focuses on communication under stress—how to respond with clarity and composure, especially when tensions run high. I recently received a snarky, aggressive response from Accounts Payable after a gentle follow-up email, and I'll admit, I snapped back. We're all overworked and running on empty, but that's exactly why training on de-escalation, tone awareness, and giving each other some grace would go a long way. A shared baseline of respectful communication could make hard days a little easier and help us work more effectively across departments. In addition, it would be helpful to offer support around navigating difficult conversations with staff, managing competing priorities, and building inclusive leadership practices that help teams feel seen and supported.

Technical training
My supervisor is incredibly compassionate and works against all odds to keep us motivated, even with zero resources. His management style makes us truly value our work.
My supervisor is extremely supportive and encourages us to pursue professional development. However, being understaffed makes it challenging to carve out time to enroll and attend conferences or take courses.
Stress management training is helpful. Communication skills and emotional literacy are also needed.
None. I sign up for training and workshops when available.
additional leadership training;
Any support, training, or professional development would be helpful.
A chance to grow into other positions with better salary
I believe that professional development training should be provided at no cost to supervisors especially because there is little to no budgetary funding to support it.
They need to be more trained and working with the public, we're working with you. Coworkers, the environment they're in recognizing the buildings, certain staff are placed in and how that work environment flows
It would be helpful if my supervisor was not restricted by their supervisors.
More training regarding the importance of following up with staff on projects, directives and personal well-being. More training on the accountability of those in supervisory positions. And while supervisors are often good at forming informal trust with their employees, it would be productive for supervisors to be more explicit about how they are going to bat for employees, including putting things in writing. Staff may feel vulnerable given the power dynamic with their supervisors, so the continued consistent and transparent followup would give employees the security that their supervisor cares and is willing to put themselves in a vulnerable position too.
Stress management trainings
Provide QC admin assistance to process paperwork, liaison between QC & RF.
Providing actual training for new hires, not berating them for 2 straight hours about backlogged papers from 8 years ago before you were hired
Leadership training
Expectations should be in-line with resources. Ongoing management training, emotional intelligence training, DEI and should be required to hold a graduate degree.
Communication
Leadership
Conflict Resolution
Delegation
Diversity and Inclusion
Wellbeing Awareness
Feedback and Performance Reviews
Training in how to healthily manage people
More training in advocating for funding/more channels for obtaining funding
Better communication, leadership, and delegation.
Supervisory positions should receive development or training on how to help employees develop and grow into the organization (strategic planning)
The supervisor is not interested in any support or professional development.
N/A
To increase the confidence in their teams suggestions, they may have a good idea for all.
AI software can help fill in some of the gaps.
N/A
Again better communication in all areas.
I have plans to continue my education once more (EdD) and would love the support of my supervisor and others in the management.
It is hard to pursue professional development when under staff and being harassed at the same time.
More clear communication.
Stress management techniques training.

How to become better leaders with a broader vision of decision making in higher education field.
Updated handbook or guide to follow.
More equitable in person presence on campus in general
The support needed is for those in Director positions be able to be available to their staff and not always in meetings that prevents them from being able to have their own meetings with their staff and provide their support for their staff. For those new in a supervisor position: how to communicate, how to write up staff, how to be a supervisor etc. Have trainings and professional development on-campus or virtual rather than off-campus which tends to be a much longer commute for a lot of staff.
More personnel is needed to accomplish department goals.
Free or low-cost trainings/professional development that align with individual needs of the department/office (for example: Budgetary, Microsoft Office)
support, training, and professional development focused on leadership skills, conflict resolution, and effective communication would be incredibly helpful. Additionally, offering training on team-building strategies, performance management, and diversity and inclusion could empower supervisors to lead more effectively and foster a positive work environment. Providing opportunities for ongoing professional development, such as mentorship programs or workshops on emerging leadership trends, would also enhance their ability to support their teams and navigate challenges with confidence.
Training in the contract regulations for the staff/titles they are supervising.
Professional Development is lacking and NOT because of my supervisor. We do not have funding available to attend professional conferences (although Faculty and Dean DeWese seem to have carte blanche to attend and have the audacity to not go to sessions). The "free" online options we are able to locate often occur during peak times of student interaction (usually over the lunch hour which is when students are also free) nullifying our ability to attend.
Anything possible & any if possible.
How to manage responsibilities with limited staff.
Attend managerial improvement training, time management.
Especially for newer managers: staff management; review of CUNY and QC policies. Highly consider examining what CUNY/QC 'procedural' processes can be removed or lightened from the load of managers whose areas are particularly student-facing. The amount of time spent on budgeting, staff onboarding/ offboarding, forms, purchasing, timesheets, searches, etc., etc., gobbles up so much time that we do not have and could be better spent focusing on our student-facing work.
We have no time for PD
Diversity training, Motivation. Communication
The college should be providing funding for professional development for management staff to enrich and inform their performance and decision-making.
Observe how the utility companies train and treat their employees. Offer better pay and benefits. Get with the times. Update technology. Simplify routines & think things through before implementing changes and then changing over and over again.
More inter-departmental training/workshops, e.g., IT and website content editing
I think that supervisors in offices/departments where the workers who report to them are unhappy, over-worked, and under-valued should be offered training, or perhaps mandated to take training, to learn how to have better relationships in the workplace and to understand what they are doing to create a toxic office environment and how to turn that around. I think that supervisors who are bullies, no matter what their position, shouldn't be coddled or tolerated.
technology/skills, and collaboration with other CUNY colleges staff who have worked on the similar tasks.
More recognition for hard workers.
Training in interpersonal communication in the workplace.
Leadership & Management Skills, communication skills,
Technical support and training... rather than directing to visual learning it will be best to help navigating the tool.
To truly improve the work environment, supervisors need more than a title—they need proper training, accountability, and leadership development. Unfortunately, many of the current supervisors lack the skills necessary to lead. Instead of uplifting their teams, they bully, micromanage, and discourage growth. This has created a toxic culture where highly motivated officers no longer care, and those eager to learn are shut down.
Here's what should be implemented:
<ul style="list-style-type: none"> • Leadership & Emotional Intelligence Training: Supervisors need to learn how to lead with respect, empathy, and professionalism—not intimidation. Training should focus on how to build teams, communicate effectively, and manage conflict without abuse. • Fair Hiring & Promotion Practices: We need to end the cycle of unfair promotions. Talented, qualified officers have been overlooked in favor of favorites or those simply willing to fall in line. Professional development won't work unless leadership is selected based on merit. • Accountability & Ethics Workshops: Supervisors should be held to a higher standard and required to participate in recurring training on ethical

<p>leadership, anti-bullying policies, and harassment prevention—with real consequences for violations.</p> <ul style="list-style-type: none"> • Career Development for Officers: Officers who want to grow should be encouraged, not blocked. Denying training opportunities only weakens the department. Supervisors should be trained to support officer development, not fear it. • Mentorship Programs: Pairing experienced, motivated staff with newer supervisors could help build a culture of collaboration and growth, rather than fear and control. <p>Until this type of training and culture shift happens, the cycle of dysfunction will continue—and the most capable officers will continue to walk away.</p>
Whatever training you have make it in person and not zoom.
I don't know
More software related to work training would be helpful. More opportunities to learn and socializing time will help staff get to know each other more and be more engaged.
N/A
The supervisor needs to respond to inquiries by staff immediately
more training regarding the areas to manage
There are none which immediately come to mind. My immediate supervisor is reasonable, supportive, and an excellent team leader. She is exceptionally hard-working so, I suggest, a proper support may include therapeutic services.
Training/professional development in performance management, leadership skills, effective communication, conflict resolution, team building, and change management would be helpful. Ongoing group meetings in which supervisors could discuss strategies/challenges in a safe space would also be helpful.
N/A
Microsoft training for all applications available
Many staff seem to not have a working knowledge of basic systems like CUNYfirst or Navigate. More robust onboarding/training would help with this.
More resources and staff
Regular assessments are a good thing and there needs to be clear organization in each office. We need to adapt with the times. What worked for students or staff 10 years ago may not be the case anymore. I believe that even if a staff member is tenured or is a seasoned professional that they should be periodically assessed to assure that they are still meeting expectations.
The job posting is one contract that we agree to honor once hired. Afterwards, those in supervisory roles need to provide very clear expectations and be willing to adjust those to better serve staff and students if something is not working. While vigorous training is provided in this office to new hires and I cannot speak for other ones, the errors and lack of initiative from others makes it seem like they do not care about their jobs, they are unprofessional, and they do not care that their inadequacy directly affects others. Again, I do not know what goes on in other offices and if they feel unsupported, but it does not look good in a student's perspective if we, as a whole, operate in silos that do not have cohesive bridges. Yes, we are part of individual offices, but supervisors should understand that it takes a village to provide a good student experience. That is why it would be so supportive to have regular assessments across the board. If an office is failing somewhere, that should absolutely be acknowledged. There should be an exchange with clear and reasonable expectations of how to do better and time to improve. Communication is key, and there is a severe lack of that in this college overall. Though I am satisfied with the support within my office in regard to training and opportunity for professional development, we cannot be so comfortable to think that there is no room for individual improvement and that we are above training refreshers.
I believe that supervisors should attend trainings/professional development yearly. Some of the trainings should be job specific so they can remain relevant in this changing environment. The other professional development should be about how to be more effective administrators. One of those trainings could be how to mitigate implicit bias, how to be more empathetic with staff, or how to model an effective work-life balance.
Structural changes would help- For example having a single office that administers all scholarships and awards would be highly beneficial to both students and staff. Marketing these opportunities in an organized way would expand the reach and give more students access to the help they need. Currently, the amount of scholarships that are not awarded or awarded to the same students (overloading packages while others get nothing) is a big issue.
I believe training and support should be tailored to each individual
Every staff member should have the opportunity to be mentored, and receive the adequate supervisory training to be effective. Staff should be motivated to attend and presented conferences. To be included in the decision-making process, and to feel like their voices are heard.
in the custodial department everyone sure get a new contract with the rules and regulations.
Basic leadership skills, vision casting, how to lead participatory, inclusive and collaborative units,
Critically understaffed in so many areas.
-
Learn how to properly supervise!

Has your department encountered any challenges in being able to run smoothly or achieve its most important goals? If yes, in what ways might the college be able to help?
Hire. More. Staff.
We need one extra support staff person but mostly we need updated equipment and software training.
Hiring a qualified supervisor.
Need to be more clear for the responsibilities for each department.
none
We've had issues with access on CUNYbuy, and CUNYFirst. If we need to get additional access on this platforms it usually takes weeks thus delaying us to get the necessary tasks completed.
See note in Work-Life Balance.
We are met with challenges constantly because our work depends on other departments / offices.
Challenges are related to external issues only, not within the College's control.
None
Yes. We are short staffed and we end up taking on more administrative responsibilities.
We need money for repairs and to keep things running.
Yes. working with other departments that are not communicative is difficult. There needs to be accountability for responding to emails and returning phone calls.
No
Budget issues - not able to pay invoices, order supplies
Yes—one challenge has been delegating work to my student staffers. I'm often deeply entrenched in multiple projects and find it hard to pause, assign tasks, and trust that things won't fall through the cracks. It's partly a personal habit, but some targeted professional development around delegation, workflow management, and trust-building could really help me grow in this area and support a more efficient team dynamic. Again, this is just a personal reflection.
Budget is constantly lowering
University and College policies are introduced or changed with little or warning, communication, or input from employees that perform the work. Gaining clarity on these policies can be difficult.
It is difficult to get clear and correct information from other departments because there is so little staffing.
Sometimes common actions that have been taken by our department for years are no longer deemed permissible because of a change in staffing.
Access to financial resources and opportunities for professional growth. We need more staff.
What is unique to any CUNY college is that sometimes three entities operate with their own policies and procedures: CUNY Central, the Research Foundation and the College. Communication between the three is often missing or even within each entity, one department may not want to speak to another. We have to all be on the same page. That said, I am very grateful for the City University of New York, the Research Foundation and most especially for Queens College. I wish that it only thrive!
Yes, we were low staffed and recently hired a replacement COA. No other help is required at this time.
No,
Prioritize the needs of the department and help improve the functionality of the processes.
Limit bureaucracy.
(It does not makes sense to have budget cuts in education.)
Absolutely, but all coming from outside of the department, itself. We are not supported well enough by the college administration. Everything from procurement timelines and budget issues, to lack of response and support from administration, have a negative impact on reaching goals and running smoothly.
Provide more staffing for support.
With more funds to hire more PT staff
There needs to be adequate staffing. Replacing positions is a challenge and it takes a long time often with no success.
Not enough personnel staff or support.
There's no achievement or goals. Even when the college have certain activities going on, some of the staff are not able to participate while we hear as part of cleaners or staff, we are part of the community. Not just the students, we keep this community clean running properly. So that we all can come together and get our workplace done. They need to do more involvement with the community of queens college with staff and here what they

have to say, instead of
Pushing certain staff.
To be heard, and not the rest
Queen's college need to do better. Too many people are leaving, then I they're not appreciating their staff or their workers. It's sad to say that some I moved on for a better work environment, better workplace, because there's too many political contradict.In the workplace
Challenge of getting faculty and staff college-wide to respond to our need for information and collaboration.
In appropriate heating and cooling makes it very difficult to maintain focus on my work while sweating or wearing winter coat . The process for making purchases through CUNY Buy and the multiple steps required to place an order and receive it is unnecessarily time consuming.
We require strong leadership from administration for campus-wide initiatives, such as implementing EAB Navigate in a more wide scale fashion. Despite being in a constant budget crisis, the college will more quickly spend money on a new technology or creating part-time positions than creating structural buy in to existing technologies or meaningfully advocating for full-time lines. This leads to structural deficiencies as actual units work to collaborates together, with some not having the same technology or workflows for supporting students (further contributing to student frustration) and contributing to a culture of perceived favoritism as some departments receive part-timer funds while others do not. While administration has been good for setting campus wide goals, we need our administrators to follow through with them and create a culture where units feel there is equity instead of a political favoritism game. Low hanging fruit would be having an admin double down on easing Navigate implementation for units across the board, and following up with their units to address any issues of concern.
We have run into tech issues and experienced much hassle for having a "small printer" and because of this IT was not approved to assist us with it. We are QC staff but were still turned away for a simple act of setting up our printer. And every time we have a new device and action is needed by IT, their procedures are different each time, so there is inconsistency for staff access to devices.
they have not filed papers from 2017 to current. 8-9 years of backlogged paper that the director expects new hires to sort through all the while berating how they sort through a hoarder house. It is dirty and cluttered here
Yes, we need to support our student-athletes more as well as the staff. There are many challenges we face but specifically financial aid and scholarships being paid on time for the student athletes. As for the staff, we do not have a place to speak to anyone other than our overhead.
High turnover rate & registering new employees with qmail address and IDs takes weeks-months
High turnover - not sure what can be done from higher level
no
No.
There are not enough resources and infromation for our department. It seems that we're asking questions to which no one has the answer, and it's often a goose chase or us getting some clarity from people who really are not the best point of contact but happen to know the answer due to their many years here. There's not enough definitive contacts or people to go to with certain questions and it seems that even senior leadership may not have the answers.
Yes. As a newly-formed academic entity on campus, it's been almost IMPOSSIBLE to get the information we need to launch new courses, add those to the catalogue, secure academic advisors, and a long etc. Individual members of the Registrar's Office and Academic Affairs have tried to be helpful, but we've been in this wild goose chase trying to get information we need. There needs to be more clarity on what re sources are available to inform new hires or recently promoted staff how to do certain tasks, and staff should be more informed on how things work in their own departments or areas.
No, it's "throwing spaghetti against the wall and seeing what sticks." The college needs to revamp leadership with those who have extensive experience in the field and who knows how to deal with staff.
n/a
Improve financial aid in take of information to facilitate acceptance of students into the program.
N/A
More support overall .
Yes, like aforementioned, I do not feel like our office (AAC) is properly supported by the college. We are often left in the dark when it comes to important decisions, practices, and expectations. The disconnect is not only felt personally but across the board by many and is something that is incredibly frustrating for all involved. Establishing clearer lines of communication would be a start -- and until that is achieved, I don't feel comfortable seeking and wishing for anything else.
My department does not meet as a team to plan.
we have encountered issues with approval of invoices in the CUNYbuy tier, where service was interrupted for months due to non payment
Yes due to budget cuts from the college and federal government.
Yes, CUNY's policies need improvement to help achieve our goals smoothly
The College should encourage stronger cooperation practices between both administrative and academic departments and within those two unit. Currently, the departments and offices end to work in a silo model that is not conducive to student success.
More staff

Yes.
Fewer bureaucracy, more transparency, less unnecessary meetings & repeatedly documentations.
Less supervision, clear goal & objection identification, trust the ability & professionalism of workforce.
Adequate evaluation of campus needs, appropriate level of design with respect to available funding, secure essential recurring funding for operation continuity.
Yes. The college needs to get more funding in hiring more craftsman after one retires. Without enough staffing it's difficult to run a facility team
Technology support in general
Allow to hire a sufficient number of knowledgeable staff (not just anyone) in order to provide the best services to our students. Stop providing band-aid solutions without an actual solution to replace the band-aid solution in a timely manner.
Ensuring that the college website is maintained properly; making it more user-friendly. College can provide a clear outline of each administrative office's director/chair and staff.
no
Yes. The college needs to include all NYS program requirements in the degree audit for graduation and include the information on transcripts. Admissions requirements for programs should be strictly adhered to. Each school should have at least one full-time staff member dedicated to recruitment and retention.
Again, staffing shortages. It is difficult to support students when you are down so many team members.
By retraining all supervisors.
Technical challenges (ex. website). Immediate notification and faster response to outages.
Budgetary. CUNY continues to take back much of the library's budget at the half way point of the year with no explanation. QC admin MUST hold them accountable or at the very least facilitate communication with them. The library website, as well, was an unforced error of the highest magnitude. Where is the support?
Staff not cooperating with decisions of assignments. Enforce discipline actions when needed
Yes. Hire more staff.
Yes, too many tasks and expectations that lie outside of our foci.
Evaluation for workers. Supervisors should also be evaluated.
actual meeting with full department to share goals and vision. The information that trickles down is one of dissatisfaction from Administration with our work AND most of us that is NOT the issue but since Administration does not meet with the department whatever the "managers" feel like sharing is what comes to us. There is a lot of fear mongering and misinformation.
Provide funding lines for support staff.
Everyone has lost confidence since the pandemic. Bring EVERYONE back to campus, remote work is killing work ethic. Everyone submits 80/20 remote work schedule and then they do what they want to do! Some people are committed but even within the same dept many others are NOT accountable. Very unfair and unethical treatment.
Certain departments need to be more responsive and transparent.
The challenges involve having to work with offices that are under-staffed and so we might not get timely answers to our questions or assistance when needed. More robust hiring would help.
More employees with good technical expertise may be needed as other staff members leave/retire.
Our department has been tasked with responsibilities that were previously the domain of other unrelated departments, with little concern of how it impacts our workflow. Higher management should understand the existing procedures and responsibilities of the departments they oversee before implementing high-level changes.
Yes, hire more personnel.
We are expected to produce more and more every year, with fewer staff. Positions have disappeared through attrition.
yes, lack of staff to do the work.
Yes, challenges with other offices not doing their part which affects the work in our office and high level administrators not stepping in to fix the situation.
Absolutely Not. The department is operating under a hostile and toxic environment that directly hinders its ability to function effectively or achieve any meaningful goals. Our current management team is disengaged from the broader college community and fails to foster collaboration, communication, or purpose.
Rather than focusing on departmental improvement or supporting staff, management is overwhelmingly focused on control and intimidation. There is no clear vision, no set goals, and no leadership strategy in place. Supervisors are not held accountable for fostering growth or maintaining a healthy work environment. This dysfunction not only demoralizes the officers but also compromises the safety and professionalism expected of the department.

Until leadership is restructured and held to higher standards of conduct, the department will continue to face barriers to success.
Staffing is needed
Make everyone come back to work in person. Hire more support staff - custodial, maintenance, the trades.
More staffing needed, but economically we are not in a good position to so at this time
Having the website down for 3 weeks was unusually painful
Lack of staff, increased workload, and staff being allowed to work "remotely" from home, which has led to students constantly complaining about the lack of customer service and rude staff here at QC. Offices/Academic departments are not picking up their phones, solely relying on email correspondences, and being closed on Fridays.
The resignation and retirement of staff has already discouraged the spirit of our staff. Being unable to replace the positions really put a dent in the department's spirit as a whole. The best way to help is the budget.
Provide staff/departments with meta-level access to Brightspace to provide a platform that is unified and familiar, through which generalized advisement may be provided or common and key assessments be submitted.
We have two employees who have been MIA - one for years and another for months and we're not getting any support from HR to have them removed, so that they can be replaced.
My department underwent significant restructuring under the direction of an administrator whose lack of expertise greatly impacted operations. Unfortunately, this resulted in the departure of many experienced and knowledgeable staff members, which further weakened the department's effectiveness.
Requiring students to only use their QC email address and further supply assistance to those students trying to set up their accounts.
Provide staffing, funding, and other resources.
As stated previously, some of our work directly depends upon information or action from other sources that is not always provided in a timely manner. We often need to circle back to correct errors that occur year after year. We cannot achieve our goals and run smoothly if the time we are given to do our job is lessened because we need to wait on information from other offices that do not seem to have the same sense of urgency.
The college could help by actively listening to the needs of the offices and departments. Budget cuts have serious consequences on staffing and other areas. The college needs to allow offices and departments some grace because we strive to continue to perform to the best of our abilities with potentially less resources. How can we be expected to perform in the same capacity when circumstances have changed?
If someone is out sick, we have to close the office as we do not have redundant staffing. We have to ask staff from other offices to assist with our graduation event as we do not have sufficient staff to run it ourselves and faculty do not assist.
Not sure
Some students complaint about the length of time that it takes for financial aid to process their aid. Therefore, providing more assistance to that unit would make everyone life's easier. That may be done by either hiring more staff or training the existing staff to be more effective.
Many departments are understaffed. It is hard to take time off when departments are relying on a single person to carry the load.
again, scholarship administration failures are a big issue and take time away from what we should be doing and also hinder our ability to do our job.
Yes, a working relationship with other departments.
Our department has encountered many challenges over the years that has forced us to go back to the drawing board to figure out processes that would allow smoother operations. One of our current challenges is that the management team is having a breakdown; And the breakdown is their perspective on their current leadership. As a tactic to address, these issues are current leader will be doing a self and management evaluation. Although there are an annual evaluation processes, I think that one of the things that we need to add is an evaluation for the leader from their direct reports. College can help by streamlining processes, we have 17 different ways to do the same thing. Can we change the expectation from all the departments to follow the same process? The college could help by standardizing everything so that people are not operating in Silos, but instead working as a units of a greater whole.
we need more workers more supervisors .
our team is short staffed
The division in which the department sit lacks solid leadership. The portfolio of the VP is too large and as a consequence there is neglect and lack of competent oversight.
No, but with other departments yes. Other departments need more staffing to support other staff.
Need more state lines in my area. Need hirer pay for those under me.
We are constantly being asked to "rethink" the way our office functions, yet the other office whose work impacts ours, is allowed a free pass on their processes.
-

Do you have any thoughts, concerns, or suggestions related to the annual performance evaluation process?
I haven't received any feedback from my evaluation which was over a month ago. The Department admins are 'so busy' that nothing gets done. During the evaluation I was asked by P&B members why I didn't do X or Y throughout the year but the Chair personally told me not to do those things; they wouldn't admit as much at the evaluation. What am I supposed to do?
I think it could have more optional answers/open ended questions.
No performance evaluation has been conducted for several years.
I haven't get evaluation for three years
Not currently.
None
I am in a position where the person evaluating my performance is not here to see what it is that I do daily.
None
RF Position.
I have not had an evaluation since I started working here (over 5 years ago)
The evaluation process only exists in a top down manner. There should be a way for staff to formally evaluate upwards as well.
Yes, we need promotions after a strong evaluation.
Have never recieved an annual performance evaluation.
No
No
None
I did not receive a performance evaluation
Yeah, I think the evaluation need to do a lot better. There's no appreciation when a worker, he tries their best of doing and managing the work area. I think we're not being recognizable far too long. The work is here are not being noticed.
And what is the annual report for it's just a waste of paper time. It's just is allowing us just to stay here and work long and to be acceptable
none
My supervisor was not able to schedule an annual performance evaluation, so it has been two years since my last one. While my evaluation two years ago was a generative conversation for my professional growth, the lack of follow up into the next year has left me unsure of where I stand in my position as it relates to my supervisor's perspective.
N/A
I haven't had a written performance evaluation in over 5 years.
I have worked here for 3 years and have never received a performance evaluation.
The annual performance evaluation should be conducted by the department supervisors or manager instead of individually.
I have worked in 3 different departments during my time at Queens College and have never received an annual performance evaluation. None of them knew we were supposed to have one. I didn't even know until right now.
I've never been asked to participate in the evaluation.
It's a useless process.
n/a
Create an online form that the staff can fill out throughout the year about their achievements and the general evaluation related items, so, they won't have to gather all that for this annual evaluation.
N/A
I have always been satisfied with my evaluations since I was acknowledged for all my hard work. I am now about to retire after 30 years.
It could perhaps be a bit more thorough.
It has been helpful to me in knowing what area I need to improve.
I have not been evaluated for quite a few years now.
My supervisor has not conducted the evaluation with me for the past two years
I think supervisors should also receive a performance evaluation from the staff they supervise.
The process, from what I've seen at QC, is a bit wonky. At other institutions, you were able to provide feedback and supportive measures. Here, everyone enters the meeting threatening to bring a Union representative, so supervisors tend to simply write "maintains status quo" so they do not get chastised by the union for holding staff accountable.

It's never a fair or accurate evaluation. No one properly supervises but poorly judges you and tells you to sign the paper but when you question the evaluation you are told "oh don't worry as long as the box on your evaluation is check for further employment that's all that matters" which is wrong and can hurt someone work habits for poor judgment leave you not motivated anymore this been going on for years
I don't remember the last time I had an evaluation.
What will be the result of an employee with a great evaluation ? Will the employee be financially compensated?
It is a challenge to complete this process for large staff.
We are never evaluated.
This in NOT A TRUE STATEMENT..NOT EVERYONE GETS AN EVALUATION DONE.
Personally, for almost 20 years, I have achieved consistent top-notch evaluations but have yet to be acknowledged nor get a raise outside of the union contract. This alone consistently attributes to depression. If I was younger, I would definitely have left this job a long time ago!
The goals are generally set by my supervisor but are discussed collaboratively with me.
The annual performance evaluation can be used (along with other documentation) to determine which employees may be eligible for merit-based raises.
The evaluation form could be updated or adapted; the categories seem very repetitive, and they aren't relevant to many positions.
maybe a mid year check in by providing feedback on achievement and improvement.
My last evaluation was over a year ago.
Evaluation is done but I feel nothing happens after. No trainings, no raises, no promotion.
For people who have the staff equivalent of tenure and no advancement possibilities and are reporting to people in a similar status, this process is useless.
None
It does not even Matter what our thoughts are. You will not take them serious enough.
I haven't been evaluated in years.
NO
I have never had an Annual Performance Evaluation
A smaller, structured, yet informal, performance evaluation should be conducted at the midpoint of each cycle to provide focus and/or redirection based upon shifts in goals.
It's useless unless there are either monetary awards or consequences.
These are great. I understand my work duties and there is clear communication when something changes. If more or less is expected of me, I am told why and what and given sufficient time to do so. If you are doing your job correctly, the assessments show that. If there is room for improvement, your supervisor should be able to communicate that with you and you should adjust accordingly. Assessments are written proof that standards are being met or the necessary adjustments are being made.
I have not had an annual evaluation during my time at QC.
I have not been evaluated in years.
Performance evaluation should really be a tool that helps both the staff and the supervisor achieve the goals set by the college or the department. It should be something that individuals should look forward to. Therefore, providing training to supervisor in this area would be beneficial.
No evaluation completed
I think the department I work in runs quite efficiently given the pressures.
wee need more supervisors to get it done the wright way.
The annual evaluation process is convoluted, the HR form is not helpful. The only component that seems to be a good idea, but needs to be revamped is the goal setting. I do think that an annual evaluations need to be assessed to reflect the employees organizational commitment and satisfaction as well as goal setting. The goals should be also something that is highly measurable, as an example, you can ask an employee to choose one big project that they're going to do throughout the year along with the measurable outcomes.
It needs to be revised. Requires more opportunity for the employee to showcase achievements, should be more performance based requiring specific examples.
No
So often you need to do more not listed in the evaluation goals to complete your job effectively. You're never really judged by how you must always adapt on the fly to complete your goals. This also adds work and can get in the way of completing goals you hoped to accomplish.
-

Please share any thoughts, concerns, or suggestions related to QC's campus culture below:

The expectation is always that low-ranking staff will have to speak up to get anything done. No one up above ever reaches down to bring people from below, up. It's always a fight. Why? Why is it always so tough to do the right thing? When I go to supervisors with issues I get told "NO!" Not even, "Thanks for bringing this to our attention." Nope. Just, "NO!" Why even propose anything when the answer is always no? Also, in the previous questions I marked communication and cooperation between departments as poor because if other departments are reaching out to us we don't even know - the Department doesn't tell us anything. I generally get along great with Faculty but administrative and departmental operations are a complete black box. No idea what goes on in there.

Maybe we should host some events to create opportunities to meet with other department and supporting staff

Often staff in departments that are referred to as student services seem to be bothered by student's requests. Some departments whose job is to serve other departments and provide support/information are often unresponsive or seem bothered by requests for assistance. It is widely known that often on campus the default answer is "no". HEOs on campus feel strongly devalued, when someone leaves the campus instead of promoting from within and recognizing excellent work, vacancies are left unfilled for months if not years and when someone is hired is an outside candidate and the person that has been picking up the slack and being a team player is now in charge of training someone new who is getting paid a lot more. Recently we have lost a lot of HEOs to other CUNYs where talent is recognized and appreciated.

Collaboration varies from department to department

See note in Work-Life Balance.

Not so much experience about this - but I guess based on my answers earlier there has been some issues between the Library and IT. Websites down for sometime - lack of staff at the print center. I guess we also need another guard so there might be issues too.

Work is never spread out evenly across offices/departments. Some offices/departments are always expected to do more.

There should be more Public Safety Officers placed in higher occupancy locations on campus.

Many departments do not answer emails or phone calls. Some blame it on not enough people in the office due to WFH or short staff issues.

Many departments do not know how to plan events, and when they seek "assistance" from non-academic depts, they expect the non-academic dept to do almost everything for them (catering, reserving venue and parking on campus, finding speakers, marketing, etc). There is a severe need for this professional development because all departments to some extent have to plan events and programming for students and alumni. There needs to be a mandatory training for everyone to understand how the event process works. Examples like: who to ask about event-related matters, who to reach out to regarding fundraising for a department, who to reach out to regarding the various channels for marketing and reaching out to students.

To facilitate more communication between departments, the college needs to establish like a weekly eblast (separate from the QView), like "Get to know the Office of XX" or "Meet the Department of XX", and in the mailer, it will list the description of what the office/dept does and where they are located, who to contact, and all the ways that office/dept can help all QC depts and staff.

One of the biggest challenges with QC's campus culture is the lack of consistent, transparent communication across departments. Too often, teams work in silos, duplicating efforts or missing key information that could have made a project more successful. Concerns—like our ongoing enrollment issues—aren't always shared openly with the broader campus community, which limits our ability to collaborate on real solutions. We're also slowed down by outdated systems (like room reservations) and disconnected outreach strategies, including marketing campaigns that no longer reflect who we are or who we're trying to reach. A stronger culture of communication and shared problem-solving would go a long way.

I think departments are overburdened and siloed and because of a constant presence of budget cuts and non-replacement of personnel. Departments become too occupied with their day to day to consider collaboration or become defensive of the resources that they do have.

Increase online meetups to connect staff and promote collaboration.

The organization is very siloed, where departments work independently. If we were more collaborative, with solid communication amongst ourselves, it would eliminate duplicity, and we would be stronger in achieving our strategic goals.

It is hard to reach most faculty.

Students do not have enough information as new or transfer students on their next steps as a QC student.

I can only speak from my experience. There is very little communication between staff and faculty, particularly among staff who interact with students. I think that there should be a more direct pathway between staff and faculty.

I think that cross-departmental cooperation, especially, would be much improved if vacancies within departments were filled, allowing for time or energy to collaborate with other departments. If folks are too overwhelmed, they are not able to spread themselves even thinner to do the things that would really enhance the college community and support further development.

Sometimes it's like no communication with some of departments. I think we need to do better with that. And make better communication, when certain things need to be done, they need to collaborate with the departments on getting certain jobs. Done without any miscommunication

It is nice to see students on the Quad, enjoying the campus. The grounds are taken care of and provide a welcoming atmosphere. Some of the buildings look as if they are in need of repair - rust or broken. The hallways in some buildings are dim and dreary as if the walls need to be cleaned or the light needs to be turned up. The Quad could use some brighter street lamps for the winter when it gets dark early - makes me feel unsafe. The clock tower has 4 different times. It makes me feel as if the campus isn't cared about when I hear the clock bells from anywhere on campus and the time is wrong.

The campus community feels burnt out. Our students look to staff and faculty for strength, but staff and faculty have nowhere to look to on campus, so we sometimes do not have as much as we'd like to offer back to our students, or one another. Work burn out contributes to difficulty in many employees' personal lives, further contributing to the difficult culture for students and across departments on campus. I recognize our administrators are people with lives and families as well, and with the current state of the world and attacks on Higher Education, I feel unsure of what could be done to improve this culture in a larger way. But, more support from administration would be a strong starting point, as our staff and faculty are at the very

least, usually community-oriented, looking for ways to support one another in collaborations as we all come to this campus with the central drive to support our students.
Silo system and too many people working remotely. Students are not being served properly. No face to face interaction.
Not enough departments supporting each other, including ours.
- Faculty not always in the loop in a timely fashion even though communications are sent out about program recruitment, etc.
- Many students struggle to get in touch with some staff offices due to remote working, general unresponsiveness (not all)
We need better communication across campus.
There are some departments that are, frankly, very difficult to work with or have no interest in collaborating. Departments are not supporting each other and there is a strong disconnect. Senior administration should help build these connections/pathways because the departments certainly won't.
These questions do not apply to my situation
Since the pandemic, each department has isolated itself. No longer assists other departments; ignores students and bureaucracy reigns...starting with the President's Office.
Many departments lack the concept of information dissemination and share with one department and expect the whole college to know.
Departments to provide: Updated, clear, accurate Major/Minor advisement forms with course, letter grade, GPA and all requirements on each Department webpage in addition to application process and deadlines for application Majors/Minors.
-List of Minors with department links would be so helpful as well.
Overall I believe we all have a good relationship with the departments we deal with. I suggest that their should be more in person help for all new students. Some are very lost and are sent from one place to another instead of directing them to where they need to go when they ask.
We need to do better across the board.
The culture is like keeping your heads down.
All departments seem over worked and under staffed
some departments lag in response time
The campus culture is great here at Queens College.
QC campus is very separated in terms of daily cooperation and work flow.
I suggest the ability for staff to have a back office contact in order to get through instead of dialing the same line that is open to the public.
More cross collaboration and information sharing is preferred
we need to do better.
There is not enough communication between departments. The college doesn't even have a proper email directory for us to know which staff to refer students to for assistance with which problems.
There is a HUGE divide between Faculty and Staff. You cannot even get the majority of faculty to attend an event on campus, assist with recruitment and retention, nor even agree to eat a meal in the Dining Hall with students. I've never seen a culture like this one anywhere else I've worked.
Departments within the same division do not cooperate. Won't even respond to an e-mail.
Not on campus
For those that make concerted efforts for collaboration and problem-solving, it is frustrating when it is not acknowledged or reciprocated--especially when issues and concerns are documented and presented time and time again.
Students are never encouraged to meet with faculty. Puts students at a disadvantage
QC is too siloed. One department doesn't know what other departments are doing. Even within one's own department, information on events and/or deadlines are not disseminated properly to all staff. Staff and faculty don't respond to communications in a timely fashion, making collaboration extremely difficult.
Communication is fair - could be much, much better: clearer, responsive.
There is an extremely limited level of cooperation that exists between departments, even departments that require close coordination. For college staff or administrators, there is no centralized guide that provides an overview of which departments are responsible for particular services. Instead, one must figure this out on your own or by asking around to other administrators you know, and with a few years of experience you finally know some of the go-to departments or individuals. This is not ideal.
It does not help that the QC directory does not have department locations or titles to easily determine who the dean, chair, director, coordinator, department head is for a particular department when assistance is needed.
I think the dissatisfaction that many workers at QC feel with their positions affects how they treat students, which in turn affects the retention rate. It's a vicious cycle that has gone on for a long long time. I hate to see how students are treated when they attempt to get help from certain offices. We all say that we put the students first, but I would like to see us break this cycle and do better.
More communication, and especially cooperation, needed between all departments.
Again you all do not care. So this is pointless

Bring everyone back to work in person.
Students have been reporting a serious decline in customer service, a lack of help from staff, having trouble reaching staff due to a lack of staffing, and staff being allowed to work remotely, offices and departments not picking up their phones, instead relying on email correspondences. Offices and departments that are closed on Fridays. Computer Science, Bursars staff are difficult to deal with, and non-empathetic.
students complain about offices not being available. Is it because they are working remotely. Not every office is adhering to the 80/20 in person remote schedule. So many employees are leaving QC. I wonder what is going on here and in higher ed in general.
I am very dissatisfied with the lack of communication between departments and offices. Our jobs involve assisting students and providing them with an excellent education as well as a student experience depending on our role. While we may have friendly professional relations with individuals in other offices or departments, it is not the case as a whole. And I do believe that is important. We should be able to trust that when we refer a student to another office or department that they will not be dismissed or ignored or treated unfairly. From a purely professional point of view, I am not asking for any staff or faculty mixers and fun events or get to know each other. I would like to hear that the Admissions office is not only admitting students, but verifying that accuracy of transcripts and onboarding material. That the Advising Center is helping retain students by understanding their general education requirements. That faculty advisors provide sufficient major advisement and faculty engage their students so the lessons stick. That the Registrar's office and other support offices do provide student support. Let's close the loops and not bounce students around for someone else to deal with. That's what will improve climate and culture here.
There are opportunities for growth in all of these areas. Suggestions were provided in previous answers.
Job descriptions are unclear. It's difficult to know who to ask and what you are allowed to ask.
Faculty treat staff like their personal secretaries (sometimes even referring to us as such to others), as if we do not have jobs or assignments that are not related to them. Students treat staff extremely poorly, making demands and using abusive language as if we are not attempting to assist hundreds of students with a handful of staff. Departments barely, if ever, cooperate or coordinate with each other.
Many of the most important departments for students success (Bursar, Financial Aid, ITS, etc.) do not appear to be as responsive. As such, program offices get a lot of student questions we cannot address simply because we are responsive. We feel helpless in not being able to address their concerns.
My general sense is that most people I come across who work on campus are not at their happiest and have not been for a while.
I been here 19 year i see everything the same. not mayor changes on the culture.
The campus culture and climate has definitely decreased over the last two years. It seems like the energy is just low, students are less motivated and less engaged to do extracurriculars. Faculty and staff are limiting their interaction or appears to be limiting their interactions. We need more activities that promote service that promote a healthy campus environment. Those activities could involve weekly games or opportunities for connection. It's sort of like a staff and faculty service days or sports game or gaming something. There needs to be more of opportunities for community building. There is a current breakdown in our energy and I think the campus needs to get back to the heart of that. A part of this issue is the current spaces on campus, we need full upgrades to everything simple as a splash of paint and upgraded furniture in communal spaces and in office spaces, I think would be a great promoter for better culture.
Everyone is too busy to coordinate together. Staffing is a huge part of this. Then when people give up due to staffing and accept the status quo you're down another staff member.
QC needs renewed, and competent leadership.
More staffing in other departments.
Departments don't communicate with each other. It's impossible to get in touch with some departments as an advisor. Students have similar experiences when trying to reach departments. Unless there is someone to speak to in person, their emails aren't getting responded to.
Everyone works in silos and not everyone is open to feedback. Our department has reached out to other departments with questions or concerns, but often times it is not answered.
-

Please share any thoughts, concerns, or suggestions related to QC services or the campus environment below:

I've had to build things by hand from scrap parts and donations because ITS take 6-9 months just to respond to emails but education cannot wait for them. I have tickets with ITS that are years old and unresolved! They show up without an appointment and expect us to stop everything to assist them. They update our computers without asking. It's crazy! I ask to put a device on the network - an "Internet of Things" (IoT) machine and they say it's a security threat. It's a datalogger for temperature! It won't expose your SSN or ID to hackers. The IoT has been around for decades. Why is this so hard?

A service ticket is required for most things on campus: IT, Registrar, the ordering of copy paper. I don't see why it should take three business days for someone to reply, and sometimes the service ticket goes into an abyss, and you never get a response. Work order requests for Custodial Services are the worst, I constantly have to ask for the status of a work order number which then prompts some kind of movement but not always a resolution. I do not feel safe walking around certain areas of the campus. I walk around the quad most days and I rarely see public safety personnel walking around the campus. Human Resources personnel would greatly benefit from Customer Service training. They tout great customer service, but they fall short. When you walk into the HR office, you feel unwelcomed. Unfortunately, it is not the only office you walk into and feel unwelcomed.

The climate issues in office spaces is terrible. Now that we transitioned to cooling season it seems like the building is set to have the AC on regardless of what the temperature is outside, it has been very cold and rainy the last few days yet the building is set as if we are at 95 degrees every day. For the most part bathrooms are clean but it is absolutely obnoxious that we don't have paper towels available. Having paper towels is not a luxury is a basic necessity, spills and other things happen that require the use of paper towels, hand sanitizers help but it's not enough.

Staff bathrooms need overhaul
Office spaces need updated ventilation and AC units
I think some elevator should be replace.
I guess we need more it and security. Used to be a gentleman serving the print center and two guards at all time checking the library entrance.
B&G requests take so long to resolve. Half the time the issue is not even fixed.
I wanted to bring to your attention that the restrooms on the third floor of Remsen Hall are sometimes left in poor condition . Repletely, someone (I'm not sure who) left the restroom in a very messy state, with paper on the toilets and scattered across the floor.
I suggest placing a notice to encourage proper restroom use or addressing the issue through another appropriate channel.
Thank you for your attention to this matter!
We need staff lounges in buildings on campus and a staff cafeteria with discounted food.
Like how the mailroom kindly knocks on everyone's door to see if we have mail, the janitors should also knock on everyone's door to see if they need anything. Many offices keep their doors closed for safety reasons, but it doesn't mean that no one is inside. No one comes by to change the garbage or vacuum if our door is closed. We are LUCKY if we have the room vacuumed once a semester, despite placing work orders. If they aren't going to come clean the rooms, they can at least supply us with a broom or a rug-broom for us to clean up after ourselves because we get roaches, mice and bugs and we can't even pick them up with anything. AND then if you ask a janitor walking by your office, they get an attitude and are upset to have to pick it up... I understand that those matters are for an exterminator, but realistically no one wants to sit in an office all day with a dead mouse or roach next to them, waiting on an exterminator who is already busy with other things. We shouldn't have to waste our budget on basic supplies for which there is a department for. Please find more money in the budget to hire more B&G workers.
SUNSHINE from Public Safety is wonderful to see in the mornings!
Communications needs to change the layouts for their event/program flyers because realistically, it doesn't look inviting. Sure, it looks clean. But if the goal is to get people to attend the school or attend the event, then the flyer should look eye-catching.
QC has a lot of dedicated people trying to do good work, but there are serious concerns when it comes to services and the campus environment. The IT department changed the protocol for computer tagging without notifying anyone, which delayed device distribution and caused unnecessary confusion. When the internet went down after a pipe burst in the basement of Kiely, my ticket wasn't addressed for a month. The website was also down at the start of the semester—just unacceptable. Our CIO's leadership has been abysmal, though I want to acknowledge that most of the IT staff (aside from a few bad apples) are incredibly hardworking and deserve recognition. On the communications front, my biggest concern is how outdated and ineffective our marketing has become. Have you seen the QC bus ad? The QR code is tiny, the messaging is dated, and it does little to inspire prospective students. We also suffer from inconsistent branding—why can Student Affairs use the knight logo while everyone else is stuck with a QC logo that looks like a knockoff of the Queens Center Mall "Q"? And the ban on circular logos? Pure madness. Lastly, I want to shout out our custodial staff in Kiely Hall—they're amazing and absolutely deserve a raise.
We would like some hand Paper in toilets. Office areas are either too hot or too cold or leaking water from the roof. Prices at the food areas are too high
Hire more people.
The institution is old, and I am in a poorly ventilated building that has experienced many ceiling leaks and bathroom disasters.
IT Dept. needs to hire more staff and provide a better salary to maintain them.
Upgrade basic outdated equipment.
There are bathrooms on this campus that have had only one or two working stalls for at least a year. "Out of order" signs have been up on doors for far too long. Ceiling tiles are missing, exposing leaks that are simply "fixed" with a garbage can placed below them for over a year as well. This does not create a good work environment, but especially does not create a good learning environment for current students OR a welcoming one to prospective students.
College needs more capital funding to maintain campus roads, sidewalks, buildings, bathrooms, lighting, temperature controls, chairs, furniture, window shades. Facility upkeep
Better food
Food services need to do better options. And better options for not just a certain students. But I think this should be a variety, not just bagels, they gotta be a lot of better health choices to pick from, and even so, the food machines, we've got a bit better vendors. Adding. Better choices then just candy and sweets
Many of the restrooms have rusty doors and holes in the tiles. The ceilings are stained and dusty.
The college is not meeting basic needs of students, including simple things like having consistent and affordable food options for students on campus and not creating accessible pathways and signage for students with disabilities (but really, all students).
I've been waiting to receive my laptop for over a month. It was received a long time ago and 2 weeks ago it was still waiting to be tagged and entered into the system. Additionally, it took me over a month to get my email address. Some IT staff were very helpful and I'd like to give them a shoutout, An Tri and Rishi Shandal. They were excellent at following up and making sure that my issues got resolved. Another lady in IT (didn't catch her name) was also very helpful and was helping me along with An.

The bathrooms are not in the best condition. There's been a toilet that has been broken for months. Some bathrooms are consistently dirty
Water filters don't seem trustworthy. UV water filters are ok but the water should be filtered for other contaminants as well, not just bacteria.
The whole facility is dirty, dirty bathrooms, dirty offices. Absolutely no food options
The campus is unkept both externally and internally. Buildings need to be power washed. Sidewalks badly need repairs. Lawns need to be kept. Hallways, bathrooms, statue cases are dirty.
- All custodial staff have been wonderful - rating due to short staffing in the entire department and thus times where garbage has not been collected for days/TP not replaced/rugs not vacuumed
- Elevators continually out of service. Help is responsive but several high-impact services are in low-accessibility spaces (i.e. only elevator often out of service; only one building entrance located by ramp, etc.)
- Old buildings, yes, but often a few days each month provide anywhere between uncomfortable to near unbearable temperatures (seen range of 57-85 degrees). B&G responsive, but very repetitive issue
office ventilation could be improved
and access to a sink in faculty / staff break areas would be very appreciated
No.
ITS (one of the least supportive departments I've seen) and B&G really need to be more supportive. Without exaggerating, I have truly spent months waiting on simple requests and, despite weekly follow-up emails/calls, have not been answered. Perhaps due to budget cuts, there have been several weeks where custodial services have not reached our entire floor. Communications & Marketing should support departments through innovative work (not designs that are over 20-30 years old), and most departments I know either have their own designers because of how outdated and unhelpful the design team at Communications can be. I have even had various stakeholders tell me that the outdated recruitment materials are directly affecting our enrollment, purely created by the communications office.
Instead of cutting off paper towels in office bathrooms and not fixing the most pressing maintenance issues on our campus, leadership should think about cutting some of the executive positions who are just taking up resources and not providing the service that they were hired for.
These questions do not apply to my situation.
Maintaining our office spaces properly would go a long way in helping staff feel more supported and motivated in their roles.
We have been waiting for several weeks for the following services to be addressed:
-Replacement of ceiling tiles with watermarks
-Cleaning and painting of brown air vents
-Repair and painting of the front door frame
The current state of the physical space has impacted our ability to feel pride in our work environment, and addressing these issues would significantly improve morale and productivity.
The college website still has dead links. Many department websites are not student friendly and have dead links. It's concerning that anyone can come on campus without showing ID, and we have no account of why are they here.
N/A
More help with Custodial they are overworked.
Human resources should have individual help when filling out forms especially for retirement etc. All this paperwork is daunting.
We need to do better in all of the departments above.
All teaching rooms should be updated
Human Resources not always readily available and should provide more information on retirement policies especially NYCERS.
We also need to pay a little more attention to restrooms cleanliness
Trash in Colwin Hall needs to be picked up more frequently. Bathrooms need to be cleaner.
The campus environment is great.
The offices are not cleaned at all. The AC Units are old and dirty so are the carpets that are not vacuumed at all unless the cleaning staff is asked to do so. The bathrooms are dirty only the floor is swept occasionally. In my 10 yr at QC I smelled a cleaning detergent in the bathroom once.
Invest more time and funding to hiring the appropriate staff needed to maintain campus services & environment
Ladies' room smells, not clean. our office hasn't been vacuumed in the past year,

The bathrooms are filthy and disgusting. Custodial staff should be provided with strong disinfectant cleaners. Door handles and handrails should also be disinfected on a regular basis. Carpets should be removed from the offices and replaced with tile/lino leum. There are many leaks in the buildings and the carpets remain damp, musty, and dirty. There is often a bad smell in the office.
Communications from the campus are stuck in the 1980s. The leadership is steadfast in refusing to meet our students where they are and as a result, we are stuck in a bad loop of disservice.
Toilet paper in staff restrooms need to be refilled more frequently
The campus looks dirty and the bathrooms are disgusting. More Public Safety Officers needs to be visible throughout all buildings. Computers are slow and the telephones still have problems.
I want to be very clear about Custodial Services: the people working in that role in the library are excellent workers and do their best with little support and even fewer resources.
It would be nice to have the office vacuum once a week
QC Campus Eats has been a disappointment. They have an inadequate setup and communication system (or lack thereof). The kosher subcontractor, Mama's Kitchen, is hardly ever open and there is no contact info available on their door, there is no website and there isn't a menu listed anywhere for staff and students to view. Overall, the food operation is quite amateurish.
Bird feces and feathers on window sill. I was told there were no birds in the air conditioner. Filthy
THERE ARE MICE AND PEOPLE HANG OUT IN OUR OFFICE AT OFF HOURS
Buildings are in need of extreme maintenance. IT service is pitiful, faulty, broken and infrequent. Communications and marketing don't really assist with producing press releases and getting the word out for certain programs.
During COVID our staff bathroom was taken from us to accommodate a handicapped student with the promise from Zeco that the door would be rekeyed so that the staff can continue to have access. This was never done. The student is gone and the staff is STILL GOING TO OTHER FLOORS TO USE THE BATHROOM FACILITIES. It's outrageous and nobody cares!
Although most departments in #20 are understaffed, assignment of tasks should be revisited and realigned to better service the college community, especially HR and IT.
B&G is understaffed. The majority of employees do a wonderful job.
Too many parts of the campus are in a state of complete disrepair
Too many to share here. This survey is taking a lot longer than it was supposed to!
restrooms need a major make over
Cleanliness is lacking. Especially offices and bathrooms. Bathrooms are not cleaned daily and floors are dirty in offices and bathrooms. No hand paper to dry hands in bathrooms. Garbage doesn't get picked up daily. Lights are all very old and constantly need bulbs replaced. We barley have the walls painted, refreshed. Wall air vents are all dirty. Office air quality doesn't feel clean.
College looks and often smells like a place that's underfunded. Building ventilation is atrocious.
Yes... my office space is a furnace. The working environment is very poor. There is no air circulation and not enough fan.
bathrooms often lack soap. women's staff restroom on first floor in powdermaker hall has been locked for years. sometimes it's hard to get into public restroom (long line) and generally it's pretty gross.
UPDATED MAPS, BRAILLE MUST BE UPDATED
There are a few buildings that need new restroom facilities and new furniture. For Example the Science building lobby. The furniture is horrible. Public Safety office. I am not sure what they do with their budget but we do not even have a proper chair to sit in. Our locker rooms are old and disgusting. No proper ventilation no weekly cleaning maintenance. Public safety officers do not have a proper rest lounge to eat our lunch. We can't eat in the office because the LT does not allow it. The Food Is Horrible and crazy expensive. The elevators are constantly breaking down. Human Resources does not care about employees. Custodial Staff are treated terrible and overworked. So I can understand why they lack in the services. Public Safety - useless.
Restrooms are filthy and don't have paper towel or soap.
You need more Public Safety Officers and custodians for this campus.
The campus needs curb cuts on sidewalks, ADA doors don't always work, and issues with aging carpets.
The food is expensive. Why not serve pizza again. You have the ovens. You didn't ask about the grounds. Can the grounds be spruced up more. Pot holes fixed, tree debris (branches) picked up. And not just before graduation. There is a window pane in the front of Jefferson Hall in the main door that is plastic and cloudy. It doesn't look good when coming in to the welcome center. Can it be replaced? Concrete is broken everywhere. Especially on the back of the fountain plaza. King Halls doors on the second floor are gross. Can't someone take them down and sand and revarnish them? Jefferson Hall Bursar Office floor is gross. There is rust from old file cabinets that looks bad. And the steps in Jefferson Hall on both sides of the building need to be capped like the stairs going to the third floor.
This isn't really a 'beautiful campus' if there are giant potholes and cracks in the pavement that make it difficult for able-bodied individuals to navigate let alone those with difficulties. The bathrooms become disastrous. Dining options are very limited and unsatisfactory. I am very sure that the offices spaces are a health risk. These carpets are gross and we could do with more regular cleaning services in the spaces. While I appreciate that air purifiers were placed in offices when we returned to office after Covid, no one has replaced the filters and that does not seems clean. The same for air conditioners and dust in the air vents.
So do not have enough staff in custodial as a result bathrooms on neglected. No other departments are working as they should

King Hall entrance is still closed
Assess physical environs to prioritize the placement of non-teaching full time employees into office spaces which are well-lit by natural light, which provides cross-ventilation, and provide sets of ergonomically differentiated office furniture (standing desk converters, posture supporting chairs). As full-time non-teach staff, our work is overwhelmingly performed from our workstations yet the consideration and prioritization for office space across the college is given to faculty who, by the nature of their work and by the terms of their contracts, are away from their workstations (and at times for stretches of months) very much more than other full-time non-teach employees.
The lack of custodial staff means their workload is heavier and they have less opportunity to keep office spaces clean. There are structural issues with many of the older buildings on campus.
98% of college's facilities, bathrooms, classrooms, offices, need to update
Office has carpet that has never been cleaned and is not vacuumed. We are required to clean our own offices with our own supplies. Bathrooms are disgusting in 1st floor PH.
Offices and communal spaces are dirty and poorly maintained; custodial services and B&G have very poor response times (they are also short-staffed). Buildings are not kept at a reasonable temperature at any time of the year. Public Safety officers have largely been replaced by contract guards who do a poor job of managing gates/traffic flow, and are no longer present in campus buildings or on the quad.
It is very hard to understand why staff is forced to work in person when the buildings we work in are dirty, not temperature regulated, moldy, and have vermin. People get sick all the time and nothing is done.
again to fix this problems we need more staff not only the custodial department but everywhere and no more working remote. covid is done.
I've literally given up trying to use these new phones. They are terrible. I would give anything to have the old phone system back
First comment is, why did we remove paper towels for the bathroom? Can someone please explain that. The campus environment seems to be less kept, they are ceiling tiles and buildings are down. The furniture is worn out and their spaces that we can add interactive furniture that are not being utilized. Also, can we figure out our marketing, Everyone's creating their own logos and seems like we have one QC logo and then we have QC night logo what! Can someone fix the marketing.
Our building are shabby, the lack of maintenance is obvious. The pristine environment that characterized this campus is no longer evident. Janitorial areas severely understaffed. Old musty carpets need to be changed to solid flooring, bathrooms need upgrades. People should not have to work in the Prez or VP offices to be able to have HAND PAPER TOWELS in restrooms.
Better cleaning for bathrooms.
The food service choices on this campus are limited. A new cafe opened in Kiely Hall and I have heard a few stories that will ensure I never step foot in there.
The offices in Kiely are old. There is dust and debris in the heating units. The carpets are filthy, and the air purifiers have not had new filters put in since they were initially installed so no longer serving a purpose. These offices need to have the carpets ripped out, asbestos abatement needs to be done and the floors need to be tile. I recognize this is a huge expense, but it goes toward the health and safety of employees.
Accessibility has its challenges. The pathway behind the fountain near the science building has huge, gaping craters that one with a disability could not navigate. The stairs are crumbling by the I Building. Many challenges for those that can walk, let alone one with a disability.
I work on campus late and the building is very quiet at night. Being that the campus is an open campus, there should be someone checking the buildings at night. The food on campus is very expensive for students and staff. I've been stuck in an elevator twice on campus. My office window has a gap that lets in cold air and my air filter does not work. Someone came by to test it and said it was below functioning, but it's never been fixed. Recently, our building had an Asbestos issue. If there is Asbestos in the building our air filters should be working.
-
The air quality indoors needs tremendous improvement. The temperature regulation indoors needs tremendous improvement.

If there is an aspect of your work experience that you would like to tell us more about, please do so below. Please note: Disclosing an incident on this survey does not constitute formally reporting the incident and cannot result in any action, disciplinary or otherwise. Should you have concerns or complaints that you would like to report, please contact the Office of Human Resources at 718-997-4455.

We feel like the President doesn't care about the staff of the campus. He is unwilling to ask CUNY for the resources we need and to explain why we face certain challenges and that we won't be able to meet the high enrollment targets if you don't invest in the campus. Having critical offices down to bare bones is not a way for us to improve our enrollment goals. When a FT staff member leaves it shouldn't be viewed as "cost savings" instead we need to replace that person ASAP and promote from within whenever possible.

I just think that we need more guards and IT personnel - just are my thoughts it would help the students, faculty and staff. Queens College is a great College it just hurt me when I see students feeling left out, complaining about printers, noise in the library (we need the guards around for that too, keep control who comes in and with what intentions, some really want a quiet place to study, not to hang around and make noise).

I try my best to make everybody welcome to Queens College - and provide them with best experience possible - of course to my limitations - I have no IT experience nor I am security officer, we have gotten by over the years with limited personnel but I think we need more. Anyway we try everyday to give the best, and I sure every department/staff/faculty is also trying as hard as they can.

Thanks for this survey!
Working from home is great but all should be held accountable for work and responsibilities that must be done.
I genuinely love my job. However, I like most people, wish it paid more. Because we are a public college, our salaries are generally smaller in comparison to what the professionals working at private schools earn. I've seen my exact role at another private school offering double the salary I currently earn, and I feel guilty when I think about having to advocate for myself to get a raise at this job. Given the ongoing hiring freeze and the broader challenges around compensation and career advancement, the least QC can do is offer additional remote work days as a way to support employees who are not being paid what they truly deserve. I know that this is something that CUNY handles and mandates, but QC can still advocate more for remote work on our behalf to CUNY.
I absolutely love my job and genuinely enjoy coming to work every day. I feel incredibly lucky to work alongside such passionate, talented, and supportive colleagues who care deeply about our students and the mission of the college. Of course, like any workplace, there are moments when I feel underappreciated, understaffed, or overwhelmed—but those moments are the exception, not the rule. At the end of the day, I truly consider QC my professional home and extended family, and I wouldn't trade it for anything.
I also want to highlight how much I admire my supervisor—not just as a boss, but as a mentor. She creates space for growth, even within the constraints of a role with clearly defined responsibilities. Her leadership is rooted in vision and heart; she's not just checking boxes—she's actively building toward a better QC for all of us. Her guidance, trust, and ability to see the bigger picture have been instrumental in shaping my own professional path, and I'm genuinely grateful to work under someone so committed to progress and people.
We need to hire more people that are actually doing the work. The school needs to support the admissions department to ensure enrollment is not compromised. IT needs to provide additional support so the website does not crash for two months during registration. Lets support these sensitive areas to improve QC
I truly enjoy working at Queens College. The staff and all of my colleagues are incredibly supportive, and that sense of community is what makes QC so special to me.
Queens College is the best place where anyone could be fortunate enough to work. The College often employs it's own graduates which is commendable because they are dedicated to the College and knows what it needs to work better. Queens College is an example of opportunity to so many students. I come from a privileged private college education and have come to appreciate the high standards at the College and highly devoted faculty, despite their having limited resources to work with.
Thank you Queens College for my job here!
It is so disheartening to see the lack of support and awareness coming from the administration, while they publicly attempt to give the impression that they very in touch with the inner-workings of this college.
Queens College was once the crown jewel of the CUNY system but now is falling apart both physically and organizationally.
I am so grateful for the folks I work closest to, and they, including my supervisor, are the reason I love this job.
I enjoy working with students
In conclusion, queens college work ethic, it's fairly. I have seen people come and go. Queen's college has not kept their staff. Nor their students, I believe that the staff need to do much better to communicate with the students and hear out what the students has to say as well as the staff. I think queens college need to do readjustment, and do a lot better to become that great college that we was once before
I love my department and all the people who work here.
We had a very uncomfortable and combative situation in our offices a few months ago where an employee from another dept entered our offices - without our permission - and took ownership of one of my staff's desks. When she was informed that she was in the wrong location, she refused to leave and only with a last resort of having to call security to handle the situation and after she was advised by someone in her dept to leave, she finally left our offices with the strong statement "we will be back." All of this was unprofessional and completely unnecessary. It left me and my staff feeling insecure in our own space - not to mention there is confidential information in our offices that no one should have access to.
thank you!
I am so happy to be a part of QC! I am grateful for my position, to be a part of my wonderful and knowledgeable team, and to serve the mission on this beautiful campus! Thank you!
I covered most aspects, though particularly the lack of communication and support across departments and schools have been difficult (especially when it takes everyone longer to find answers than to solve the actual problem). I truly think the college, perhaps CUNY as a whole, needs to do better at supporting current employees for career advancement, by teaching the skills, creating a plan for growth, so people can stay motivated to stay here. If employees feel that there is no room for growth or advancement, despite their skillsets and the many years dedicated to the institution, they will have no other choice but to leave and find better opportunities. Building these long-term plans and pathways can help the institution's turnover rate and help the institution grow.
My supervisor has completely ignored my disability and my reasonable accommodation which is filed with HR. He/She has continued to overburden me with assignments that he/she is fully aware that I cannot physically or emotionally handle due to my illness. Yet, while attempting to work on my assignments, I am constantly undermined which makes my condition worse. Yet the worse part, is the whispers, sniping, back office and casual off-hand remarks that "I should not be here." I also witnessed the harassment and hostile work environment towards a colleague. My supervisor encouraged other staff members to be hostile to this colleague. This colleague was humiliated and forced to retire after being a staff member for almost 30 years. I objected to the way this colleague was being treated and now I am targeted after I informed this colleague that she should file a grievance with the PSC rather than being forced to retire. Unfortunately, this colleague felt she had been completely defeated after so many years of

dedicated service. Dedicated service no longer means anything to the administration. I am also seeing staff members quit and/or retire due to the hostility of this post-pandemic administration.
The only experience I'd like to share is that our office sometimes becomes very humid, which leads to mold growth on surfaces like the water dispenser and bottle, copier machine, and ceiling tiles. We've also noticed mildew and mold odors in the building at times. While our maintenance staff works hard to keep the space clean, I've heard that repeated exposure to mold can pose health risks, particularly for individuals with respiratory conditions. I hope this concern can be addressed more proactively moving forward.
I can truthfully say that from the moment I started at Queens College my overall
experience has been one of family and joy. I was blessed to have met many wonderful people along the way and we all worked hard to help all students achieve their goals.
I want to share that working with students day-to-day is an incredible privilege and something I don't take for granted. Our diverse student body is something that makes us a fantastic College. While there are many things to improve upon, there is still so much to be proud of. Let's continue to work on making Queens College the very best!
I love working here on campus. My only wish is if we are able to park on campus close to the building that we work at.
a thorough review of individuals work descriptions must be done.
I consider myself fortunate to have job; I consider you more fortunate to have such a loyal, dedicated, hard worker on your team! If I had to do it all over again I would seek employment within a utility company where they value their employees and male/females are treated equally and given equal advancement opportunities.
QC Administrator needs to be self-conscience on how lack of resources affects the students. They need to do better in filling up positions that are vacant for more than three months.
Throughout my time in this role, I have experienced significant challenges that have directly affected both my professional growth and personal well-being. Despite my qualifications and dedication, I was unfairly denied promotion opportunities—often overlooked in favor of less qualified individuals. I have also faced discriminatory treatment that further highlights the lack of fairness and accountability within the department.
Due to chronic understaffing, maintaining a healthy work-life balance has become nearly impossible. Officers are expected to carry excessive workloads with little support, leading to stress, burnout, and tension on the job. When officers inevitably leave under these conditions, the burden falls on the remaining team—creating a cycle of exhaustion and frustration.
Management consistently treats officers with disrespect, and HR has failed to take legitimate complaints seriously. Instead, excuses are made to justify management's unprofessional and at times harmful behavior. While supervisors often act with blatant disrespect, any officer who responds with the same energy faces immediate consequences, while the actions of management go unaddressed.
This double standard continues to damage morale, erode trust, and discourage officers from staying committed to their roles or the department.
Student related departments customer service is lacking. Consistency across the board should apply to work schedules and provide staffing to departments that need it. Enrollment has declined and yet has to come back up to be consistent with other CUNY schools.
I love my job. But this campus is becoming a ghost town. On Fridays the place seems like it is closed. People working remotely is not helping enrollment. There are not enough B&G staff to maintain this campus. It can't go on like this. The way it is now it feels like it is going out of business
The whole focus on Diversity when the federal government is clamping down diversity. I don't get it. I'm glad we live in NY and can still be diverse.
I'm very happy with my experience, my department, and my supervisor. If I had to add anything, I do see that every office and department handles remote days over the summer (when paired with summer Fridays) differently. Some departments have no remote days over the summer, some have one or more - I do think it would be nice if uniform guidance was presented.
Overall, Queens College can be a great place to work. The campus in all seasons is lovely and I am genuinely happy working where I do. That being said, there is room for improvement and I hope that the college can see to the more pressing needs of staff. Our office and shared spaces should be a clean and safe environment so we continue to show up in good health. There must be better communication both from upper management on how we can better serve our students while maintaining a healthy work-life balance as well as between office and departments so that students do not get the runaround and are satisfied. Understaffing is an overall issue that I hope can be addressed so that there is better workflow. Thank you for the opportunity to share concerns.
Love my job
working at Queens College should be more fun.....
Remote work schedules should be returned to 70/30!
The biggest flaws at this College are short-staffing across most departments/areas and a lack of training for the staff we do have. It is easy to click "dissatisfied" with ITS, Public Safety, or B&G, but the nuance behind that is that they too are working with far too few people and far too many untrained or unskilled ones. It is not just a matter of hiring; training, development, and support have long been absent from this campus. Aside from the few who stay behind for reasons of their own (if my wife didn't also work on campus I would be long gone), most people with skill leave for better prospects elsewhere, and we are left dealing with the people who only work here because they are unlikely to get a job elsewhere, but are being saddled with the roles of multiple others (maybe they would do fine at the jobs they were originally hired for, it is hard to say).
I think Queens College has the potential to be a great workplace. In the time I've been here, I've observed high levels of staff frustration with bureaucracy that comes from being part of the university system and demoralization that comes from being understaffed and not receiving validation of one's accomplishments. This in turn impacts students because they can't be served well by people who are not supported in their work. College

leadership would do well to prioritize improving staff morale through dedicated, systemic changes; the next strategic planning phase would be a great opportunity for this.
There are a lot of very hard workers at QC. But they are drowning. The lack of equity, more responsibilities being imposed without compensation, and inflexibility with regard to remote work (pushing workers back to campus for reasons we can't see) is driving many to become apathetic. This affects our students and our campus community. The worst thing a company can do to loyal employees is make them no longer care.
I just wish folks were happier in general and more friendly at work. I have been at the college a very long time and I've never seen the morale as low as it has been.
no comment.....
I hope the results of the survey are taken into consideration and helps to foster action. As mentioned in my previous responses, it seems like our campus community has loss its energy and staff are burnt out partially because they feel under-appreciated and micromanaged. The faculty need to be more engaged with the students and to serve as mentors. Cross departmental and division collaborations need to be fixed Silos need to be removed. We are one college, not independent units functioning, and doing what we feel is beneficial to us. At the end of the day, we are here for the students and we need to operate as one well functioning machine, and at this point, we are failing to do that. The college community cannot continue unless we are willing to make the changes that are necessary to promote a healthy community. Therefore, I truly hope that the results of the survey is taken seriously, and not just another questionnaire from which a report is generated sits on someone's desk. I will say that our current president needs to do a full deep reflection of what's happening with the leadership, there is a breakdown that's not being addressed and it needs to be. Additionally, there needs to be a full review of both our student affairs, enrollment management and information technology departments/divisions.
Love the work and the team that works along with me. Wish had the same sentiments towards the division, campus, and their respective leadership.
I was so excited to begin working at Queens College. When I started, our office was supported and our work was exciting. This has changed in recent years and now it feels like we are always swimming upstream with no support.
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Appendix D. Complete Survey Instrument

Welcome to the QC Workplace Survey. This survey is designed to understand the experience of full-time employees in non-teaching roles at Queens College.

This survey includes questions about job satisfaction, fairness, support, department operations, and the work culture at QC. We also ask about satisfaction with college services and the campus environment. It should take about 10-20 minutes to complete.

You may skip any question on this survey that you are not comfortable answering or that does not apply to you (with the exception of the first two branching items). You may also exit the survey and return to complete it at any time before the deadline using the link in your email invitation.

We take your privacy very seriously. All responses are completely anonymous. The results from this survey cannot be reported in any form that would identify you as an individual.

The survey will close on Friday, May 30.

If you have any questions about this survey please contact the Office of Institutional Effectiveness.

Thank you for your time and thoughtful responses.

***To protect your responses, this survey is conducted by the QC Office of Institutional Effectiveness (OIE). All identifiable metadata (email address) are deleted by the SurveyMonkey software before response data can be accessed, ensuring anonymous responses. To learn more about surveys conducted by the OIE, visit the OIE website.**

*** 1. Do you currently hold a full-time non-teaching position at Queens College?**

- ☐ Yes, I have a FT non-teaching position at QC.
- ☐ No, I no longer hold my FT non-teaching role.
- ☐ N/A - I never had a FT non-teaching position at QC.

Your former role at QC

As a former employee in a non-teaching role, we'd still like to hear what you have to say about working at Queens College. All questions below are optional and your responses are anonymous. Any feedback you wish to share is greatly appreciated and will help inform important changes at the college.

2. Which **best** describes your former role at QC?

- ☐ **Leadership and Management** (e.g., Director, HEO, ECP titles, etc.)
Your role involved high-level decision-making and strategic oversight of an academic, administrative, or service area.
- ☐ **Administrative and Program Support** (e.g., Assistant, Coordinator, Manager, etc.)
Your role involved behind-the-scenes support for administrative tasks and operations.
- ☐ **Student Services and Support** (e.g., Advisor, Counselor, Tutor, Services Specialist, etc.)
Your role involved direct interaction with students to help them succeed academically, personally, or professionally.
- ☐ **Professional and Technical Support** (e.g., Research Associate, Technologist, Analyst, Designer, etc.)
Your role involved providing specialized expertise to support the academic, administrative, or research functions of the college.
- ☐ **Campus Maintenance and Safety** (e.g., Security, Mail Services, Custodian, Mechanic, etc.)
Your role involved maintaining the college's safety, environment, or key services that support the entire community.

3. Were you employed in this position within the past two years?

- ☐ Yes
- ☐ No

4. For how long did you hold this position at Queens College?

- ☐ Less than 1 year
- ☐ 1-5 years
- ☐ 6-10 years
- ☐ 11-20 years
- ☐ More than 20 years

5. For what reasons are you no longer working in this role?

- ☐ My position was temporary (term or project-based).
- ☐ I chose to resign.
- ☐ My position was eliminated.
- ☐ I was laid off.
- ☐ I retired.
- ☐ I went on disability.
- ☐ Other reasons (please specify)

6. If you chose to resign, for what reasons did you resign from this position?

7. Thinking back to your experience in this role, how would you rate...

	Excellent	Good	Fair	Poor	Very poor
your former department as a place to work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Queens College as a place to work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. If given the opportunity, would you consider coming back to work at Queens College in the future?

☐ Yes

☐ No

Please share more about your answer: Why or why not?

Your role at QC

9. Which category below **best** describes your responsibilities in this role?

- ☐ **Leadership and Management** (e.g., Director, HEO, ECP titles, etc.)
Your role involves high-level decision-making and strategic oversight of an academic, administrative, or service area.
- ☐ **Administrative and Program Support** (e.g., Assistant, Coordinator, Manager, etc.)
Your role involves behind-the-scenes support for administrative tasks and operations.
- ☐ **Student Services and Support** (e.g., Advisor, Counselor, Tutor, Services Specialist, etc.)
Your role involves direct interaction with students to help them succeed academically, personally, or professionally.
- ☐ **Professional and Technical Support** (e.g., Research Associate, Technologist, Analyst, Designer, etc.)
Your role involves providing specialized expertise to support the academic, administrative, or research functions of the college.
- ☐ **Campus Maintenance and Safety** (e.g., Security, Mail Services, Custodian, Mechanic, etc.)
Your role is essential in maintaining the college's safety, environment, or key services that support the entire community.

Nature of Work

10. Regarding your day-to-day work, to what extent do you agree or disagree with the following statements?

	Strongly agree	Slightly agree	Neither	Slightly disagree	Strongly disagree
The type of work I do on most days is personally rewarding.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On most days, my workload is manageable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have enough time to do high-quality work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Thinking about your most important responsibilities, do you agree or disagree with the following?

	Strongly agree	Slightly agree	Neither	Slightly disagree	Strongly disagree
I have the information I need to do my job well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have the skills I need to do my job well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have the equipment/tools I need to do my job well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have the autonomy I need to do my job well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. How well do your current tasks align with your job description?

- ☐ Very well
- ☐ Somewhat well
- ☐ Not well
- ☐ I'm not sure

Work-Life Balance

13. Thinking about your professional and personal life, do you agree or disagree with the following?

	Strongly agree	Slightly agree	Neither	Slightly disagree	Strongly disagree
I have been able to find the right balance, for me, between my professional life and my personal life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have been able to take leave when I need to (annual, personal, sick leave, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. What can the college do to help staff feel more engaged, supported, and motivated in their roles at QC?

Expectations and Support

15. Thinking about your immediate supervisor, how satisfied are you with...

	Very satisfied	Somewhat satisfied	Neither	Somewhat dissatisfied	Strongly dissatisfied
the clarity of your supervisor's expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the reasonableness of your supervisor's expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Again, thinking about your supervisor, do you agree or disagree with the following?

	Strongly agree	Slightly agree	Neither	Slightly disagree	Strongly disagree
My supervisor acknowledges my contributions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor includes staff in departmental decision-making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor supports me in managing a healthy work-life balance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor supports me in pursuing professional development opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. What support, training, or professional development would be helpful for staff in supervisory positions?

Department Operations

18. Thinking about your department or unit, to what extent do you agree or disagree with the following?

	Strongly agree	Slightly agree	Neither	Slightly disagree	Strongly disagree
My department meets as a team to plan and coordinate our work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Workloads are distributed fairly within my department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a spirit of teamwork and cooperation in my department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff are kept well-informed about departmental goals and operations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. In the past academic year, has your department engaged in any self-assessment* activities?

**Setting goals, gathering evidence, documenting successes and challenges, enacting changes for improvement, etc.*

- ☐ Yes
- ☐ No
- ☐ I'm not sure

20. Has your department encountered any challenges in being able to run smoothly or achieve its most important goals? If yes, in what ways might the college be able to help?

Performance Evaluation

21. All Queens College staff participate in an annual performance evaluation process. This process is meant to provide feedback, the opportunity to plan upcoming goals, and discuss professional developmental aspirations.

Thinking about your most recent evaluation, to what extent to you agree or disagree with the following?

	Strongly agree	Slightly agree	Neither	Slightly disagree	Strongly disagree
The evaluation provides a fair assessment of my performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The evaluation acknowledges my achievements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The evaluation provided me with useful feedback.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The performance goals set for next year are my own.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. Do you have any thoughts, concerns, or suggestions related to the annual performance evaluation process?

Employee Benefits

23. QC staff have free access to [LinkedIn Learning](#), which provides online training tutorials and certificates in various skills, including leadership, DEI, data analysis, web design, and project management among others.

Have you begun a professional development journey on LinkedIn Learning?

- ☐ Yes
- ☐ No
- ☐ N/A -I would not benefit from this.

24. Full-time staff have access to tuition waivers for undergraduate and graduate courses at any CUNY college on a space available, no cost basis (depending upon term, category/title, credits, and service time -- [learn more here](#)).

Have you taken advantage of this benefit to further your education?

- ☐ Yes
- ☐ No
- ☐ N/A -I would not benefit from this.

If you answered 'No', above, please say more on why you haven't taken advantage of CUNY Tuition waivers for staff.

Climate and culture

25. Thinking about QC's campus culture, how would you rate the quality of...

	Excellent	Good	Fair	Poor	Very poor
Staff--Student relations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff--Faculty relations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff--Staff relations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
communication between departments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
cross-departmental cooperation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. Please share any thoughts, concerns, or suggestions related to QC's campus culture below:

Campus Services & Environment

27. Regarding QC campus services, how satisfied are you with...

	Very satisfied	Somewhat satisfied	Neither	Somewhat dissatisfied	Strongly dissatisfied
Information Technology Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communications and marketing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public Safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Food Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Custodial Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Human Resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. Regarding the QC campus environment, how satisfied are you with...

	Very satisfied	Somewhat satisfied	Neither	Somewhat dissatisfied	Strongly dissatisfied
Office spaces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Elevators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Restrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical accessibility of campus spaces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29. Please share any thoughts, concerns, or suggestions related to QC services or the campus environment below:

Global Satisfaction

30. Overall, how satisfied are you with your job at Queens College?

- ☐ Very satisfied
- ☐ Somewhat satisfied
- ☐ Neither satisfied nor dissatisfied
- ☐ Somewhat dissatisfied
- ☐ Very dissatisfied

31. Overall, how would you rate...

	Excellent	Good	Fair	Poor	Very poor
your department as a place to work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Queens College as a place to work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

32. If you had it to do all over, would you choose to work at Queens College again?

- ☐ Yes
- ☐ No
- ☐ I'm not sure

About you

The following set of questions is designed to help us better understand and address different group experiences and unique needs at Queens College. This information can NOT be linked to you as an individual. However, if you are uncomfortable providing this information, please feel free to skip any of the items below.

33. How long have you worked at Queens College?

- ☐ Less than 1 year
- ☐ 1-5 years
- ☐ 6-10 years
- ☐ 11-20 years
- ☐ More than 20 years

34. What is the highest degree you have earned so far?

35. What is your age group?

36. How do you describe your gender / gender identity? *Check all that apply.*

- ☐ Woman
- ☐ Man
- ☐ Transgender
- ☐ Non-binary
- ☐ A gender not listed (please specify)

37. How do you describe your racial/ethnic background? *Check any that apply.*

- ☐ African American, Black, or African Descent
- ☐ American Indian or Native Alaskan Descent
- ☐ Asian or Pacific Islander Descent
- ☐ Hispanic, Latino/a/x, or Spanish Descent
- ☐ Italian Descent
- ☐ Jewish Descent
- ☐ Middle Eastern or North African Descent
- ☐ White, Caucasian, or European Descent
- ☐ Multiracial or Multiethnic Descent
- ☐ A racial/ethnic background not listed (please specify)

38. According to the Americans with Disabilities Act, a disability is a condition that limits a major life activity and can include chronic conditions. Based on this definition, do you identify as a person with disabilities?

- ☐ No
- ☐ Yes

39. Do you consider yourself a part of the LGBTQIA+ community?

- ☐ Yes
- ☐ No
- ☐ Unsure

40. Did either of your parents* earn a bachelor's degree?

**parent or childhood primary caregiver*

- ☐ Yes, at least one my parents has a bachelor's degree.
- ☐ No, neither parent has a bachelor's degree.

Final Thoughts

41. If there is an aspect of your work experience that you would like to tell us more about, please do so below.

Please note: Disclosing an incident on this survey does not constitute formally reporting the incident and cannot result in any action, disciplinary or otherwise. Should you have concerns or complaints that you would like to report, please contact the Office of Human Resources at 718-997-4455.

