



CHRONICLE GREAT COLLEGE TO WORK FOR
2016

University of Idaho



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Introduction to Overall

The Great Colleges to Work For 2016 (GC) is a national survey. GC employs a proportional stratified random sampling process. At UI was asked to provide a sample of 600 total with a specified percentages/numbers from each of the job categories and other elements addressed in the survey. There were 145 respondents for a response rate of 24.2% with an estimated error of plus or minus 7% (EOM is +/-7%).

There are 15 content categories made up of groupings of 3 to 7 items each for which an overall survey “average positive” responses are reported. The scores are grouped into one of five (5) performance ranges based on the average percentage of items in the group which were answered as “Strongly Agree” or “Agree. These ranges do not reflect a “normative” grouping but are based on target distributions using for the average percent positive scores. They are grouped using a definition of 75% or more positive responses being the “Very Good” (25%) range. The “Good” group is made up of the next 10% range (65-74% positive), “Fair to Mediocre” the next 10% range (55-64% positive), “Warrants Attention the next 10% range (45-54% positive) with “Poor” the next 45% range (0-44% positive). *The use of these anchored ranges allows anyone/everyone’s scores to be place in a performance range (i.e., all can do well or not independent of all others).*

Additionally two (2) “normative” comparisons points were provided. One reference is the “Honor Roll” group made up of the universities in a top performer group which is treated as an aspirational reference point. The second reference group contains the average positive for one’s “Carnegie” group. *In this report context the performance ranges and Carnegie grouping is used as the reference points.*

Overall Strengths: Performance Ranges

In looking at the material from GC, the categories where UI scored in the top two performance ranges (Very Good and Good) included 4 areas. Provided parenthetically is the difference relative to our Carnegie classification.

Overall: Strengths (EOM is +/- 7%)	
Very Good	None
Good	72% Supervisors/Chairs (-2%)
	65% Professional Development (-8%)
	67% Job Satisfaction (-9%)
	65% Pride (-13%)

Overall Weaknesses: Performance Ranges

The following table summarizes the where GC indicates that UI scored in the bottom two performance ranges (“Poor” and “Warrants Attention”).

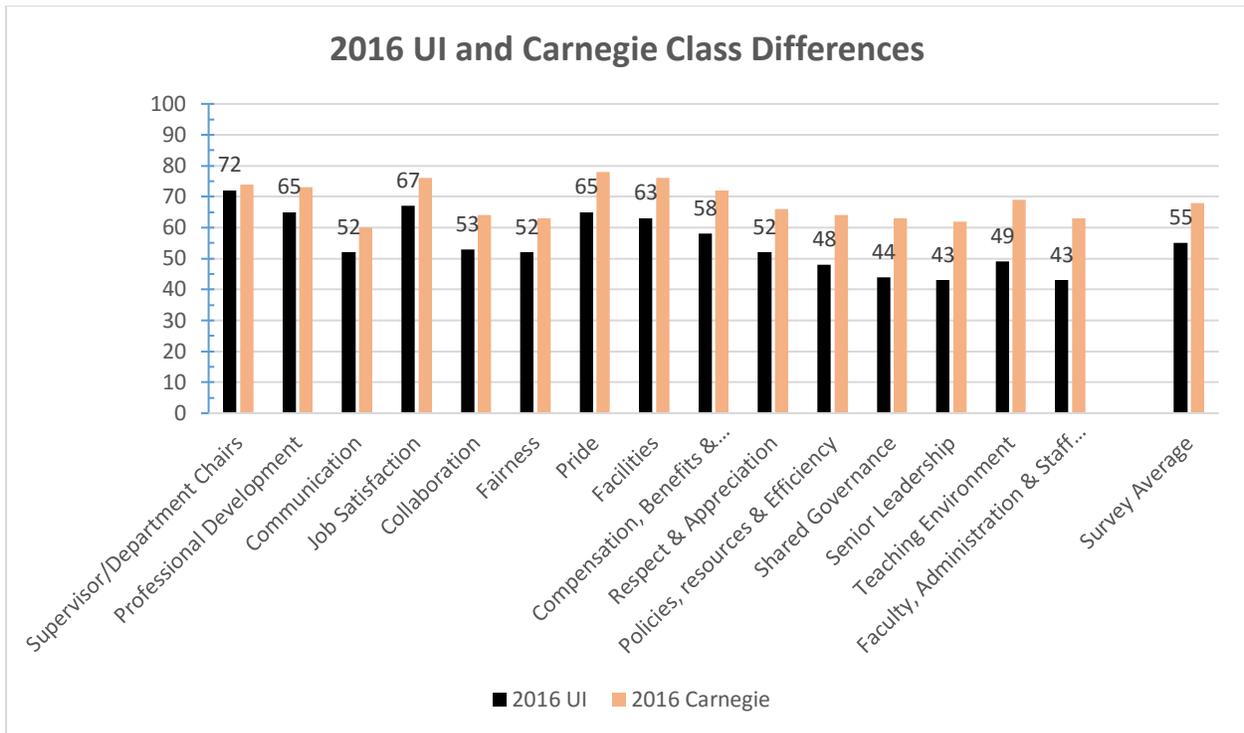
Overall: Weaknesses (EOM is +/- 7%)	
Poor	43% Faculty, Administration & Staff Relations (-20%)
	43% Senior Leadership (-19%)
	44% Shared Governance (-19%)
Warrants Attention	49% Teaching Environment (-20%)
	48% Policies, Resources & Efficiency (-24%)
	52% Communication (-8%)
	53% Collaboration (11%)
	52% Fairness (-11%)
	52% Respect & Appreciation (-14%)

Performance Relative to Carnegie Class

The table below summarizes UI performance relative to Carnegie class by looking at the difference between UI's average positive responses and that of those in the same Carnegie class. Additionally, the "rank order" of the scores from highest (1) to lowest (15) for average percent positive are provided as well.

GC Category	2016 UI	2016 Carnegie	2016 Difference	2016 UI Rank	2016 Carnegie Rank	2016 Rank Differences
Job Satisfaction	67	76	-9	02	02	0
Teaching Environment	49	69	-20	11	07	4
Professional Development	65	73	-8	03	05	-2
Compensation, Benefits & Work/Life Balance	58	72	-14	06	06	0
Facilities	63	76	-13	05	03	2
Policies, resources & Efficiency	48	64	-16	15	10	5
Shared Governance	44	63	-19	12	12	0
Pride	65	78	-13	04	01	3
Supervisor/Department Chairs	72	74	-2	01	04	-3
Senior Leadership	43	62	-19	14	14	0
Faculty, Administration & Staff Relations	43	63	-20	13	13	0
Communication	52	60	-8	10	15	-5
Collaboration	53	64	-11	07	09	-2
Fairness	52	63	-11	09	11	-2
Respect & Appreciation	52	66	-14	08	08	0
Survey Average	55	68	-13			

Graphically this is presented below ordered least difference from Carnegie class to greatest difference.



The performance ranges for UI can be compared with those in our Carnegie class as well.

GC Performance Range Matches: Carnegie	UI to Carnegie
Job Satisfaction	Lower
Teaching Environment	Lower
Professional Development	Lower
Compensation, Benefits & Work/Life Balance	Lower
Facilities	Lower
Policies, resources & Efficiency	Lower
Shared Governance	Lower
Pride	Lower
Supervisor/Department Chairs	Same
Senior Leadership	Lower
Faculty, Administration & Staff Relations	Lower
Communication	Lower
Collaboration	Lower
Fairness	Lower
Respect & Appreciation	Lower
Survey Average	Lower

Introduction to Job Categories

In addition to the use of the overall performance categories described previously, the GC survey also provides the average scores across the four (4) job categories. The intent in doing so is to compare how various job groups stand in relation to the institution positive percent average. The average positives for each job group per content category are compared to the university overall average positives. This is provided for each of the 15 content categories and the survey overall average. The number of respondents in each job category from UI were as follows:

Job Category	Respondents
Administration	11
Faculty	57
Exempt Prof'l Staff	35
Non-Exempt Staff	34
Unspecified	8

It should be noted that as respondents per employment category are small, and thus these data should be viewed more qualitatively. Percentages and average scores tend to be unstable within in groups less than 100 and in this case all but one group is below 40. As such a more qualitative approach was taken in the presentation that follows.

Strengths Job Categories: Performance Ranges

The areas where various job categories average positives were in the “Very Good” or “Good” range across the content categories and survey total is provided below.

Admin.	Faculty	Exempt Prof'l Staff	Non-Exempt
Very Good to Excellent			
Job Satisfaction/Support	None	Job Satisfaction/Support	Facilities
Compensation, benefits and Work/Life Balance		Professional Development	Supervisors/Department Chairs
Supervisors/Department Chairs		Pride	
		Supervisors/Department Chairs	
Good			
Professional Development	None	Compensation, Benefits and Work/Life Balance	Job Satisfaction/Support
Pride		Facilities	Pride
Collaboration		Fairness	
Fairness			
Survey Average			

Weaknesses Job Categories: Performance Ranges

The areas where various job categories average positives were in the “Poor” or Warrants Attention” range across the content categories and survey total is provided below.

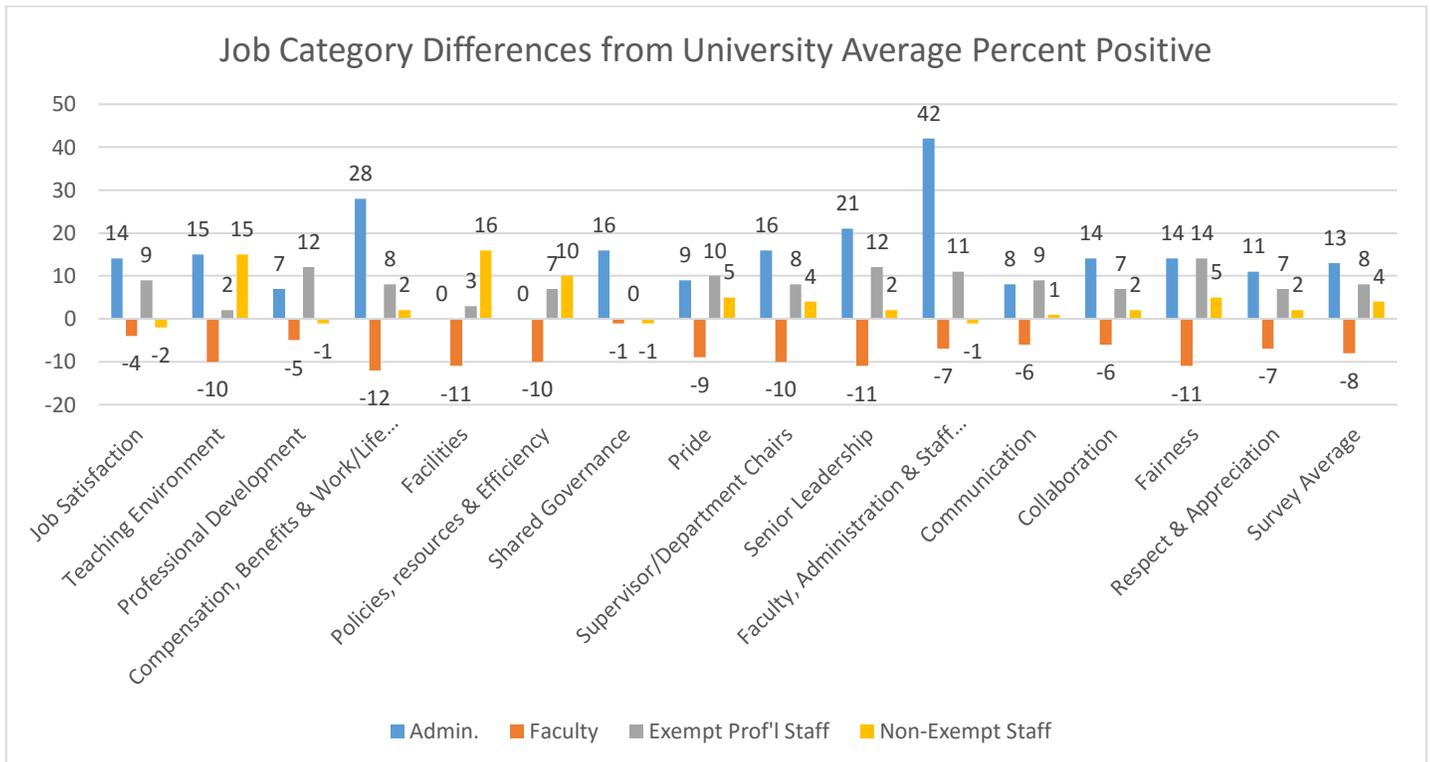
Admin.	Faculty	Exempt Prof'l Staff	Non-Exempt
Poor			
None	Teaching Environment	Shared Governance	Shared Governance
	Policies, Resources & Efficacy		Faculty, Administration & Staff Relations
	Shared Governance		
	Senior Leadership		
	Faculty, Administration & Staff Communication		
	Fairness		
Warrants Attention			
Policies, Resources & Efficiency	Compensation, Benefits & Work/Life Balance	Faculty, Administration & Staff Relations	Senior leadership
	Facilities		Communication
	Communication		Respect & Appreciation
	Collaboration		
	Respect & Appreciation		
	Survey average		

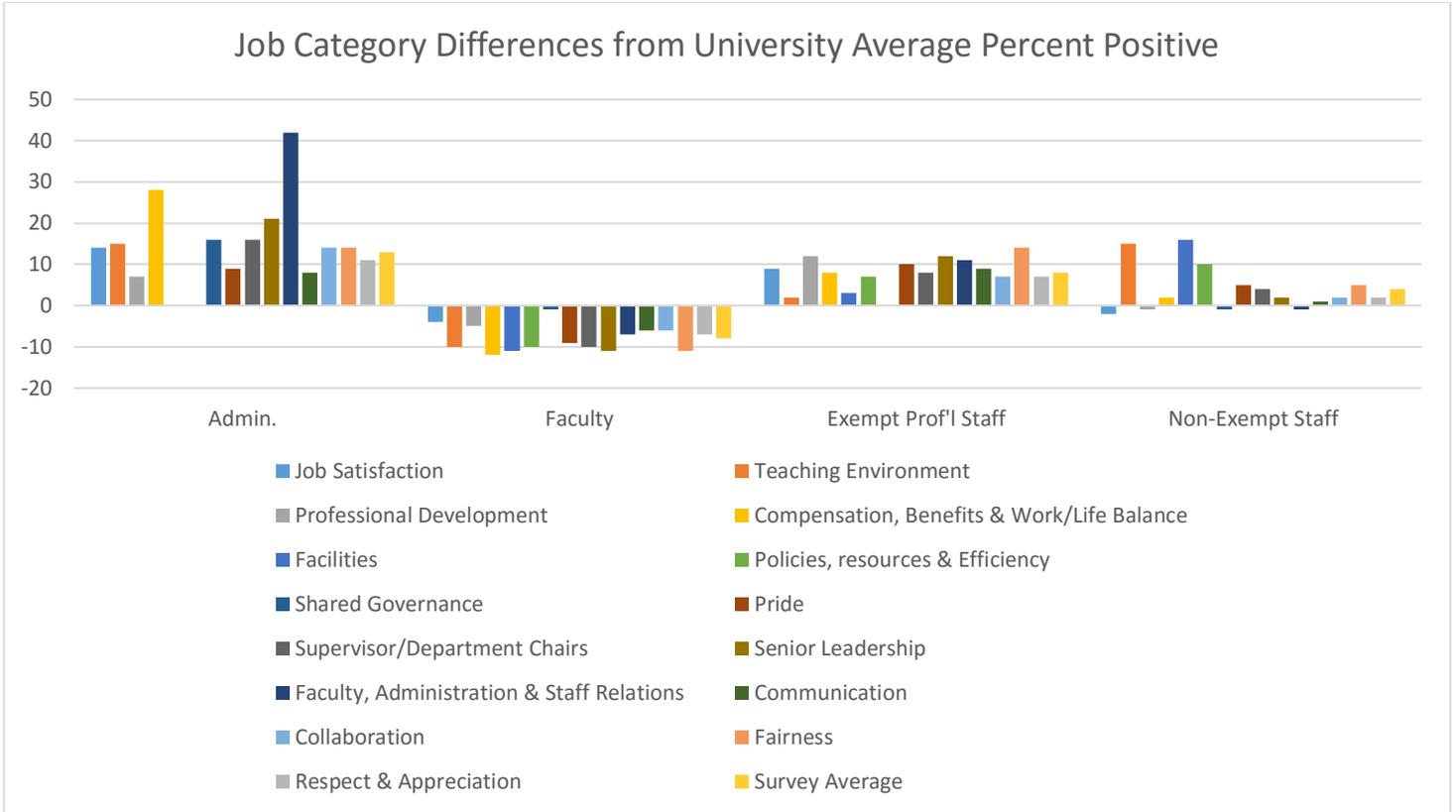
Average Positives by Job Category Compared to University Average

The difference from the university average in each of the content areas and survey total are provided in the table below.

GC Job Categories: Group to UI Average Comparison	UI Average	Admin.	Faculty	Exempt Prof'l Staff	Non-Exempt Staff
Job Satisfaction	67	14	-4	9	-2
Teaching Environment	49	15	-10	2	15
Professional Development	65	7	-5	12	-1
Compensation, Benefits & Work/Life Balance	58	28	-12	8	2
Facilities	63	0	-11	3	16
Policies, resources & Efficiency	48	0	-10	7	10
Shared Governance	44	16	-1	0	-1
Pride	65	9	-9	10	5
Supervisor/Department Chairs	72	16	-10	8	4
Senior Leadership	43	21	-11	12	2
Faculty, Administration & Staff Relations	43	42	-7	11	-1
Communication	52	8	-6	9	1
Collaboration	53	14	-6	7	2
Fairness	52	14	-11	14	5
Respect & Appreciation	52	11	-7	7	2
Survey Average	55	13	-8	8	4

This is perhaps better understood graphically. What follows are two (2) graphs to assist in process. They are the same data presented to two different ways. These allow various ways to conceptualize these data.





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