

The University of Idaho Weighs In:

Facilitated Discussions: Outcomes of the Chronicle's Great Colleges to Work For
2016 Higher Education Survey (Basic Report)

Prepared by the President Diversity Council - Campus Culture, Climate, and Continuous
Improvement Committee

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The University of Idaho Weighs In ...

“Connect the dots between individual roles and the goals of the organization. When people see that connection, they get a lot of energy out of work. They feel the importance, dignity, and meaning in their job.” Ken Blanchard

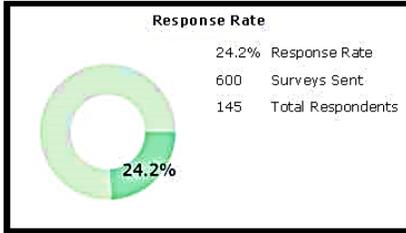
In March 2016, the University of Idaho participated for the first time in a basic “Great Colleges to Work For” (CGC) survey by The Chronicle of Higher Education and ModernThink Higher Education Insight Partnership; a national survey that is in its ninth/tenth year. The annual survey, through a proportional stratified random sampling process, focuses on providing meaningful data related to quality of workplace experience, employee engagement, satisfaction with many dimensions of the work environment, competitiveness and other critical data at universities and colleges across the united states.

The GC survey is designed to help institutions improve their respective workplace environments through the individual reports they receive. There are 15 “Content Categories” or metrics including: job satisfaction and support, teaching environment, professional development, communication, collaboration, fairness, facilities, etc.; each of which consists of three to five items that respondents react to. The basic (free) CGC report institutions receive includes only average results organized by the job categories of administration, faculty, exempt professional staff and non-exempt (classified) staff. The basic survey was employed as a pilot with the intent that if it yielded useful data it could be expanded in future years to include all employees instead of a random stratified sample, and potentially include additional survey questions of specific interest to the University of Idaho.

Basic CGC Survey Findings

The University of Idaho survey results received from the Chronicle of Higher Education provide general insights on employee engagement and respondents baseline data related to the 15-item map. Pilot results were communicated in a final report from the Chronicle with two “normative” comparison points provided. These were 1) an aspirational “Honor Roll” made of top scoring universities and 2) all of the participating institutions in same Carnegie class (figure 1). UI results were further broken out by job category (figure 2). Results were communicated with campus audience during the President’s annual State of the University address in Fall 2016. The UI results were also shared on the Institutional Effectiveness and Accreditation website. The GC report illustrated critical areas that warrant attention, most importantly the results indicate disconnects in perception and experience among respondents in the various job categories.

University of Idaho
 ModernThink Higher Education Insight Survey 2016
 Topline Survey Results



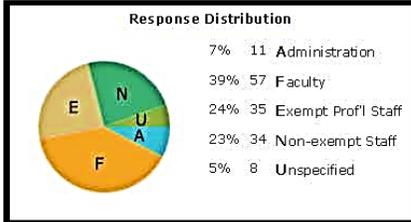
	Poor 0% - 44%	Warrants Attention 45% - 54%	Fair to Mediocre 55% - 64%	Good 65% - 74%	Very Good to Excellent 75% - 100%
	OVERALL			2016 Honor Roll > 10,000	2016 Carnegie Research
Job Satisfaction/Support			67%	83%	76%
Teaching Environment		49%		80%	69%
Professional Development			65%	80%	73%
Compensation, Benefits & Work/Life Balance			58%	79%	72%
Facilities			63%	83%	76%
Policies, Resources & Efficiency		48%		75%	64%
Shared Governance		44%		77%	63%
Pride			65%	86%	78%
Supervisors/Department Chairs			72%	80%	74%
Senior Leadership		43%		77%	62%
Faculty, Administration & Staff Relations		43%		78%	63%
Communication		52%		70%	60%
Collaboration		53%		75%	64%
Fairness		52%		72%	63%
Respect & Appreciation		52%		77%	66%
Survey Average			55%	78%	68%

*Results in the first one or two columns (two if you participated in the program last year) of the table reflect your school's average percent positive for each survey dimension, that is, the percentage of your faculty and staff that responded with "Strongly Agree" or "Agree" to the statements comprising each dimension.

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Figure 1: The 2016 CGC University of Idaho Pilot Compared to 2016 Honor Roll & 2016 Carnegie Class
 Retrieved from: <http://www.uidaho.edu/provost/iea/accreditation-evaluation/surveys>

University of Idaho
 ModernThink Higher Education Insight Survey 2016
 Topline Results by Job Category



	Poor 0% - 44%	Warrants Attention 45% - 54%	Fair to Mediocre 55% - 64%	Good 65% - 74%	Very Good to Excellent 75% - 100%		
			OVERALL	Administration	Faculty	Exempt Prof'l Staff	Non-exempt Staff
Job Satisfaction/Support			67%	81%	63%	76%	65%
Teaching Environment	49%		64%	39%	51%	64%	
Professional Development			65%	72%	60%	77%	64%
Compensation, Benefits & Work/Life Balance			58%	86%	46%	66%	60%
Facilities			63%	63%	52%	66%	79%
Policies, Resources & Efficiency	48%	48%		38%	55%	58%	
Shared Governance	44%		60%	43%	44%	43%	
Pride			65%	74%	56%	75%	70%
Supervisors/Department Chairs			72%	88%	62%	80%	76%
Senior Leadership	43%		64%	32%	55%	45%	
Faculty, Administration & Staff Relations	43%		58%	36%	54%	42%	
Communication	52%		60%	46%	61%	53%	
Collaboration	53%		67%	47%	60%	55%	
Fairness	52%		66%	41%	66%	57%	
Respect & Appreciation	52%		63%	45%	59%	54%	
Survey Average			55%	68%	47%	63%	59%

*Job Category response distributions have been truncated and may not total 100%. Please also note that data will not populate where there are fewer than five respondents.

Figure 2: The 2016 University of Idaho Results by Job Category

Retrieved from: <http://www.uidaho.edu/provost/iea/accreditation-evaluation/surveys>

University administration shared results with campus community and, jointly with faculty and staff governance, sought to address the findings in an inclusive and authentic manner that had the potential to yield tangible outcomes and open opportunities for engagement across all job categories. Participation in, learning from, and utilizing findings from the Great Colleges survey can be a strong tool for cultivating a supportive and cohesive faculty and staff community by assessing our status and measuring progress toward improved employee morale. To that end, steps were taken to better understand the survey results and identify action items in areas needing improvement.

The timeline below illustrates the steps taken to engage the university community in analyzing the results through facilitated discussions. Specifically, the facilitated discussions sought information around two questions “Why are we scoring ourselves so low in this category?” and “What can be done to improve this category?”

Timeline

Basic Great Colleges to Work For (pilot) 20016-20017 cycle: March 2016

Results received Summer 2016

Leadership retreat and facilitated discussion: August 2106

Pilot results shared broadly with university faculty and staff: September 2016

Leadership dialogues with constituents about the best approach to exploration of the data: September-October

Presentation to President’s Diversity Council-Campus Culture, Climate, & Continuous Improvement Committee and request for assistance: October-November

Invitation from the Provost and Executive Vice President to all employees to participate facilitated discussions: January 2017

Facilitate discussions (6 sessions; 9 locations): February 1-3, 2017

Analysis and report: April 2017

Communication and action: Anticipated: May, 2017 and beyond

Full Survey 2017-2018 cycle: March 2017

Why the President’s Council on Diversity and Inclusion – Campus Culture, Climate and Continuous Improvement Committee?

The standing committee, representative of faculty, exempt staff, classified staff, graduate students, and undergraduate students has statewide representation and an interest and commitment to improved campus climate. Their official charge is to “assess campus climate

and make recommendations for improvement framed by the university strategic plan and presidential priorities." As a result, Faculty Senate and Staff Council strongly endorsed the President's Diversity & Inclusion Council --Campus Culture, Climate and Continuous Improvement Committee leading facilitated discussions and summarizing findings from the 2016-17 Great Colleges to Work For survey.

Procedures

Facilitated discussions framed by the Great Colleges survey results were held February 2017 to better understand the results, and to engage the campus community in identifying ways to improve workplace satisfaction.

- Each employee category had two opportunities for participation: one in the morning and one in the afternoon, alternating between Monday/Wednesday/Friday and Tuesday/Thursday to ensure a wider representation and increase possibility of participation. (Schedule of meetings listed below)
- Units were encouraged to support employees' participation during work time; it became a "bragging point" for some units to highlight how they made this participation possible.
- Session leads established an expectation openness, inclusion and civility during the sessions during facilitated discussions and beyond. During, and after each session, there was an expression of appreciation for participating and contributing to this effort to improve University of Idaho's work environment for all employees were shared by facilitators as well as by administration.
- Facilitated sessions opened with a welcome and orientation by representatives from the committee, followed by introductory remarks and the survey tool instrument details by Dale Pietrzak, Ed.D., Director of Institutional Research and Assessment (who left following the presentation). Then discussions ensued at each table around items that warrant attention as selected by that table; respondents were reminded of time remaining during the session. Each employment category provided insights on that particular category's data using Sli.do to collect responses.
- At the end of each session, participants reported out the salient points of their table discussions and individual observations, which served as a catalyst for engaging in a whole group dialogue.
- University of Idaho Centers were included in a single session where they attended via Zoom for the introductory remarks; after which each center disconnected and there was a discussion facilitated by a member on site, with all employee types mingled in a single discussion. Because employees from multiple job categories participated, discussed started with low-scoring topics in the Overall Category in the survey results.

- Refreshments were served, and space was reserved for impromptu conversations among attendees.
- After all the sessions were completed, responses were extracted from Sli.do as Excel data files. Only co-chairs and one member with Qualtrics training team had access to all blinded (except for employment category) data files. Overall, eight data files were gathered, scrubbed, analyzed and reflected upon. The committee divided into teams of two to study data by employment category. Initially members from same job category as the data were going to complete analysis. However, once co-chairs viewed the raw data, the committee decided that members from the other employment categories would consider data related to job categories other than their own. Primary team of Staff, and student members read and provided analysis of faculty data; primary team of faculty and classified staff members read and provided analysis of exempt job category data, primary teams of faculty and exempt staff read and provided analysis of classified job category data, and primary team of faculty and staff members provided analysis of administration/leadership job category data. Team of faculty and exempt staff members read and provided analysis for the statewide data. Once analysis was completed, teams reported in the committee of the whole for feedback and insights.

Moscow Sessions

Faculty Session 1: 8-9:30 a.m. Wednesday, Feb. 1, Whitewater Room, Commons

Faculty Session 2: 12:30-2 p.m. Thursday, Feb. 2, Whitewater Room, Commons

Exempt Staff Session 1: 8-9:30 a.m. Thursday, Feb. 2, Whitewater Room, Commons

Exempt Staff Session 2: 12:30-2 p.m. Friday, Feb. 3, Whitewater Room, Commons

Classified Staff Session 1: 12:30-2 p.m. Wednesday, Feb. 1, Whitewater Room, Commons

Classified Staff Session 2: 8-9:30 a.m. Friday, Feb. 3, Whitewater Room, Commons

Statewide Sessions

Southeastern Idaho/Idaho Falls Center: 1:30-3 p.m. MST, Wednesday, Feb. 1, TAB 160

Southwestern Idaho/Boise Center: 1:30-3 p.m. MST, Wednesday, Feb. 1, Location at Center

North Idaho/Coeur d'Alene Center: 12:30-2 p.m. PST, Wednesday, Feb. 1, CDA 241

Summary of Facilitated Discussions Findings and Recommendations / Synthesis

Fortified with basic CGC results, and organized by job category, facilitated table discussion ensued, yielding a wealth of information. Two basic questions were asked: "Why are we

scoring ourselves so low in this category?” and “What can be done to improve this category?”

UI Members seated at each facilitated discussion table selected three or four (or more) items from those designated as “warrant attention” and “poor” for that job category and discussed them from the perspective of the two questions. Following is a synthesized summary of responses entered into Sli.do related to these two questions organized by job category specific to the low-ranking items/themes. This synthesis offers summative themes, and the committee’s interpretation of issues expressed by respondents and recommended solutions. Also included are some of the most compelling statements quoted directly from respondents. The section concludes with overall reflections, takeaways, recommendations and best practices that encompass all job categories. Observations and committee recommendations by individual job category follows the overall conclusion.

Recommendations & Takeaways

“Employees who believe that management is concerned about them as a whole person – not just as an employee – are more productive, more satisfied, more fulfilled. Satisfied employees mean satisfied customers, which leads to profitability.” – Anne M. Mulcahy

Excerpts from the participants’ comments reveal the investment, intersectionality and complexity of issues discussed and their centrality in participants’ experiences. The survey data offered a basic assessment of our work environment as perceived and experienced by administration, faculty, exempt staff and classified staff. The data revealed significant disconnects among University of Idaho employees and a substantial difference between our results and those of our Carnegie R2 (Higher Research Activity) peers, as well as from the Honor Roll ¹institutions. Through review and facilitated discussions these metrics came alive, as demonstrated in the captured Sli.do entries and statements. Within these statements, it became clear that we – as members of the University of Idaho community – unveiled,

¹ Honor Roll institutions --**recognition** goes to the top ten schools in each 4-year size category and the top four schools in each 2-year size category based on the number of times they were honored in the individual recognition areas. **Recognition categories** are based on the **survey dimensions** and **responses to the benefits component** of the survey.

celebrated, reflected, made ourselves vulnerable and envisioned a better future state, both individually and collectively.

From this wealth of information, we offer the following takeaways:

- 1) Replicate the Great Colleges survey at a full scale, expanded version to include diversity related questions, next year to reveal a deeper picture; continue as a best practice

Greatly engaged employees are critical to building an inclusive, innovative, resilient, and exciting work place that grows and evolves. Employee engagement is necessary for improved morale, loyalty, and reputation; it is essential for evolutionary teamwork and innovation and overall inclusive climate. Having seen the results of the basic Great Colleges survey and delving into the data at a deeper level, and with recommendation from the committee, the University of Idaho commissioned a larger-scale version from Modern Think for the 2017-18 cycle that surveys all employees instead of a limited random stratified sample and includes additional questions specifically requested by UI. This took place in March 2017, and will allow deeper explorations of issues and engaged participation.

- 2) Embrace an evolutionary, reflective best practices model that is grounded in our own context, experiences and people.
- 3) Commit to a robust, authentic, meaningful, and relevant culture of communication and appreciation that is woven and disseminated throughout our university, across the state and beyond; a system that allows each person to have a valued voice.
- 4) Continue meaningful, relevant, translational training for administrators, faculty, staff and students on culture, climate, and engagement that leads to college/division accountabilities in these areas.
- 5) Afford opportunities for successful, relatable examples to administrators, faculty and staff showing how culture and climate have negatively and positively affected universities' bottom-lines (such as exploration of tangible and perceived pervasive climate issues including equity, transparency, hostility, representation, understanding others, respect, and potential impact on strategic plan metrics, increase and decrease in recruitment and enrollment numbers, faculty and staff retention, reputation, employees dynamics, satisfaction and levels of employee engagement, absenteeism, ..etc.)
- 6) Ensure that all administrators, faculty and staff participate in building inclusivity. For faculty, in particular, it seems like only the same handful of people consider this important.
- 7) Commit to continued use of the Great Colleges survey, and dissemination of the results. It is a good monitor of our culture and climate's vital signs that can be monitored, recorded and reported succinctly to faculty, staff and students.

- 8) Record and demonstrate the active steps that programs are taking to address barriers to and facilitate opportunities for communication, climate, inclusivity and equity across campus and within units.
- 9) Acknowledge and speak to the failures of some earlier initiatives, recognizing the pain that some have suffered in these processes (i.e. Focus for the Future, the earlier classification system, etc.).
- 10) Refer to participant's ideas and captured experiences and solutions. Participants recognized that we may not be able to actively address some areas that truly need attention (such as overhauling all teaching environments simultaneously) while identifying and articulating many meaningful and manageable solutions that could very positively impact the work environment.

The University of Idaho 2016 survey yielded valuable baseline information that will help identify and make strategic decisions as we strive to create the best workplace possible and meet our strategic plan goals. The hope is that by participating annually in the full survey – which provides additional contextual data – we can track progress and make informed decisions on appropriate next steps.

Conclusion

There is a rich tapestry within our campus that can be nurtured more. Culture, climate and continuous improvement is a commitment to the quality of our work environment that engenders a long-lasting commitment to building a great environment where we work and thrive. Within this environment, diversity is woven throughout all that we do, all that we are and all that we aspire to be. This vision must cascade from university to colleges to programs and departments to units to individuals, and back. The facilitated discussion spoke to this ethos in multiple ways. Inclusion will occur when all of our University of Idaho community members experience and feel like their voices, ideas, and concerns can be heard and are equitably valued; when they see themselves, and perceive they are also seen by others as central part of the university vision and future.

Findings from facilitated discussions by job category are to follow.

Leadership/Administration Facilitated Discussion Summary

The first facilitated discussion (approximately 80 participants) occurred during a retreat of the President's Leadership Group, which is composed of the President's Executive Cabinet, deans, department heads, program leads and unit leads from non-academic units. Categories most commonly discussed were: *Policies Resources & Efficiency; Faculty, Administration & Staff Relations; Senior Leadership; Compensation, Benefits & Work/Life Balance; Shared Governance and teaching environment.*

Policies, Resources & Efficiency

Themes: Cumbersome, restrictive, inconsistent, out of date policies. Some feel excluded from processes. There is a lack of trust which is aggravated by frequent leadership turnover.

Recommended solutions:

- Enhanced training, new systems, more autonomy.
- Need to know how the President and Provost plan to support the cost of increasing Research.
- Clarity in messaging.
- Some centralization of functions in tenure and promotion application packet preparation, content, and unit and college level reviews.
- Standardization of process wherever possible
- Reward faculty service appropriately to encourage and support stronger participation in shared governance activities, and Faculty Senate specifically.
- Senate should better communicate their agenda to the wider faculty to engage and solicit their input.
- The State Board of Education should get out of the details of university operations.
- Improve pay.
- Broad review of policies/procedures which impact all; streamline and communicate the changes. This committee recognizes that good steps are already underway (i.e. simplifying the temporary employee hire procedures), but there is more work to be done and communicated in this area.

Faculty, Administration & Staff Relations

Themes: Culture of intense productivity has led to less civility. Sense of overload and little respect for people's roles and contributions. Teaching is undervalued and there is a sense of mistrust.

Recommended solutions:

- Include more people in the President's Leadership Group meetings (the regular breakfasts and retreats) and broaden outreach to serve as community dialogs.
- Continued forward progress and open dialogue around important initiatives and issues such as market-based compensation. Progress is being made - keep it up!
- Include support staff in discussions; remind supervisors that they can and should release their staff whenever possible to go participate in meetings and dialogue about university priorities.
- Better communication and meaningful broad interaction overall: Faculty could do more to be a part of university discussions; administrators meet informally with new untenured faculty to discuss issues in a safe environment; reflective college-by-college discussions about issues of importance.
- When communicating about issue and decisions, be more person based than technology based; get off the computer and speak with people before and after decisions are made. There is a need to address the human side of changes occurring; explain to both faculty and staff the intended outcomes of change; they want to see a return on investment.
- Improved customer service from key units and implement a reward system for finding efficiency.
- The university should use a diversity of proven and useful teaching evaluation tools.
- Establish a culture and expectation of excellent teaching.

Senior Leadership

Theme: Frequent leadership turnover. Historic mistrust and perception that leadership uses UI as a steppingstone instead of being committed, resulting in discontinuance and inconsistent policies.

Recommended solutions:

- Be consistent in decision-making and strategy; improved communication about both so the rationale is understood.
- Administration staying with the institution for a longer period to see through the long-term goals. So much turnover is disruptive to progress.
- Show that this is a place that leaders and innovative leaders WANT to be rather, than a place for people to develop the skills or experience they need to get the job they really want elsewhere.

Compensation, Benefits & Work/Life Balance

Theme: Experienced growth yet there is insufficient compensation and additional resource.

Recommended solutions:

- Be cautious in asking too many individuals to take on too many roles for too long.
- Grow, but grow in a smart fashion to ensure that resources (funds, people) are sufficient.
- We need to consider the whole individual. For example, workplace physical activity (workday yoga class in PEB) should be in policy as a legitimate (paid) component of the workday for staff.
- Flexibility for deans and unit leads to focus resources on few individuals; explore giving more funds and decision authority down to department head.
- More coordination between upper administration and department heads on messaging overall, and clear translation in actual implications to jobs (in this category)

Shared Governance

Theme: Decisions are hierarchical (top-down) and there is a general misunderstanding of shared governance, coupled with a mistrust of leadership by both faculty and staff. Perception is that front-line faculty and staff won't be heard and are not valued.

Recommended solutions:

- Every college should understand and embrace shared governance within their individual colleges and departments.
- Representation of clinical faculty on Faculty Senate.
- Empower and emphasize the role of Staff Council.

- Retain administrators for a longer period of time
- Leaders at all levels committing to establishing minimum standards and stretch goals and then holding team members accountable. (For example, deans/department chairs holding faculty accountable for the quality of their teaching.)
- Acknowledge change is hard and give faculty the tools to be successful.
- Have faculty more involved in the decision-making process. Have faculty more involved with changes that occur with the strategic plan and ensure decisions are not made in a top-down manner.
- Have students more engaged in decisions that affect their academic environment.
- Improve communication about what decisions are made and why.
- Focus on the "shared" part of "shared governance."
- Develop real Promotion and Tenure incentives and position descriptions that expect and reward quality of service on committees.
- Address inequity between honoring faculty and staff; staff are perceived and treated as "second-class citizens"
- Intentionally interrupt negative rhetoric about service in shared governance and those who serve.

Teaching environment

Theme: Teaching is not valued in annual review. When departments lose faculty often they are not replaced.

Recommended solutions:

- Work to change the cultural perceptions of teaching.
- Talk about quality of teaching alongside increasing number of students.
- Train instructors in techniques to increase student participation in course evaluations.
- Provide professional development for teaching for faculty, both for face-to-face teaching and online teaching. The teaching excellence center is a good first step.
- Train instructors to understand student perspectives and to openly consider ways to acknowledge and address student's needs (empathy).

Faculty Facilitated Discussion Summary (two sessions)

The Faculty facilitated discussion sessions were the lowest attended of the all the sessions with 23 attendees total for the two. The low participation rate makes it difficult to get full picture of the concerns faculty expressed in the initial survey. However, there was consistent overlap between the two facilitated discussions, which indicate some consensus of concerns. Even though faculty respondents sometimes chose different topics for discussion in some instances, they were often expressing a similar underlying theme/concern and/or solution as gauged by the content of their comments entered in Sli.do.

Compensation, Benefits & Work/Life Balance

Theme: Inequity in distribution, consideration, and acknowledgment

“There is a 40 percent gap in perceptions of fairness between faculty and administration. What does this say? The deans are all fairly new hires and can come at market. If faculty want more money you have to leave. The increased administrative hoops interfere with teaching and research. There's "busy work" that doesn't seem to have much value but take a lot of time.”

“Inequities in pay for female employees, and, in comparison with other peer institutions for all. Retirement funds that went away when the market crashed. Imbalance in distribution of work and service load during non-traditional work hours.”

Recommended solutions:

- Recognize the importance of service as part of the job; and affording times that are accessible for all faculty (males, females, with children, without children, etc.)
- Distributing service loads more equitably across the department, not relying on a few to provide all the service to the department, college and university.
- Recognizing service commitment by few that extend beyond regular distribution and accounting for it in position description.
- Increase compensation commensurate with peer institutions.

Respect & Appreciation

Theme: Inequity in distribution and acknowledgment leads to marginalization and perception of undervalue.

“Low recognition and compensation at internal and individual achievements; Overall recognition (university level) mostly for some units (science-based); Low value of those areas that are not focused on bringing grants.”

“Dumping on certain faculty members and because they comply their time is less important. If one person is always acknowledged and none of others in a department then there is a problem.”

Recommended solutions:

- Develop different ways of recognizing the value of diverse types of achievements.

Faculty, Administration & Staff Relations

Theme: Disconnect between what is perceived to be faculty needs, resources and accommodations and university/administration direction and plans; mistrust and lack of transparency.

Plans are not fully executed and evaluated before a new approach is taken. Evaluation does not drive the next plan.

There is a lack of transparency or regular open two-way communication. There is a perception that decision-making is top-down.

Some colleges have departments that are dispersed across different locations making it difficult to build trust.

Faculty needs, resources and accommodations are not in line with administration's plans. "Grow enrollment" but no resources are given to grow enrollment.

Workloads are not equitable; service is not valued.

There is long-term pain stemming from past “broken promises’ that scar current faculty-administration relations

The majority of our students are not research-oriented, yet senior leadership communication is often focused on research.

Leadership does not vocalize a culture of 'we are here to help.'

Recommended solutions:

- *“Adjust workloads before pushing for more students, more outreach, and more research our way.”*

- *“Time and attention.”*
- *“Pushing for market-based hiring is an important step, but many people were deeply offended and hurt, and I don't think they've been apologized to. Maybe you don't need or want to do that, but it would be a step. It was a bitter, bitter time.”*

Communication

Theme: Lacking proper culture of communication, lack of transparency in decision making process and lack of direct communication between administration and with faculty; fuels distrust.

Communication from some colleges and department chairs has been almost nonexistent. Information about events and meeting agendas, when sent, are often at the last minute.

Many male colleagues and administrators dominate conversations, interrupt frequently and do not listen.

There is a need for building our culture of respect, transparency, and understanding. Transparency doesn't equal respect. Respect demands authentic attention and appreciation. This is also related to work/life balance issues, i.e. communication and building trust and understanding take time and honest effort.

Lack of transparency in decision making processes and lack of direct communication between administration and the faculty. Faculty do not feel they have been given enough opportunities to give feedback on administrative plans and University goals. Faculty feel they are either not heard or their feedback is not valued.

Recommended solution:

Our strategic goal of "Campus Climate" could be used to improve in this area.

Senior Leadership

Theme: Frequent leadership turnover. Historic mistrust and perception that leadership uses UI as a steppingstone instead of being committed, resulting in discontinuance and inconsistent policies. This theme is congruent with same perspective from leadership.

“High turn-over not allowing continuity; Non-transparent policies; Lack of faculty inclusiveness in decision making.”

“Administrative turnover. Senior administrators openly stating they are interested in higher positions or positions elsewhere.”

Recommended solutions:

- Openly discussing challenges, transparency, and inclusiveness.
- Building trust in small and large steps.

Collaboration

Theme: An asset that needs support

“Collaboration is condoned when it is for specific initiatives by specific individuals only, or when those individuals discover the topic/project and make their own. Collaboration not valued except when there is an immediate return on investment. VIP proposals were a good idea, the results appeared to be pre-selected”.

Recommended solutions:

- Mentor across various sectors of job categories.
- Build trust and giving credit where it is due.
- Respect collaboration between groups outside of the "norm.”

Shared Governance

Theme: impaired communication and questionable responsibilities

“Lack of transparency, and committees overall—specifically senate, across campus and college committees do not know their responsibilities. Perception among committees that, it doesn't matter what we do because senior leadership will do what they want. Timing of decisions suggests that faculty input is not always taken into account. Communication of administrative decisions to faculty is not always carefully articulated.”

Recommended solutions:

- Committee members (senate, university, college) need to be informed about their tasks and responsibilities.

Fairness

Themes: Ambiguity, inequality, lack of transparency, unfair practices, bullying, anxiety and fear.

“Tenure process is not clear, lack of transparency in salaries, start-up and other resources. Resources not evenly distributes. Teaching not valued as much as research.”

“Review process has changed often and some faculty members have different work, creative activities, outreach/engagement vs. traditional scholarship and it is hard to review their work and the work is not well rewarded.”

“Faculty express fears that they can't speak up- fear of censorship/retaliation, particularly if they are up for tenure or promotion. Senior faculty feel that the faculty are speaking out less, it's 'the rule of the game'.”

“Cautious to express opinions because of potential ramifications. Lack of transparency- evident with salaries, start up, etc. Promotion expectations can be 'one size fits" all and we are not all alike and do not feel fairly evaluated. Teaching is not valued and rewarded. “

“With more resources, would have more time to do our work. Another opinion, we have resources, not administered efficiently. With emphasis for more research, need more staff /students to support the research. Not enough faculty to achieve goals and with more research, do we have the faculty to pick up teaching load OR, teaching load is not compatible with research expectations.”

“Direction on institution shifts and we need to retrain and make adjustments. Feel like "empty promises" are made-" do this extra work and you will have a positive result"”

“People felt like people can't put in this time for an unknown. We are not asked "what can we do to help you do your job optimally? What do you need?"”

“We don't feel this happens. Community contribution not acknowledged/rewarded satisfactorily. Review process has changed often and some faculty have different work, creative activities, outreach/engagement vs. traditional scholarship and it is hard to review their work and to the work is not well rewarded. Orientation- 'not a good use of time' because faculty needed to be ready for classes, particularly true for inexperienced faculty.”

Recommended solutions:

- Make tangible, relatable, and positive connections between the faculty and the administration.
- Clarify expectations dealing with equity and equality issues.
- Academic freedom must be protected.
- Need increasing efforts by administrators to include a variety of channels to get faculty feedback.
- Need more transparency from senior leadership.

Overall, there are perceptions of many types of inequality including differences between position and rank in different departments and colleges due to unequal levels of expectation and rigor in promotion and tenure requirements, differences between workloads and acknowledgement of achievements, and gender inequality related to compensation was also mentioned more once.

Teaching Environment

Theme: inequality, inequity, and inadequacy in physical, financial, social, and other resources in support of teaching and learning.

By far the category that received most comments by faculty.

“Technical facilities & resources sometimes do not support the class activities outside of TLC (e.g. seating arrangements, computer-projector, etc.); Lack of balance with high teaching load vs reduced time for research.”

“Physical and technological environment. Equity and fairness in what counts as full load for programs or departments within same college (some departments teach 3 courses per year, others 5 or 6, all in same college). Influences on academic freedom of what is to be taught and method of teaching in ways that undermine especially minority faculty opinion. The student evaluation of teachers as primary way of assessing teaching. Some “majority” represented faculty biases in behavior and speaking.”

“We think it's the balance issue that results in such a low score in this area. BUT this issue is linked to rank. We also all have different contracts in terms of teaching load and this is not always public knowledge . . . which may generate feelings of inequities. This is true within departments, colleges and at the university.”

“Emphasis on research but teach more classes too. Some colleges don't have resources to assist in writing proposals. If proposals are expected, then we need resources. Otherwise teaching is impacted by this.”

Recommended solutions:

- Commit to an environment that mentors both teaching and research. Becoming an institutional member of the National Center for Faculty Development and Diversity, for example, would allow faculty to avail themselves of excellent resources. Sending faculty to professional development opportunities on other campus would allow them to experience the broader context in which these issues play out.

- Enabling and supporting flexibility in faculty career paths accommodating varying levels of teaching, research, outreach and service.
- More visibility for Teaching Excellence Awards and more recognition of good teaching at departments and colleges.

Lack of resources

There is a perceived lack of support for work/life balance. Participating faculty feel there is a lack of support in both human labor and physical resources to do teaching, research and service adequately, and to complete what is expected of them. Better prioritization of resources needs to be done with faculty input.

Observations and Concerns about Culture and Climate

Some of the comments received were worth noting with respect to culture and climate. There were concerns expressed that both gender and national origin determined whether opinions were heard and valued. Example statements were:

“Easy to fault the opinion that is spoken with an accent or a different perspective than mainstream. Entrenched roles and entrenched opinions.”

“Some white male faculty routinely treat female and non-white faculty disrespectfully. This is not ALL white males, but it only takes one to make life in a department miserable.”

Solutions offered:

More training about microaggressions and increase diversity efforts to increase diversity in students, staff and faculty.

Exempt Staff Facilitated Discussion Summary (two sessions)

The Exempt staff CGC survey results showed the second least number of items that warranted attention. Below is a summary of the three areas that were ranked “poor” or “warrants attention” by exempt staff (two sessions of facilitated discussions attended by approximately 60 UI exempt staff members).

Potentially, the most interesting finding is the number of exempt staff respondents that commented on the teaching environment even though most stated that they were not formally involved in teaching. While exempt staff rarely teach, many do have a direct connection with teaching and learnings services, and other clearly have a perception and opinion the teaching environment.

With regard to shared governance, it seems clear that exempt staff feels excluded from governance and that their voices are not heard. The same sentiment comes out with regard to Faculty, Administration & Staff Relations. There is a clear feeling that staff opinions and concerns get the least attention of the administration and are often overlooked.

Teaching environment

Theme: Teaching is not as valued as much as research so there is no incentive to be innovative and there is a lack of resources, large classes and too few Teaching Assistants.

Recommended solutions:

- Recognize/reward and support innovative teaching through better pay and clear. Transparent promotion tracks for faculty with heavy teaching loads.
- Clarify messaging around the value of teaching versus research. Align faculty passions with their service and teaching that other support offices can aid with to create a more holistic approach.
- Improve classroom technology and technology support for online courses and integrated online and live courses.
- Smaller class size.
- Standardize and streamline tenure and promotion process across the university as a whole.
- Publish consistent guidelines for Chair/Deans to use in evaluating tenure and promotion.
- More opportunities for interaction between faculty, staff and administration, to promote better understanding of perspectives.

Shared governance

Theme: Perception that Faculty Senate is treating the staff fairly, however the same view is not shared about administration. Staff are still bitter from the recent reclassification and compensation process. Staff Council does not communicate with others about their roles. Staff involvement in strategic plan is viewed to be superficial because administration will make their own decision despite staff input. Decision in colleges are top-down even when there is no consensus among faculty about pertinent issues and decisions.

Recommended solutions:

- The new administration has actually taken great steps to improve this area, though there is work to be done to win over those who were either harmed or perceived harm in previous processes (such as the earlier classification and compensation exercise).
- In place of long term long standing committees that don't get things done, target specific problems and issues with temporary workgroups with representation from all groups. Have a limited lifetime for the committee.
- Staff Council needs to have more outreach to staff community to inform of events and policies in progress.
- Increase the number of staff representatives on Faculty Senate. The ratio should be comparable to the ratio of Classified and Exempt.
- More training for senior administrators on shared governance. True shared governance is about how to be open to other perspectives.
- Truly empower governance committees, rather than seemingly only there to give the appearance of shared governance.
- We should continue to use the cascading plan model.
- Better education for employees on the processes available for advocating for change, and make the processes clear, detailed, streamlined and consistent.
- Increase mutual respect and professional courtesy among the levels of university personnel. Recognition and authentic performance evaluations will help with this.

Faculty, Administration & Staff Relations

Themes: Inflexible bureaucratic systems with high turnover of both administration and staff. There is little to no mentoring in the tenure process. Too many poorly paid lecturers and temporary personnel that teach large classes. There is little interaction between faculty and staff.

Recommended solutions:

- More/better training for staff on variety of topics to enhance employees' performance, capacity and opportunities for recognitions,
- Provide additional human, knowledge tools, and fiscal resources and support for Departmental/College staff.
- Improve compensation and employee recognition.
- Clearer criteria for tenure & promotion; mentoring for junior faculty.
- Faculty need be open to understanding why staff positions are important.
- Committees should recruit new members rather than known names
- As a university, we should not tolerate abusive behavior.
- Promote and support an inclusive teamwork culture.
- Emphasis from senior leadership to remind us that we are a team; leadership cultivating a culture where supervisors encourage staff to "get out there" and meet their colleagues, networking and mingling. More opportunities to mingle.
- Dedicated campus climate office, affordable events like dinner/dances to include all groups. Host Staff/Faculty mixers to facilitate friendly and casual interactions.

Classified Staff Facilitated Discussion Summary (two sessions)

The classified staff forums were by far the most attended (73 participants) and the most animated of all the forums. The Great Colleges to Work For 2016 Surveys show that this job category scored the following topics: *Shared Governance, Senior Leadership, Faculty, Administration & Staff Relations, Communication, and Respect & Appreciation*, as “poor” or “warrants attention.”

In general, responses indicate that classified staff feel their voice is not being heard because they are not represented at the highest levels of university governance, and they feel there is a lack of respect and a lack of acknowledgment of their contributions to the institution. Solutions to these problems include an improved shared governance system with the creation of an independent staff council or staff senate that will make decisions for the staff; the institution should create better avenues for exchange between faculty, senior administration, mid-level managers and the staff in order to foster a sense of community inclusive of all university employees. Staff should be recognized for their unique contributions to the institution.

Shared Governance

Themes: *Visibility, equity and equality, and disconnect*

Perception that there is no shared governance for staff. They feel that they are not involved in institutional governance, except to agree with decisions that have already been made; and staff are not meaningfully involved in institutional planning. Many don't understand why faculty make decisions about things that affect staff if they don't know about them. Staff do not know they can attend senate meetings and the name "Faculty Senate" itself is intimidating to staff. There is no staff governing group similar to Faculty Senate which means staff have less voice than faculty or administration.

There is a lack of collaboration between administration, faculty and staff for new innovations. The strategic plan calls for increased enrollment, but there is no direction provided for how departments and infrastructure will handle the additional students.

Administration makes the effort to listen to staff but then no substantive action is taken. The exercise is perceived by staff as more of a placating practice than providing resolution.

There seems to be a clear disconnect between faculty and staff, especially. Furthermore, there is a perception and concern that the senior leadership is not required to abide by the same university policies and procedures as the rest of the university across the board. Examples include: salaries, positions created/added in central offices when units and departments are unable to add personnel, hosted events, quarterly meetings with select groups.

HR/provost implements process changes without communicating the changes.

Recommended solutions:

- Staff feel strongly that Staff Council should be separated from Faculty Senate in order to make decisions for the staff.
- Create a group, like Staff Council, that has actual weight.
- Educate people on the governance activities of the university. Improve the communication from faculty senate to staff. Information from those meetings is not widely available. More inclusiveness and better communication between staff and staff council.
- We also need to understand what and who shared governance involves.
- Staff should be included in planning meetings. Upper administration sets the tone for staff inclusion and needs to be willing to accept feedback provided. Form groups to get input from staff during planning, and listen to/respect the input, not just give lip service to the feedback.
- Acknowledge what staff know and get them information they need directly.
- Supervisors need to be flexible and encourage staff and faculty participate in institutional planning.
- Administration can provide more detailed objectives/purposes for directions taken.
- Administration should be responsible to employees and provide clear background and goal on big money item' expenditure prior, during, and after decisions made.
- Continue with the VIP projects/mixers.
- More transparency from the administration and consistently provide post meeting information.
- Leadership should have open door policies to foster greater understanding and collaboration.
- Start an "idea card" program with review committees to implement ideas at different levels (department, college, university, etc.).

Senior Leadership

Themes: hierarchy, transient senior leadership, dehumanizing, gap in communication between administration and staff.

Classified staff reported a gap in communication between staff and senior leadership. Staff do not feel comfortable interacting with senior leadership, and there is a perception of elitism and that faculty are more respected than staff, even with matters more pertinent to staff. Classified staff perceive a lack of transparency in decision-making and employee input is not sought.

The high turnover rate among upper administration conveys a lack of commitment and investment in the institution. Additionally, leadership turnover causes initiatives to be created and dropped, causing a kind of whiplash for staff.

Some participants perceive the organization as top heavy and senior leadership does not communicate/include staff in discussions of important matters.

"No sense of recognition even 'hello.'"

"No expectations - just do your jobs."

"Lack of acknowledgment from the senior leadership".

"Are people trying to get rid of us"?

"Our concerns are not being heard and they are not being heard because they are too busy and our concerns are lower on the priorities."

"[At the time the survey was administered] we had a lot of senior leadership leaving and new VP starting."

"We feel at the Presidential level there is a lack of genuine interest in staff."

"The strategic plan was newly released and the implementation plan hadn't been developed. We feel that this is moving in a good direction now compared to last year at this time."

Recommended solutions:

- Acknowledge staff. Conduct more open forums to discuss problems. Just say hello, thank you, greetings as they walk by.
- If we know if someone is going to leave, replace them sooner to allow overlap training.
- Faculty need to consider and respect staff perspectives and roles within the university and simultaneously be aware of the prevalent perception of their attitudes.
- Need regular meetings between staff and supervisor.
- Stabilize staff turnover and consider promoting from within for increased loyalty and longevity.

- Take time to interact with people that senior leadership does not know when at meetings or events versus just talking to each other or those they already know well.
- Try a role reversal in an anonymous topic meeting; sent to a site that is confidential. Find ways to interact as individuals, to be individuals to their employees rather than faceless administration.
- Better communication from upper administration. More personal, town hall meeting style rather than emails. Recognition that people beyond upper-level administration exist and make their jobs run more smoothly.
- Encourage leadership (university, colleges, ...etc.) to hold separate staff and faculty town hall meetings in each college.

Faculty, Administration & Staff Relations

Theme: Strenuous relationships

The senior supervisors do not allow enough liberties to the direct supervisors to manage their own units. As a result, staff feel hindered from voicing their opinions because they are nervous as they feel they are scrutinized constantly.

During times of turnover, no interim support is provided, yet there is an expectation for operations to continue normally understaffed and undertrained.

Staff are concerned that there is a disconnect between faculty/administration/staff. Faculty are not being heard by the administration; the administration just steamrolls plans and goes forward.

There is strife between faculty and staff; a feeling of lower importance of staff from faculty, and faculty feel they are superior. Faculty talk down to staff. Exempt staff create another level of higher status. There seems to be an implicit hierarchy where classified staff are at the bottom. Faculty time is perceived as more valuable.

Faculty have more of a voice/influence on Senate due to numbers. Traditionally staff are limited to specific work hours and cannot participate when meetings run long or when they are scheduled outside of regular business hours.

There is a harder path to promotion for classified staff.

Recommended solutions:

- Give unit supervisors more flexibility in their supervisory roles. Direct supervisors should also look out for the good of their employees, and staff can be reassured that their jobs are safe even if their opinions differ from their fellow staff, faculty, or administration.
- Provide better professional development online training that is applicable and relatable.
- Ensure departments are prepared for transitions in staff and programs. Encourage cross-training so that more than one person has the information.
- Allocating onboard trainers for new staff.
- Offices/departments should hold regular staff meetings to keep everyone on the same page, especially with the high rate of turnover and with it the loss of institutional knowledge.
- Opening communication channels for all staff and faculty to communicate anonymously or on equal ground. Improve communication through shared forums, job shadowing, shared office functions, etc.
- Participating in the PDL supervisory excellence program should be a requirement.
- Supervisors and management should be managed (not micro-managed) in order to ensure work environment stays positive and without fear of retaliation.

Communication

Theme: *broken culture of communication at all levels*

Communication is too top heavy. Communication goes top down (one way) despite staff efforts to communicate (bottom up). Many classified staff do not feel their bosses are open to their ideas. There is no communication unless something is being done wrong.

Managers do not pass needed information to frontline staff and things get misinterpreted; there are disconnects in middle management about implementation.

Many times, it does not seem like there is any follow-through on concerns that staff r to H or administration.

Employees across the different staff classifications don't communicate to understand differing concerns or perspectives.

Communication regarding policy changes is very opaque. Large decisions are often made without staff knowledge or input, and these decisions are often l implemented without the proper planning or time needed to complete them well.

Recommended solutions:

- Develop clear and consistent communication channels between departments and senior leadership. Focus on transparency, respect and provide mandatory training to supervisors on cultivating a respectful, open and inclusive work setting. Make use of all avenues of communication to distribute and solicit information and input.
- Include staff that implement the vision or decision from the first meeting, which will allow for improved processing and outcomes.
- Discuss changes that effect staff with them prior to the changes being implemented; include all parties involved. Schedule meetings to discuss ideas about changes BEFORE implementation.
- Create communication consistency within departments.
- Communication channels between staff and their supervisors should be clarified in day to day business and during project implementation. Go over the different types of communication that can be used or if you can call or text their cell phone.
- Encourage open and respectful communication.
- Raise awareness of professional communication expectations, understanding of different communication styles and professional discourse in a place of higher learning.

Respect & Appreciation

Theme: *Undervalued and underappreciated; forgotten, sadness for not being allowed to be part of the university "dream and vision"*

There is a lack of acknowledgment or reward for a job well done. Supervisors struggle to recognize staff milestones or accomplishments. For staff in many areas working with faculty, there is a lack of respect for staff and their place in making the University function. In some areas, interaction is defensive rather than supportive and appreciation is rarely expressed. Most leadership are not trained to just say "thank you" or show small gestures of appreciation.

Staff miss the appreciation fair that was discontinued, and feel that staff appreciation awards don't include everyone. There is no event or program that shows recognition of everyone as a whole. Awareness of university level awards is limited and nominations are time-consuming.

Staff do not receive recognition for their ideas.

Recommended solutions:

- Fund monetary awards for employee of the month or an expanded employee recognition program. Specific suggestions included 1) giving the staff employee of the month a reserve parking spot close to their workplace and 2) free lunches or coffees for work well done.
- Develop a culture of simple recognition of jobs well done - even if just verbally or via email communication or notice at a faculty meeting.
- Work on improving employee compensation.
- Restore the staff appreciation fair.
- Give employees a voice and influence in the structure of a recognition program and the associated events. Make it personal.
- Focus on community within the department, not JUST the university. For example, have a recognition lunch or mixer for employees once per semester with a mention of everyone.
- During new employee orientation, include information about the ways the Institution recognizes staff on campus, such as kudos, staff awards, etc. Give out a copy of our Traditions book to new hires to allow them to feel part of the Institution from day one.

Regional Centers Facilitated Discussion Summary

(One session, three locations, overall category)

The facilitated discussion at the Regional Centers varied in terms of attendance make up, focus of discussions, and engagement. Each of the Center discussions included participants from all job categories, and were facilitated by an onsite member of the centers. ModernThink does not share the data behind their basic reports. As a result, we were unable to extract data specific to the Regional Centers. The initial plan was for center discussions to focus on the items that ranked “poor” or “warrants attention” overall. However, as discussion unfolded, they included additional items that had specific relevance to the employees based at regional centers across the state.

The four categories identified across the centers that are of priority in terms of needing attention and solutions are: *Teaching Environment; Senior leadership; Policies, Resources, and Efficiencies and Faculty, Administration and Staff Relations*. Overall, Centers expressed angst over resources, management, opportunities, and overall communication (within their own center, to Moscow, from Moscow, and in between centers). There were also issues specific to each site that need to enter the conversation, such as cost of living and parking fees at Boise. Some information appeared to be “enduring” or time stamped for a particular period, which brings communication into the discussion.

Teaching Environment

Theme: *Locus of Control, Equity*

Frustration was expressed over the lack of control and resources given to center faculty and staff. There is no structured orientation for new staff / faculty, and center are not adequately staffed to achieve goals, e.g. enrollment. Growth in center staffing is restricted by Moscow.

Support staff are not adequately compensated.

Tenure track faculty have too high of a teaching load for an R2 school. More weight is given to research than to teaching. When faculty get grants, they move away from teaching.

The rubric for evaluating teaching is outdated.

Recommended solutions:

- Develop modern teacher evaluation.
- Recognize non-faculty for teaching efforts.

Senior Leadership

Theme: distant, disconnected, pronounced angst about relationship between Moscow and centers.

Recommended solutions:

- Current provost/EVP seems to be accepting of an open dialogue with centers by visits and inclusion in university initiatives. The smaller size of centers facilitates open communication among colleges and departments.
- Provide more training and support for people moving into leadership positions; Senior leadership should receive training related to centers.
- Look at similar schools that are scoring better and learn what they are doing well.
- Leadership should hold office hours or engage in informal meetings when visiting the centers to meet and talk to faculty and staff.

Polices, Resources & Efficiency

Theme: Faculty do not feel supported in pursuit of teaching and research. Productivity and progress move at a snail's pace.

“From the Idaho Falls perspective, resources in terms of revenue and student numbers are not shared appropriately. Web fee courses do not stay at the Center, Online course attendance does not always count towards Center attendance numbers despite classes being taught at the Center, if Principal Investigator is not on Idaho Falls campus we don't get credit for the grant.”

There is too much paperwork required for any processes or actions.

Center-based employees feel there is a lack of clarity around university goals.

Perception that in general feedback from centers seems to be ignored by Moscow.

Recommended Solutions:

- Streamline paperwork: Adopt and actively engage in a culture of continuous improvement of processes and systems to increase efficiency and reduce processing time and burden.
- Provide mentoring / orientation for new center-based faculty and staff.
- Colleges should be inclusive of centers in their development, staffing and delivery of programs.

- Provide a charter plane 3 times a year for faculty and staff to travel to Moscow to encourage face-to face interaction and improve relations between center-based employees and the individuals they interact with on the Moscow campus.
- Adjust the way enrollment counted to give Centers appropriate credit.
- Incentivize Centers to increase research and/or enrollment.
- Prepare a remote meeting checklist for to use on every meeting with remote participants.
- Increase transparency on promotions processes; be clear why people are promoted.

Faculty, Administration and Staff Relations

Theme: Exclusion, inequity, and lack of, or poor communication

Perceived “lack of interest “and “invisibility” of centers.

Center employees feel that their voices are not heard.

There is not strong communication between Regional Centers.

Each center has their own unique circumstances and issues

Poor relationships and lack of communication between the Regional Centers and the Moscow Campus

IT infrastructure makes distance participation in meetings difficult. It is hard to be heard and fully participate in meetings.

Recommended Solutions:

- Distributed leadership to give more autonomy to deans, department chairs, who are closest to faculty and listening to their ideas and concerns.
- Senior leadership needs to visit communities throughout state and include faculty and staff.
- Locate an HR officer physically in Southern Idaho. This would provide better support for the employees, and aid in communication between Human Resources and the southern offices.
- Centers should work to improve the number of nomination for center-based employee awards and attendance to center recognition events.
- Comparably fund staff appreciation events at Regional Centers.

- Making sure meeting support infrastructure is on par with and connects reliably to Moscow so that full virtual participation in meetings is possible.
- Make a mandatory HR training module on conducting distant meetings, including etiquette and use of technology.
- Deans and the Vice President for Research should send people down to enhance connections.
- Assign someone as a communications director to develop programs where Regional Centers and the Moscow campus collaborate - if these relationships already exist, communicate them better.

Excerpted quotes from Regional Centers for context

“This question seems to be more focused on faculty than administrators or staff, perhaps the answers do not reflect well on the opinion of non-faculty based on how it was worded.”

“Difficult to have an impact when you are sitting remote in a meeting. Feel like a spectator rather than a participant.”

“Meeting times: Meetings sometimes start at 4 pm (MST) for more convenience to Moscow than considering Southern Idaho schedules.”

“Lack of equal access or treatment on things like refreshments.”

“Making decisions about Boise such as commencement date in Boise without consulting with Center leadership.”

“Lack of professional development opportunities for remote centers (we get the invitation but there is no remote connection or there is an extra cost)”

“Lack of use of technology to connect with remote locations consistently.”

“The leadership make an effort to have office hours when they are visiting the centers, that's appreciated but could be done more often/consistently or different format (more informal rather than office hours only.”

“Centers don't have access to the same resources - Programs with presence in Moscow campus feel they don't have the familiarity with procedures.”

“We used to have leaders to whom people were afraid to talk to.”

“Promotions within centers’ survey was conducted at time where for 6 years were no or little promotions.”

“For centers, there was no adjustment for differences of cost of living - Perks from being on campus are not always being used by centers (childcare, parking costs, gym, food services, etc.).”

“Besides ombudsperson visits, some units feel left on their own when there are issues.”

“Feel that nominations from centers are not recognized the same as the people are not being “seen” and the nomination means less because the people making the decision don’t know them. - Centers are asked to do more outreach using staff resources without being able to fairly compensate them.”

“From the Idaho Falls perspective, communication between our Center and the main campus is poor. Here are some points meeting attendees contributed to support this fact: Lack of meaningful interaction between the two campuses, Importance of Centers not seen by main Campus, Staff don’t know who to go to with questions, Awareness of Centers and their activities is low, Focus on Future effort set us back, Policies do not encourage collaboration-a tenure requirement could be implemented to encourage/require collaboration.”

Overall – Best practices informed by our stories and their lessons

Through review of the CGC Honor Roll institutions' best practices, it is clear that one of the key elements of a healthy work environment is the quality of its communication, with both internal and external audiences, vertically and horizontally; with fluency in using the appropriate tools for the message. Achieving a culture of communication that is meaningful, transparent, evocative, reliable, inclusive, mutual, and sustainable isn't a one-step process—it involves strategy and purposeful implementation—but it can make a significant difference for leaders, for faculty and staff members, and for students.

Most important is to intentionally commit to a culture of communication that acknowledges and values the collective imagination and creativity of all. We should ask what we can do differently to unleash imagination and creativity to act on dreams and change culture.

The University of Idaho should be branded as a People First institution! Our creed is to engender an organizational spirit, valuing the spirit of the organization that cares, relates, includes, and empowers. Collectively and with intention, articulate and communicate what are acceptable and unacceptable behaviors.

According to ACE's recent article *On-Campus Leadership Development: The Workplace as a Learning Environment*, "the recent increase in the number of on-campus fellowships, job exchanges, teambuilding activities, and formal courses may indicate that some institutions are beginning to see the benefits of providing developmental programming for their employees, including improved job performance." The institution should invest in opportunities for professional development across the whole institution. Honor Roll institutions showcase metrics for professional development for all job categories. UI needs to assess how we rate overall as an institution in these areas and also whether the opportunities are afforded for all equitably.

Final thoughts

In communicating this report back to the university community, one opens one-self for personal and organizational wounding; this is a powerful and humbling experience that is generative and empowering. This is an opportunity to do good, and to honestly and authentically engage, NOT an opportunity for marketing. Utilize intentional, and relatable employee survey annually with visible direct feedback and implementation loop, make transparency of communication about survey and outcomes a priority.

The opportunity to participate in facilitated discussion then delving into the responses that were shared was a greatly moving experience for committee members facilitating the discussions and reflecting on the results. The same was noted for all participants as reported during and after the discussions. Members of the University of Idaho community –

administration, faculty, exempt and classified staff, on Moscow campus and across the state – are eager to contribute and be heard. Seeing the passion by which employees across the university responded to the two prompts reveals great potential and great need. This is an excellent opportunity for us as a community to act with authenticity and care, and change our workplace culture and engagement from something perceived as going “adrift” into a place of care, engagement and excellence. By sharing the results of this survey, and authentically using the data to reflect on ourselves, we have the opportunity for internal improvement that will strengthen each of us as individuals and make us better as a community – as the Vandal Family!

THANK YOU!

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