EASTERN OREGON UNIVERSITY

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University Council Assessment

Report on Great Colleges to Work For 2022 Survey

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Overview

The Great Colleges to Work for Survey (GCTWF, Appendix A) is conducted by ModernThink, and commissioned by participating universities. EOU has participated since 2016. The GCTWF survey examines a variety of workplace and job satisfaction dimensions of staff, faculty, and administrators via the survey and open-ended questions. Achieving 'recognition' on the GCTWF is a Key Performance Indicator for Goal 4 Objective 1 of the EOU Ascent 2029 Strategic Plan.

GCTWF "Recognition" is achieved in two ways:

1. The ten highest scoring institutions in a given size class (based on enrollment), with scores based on positive response rates.
2. The 10 highest scoring institutions in each of 11 categories of questions.

The 10 schools in each institution with the highest overall positive scores across all categories receive 'Honor Roll' recognition (link to 2022 list of GCTWF Honor roll schools).

Highlights

- The 2022 overall scoring (Appendix F in this report or [linked here](#)) has EOU in the category ranked "Fair to Mediocre" (55%-64%) with 57%.
- A breakdown of the overall scoring by job category (Appendix G or [linked here](#)) also shows the difference in the overall scoring.
- Another breakdown of the scoring by faculty (Appendix D or [linked here](#)) against the honor roll schools.
- More detailed information can be found in Appendices [A](#) (which compares with benchmarks), [B](#) (compares 2020 and 2022 results), and [C](#) (compares average positive response rates for each of 60 questionnaire items).

This survey is performed every even year biennium. Since EOU has implemented the strategic plan, the overall scoring from 2016 - 2022 shows the overall trend.

ACADEMIC YEAR	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Great Colleges To Work For (Biennial in August)	44%		52%		56%		57%		

Survey Summary

The GCTWF is owned, managed, and administered by [ModernThink](#). The survey aims to identify and recognize colleges and universities that have exceptional workplace environments and cultures, and to provide valuable feedback to participating institutions on areas for improvement from the employee's point of view. The survey covers a wide range of topics, including job satisfaction, employee engagement, communication, resources, leadership, professional and career development, compensation and benefits, and diversity and inclusion. It is designed to gather information and feedback from employees of colleges and universities across the country, providing a comprehensive picture of the work environment and organizational culture. More information about the GCTWF can be found at this [link.](#)

Context

The 2022 GCTWF included 55 questionnaire items, organized under 10 different categories. Faculty responded to five additional items in one additional category, faculty experience. Responses to these questions were based on a five-point Likert-type scale of agreement (strongly agree, agree, sometimes agree/sometimes disagree, disagree, and strongly disagree). Each question was scored based on the percentage of participants that gave positive responses ('strongly agree' or 'agree'). In addition to the 60 questionnaire items, there were two open-ended questions, 'What do you appreciate most about working at this institution?' and 'What would make this institution a better place to work?'

Participating institutions are categorized by size (small, medium, large) and mission (2-year and 4-year). For 2022, there were 35 institutional respondents in EOU's category (medium size, 4-year), and 130 total 4-year participants in the 2022 survey.

The GCTWF separates universities into categories based on enrollment (<3,000; 3,000-9,999; 10,000 and above). This places EOU in the medium size university category. Recognition on the GCTWF is given to the 10 highest-scoring institutions across categories. However, institutions can also be recognized in just one of the eleven subcategories in the survey.

EOU has participated on a biennial basis, in even-numbered years, since 2016. As part of the EOU Ascent 2029 Strategic Plan, the university identified recognition of the GCTWF as a key performance indicator (KPI) for our goal of developing a thriving university community ([Goal 4, Objective 1, KPI 1](#)).

The University Council has assumed primary responsibility for reporting on the results of this survey since the 2020 iteration. A sub-committee of the University Council conducted an in-depth analysis of the 2022 GCTWF results. This report details survey participation, results, a comparison to the results obtained in 2020, and an analysis of the open-ended questions. It is our hope that the information herein will be used at both the systemic and individual levels to meet our university's goals and help us become a great university to work for.

Participation

There were 212 colleges and universities that participated in the GCTWF program in 2022. The cohort consisted of 130 four-year and 92 two-year institutions (specifics about overall response rates and methods). EOU was classified according to our Carnegie Classification as a medium-sized 4-year 'Masters' institution. There were 35 medium-sized 4-year institutions that participated in the 2022 GCTWF. Recognition is given to the ten highest-scoring institutions in each size for four-year institutions and the four highest-scoring institutions for 2-year institutions in each size.

EOU Employee Participation

EOU staff received email notification and were given an approximately 30-day window at the end of Winter term 2022 to complete the survey. Participants are divided into four major job categories: administration, exempt-professional (administrative professional), faculty, and non-exempt (classified). The overall response rate for the EOU 2022 GCTWF was 63% (Table 1, Figures 1 & 2). A total of 268 EOU employees responded to the Likert scale questionnaire (including 25 adjunct faculty), and 182 employees responded to the open-ended questions.

The sub-committee found discrepancies in the number of participants for the exempt professions and administrators. Some individuals for the 2020 and 2022 report were not properly categorized, causing overrepresentation for administrators of 185% in 2020 and 160% in 2022.

Table 1. GCTWF Response rates over time, 2016-22

Job Category	2016	2018	2020	2022
Administrator	16%	21%	185%*	**48 (160%*)**
Administrative ('Exempt') Professional	14%	19%	51%	**38 (44%)**
Faculty	40%	29%	68%	**87 (77%)**
Classified ('Non-Exempt')	21%	18%	43%	**70 (64%)**
Adjunct Faculty	N/A	5%	3%	**25 (22%)**
Totals	**49%**	**37%**	**59%**	**268 (63%)**

*Participation rates over 100% suggest confusion over how respondents were identified.

The increase in participation rates in the 2020 and 2022 iterations of the survey were largely due to the work of former UC Chairs Vicky Hart and Kyle Pfaffenbach, who assumed responsibility for analysis and reporting on the survey on behalf of the Council. Thus, the UC alternates from a campaign to raise response rates, to completing the survey in even-numbered years, and then reporting out on the survey during the Winter term of odd-numbered years. As response increases, improvements only come with more effort and awareness-raising. However, the upward trend since 2018 is encouraging, and suggests higher levels of engagement of the campus community.
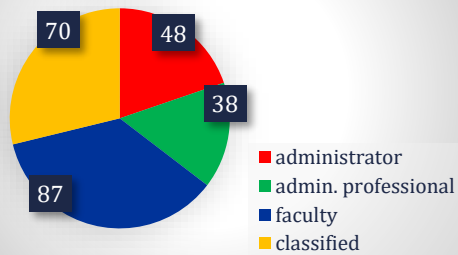
Figure 1. Response by job category

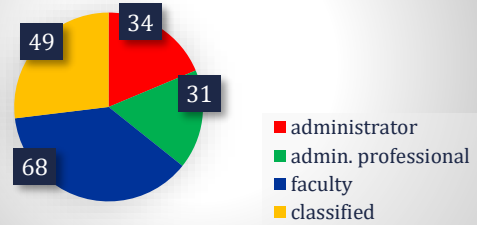**Figure 2. Response to open-ended items by job category**

Table 2 provides more detail on response, comparing results from the '20 GCTWF survey, as well as comparing response percentages with workforce percentages by job categories, for both the 60-item survey and the qualitative data set produced by the two open-ended questions. For the past two iterations, Administrators and Faculty have been 'overrepresented' relative to their proportions in the workforce, and Administrative Professionals and Classified Staff 'underrepresented.' One can only speculate as to whether this has to do with organizational status and power—administrators and faculty generally have more protections. The lower responses for the open-ended questions—even if ModernThink and our IRB ruling provide protections of confidentiality to respondents—might suggest some hesitancy on some percent to express any views that might be considered critical of, for instance, a supervisor or superior. Adjunct faculty, according to ModernThink's own descriptions (pg 3), may represent an optional category for participation at 4-year institutions.

Table 2. Response and Respondent Demographics by job category, 2020 - 2022

Job category	% of workforce		% of total questionnaire respondents		% response above or below expected		No. responding to open-ended questions		% of total open-ended respondents		% response above or below expected	
	2020	2022	2020	2022	2020	2022	2020	2022	2020	2022	2020	2022
Administrator	6%	9%	17%	20%	+11%	+11%	29	34	17%	18%	+11%	+9%
Exempt-professional (AP)	29%	26%	24%	16%	-5%	-10%	43	31	25%	17%	-4%	-9%
Faculty (excluding adjuncts*)	31%	33%	35%	36%	+4%	+3%	64	72	38%	38%	+7%	+5%
Non-exempt (classified)	34%	32%	24%	29%	-10%	-3%	34	50	20%	27%	-14%	-5%
Total*	100%	100%	100%	100%	0		170	187	100%	100%	0	0
Adjunct faculty*		25	3	9			8	16	3	6		

*Expressed as numbers—we do not have figures to calculate a percent of the workforce.

Data Analysis

Context

Keep in mind that EOU has been categorized with comparator institutions that offer 4-year degrees and have enrollments between 3,000 and 10,000 students medium). For 2022, there were 35 institutional respondents in EOU's category, 130 total offering 4-year degrees and above. Some background information will help orient the reader. In addition, Appendix J provides more guidance on interpreting results.

Benchmarks: Comparing EOU to other participating institutions

The benchmark of honor roll recognition is a way for participants to compare their rankings with the 10 highest-ranked schools (based on the above classification). The 'Carnegie Master's' benchmark allows institutions to compare themselves with other universities within their Carnegie classification:

▫ The Carnegie Masters is an aggregate of every institution that participated in the 2022 Great Colleges program and identified as a Master Colleges and Universities Carnegie Classification. To specify:

Master's Colleges and Universities are institutions that "awarded at least 50 master's degrees in 2013–14, but fewer than 20 doctorates."

▫ *Master's Colleges and Universities: Larger programs (M1)* are larger programs that awarded at least 200 master's-level degrees (393)
▫ *Master's Colleges and Universities: Medium programs (M2)* are medium programs that awarded 100–199 master's-level degrees (207)
▫ *Master's Colleges and Universities: Smaller programs (M3)* are small programs that awarded 50–99 master's-level degrees (141)

Among the 130 four-year institutions participating in the 2022 GCTWF Survey, 50 were in the Carnegie Masters classification. EOU is within this category as a smaller program (M3).

The survey instruments

The 2022 GCTWF survey included 55 questionnaire items for all respondents, organized under 10 different categories of inquiry (Table 3). Faculty responded to five additional items (under the category of 'Faculty Experience'), totaling 60 questions for the entire survey. Responses to these questions were based on a five-point Likert scale of agreement (strongly agree, agree, sometimes agree/sometimes disagree, disagree, and strongly disagree). Each question was scored based on the percent of participants that gave positive responses ('strongly agree' or 'agree').

In addition to the 60 questionnaire items, there were two open-ended questions:

▫ 'What do you appreciate most about working at this institution?' and
▫ 'What would make this institution a better place to work?'

Changes to the survey

ModernThink seems to routinely make changes to the questionnaire, altering or changing questions (there are several new ones this year, some with slightly different terminology), and changing or re-naming question categories. One constant is the number of survey items: 60. The 2020 GCTWF survey had the standard 60 questions, spread over 15 question categories. In the 2022 survey, the number of categories has been reduced to 10, plus one addition 'Faculty Experience' category, exclusive to faculty respondents. This is an improvement over past iterations when non-faculty were asked to make observations on faculty experience (and their responses given equal weight). So rather than include a 'not applicable' response category, somewhat awkwardly at the end of the Likert agreement scale, they simply devoted five questions exclusively to measuring 'Faculty Experience.'

While the GCTWF survey is conducted annually, EOU has chosen to participate on a biennial basis since 2016 (link to 2020 GCTWF results). The survey is administered in the spring term of even-numbered years. The University Council (UC) has assumed responsibility, through a subcommittee, for analyzing the results. Results are sent to EOU Administration in July. The UC receives them during Fall term, convenes a small ad hoc group to analyze the data and draft a report, and submits its final report to administration Winter term.

Appendix B documents the changes in response rates from 2020 - 2022. However, the classification of employees seems inconsistent, rendering comparisons over time of administrators and administrative professionals problematic. It is our hope that the information herein will be used at both the systemic and individual level to keep university leadership focused on its stated goals toward achieving recognition as a great university to work for, but more importantly simply making a healthy workplace a priority.

The Quantitative Survey

With respect to Strategic Plan Goal 4, Objective 1, Key Performance Measure 1, EOU did not for the '22 iteration attain Honor Roll status or recognition in any of the question categories for the 2022 survey cycle (link to institutions that made the Honor Roll, and to those recognized within the top 10 in each question category). Table 2 shows the areas or question categories (left column)—each representing different organizational facets deemed important to healthy university functioning, and each including multiple questions/measures. Those cells shaded in green in Table 3 show where EOU fared the best, relative to the Honor Roll schools and positive response rates in the category. Cells shaded in red show where need for improvement is deemed to be greatest. Appendix C shows average scores/rankings on all 60 questions.

Table 3. Rankings by survey question category*

Question category	No. survey questions	Rank by percentage of positive responses	Avg. percentage positive response		Rank relative to honor roll average⁺
			EOU	**Honor Roll**	
Job Satisfaction & Support	7	1	69%	81%	1 (-12)
Faculty & Staff Well-Being	5	2	67%	86%	3 (-19)
Supervisor/Dept. Chair Effectiveness	5	3	67%	83%	2 (-16)
Mission & Pride	7	4	64%	86%	5 (-22)
Diversity, Inclusion & Belonging	6	5	56%	86%	9 (-30)
Professional Development	4	6	54%	77%	6 (-23)
Communication	5	7	52%	73%	4 (-21)
Collaboration	5	8	50%	75%	8 (-25)
Faculty Experience (faculty only)	5	9	47%	77%	10 (-30)
Performance Management	5	10	45%	68%	7 (-23)
Confidence in Senior Leadership	6	11	42%	73%	11 (-31)
	60				

*Top 3 rankings shaded in green; bottom 3 in red.

⁺Minuses denote percentage points below Honor Roll average.

The positives and negatives

Table 3 shows that the percentage of positive responses from EOU's data set varied from a low of 42% (Confidence in Senior Leadership) to a high of 69% (Job Satisfaction & Support). EOU's rank relative to the Honor Roll average was slightly different than absolute measures of positive response, with participants' perceptions of diversity, inclusion & belonging falling into the bottom three. The range compared to Honor Roll averages was 12 percentage points below average (Job Satisfaction & Support)—the highest score—to 31 points below (Confidence in Senior Leadership), the lowest score.

A cursory examination of Table 3, relative to the Honor Roll school averages, suggests respondents most appreciate the areas of their jobs over which they might have some measure of control (especially flexibility and managing work-life balance), the latitude afforded for staff and faculty to manage their health and well-being, and their immediate co-workers, colleagues and supervisors.

Areas where demand for improvement appears greatest and where EOU scored lowest relative to recognized institutions include confidence in senior leadership, the experiences of faculty, and the lack of diversity among students and the workforce. Table 3 represents only the averages across categories

of questions. There is variation within the questions included n each category, so for more detail refer to <u>Appendix A</u>, the Master Table with benchmarks.

Figure 3 shows graphically how the rankings vary across the four main job categories. The reader will note consistent trends in terms of the shape of the lines. But there were differences in magnitude between categories, especially with respect to Confidence in Senior Leadership (Faculty and Classified dropping considerably), and Diversity Inclusion & Belonging (where faculty scored much lower as a group).

Figure 3. Averages by question and job categories
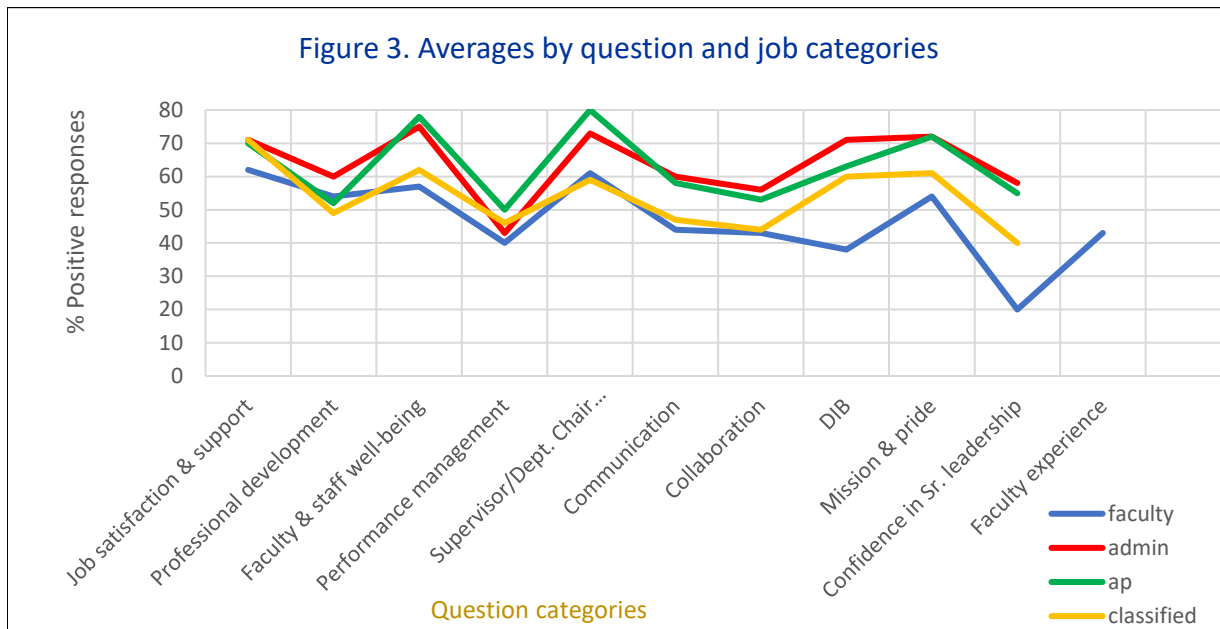
A few preliminary observations seem warranted:

▫ The question categories with the highest average scores were Faculty & Staff Well-Being and Supervisor/Department Chair Effectiveness. Respondents expressed higher levels of satisfaction with their immediate workspaces, supervisors and colleagues than with those in executive leadership positions (this was a general category, in general one must assume that the office of the president is the most representative of the term 'senior leadership').
▫ Question categories with the lowest average scores across job classifications were for 'performance management' (issues related to personnel, promotion, recognition, evaluation, etc.). However, for both faculty and classified staff, the lowest scores were in rankings of senior leadership.
▫ The one question category where the lines deviated was DIB: Diversity, Inclusion & Belonging (much higher for administrators, administrative professionals and classified staff versus faculty).

▫ Faculty scores are low—five of 11 question categories have positive ratings below 50%. For the confidence in senior leadership category, the gap between EOU faculty respondents and Honor Roll institution average exceeds 50%. Such low rankings represent an unsustainable state of affairs for an institution of higher education, especially considering the multiple critical roles that faculty perform in support of the mission (instruction, university service/shared governance, research and outreach).

With respect to respondents' perceptions in the aggregate (that is, positive and negative observations for each question category), results are similar to Figure 3, but there are fewer positive responses in terms of how work performance is managed, work and accomplishments recognized, staff promoted (Figure 4, 'Performance management'). The distances between positive and negative responses in a given question

category reflect varying levels of indifference or uncertainty ('neither agree nor disagree'). Values that are closer together would be of greater concern. For instance, 'Faculty & staff well-being' shows high positives (78%) and very low negatives (7%), suggesting the vast majority of respondents had a stronger (and positive) opinion. Conversely, 'Performance management' has relatively high negatives (28%) and low positives (45%), meaning 27% were neutral on the agreement scale. 'Confidence in senior leadership' had a gap of only 11 between the positives (42%) and the negatives (31%). The average distance between negative and positive responses over all of the question categories was 35% (56% positive response, 21% negative).

Figure 4. Positive vs negative response totals by question category
Averages for combined job categories
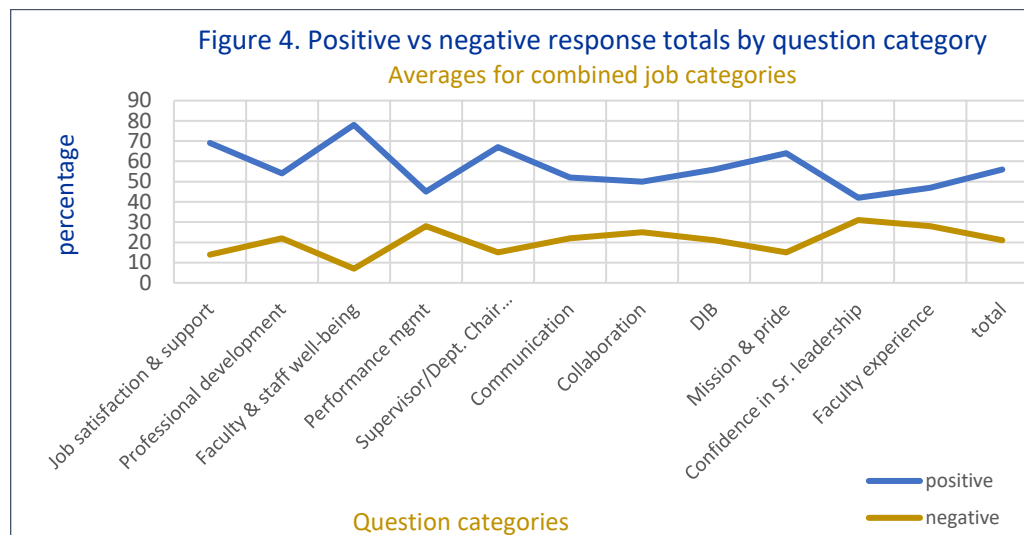
The Master Table with Benchmarks ([Appendix A](#)) shows how EOU fared on the survey, question by question, for each job category. The cells shaded in green represent average results that were within 5% of a benchmark— either the Honor Roll institutions, or the (lower) average of 'Carnegie Masters' institutions (of which EOU is one, and there are 50 in the survey overall across all three size categories). Those cells shaded in red represent averages that were at least 30 percentage points below a benchmark average—meaning these are areas where much effort and change must occur for EOU to achieve recognition of some sort.

The Master Table 2020-22 ([Appendix B](#)) presents all of the survey data, by job category, '20 and '22 average positive responses, and percent changes from 2020 to 2022. The cells shaded in green note higher scores (at least 5% higher) from the current survey, those in red lower scores (at least 10% lower). Because, overall, EOU was pretty far from the recognized institutions, and below average for its size class, the group chose to highlight where improvement was made, even if the color-coding lacks symmetry. The administrator/AP mix-up is especially noteworthy here—in 2020 administrators were very satisfied with performance of senior leadership, but these numbers declined dramatically in 2022. Another area of note is the 'Performance Management' category of questions (pg. 2 of Appendix B). The numbers fluctuate wildly from '20 to '22 for several questions and job categories. There is a strong likelihood this has more to do with respondents self-identifying differently than in 2020. One constant is that the administration job category is overrepresented again (meaning there are many more respondents identifying as 'administrator' than there are administrators enumerated in HR totals, see Table 1).

Notable results by job category

But first: Limitations on and interpretability and comparability

Because of changes in how in Spring 2022 respondents were either classified by the Office of Institutional Research, by ModernThink, or by individual respondents, observations for the Administrator and Administrative Professional classifications for the 2022 survey are minimally interpretable, which tends to compromise their comparability. For the second consecutive iteration, the administrator job category was substantially overrepresented (185% in 2020, 160% in 2022). Adjunct Faculty will be treated separately from

the 'Faculty' category (however, according to ModernThink, 'adjunct faculty' was systematically included as a job classification only in two-year institutions).

Figure 5 shows the average responses, over the entire survey, by job category. As might be expected when collapsing 60 questionnaire items into one value, these averages are not in themselves very meaningful. However, they do provide a sense of relative differences in groups' overall satisfaction with, and differing perspectives on, their workplace—remembering that for purposes of this study, the administrator and AP categories may share a porous membrane.
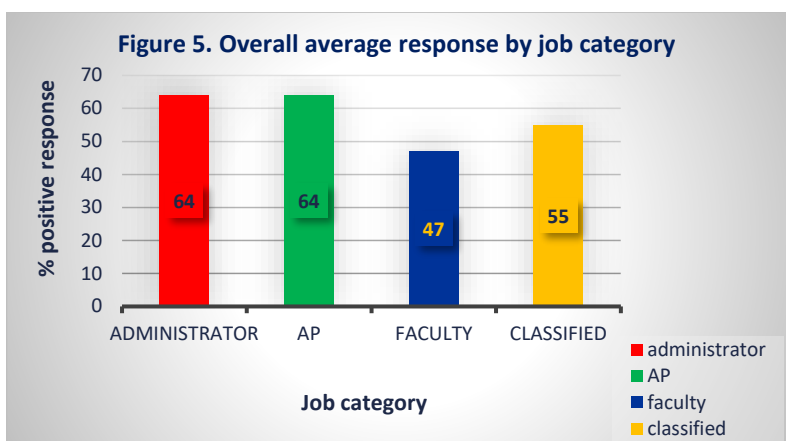
Figure 5. Overall average response by job category

A bar chart titled "Figure 5. Overall average response by job category" with y-axis "% positive response" (0–70) and x-axis "Job category". Bars: ADMINISTRATOR = 64 (red), AP = 64 (green), FACULTY = 47 (blue), CLASSIFIED = 55 (yellow). Legend: administrator, AP, faculty, classified.

Because these average percentages can be compared to the Benchmark averages (using Appendices A and C), for this discussion of results from the perspective of job classifications, we will use the Master 2020-22 table (Appendix B), allowing for some examination of interesting, unanticipated, and perhaps occasionally even suspect changes from the 2020 survey.

Administrators

Positive response in the administrator category for 2022 is higher than the institution average, yet less so than in 2020. There is a much wider range of responses, mostly tending toward dramatic declines in positive response (Table 4). There are occasional contradictions: For instance, 'At this institution, we discuss and debate issues respectfully to get better results' saw a small positive increase, while 'People in my department work well together' saw a 25% decrease in positive response. Or 'I am proud to be part of this institution' (+36) vs 'Promotions in my department are based on a person's performance' (-57).

Administrator and AP categories do represent more than just the poor delineation of job classifications, which have been disaggregated for the purpose of better understanding how various working conditions and statuses might affect perceptions of the workplace. That is, there are limits to their usefulness, but they are not meaningless. Figures 1 and 2 suggest responses *across* job categories look to be somewhat in sync, if differing in magnitude. And despite faculty and staff working in different buildings, and in different strata of the organizational pecking order, their shared experiences and perceptions will in some cases transcend walls and departments and units (see Appendix D). In some cases, they are being asked to reflect on their individual situations and workplace settings, in others on the broader institution. Some of this uncertainty won't be cleared up—at least if no other efforts at inquiry are undertaken in the interim—until the Winter GCTWF survey results are published in 2025 (assuming EOU makes accurate representation a priority in 2024).

However, some observations seem warranted. First, question categories:

▫ Between 2020 and 2022 there was a decline in positive responses in 9 of the 10 categories assessed for administration (the tenth category—Diversity, inclusion & belonging—was new to the survey).
▫ The decrease in positive responses was most pronounced for Professional Development (-16%), Confidence in Senior Leadership (-16%), and Supervisor/Department Chair Effectiveness (-9%).
▫ The areas where EOU was closest to honor roll success were Supervisor/Department Chair Effectiveness (14%), Job Satisfaction and Support (15%), and Faculty and Staff Well-Being (15%).

- The areas that need the largest improvement to reach Honor Roll recognition include Performance Management (33% below), Collaboration (26%), Professional Development (23%), and Confidence in Senior Leadership (22%).

Table 4. Significant changes in perceptions, 2020 - 22: Selected questions, administrator job category*

Question**	% change (positive)	Question**	% change (negative)
36. I am proud to be part of this institution.	+36 (77)	16. **Promotions in my department are based on a person's performance.**	-57 (31)
30. **Our onboarding processes (orientation) prepare new faculty and staff to be effective.**	**+12 (46)**	11. **I am paid fairly for my work.**	**-27 (35)**
26. I can count on people to cooperate across departments.	+7 (50)	41. Senior leadership communicates openly about important matters.	-25 (48)
31. **The facilities (e.g., classrooms, offices, laboratories) adequately meet my needs**	**+6 (79)**	17. Our review process accurately measures my job performance.	-23 (38)
43. At this institution, we discuss and debate issues respectfully to get better results.	+5 (43)	33. This institution's policies and practices give me the flexibility to manage my work and personal life.	-22 (67)
Values in parentheses note survey scores for each question. They are included to help the reader place these positive and negative changes in context, relative to benchmarks.		23. People in my department work well together.	-19 (67)
		52. This institution is well run.	-18 (58)
		5. I understand how my job contributes to this institution's mission.	-14 (81)
		25. Overall, my department is a good place to work.	-14 (75)
		55. All things considered, this is a great place to work.	-13 (65)
Other questionnaire items with negative swings > 10%: 12 (75), 8 (62), 19 (71), 32 (76), 37 (55), 42 (67)			

* Changes noted: +5 or more positive; -10 or more negative; number in parentheses is positive response value from survey.
** Boldfaced items reflect overlap with Administrative Professionals. Questions are hyperlinked to survey results.

One of the striking features of the 2020 survey was the high levels of satisfaction senior administrators gave themselves for their own performance, in contrast to the other three job categories, where low positive response prevailed (it should also be noted that in the '20 survey the administrative job category 's interpretability was also limited by overrepresentation). So there could be some 'leveling' or regressing to some mean going on, because in some cases the lower positive scores simply placed results back into a more normal, expected range—still quite high on positives for many measures—relative to other job category scores. Though difficult to explain, it is worth noting that the administrative professional positive response rates for 'Confidence in senior leadership' were higher than administrators' rankings. In others the contradictions seem irreconcilable (e.g., item 36 in the left column, versus items 25 and 55 in the right column).

Another seeming trend is that while there were some dramatic changes in positive response on specific items (while the majority showed more expected and minor change), the majority of the changes were in the negative direction. There were five changes within the parameters for inclusion in the table that added up to 66%. The negative changes—anything over 10% lower positive response—add up to 301%. There is no question these represent negative change from 2020, the problem comes in attributing it to a specific job status or classification, and understanding with some precision where areas of concern and low morale may be most pressing.

Fluctuations notwithstanding, administrators positive response remains high for several question categories: Job satisfaction & support; Faculty & staff well-being; Supervisor/Department Chair effectiveness; Mission & pride;

Confidence in senior leadership (still significantly higher than the other three job classifications' positive scores). The lowest scores (high 50s and low 60s, closer to other groups') came under the categories of Performance management; Collaboration; Professional development; Communication. For more specifics on bright spots and areas of possible concern, readers are encouraged to use the Master Table (Appendix B) with '20 and '22 scores as a reference guide to the actual questions that make up the average scores.

Administrative Professionals (Exempt-Professional)

Significant changes in specific question scores included more positive change, relative to the administrator category (Table 5). Overlap between the two categories on positive and negative appear in boldface. With respect to question categories:

- Between 2020 and 2022 there was minimal change in most categories, except Professional development, for which there was a 25% decrease in positive responses.
- The category of Supervisor/Department Chair effectiveness reached the standard for Honor Roll recognition (the other three job categories did not, however). The next closest category to recognition was Job satisfaction & support (10% below Honor Roll benchmark).
- The areas needing the largest improvement to reach recognition include Professional development (21% increase), Diversity Inclusion and Belonging (20%), and Collaboration (18%).

Table 5. Significant changes in perceptions, 2020 - 22: Selected questions, administrative professionals*

Question	% change (positive)	Question	% change (negative)
18. Issues of low performance are addressed in my department.	+18 (69)	**16. Promotions in my department are based on a person's performance.**	**-34** (41)
37. Senior leadership shows genuine interest in the well-being of faculty, administrators and staff.	+14 (65)	**11. I am paid fairly for my work.**	**-31** (32)
34. This institution's benefits meet my needs.	+13 (89)	35. Our recognition and awards programs are meaningful to me.	-21 (26)
42. I believe what I am told by senior leadership.	+12 (65)	10. I understand the necessary requirements to advance my career.	-21 (57)
30. Our onboarding processes (orientation program) prepare new faculty and staff to be effective.	**+12** (39)	27. Senior leadership provides a clear direction for this institution's future.	-15 (44)
9. I am regularly recognized for my contributions.	+11 (54)	6. I am given the opportunity to develop my skills at this institution.	-14 (62)
3. My supervisor/department chair makes their expectations clear.	+9 (82)	4. I am provided the resources I need to be effective in my job.	-14 (45)
31. The facilities (e.g., classrooms, offices, laboratories) adequately meet my needs	**+8** (69)	50. This institution places sufficient emphasis on having diverse faculty, administrators and staff.	-14 (57)
39. This institution takes appropriate steps to protect the health and safety of faculty, staff and students.	+7 (76)	*Values in parentheses note survey scores for each question. They are included to help the reader place these positive and negative changes in context, relative to benchmarks.*	
7. I receive feedback from my supervisor/department chair that helps me.	+6 (81)		
49. This institution actively contributes to the community.	+6 (84)		

*Changes noted: +5 or more positive; -10 or more negative

**Boldfaced changes reflect overlap with Administrators.

The three areas of questions where positive response stands out for Administrative Professionals include Supervisor/Department Chair Effectiveness (80%), Faculty & Staff well-being (78%), Mission & Pride (72%), and Job satisfaction & support (70%).

The lowest scoring question categories for Administrative Professionals include Performance Management (50%), Professional Development (52%), Collaboration (53%), Confidence in Senior Leadership (55%, though with wide variation between questionnaire items), and Communication (58%).

Positive changes in response show individuals who are satisfied with the levels of support provided by the institution in terms of career advancement. The responses that swung negative for administrative professionals paint a picture of a group of individuals that perceives itself as working within some ill-defined classification that places barriers to career advancement: unsatisfactory performance evaluation processes in place, low pay, low levels of recognition for work and achievement, uncertainty surrounding career advancement guidance and support, inadequate resources to do the work satisfactorily.

One can only speculate in trying to understand these apparent contradictions. There is some evidence they represent a classification of employees divided on key issues. Or possibly poorly delineated respondent groups based on job categories. 'Issues of low performance are addressed in my department' (+18) is contrasted with 'Promotions in my department are based on a person's performance' (-34). Or 'Senior leadership shows genuine interest in the well-being of faculty, administrators and staff' (-14) with 'Our recognition and awards programs are meaningful to me' (-21) and 'I understand the necessary requirements to advance my career' (-21).

And yet there are areas of agreement as well, as the boldfaced questionnaire items from the above two tables indicate. The groups both swung positive on support with resources and orientation for new employees. Negative response swings overlapped as well on whether promotions are evidence- or merit-based, and on compensation (pay).

Readers are encouraged to examine the overall results in Appendices A – C for more detailed and question-specific responses and comparisons across job categories, and with benchmarks from the institutions recognized in the 2022 survey and EOU's comparator institutions in its Carnegie Masters (M3) category.

Faculty

There were several swings from '20 to '22 for faculty responses. However, changes may be secondary to the overall low positive response from faculty as a group (47% average, see Figure 5). In other words, some reflect positive changes, some reflect that there was little room to go in any direction but up—which nevertheless reflect improvements, though incremental. Table 6 shows both the change in percent positive response from 2020 to 2022, as well as (in parentheses below) the value from the survey. In other words, item 35, 'Our recognition and awards programs are meaningful to me,' produced a positive increase of 11%, however overall positive response was only 21%.

With respect to survey question categories:

- Between 2020 and 2022 there were decreases in positive responses in five categories assessed for faculty: Supervisor/Department Chair Effectiveness (-8%); Faculty & Staff well-being (-7%); Mission & Pride (-5%); Confidence in Senior Leadership (-2%), and Collaboration (-1%).
- The decrease in positive responses was most pronounced for Professional Development (-12%), Confidence in Senior Leadership (-16%), Supervisor/Department Chair Effectiveness (-10%), and Collaboration (-9%).

- The areas where EOU was closest to gaining honor roll success were Job satisfaction & support (19% below 2022 Honor Roll benchmark), Supervisor/Department Chair Effectiveness (23%), and Professional Development (27%).
- The areas that need the largest improvement to reach recognition include Confidence in Senior Leadership (51%), Diversity, Inclusion & Belonging (48%), Collaboration (34%), and Faculty Experience (34%).
- One area in which the faculty response greatly differed from other employees was on Diversity, Inclusion & Belonging, with faculty positive responses at 38%; the other groups scoring at 71% (Administrators), 63 (AP), and 60 (Classified).

Table 6. Significant changes in perceptions, 2020-22: Selected questions, faculty*

Question	% change (positive)	Question	% change (negative)
22. Changes that affect me are discussed prior to being implemented.	+13 (37)	36. I am proud to be part of this institution.	**-25** (48)
35. Our recognition and awards programs are meaningful to me.	+11 (21)	39. This institution takes appropriate steps to protect health and safety of faculty, staff and students.	-22 (36)
34. This institution's benefits meet my needs.	+10 (69)	50. This institution places sufficient emphasis on having diverse faculty, administrators and staff.	-19 (24)
6. I am given the opportunity to develop my skills at this institution.	+10 (59)	19. My supervisor/department chair is consistent and fair.	-10 (67)
30. **Our onboarding processes (orientation) prepare new faculty and staff to be effective.**	**+9** (23)	3. My supervisor/department chair makes their expectations clear.	-10 (67)
2. I am given the responsibility and freedom to do my job.	+9 (84)		
43. At this institution, we discuss and debate issues respectfully to get better results.	+8 (27)	*Values in parentheses note survey scores for each question. They are included to help the reader place these positive and negative changes in context, relative to benchmarks.*	
55. **The facilities (e.g., classrooms, offices, laboratories) adequately meet my needs**	**+8** (53)		
55. All things considered, this is a great place to work.	+8 (40)		
33. This institution's policies and practices give me the flexibility to manage my work and personal life.	+7 (62)		
11. I am paid fairly for my work.	+6 (26)		
16. Promotions in my department are based on a person's performance.	+6 (61)		
17. Our review process accurately measures my job performance.	+5 (55)		
4. **I am provided the resources I need to be effective in my job.**	**+5** (45)		

The highest positive response rates by question category were for Job satisfaction & support (63%), Supervisor/Department Chair Effectiveness (61%), and Faculty & Staff well-being (57%). Most responded favorably to the levels of benefits, independence and clarity on guidelines for retention and promotion. Lowest-ranked in ascending order are Confidence in Senior Leadership (20%), Diversity, Inclusion & Belonging (38%), Performance Management (40%), Collaboration and Faculty Experience (each at 43% positive response). Of pressing concern is faculty's confidence in senior leadership, where the average positive rank is *51 percentage points below* the Honor Roll benchmark. This poses a serious issue for an institution that includes 'interdependence' as a core value.

Keeping in mind that these data represent senior leadership at some point between 2020 and Spring of 2022, it is clear that the previous president's executive leadership team was very unpopular among faculty, which did not change appreciably from the 2020 survey results. The color-coding in the Master Table (Appendix A) is designed to help the reader find those areas of promise, of concern, and those suggesting somewhat urgent attention. The rift between faculty and administration warrants the latter classification.

Classified Staff

With respect to survey question categories:

▫ The results for the Non-Exempt Professional Staff (Table 7) showed much more variation. Specifically, the areas of Job satisfaction and support (9% increase), Collaboration (1%), and Confidence in Senior Leadership (1%) all showed an increase in participants reporting satisfaction. There was a decrease for Supervisor/Department Chair Effectiveness (-7%), Mission & Pride (-5%), and Professional Development (-1%).
▫ The category that was closest to reaching the benchmark for recognition was Job Satisfaction and Support (9% increase needed), followed by Performance Management (19%), and Diversity, Inclusion & Belonging (20%),
▫ The category furthest from recognition was Confidence in Senior Leadership (35% under Honor Roll benchmark).

Figure 4 shows that classified staff and faculty have similar average positive response rates (though faculty are the only category averaging below 50%). But their concerns are often different. Classified staff as a group seems to respond positively to clear and fair policies on compensation, promotion, professional development, flexibility and adequate resource support in performing the work, and creating some sense of camaraderie in the workplace, at least the immediate workplace if not with superiors or other units. However, somewhat concerning and worthy of better understanding was a drop of 10% in positive response to a question (no. 19, see Table 7) about supervisors. Both classified staff and faculty scored the institution low on protecting the well-being of students and the workforce—presumably, given the time frame (Spring '22), this likely would have referred to administration's record on crafting and enforcing policies to prevent the spread of Covid-19.

As with faculty, there were some areas showing increase in positive response from 2020. However, some of these areas—administrative interest in well-being of staff, open communication from senior leadership, and cooperation across departments—were well below 50%, so while improved, the overall perceptions are still low.

Figures 3 and 4 show that there are significant differences in response between administrative/administrative professional classifications, and faculty/classified staff. It would seem self-evident that people working in different places within the institution, hierarchically, functionally and spatially, would have different perspectives to share. But Figure 3 also shows how the trends—though differing in magnitude—suggest many of the perceptions of the institution are shared, at least in a relative manner (that is, the question categories fluctuate up and down, but in the same general directions). Appendix D shows perceptions related to the institution—only questionnaire items that included 'institution' in their wording were included. Shaded questions show areas where perceptions seem fairly positive and promising across job categories, and those where perceptions are pervasive, also span job categories, and are graded based on the darkness of shading. The areas where EOU scores well shouldn't be surprising at this point: Benefits, flexibility in work, and clarity as far as understanding how work roles meet EOU's mission. The areas of concern, where issues seem to suggest systemic and interrelated problems, involve communication, decision-making, organizational culture, and a lack of commitment to DEIB.

Table 7. Significant changes in perceptions, 2020-22: Selected questions, classified staff (non-exempt)*

Question	% change (positive)	Question	% change (negative)
1. My job makes good use of my skills and abilities	+18 (77)	16. **Promotions in my department are based on a person's performance.**	-19 (46)
55. **The facilities (e.g., classrooms, offices, laboratories) adequately meet my needs**	**+14** (74)	39. This institution takes appropriate steps to protect the health and safety of faculty, staff and students.	-16 (51)
33. This institution's policies and practices give me the flexibility to manage my work and personal life.	+13 (70)	54. This institution's culture is special - something you don't find just anywhere.	-14 (40)
6. I am given the opportunity to develop my skills at this institution.	+8 (57)	19. My supervisor/department chair is consistent and fair.	-10 (57)
26. I can count on people to cooperate across departments.	+6 (43)		
37. Senior leadership communicates openly about important matters.	+6 (41)	*Values in parentheses note survey scores for each question. They are included to help the reader place these positive and negative changes in context, relative to benchmarks.*	
37. Senior leadership shows genuine interest in the well-being of faculty, administrators and staff.	+5 (36)		
23. People in my department work well together.	+5 (70)		

*Changes noted: +5 or more positive; -10 or more negative
**Boldfaced changes reflect overlap with Administrators.

Qualitative Data Analysis

The 2020 GCTWF survey included two open-ended questions:

1. 'What do you appreciate most about working at this institution?'
2. 'What would make this institution a better place to work?'

UC members approved the creation of a sub group to analyze the open-ended comments. This group worked on both the quantitative and qualitative data analysis. Members who are listed as authors on the report include Chair Jeff Carman, Bill Grigsby, Auburn Isaak, and Sam McCumber. The charge of the group for analysis of the qualitative data was to summarize and distill respondents' comments in the aggregate, while protecting their confidentiality. During the GCTWF 2020 cycle, the data analysis group at the time sought input from the EOU Institutional Review Board (IRB) (Appendix K). The UC is still guided by this document, in terms of how to proceed and protect respondents' confidentiality. Both the UC and IRB decided it was best to not release the responses to the open-ended questions. In their statement, the IRB Committee wrote, "the Committee suggests that the UC Group and University Council as a whole should not release the raw data of the open-ended responses to the GCTWF survey. We further recommend that any public- facing report should not contain any language from the open-ended statements. Rather, the content of the open-ended statements should be paraphrased with particular attention toward leaving out any details that might identify either the survey participant or the campus community member discussed in the response."

Table 8 suggests, not surprisingly, that respondents had much more to express about what could be improved, than with what they appreciated about the workplace. That is a fairly common tendency for most organizations. Ratios of more critical to more positive comments, based on word counts, did vary however, ranging from almost 4:1 down to 2:1.

Process for analyzing qualitative data

The UC data analysis group held meetings to determine how to approach analysis of the data set. We followed the 2020 group's approach, which meant separating comments out from respondents' answers—multiple respondents had more than one observation to make, and they were often covering different topics. We determined to separate them into comments--677 separate comments, produced by 190 respondents. Not all respondents to the survey chose to provide answers to the open-ended questions (Table 1, Figures 1 & 2). The group devised a set of principles that governed how to proceed:

▫ Discuss in meetings the evidence and how decisions were made as to how observations would be categorized, and how language from the comments would be interpreted.
▫ Interpretation of language being used by respondents was an important part of the process of categorizing comments in meaningful ways. Efforts were made to have at least two group members review comments for each of the four job categories.
▫ Confidentiality/non-disclosure—no discussion with anyone, especially with respect to individuals' identities—no sharing of data set outside of the group.
▫ Analyze each of the two questions separately, and separate observations by job category.
▫ Frequency of observations—patterns and repeated sentiments mentioned in the data would carry more weight than single or isolated comments; categories of comments would be arrayed accordingly.

Table 8. Open-ended response: statistics by job category

Job category/question	Responses	Word count	No. comments
Administration / appreciate	34	883	42
Administration / improve	36	1,817	62
Faculty / appreciate	75	1,529	122
Faculty / improve	73	5,708	148
Exempt-professional / appreciate	31	596	37
Exempt-professional / improve	31	1,512	45
Non-exempt / appreciate	48	1,332	75
Non-exempt / improve	50	4,980	110
Adjunct / appreciate	16	555	19
Adjunct / improve	13	340	17
Totals	**407**	**19,252**	**677**

As the group was organized, emphasis was placed on representation of different job categories. We were able to represent three of the four categories—the exception being administrators (among whom were the first recipients of the data set in Summer 2022). Participants were co-equal members—other than the initial instructions, group members were given latitude to make observations and discuss interpretations as they saw fit.

Data were provided to the group members as pdf documents, and then converted into Word documents for ease of use, separation into comments, and organization into categories and patterns. Comments were then inserted into a spreadsheet to facilitate enumeration into the emergent categories identified by group members. The data analysis group met as members were able to discuss progress and compare notes. Each member pored through at least two of the four main job categories, compiling their tables of categories or themes, and the frequencies with which they were mentioned. The below tables present the findings of the qualitative data analysis group. Tables 9-12 represent the major themes that were expressed by each job category. Tables 13-14 at the end of this section tie together overlapping themes from the qualitative data set that are shared by all job classifications.

Open-ended comments: Administrators

Previous statements about the poor delineation of groups for the administrator and administrative ('exempt') professional job categories still apply. This limits somewhat our ability to understand the perspectives of employees within these two classifications, because we are not sure how many respondents misidentified in completing the survey. It is certain that there were mistakes, however, as based on HR's figures, administrators were, as in GCTWF 2020—overrepresented (160% in 2022; 185% in 2020).

Table 9: Open-ended comments: Administrators

Administration Theme: What do you appreciate? n=33	#
Teamwork, co-workers, collegiality	10
Place (campus, community, region, rural environment, small-scale)	9
Benefits and flexibility (to manage work-life balance)	9
Students (commitment to supporting them)	8
Supervisor (immediate, upper)	5
Other: Opportunity for professional growth (1), longtime employees (1), commitment to diversity (1), student/employee experience (1), commitment to strategic plan (1).	
Administration Theme: What can be improved? n=34	**#**
Divisions (especially between faculty/admin), 'silos,' dysfunctional organizational culture	13
Transparency (decision-making, policies [5]; poor performance mgmt. [4]; cronyism [2]	11
Compensation (pay-5 / benefits-5)	10
Leadership decision making (unresponsive, out of touch, misplaced priorities)	9
Team/community building culture, activities	4
Respect, genuine valuing of staff (morale)	4
Other: Communication across campus (2), commitment to students (2), commitment to diversity (2), promote Education College (1), promote team sports (1), commitment to strategic plan (1)	

Summary observations: Administrator, open-ended

▫ A total of 34 administrators responded to one or both open ended questions (Table 9).
▫ The most-mentioned positives were related to the immediate working environment, co-workers, the campus or community and rurality, and flexibility and benefits from compensation (but not pay).
▫ Several mentioned appreciating EOU's students, as well as supervisors (from different levels).
▫ The most-mentioned areas for improvement were related to organizational culture and divisions. A faculty/administration division was most often-mentioned; transparency in upper administration was implied in comments about a lack of transparency, lack of clarity on expectations for staff, and perceptions of cronyism in hiring and favoritism.
▫ Respondents also mentioned that pay and benefits could be improved.

Open-ended comments: Administrative ('Exempt') Professionals

Administrative Professionals, taking a wide angle view, as a group seemed to want to be able to do their jobs with a minimum of disruption, some latitude to express creativity, less interference from senior leadership where it is deemed unhelpful, and greater respect and recognition from superiors. A handful perceived faculty as primarily responsible for the leadership/faculty rift, which was a common theme and shows up directly and indirectly in some of the quantitative question results as well (such as items 43, 37, 41, 53).

Table 10. Open-ended comments: Exempt-Professionals

Administrative ('Exempt') Professional Themes: What do you appreciate? n=31	#
Leadership/ Supervisor/ Colleagues (supportive immediate office culture)	12
Flexibility to manage work-life balance	6
Working to support students	6
Place (community, rurality, campus)	6
Opportunities for creative expression, meaningful work	5
Other: Good benefits (1), Forward-thinking institutional culture (1), Serving underserved populations (1)	
Administrative ('Exempt') Professional Themes: What can be improved? n=31	**#**
Senior Leadership (competence, cronyism, communication, respect of workforce)	12
Organizational culture (lack of respect from administration, lack of diversity)	11
Pay[6] / Professional Development[2]	8
Management (inadequate staffing, little accountability)	6
Communication across campus	5
Faculty (lack of respect for administrators, divisions of roles/responsibilities)	5
Other: Refocus on commitment to students (2), updated website and information (1), shared governance needs more active participation (1), retire the mascot (1)	

Summary observations: Administrative ('Exempt') Professional, open-ended

- 31 staff identifying as Professional-Exempt responded to the question 'what do you appreciate?'
- The vast majority of comments (n=23) reflected leadership, satisfaction with supervisors and the general collegiality of the workplace. Most of these comments specified appreciation for immediate departments, units, supervisors, and colleagues.
- General satisfaction with their jobs and work, with the work of supporting students, and with the flexibility of the work they do for managing work-life balance, suggest those who responded appreciated the nature of their work and the environment/culture in which they perform it (including the place—the rural community, the campus).
- 31 Professional-Exempt staff responded to the second question, 'what could be improved?'
- The most frequently mentioned areas reflected observations on senior leadership, lack of competence, hiring practices not based on qualifications, lack of respect, poor communication, inattention to diversity, equity, inclusion and access.
- Inadequate pay and lack of professional development were mentioned, as were inadequate staffing levels. Combined with observations hinting a lack of respect and feeling undervalued, an overarching theme might be low morale.
- There was increased concern in areas relating to pay, advancement opportunities, and access to the resources needed to be successful. Many administrative professionals have long expressed concern over pay and advancement opportunities at EOU.
- Several called out members of faculty for sowing division, interfering with management responsibilities.

Open-ended comments: Faculty

Of the faculty who answered the questions, what do you appreciate, (n=75) the most mentioned theme was liking their colleagues, both faculty and staff (n=27). Faculty also mentioned how much they like their students (n=20). Place—the rural setting, geography, community and even campus/grounds—also appeared as a recurring theme (n=15). Faculty also reported appreciating academic freedom (n=14) and the flexibility/work life balance associated with teaching at EOU (n=13). The next most common theme was appreciation for the geographic location and local community outside of EOU (n=9). There were also multiple statements of appreciation for the deans (n=8). There were many comments that did not fit into specific categories. However, there were four comments about the benefits package, two comments on small classes, two comments on appreciating the freedom to speak out and the safety tenure affords faculty, and two individuals also mentioned appreciating the grounds and facilities.

Faculty members had a long list of areas they deemed to warrant improvement. The underlying theme was dissatisfaction with Administration/Senior leadership—some 74 comments mentioned aspects such as a poor understanding of higher education culture and academic quality, ineffective top-down decision-making and strategy, poor communication, with several comments calling for a change in leadership. Related were multiple observations calling for a change in the culture, including genuine action on DEIB, better communication and less 'siloing' and division between departments and colleges. Pay was mentioned by multiple respondents. The Board of Trustees was also mentioned as lacking independence or accountability.

Table 11. Open-ended comments: Faculty

Faculty Themes: What do you appreciate? n=75	#	%
Colleagues and staff, immediate workplace	27	36
Students	20	27
Geographic Location/Local Community, Campus/grounds	15	20
Academic freedom	14	19
Job flexibility, work-life balance	13	17
Deans	8	11
Other: Benefits, intimate campus and classroom setting, protections afforded by tenure		
Faculty Themes: What can be improved? n=73	**#**	**%**
Administration: Poor understanding of higher education, lacks respect for academic quality	25	34
Sexism/racism/DEIB	15	21
Administration: Top-heavy (reduce), top-down corporate structure (change)	15	21
Administration: Poor communication	15	21
Relations across colleges/departments	12	16
Compensation (pay)	11	15
Administration (new leadership)	9	12
Administration / faculty relations	8	11
Board of Trustees (lack of independence, oversight, accountability)	7	10
Administration: Strategies/goals	6	8
WES (OPM) Contract: Use escape clause	4	5
Other: Lack of trust in administration (4); Improved support for teaching (3); overreliance on adjuncts (2)		

Open-ended comments: Classified Staff

Summary observations: Classified ('non-exempt') Staff, open-ended

- 48 non-exempt employees answered the question 'What do you appreciate' (Table 11)?
- The most mentioned themes related to aspects of employment: benefits (16), work-life balance and flexibility (13), but not pay (which appears on the 'could be improved' section).
- Frequently mentioned as well was pride in their respective departments and co-workers (13) as well as their supervisors (12).
- Mentioned less frequently were appreciation of the campus community (8), of work supporting students (8), overall job satisfaction (5 + 5), affinity for place (community, campus … 4) and opportunities for professional development (4).
- 50 non-exempt employees responded to the question 'What could be improved?'

- The most mentioned theme related to dissatisfaction with upper administration/senior leadership (n=18), followed by compensation (pay), promotion guidelines and lack of professional development (17), and then poor communication (15).
- Several respondents also reported feeling underappreciated and lacking in educational opportunities and job advancement (13).
- Rounding out the 'could be improved' responses were 12 respondents calling for greater fairness in balancing athletics (too much emphasis) and academics (too little). Lack of trust/honesty (6), poor maintenance and underfunded projects (4), and a general lack of accountability and professionalism (4) were also mentioned by multiple respondents.

Table 12. Open-ended comments: Classified staff ('Non-Exempt')

Non-Exempt Theme / What do you appreciate? n=48	#
Benefits package	16
Work-life balance, job flexibility, stability	13
Department Pride and Co-Workers	13
Direct supervisor	12
Campus community	8
Supporting students	8
Job Satisfaction	5
Enjoy the job	5
Place (community, rurality)	4
Professional development/work resources	4
Other: Communication (1), Union (SEIU [1])	
Non-Exempt Theme / What could be improved? n=50	#
Upper Administration / president / lack of collaboration	18
Pay / internal promotion / lack of professional development	17
(Poor) Communication	15
Underappreciated, lack of respect, low morale	13
(Lack of) Fairness / more focus on non-athlete students	12
(Lack of) Trust / honesty	6
Outdated equipment / building maintenance	4
(Lack of) Accountability / professionalism	4
Other: Board (3), lack of work-life balance (3), lack of ADA / DEIB (2)	

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Table 13. Overlap/shared perceptions, open-ended question 1 (*What do you appreciate?*)

Appreciated	Admin (n=33)	AP (n=31)	Faculty (n=75)	Classified (n=48)	Totals for major job categories
Colleagues	10	12	27	13	**62**
Students	8	6	20	8	**42**
Flexibility	9	13	13	6	**41**
Place	9	6	15	4	**34**

Table 14. Overlap/shared perceptions, open-ended question 2 (*What could be improved?*)

Could be improved	Admin (n=34)	AP (n=31)	Faculty (n=73)	Classified (n=50)	Totals for major job categories
Administration/Senior leadership*	20	18	78	18	**134**
Organizational culture**	28	21	35	44	**128**
Compensation (pay)	5	6	11	17	**39**

*Issues related to Administration/senior leadership include: Poor communication; lack of respect/undervaluing workforce; Incompetence/poor understanding of higher education; top-down corporate decision-making/out-of-touch with workforce; lack of accountability/professionalism; lack of fairness/trust/honesty; inadequate staffing outside of Inlow Hall

**Issues related to Organizational culture include: Divisive relations across campus; toxic administrative/faculty relations; low morale; lack of diversity; poor communication across colleges/departments

Appendix A: Master Table w/ Benchmarks
Great Colleges to Work For Survey - Results Comparison by Distribution, Job Category and Benchmarks for 2022

See footnote at end for explanation of green- and red-bordered cells.

Questions in brown font represent additions from the 2020 survey—total number of items still numbers 60)

	Overall		Benchmarks		Administrator			Exempt-Professional (AP)			Faculty			Non-exempt (classified)		
	Positive rspns	Negative rspns	2022 Honor roll <3000	2022 Carnegie Masters	Administrator 2022	2022 Honor roll <3000	2022 Carnegie Masters	Exempt Professional	2022 Honor roll <3000	2022 Carnegie Masters	Faculty 2022	2022 Honor roll <3000	2022 Carnegie Masters	Non-exempt staff 2022	2022 Honor roll <3000	2022 Carnegie Masters
Total no. of survey respondents = 268, 243 minus adjunct faculty					**48**			**38**			**87**			**70**		
Question category: *Job satisfaction & support*																
1. My job makes good use of my skills and abilities.	77	9	84	80	75	88	88	82	81	81	72	86	77	77	82	77
2. I am given the responsibility and freedom to do my job.	81	6	88	84	77	90	87	84	87	85	84	87	81	74	90	86
4. I am provided the resources I need to be effective in my job.	55	16	78	61	63	82	65	45	77	64	45	76	51	61	82	75
11. I am paid fairly for my work.	36	42	62	42	35	76	56	32	58	42	26	61	38	43	51	35
24. The work I do is meaningful to me (*new question for 2022*).	85	4	92	88	77	93	92	86	88	87	85	96	89	87	87	83
31. The facilities (e.g., classrooms, offices, laboratories) adequately meet my needs	67	14	80	67	79	87	76	69	80	71	53	76	57	74	86	74
34. This institution's benefits meet my needs.	79	8	85	72	94	84	81	89	86	75	69	85	65	79	82	75
Job satisfaction & support: Average	**69**	**14**	**81**	**71**	**71**	**86**	**78**	**70**	**80**	**72**	**62**	**81**	**65**	**71**	**80**	**72**
Question category: *Professional Development*																
6. I am given the opportunity to develop my skills at this institution.	61	18	82	71	69	88	79	62	77	71	59	85	67	57	77	71
10. I understand the necessary requirements to advance my career.	64	17	78	67	60	83	72	57	70	60	80	86	73	49	69	62
28. I have access to the training I need to do my job well (*new*)	56	19	82	66	65	88	75	51	79	66	52	84	62	54	74	66
30. Our onboarding processes (orientation program) prepare new faculty and staff to be effective.	35	32	67	51	46	71	56	39	65	51	23	68	50	34	66	50
Professional Development: Average	**54**	**22**	**77**	**64**	**60**	**83**	**71**	**52**	**73**	**62**	**54**	**81**	**63**	**49**	**72**	**62**
Question category: *Faculty & Staff Well-Being*																
15. My supervisor/department chair shows genuine interest in my well-being.	72	9	89	82	73	92	85	86	89	85	70	90	78	64	83	84
33. This institution's policies and practices give me the flexibility to manage my work and personal life.	69	14	82	71	67	88	74	73	83	74	62	79	64	70	81	75
39. This institution takes appropriate steps to protect the health and safety of faculty, staff and students.	58	17	87	73	81	90	84	76	86	77	36	88	63	51	89	77
44. At work, I know where to go for help with my mental or emotional well-being.	58	25	83	72	72	91	81	73	80	74	44	83	64	52	83	76
47. My supervisor/department chair supports my efforts to balance my work and personal life.	78	7	90	83	81	91	86	81	90	85	74	88	78	74	91	87
Faculty & Staff Well-Being: Average	**67**	**14**	**86**	**76**	**75**	**90**	**82**	**78**	**86**	**79**	**57**	**86**	**69**	**62**	**85**	**80**

Appendix A: Master Table w/ Benchmarks
Great Colleges to Work For Survey - Results Comparison by Distribution, Job Category and Benchmarks for 2022

See footnote at end for explanation of green- and red-bordered cells.

Questions in brown font represent additions from the 2020 survey—total number of items still numbers 60)

	Overall		Benchmarks		Administrator			Exempt-Professional (AP)			Faculty			Non-exempt (classified)		
	Positive rspns	Negative rspns	2022 Honor roll <3000	2022 Carnegie Masters	Administrator 2022	2022 Honor roll <3000	2022 Carnegie Masters	Exempt Professional	2022 Honor roll <3000	2022 Carnegie Masters	Faculty 2022	2022 Honor roll <3000	2022 Carnegie Masters	Non-exempt staff 2022	2022 Honor roll <3000	2022 Carnegie Masters
Total number of survey respondents					**48**			**38**			**87**			**70**		
Question category: *Performance management*																
9. I am regularly recognized for my contributions.	49	29	70	58	53	76	67	54	68	61	38	70	50	54	71	63
16. Promotions in my department are based on a person's performance.	49	23	69	58	31	77	67	41	64	52	61	73	62	46	59	49
17. Our review process accurately measures my job performance.	50	21	67	57	38	78	63	59	60	56	55	70	55	47	65	57
18. Issues of low performance are addressed in my department.	46	26	67	54	55	77	65	69	63	56	24	65	45	49	70	58
35. Our recognition and awards programs are meaningful to me.	30	43	65	47	37	73	55	26	60	48	21	66	41	34	62	50
Performance Management: Average	**45**	**28**	**68**	**55**	**43**	**76**	**63**	**50**	**63**	**55**	**40**	**69**	**51**	**46**	**65**	**55**
Category: *Supervisor/Department Chair Effectiveness*																
3. My supervisor/department chair makes their expectations clear.	72	12	83	77	71	87	81	82	79	78	67	86	74	66	83	81
7. I receive feedback from my supervisor/department chair that helps me.	63	17	81	72	72	86	78	81	78	75	51	81	66	56	82	78
12. I believe what I am told by my supervisor/department chair.	68	15	84	77	75	86	83	81	82	79	60	85	72	57	81	80
19. My supervisor/department chair is consistent and fair.	68	14	83	77	71	86	82	78	79	78	67	87	74	57	82	79
20. My supervisor/department chair actively solicits my suggestions and ideas.	66	15	83	77	74	89	84	76	81	79	61	83	72	58	83	75
Supervisor/Department Chair Effectiveness: Average	**67**	**15**	**83**	**76**	**73**	**87**	**82**	**80**	**80**	**78**	**61**	**84**	**72**	**59**	**82**	**79**
Question category: *Communication*																
8. When I offer a new idea, I believe it will be fully considered.	55	22	75	65	62	84	76	70	72	69	43	73	56	54	74	67
14. I can speak up or challenge a traditional way of doing something without fear of harming my career.	59	20	75	66	60	81	76	65	73	69	51	73	57	57	78	69
21. In my department, we communicate openly about issues that impact each other's work.	67	13	80	72	77	88	82	76	78	74	62	81	66	57	74	71
22. Changes that affect me are discussed prior to being implemented.	45	23	61	52	57	68	60	51	60	51	37	60	48	36	59	54
43. At this institution, we discuss and debate issues respectfully to get better results.	35	34	72	54	43	74	64	30	69	57	27	73	47	30	74	56
Communication: Average	**52**	**22**	**73**	**62**	**60**	**79**	**72**	**58**	**70**	**64**	**44**	**72**	**55**	**47**	**72**	**63**

Appendix A: Master Table w/ Benchmarks

Great Colleges to Work For Survey - Results Comparison by Distribution, Job Category and Benchmarks for 2022

See footnote at end for explanation of green- and red-bordered cells.

Questions in brown font represent additions from the 2020 survey—total number of items still numbers 60)

	Overall		Benchmarks		Administrator			Exempt-Professional (AP)			Faculty			Non-exempt (classified)		
	Positive rspns	Negative rspns	2022 Honor roll <3000	2022 Carnegie Masters	Administrator 2022	2022 Honor roll	2022 Carnegie Masters	Exempt Professional	2022 Honor roll	2022 Carnegie Masters	Faculty 2022	2022 Honor roll	2022 Carnegie Masters	Non-exempt staff 2022	2022 Honor roll	2022 Carnegie Masters
Total number of survey respondents					48			38			87			70		
Question category: *Collaboration*																
13. We have opportunities to contribute to important decisions in my department.	63	17	80	72	71	89	82	70	76	71	61	82	71	51	75	63
23. People in my department work well together.	73	7	87	79	67	92	85	81	85	82	72	87	72	70	86	81
26. I can count on people to cooperate across departments.	45	20	70	56	50	78	63	35	67	57	40	72	51	43	62	55
42. There are sufficient opportunities to participate in institutional planning.	38	34	70	52	50	76	64	43	65	52	27	71	46	31	68	51
53. There's a sense we're all on the same team at this institution.	30	45	68	50	40	74	59	35	63	53	13	72	42	26	64	51
Collaboration: Average	**50**	**25**	**75**	**62**	**56**	**82**	**71**	**53**	**71**	**63**	**43**	**77**	**56**	**44**	**71**	**60**
Question category: *Diversity, inclusion & belonging*																
29. In my department, we welcome diversity in all of its forms.	80	6	92	86	85	95	91	76	92	88	78	92	80	79	90	89
38. This institution has clear and effective procedures for dealing with discrimination.	51	27	85	69	74	89	80	58	84	72	25	84	59	51	82	74
40. At this institution, diversity in all of its forms is valued.	52	24	87	71	65	87	77	54	85	75	26	88	62	64	87	80
46. We are making good progress towards becoming a more diverse and inclusive institution.	48	23	84	69	67	88	76	59	81	73	21	85	59	58	87	77
48. I feel a sense of belonging at this institution.	59	16	83	72	68	87	81	76	77	74	51	85	66	53	83	74
50. This institution places sufficient emphasis on having diverse faculty, administrators and staff.	48	28	84	67	65	83	74	57	81	69	24	84	59	55	89	77
Diversity, inclusion & belonging: Average	**56**	**21**	**86**	**72**	**71**	**88**	**80**	**63**	**83**	**75**	**38**	**86**	**64**	**60**	**86**	**79**
Question category: *Mission & pride*																
5. I understand how my job contributes to this institution's mission.	85	5	93	89	81	97	93	87	91	91	83	92	83	90	98	91
25. Overall, my department is a good place to work.	75	9	88	82	75	90	88	81	87	82	71	89	77	72	87	85
36. I am proud to be part of this institution.	62	12	87	76	77	91	85	73	85	79	48	86	67	57	88	80
49. This institution actively contributes to the community.	71	9	90	79	85	92	86	84	87	80	64	92	74	60	93	80
51. I would recommend working here to my family and/or friends.	57	17	82	67	73	85	77	68	80	69	40	82	58	53	84	71
54. This institution's culture is special - something you don't find just anywhere.	43	33	78	62	48	86	70	49	75	66	29	78	53	40	75	67
55. All things considered, this is a great place to work.	56	19	84	68	65	86	79	65	83	72	40	84	57	57	82	75
Mission & pride: Average	**64**	**15**	**86**	**75**	**72**	**90**	**83**	**72**	**84**	**77**	**54**	**86**	**67**	**61**	**87**	**78**

University Council Assessment: Report on Great Colleges to Work For 2022 Survey

Appendix A: Master Table w/ Benchmarks

Great Colleges to Work For Survey - Results Comparison by Distribution, Job Category and Benchmarks for 2022

See footnote at end for explanation of green- and red-bordered cells.

Questions in brown font represent additions from the 2020 survey—total number of items still numbers 60)

	Overall		Benchmarks		Administrator			ExempAt-Professional (AP)			Faculty			Non-exempt (classified)		
	Positive rspns	Negative rspns	2022 Honor roll <3000	2022 Carnegie Masters	Administrator 2022	2022 Honor roll <3000	2022 Carnegie Masters	Exempt Professional 2022	2022 Honor roll <3000	2022 Carnegie Masters	Faculty 2022	2022 Honor roll <3000	2022 Carnegie Masters	Non-exempt staff 2022	2022 Honor roll <3000	2022 Carnegie Masters
Total number of survey respondents					48			38			87			70		
Question category: *Confidence in Senior Leadership*																
27. Senior leadership provides a clear direction for this institution's future.	41	32	69	54	57	77	64	44	68	58	24	67	43	38	68	59
32. Senior leadership has the knowledge, skills and experience necessary for institutional success.	46	28	78	63	63	83	75	57	78	69	23	75	49	45	83	69
37. Senior leadership shows genuine interest in the well-being of faculty, administrators and staff.	42	35	75	58	55	84	70	65	74	62	18	73	47	36	73	61
41. Senior leadership communicates openly about important matters.	37	33	68	53	48	75	64	49	64	57	15	66	42	41	73	57
42. I believe what I am told by senior leadership.	45	29	73	59	67	83	72	65	70	64	23	71	47	36	77	63
52. This institution is well run.	41	28	75	56	58	77	68	51	75	60	18	74	45	41	75	59
Confidence in Senior Leadership: Average	42	31	73	57	58	80	69	55	72	62	20	71	46	40	75	61
Question category: *Faculty Experience*																
56. The role of faculty in shared governance is clearly stated and publicized. (*Faculty Only*)	52	24	78	56							45	78	56			
57. Faculty are appropriately involved in decisions related to the education program (e.g., curriculum development, evaluation). (*Faculty Only*)	44	30	79	60							38	79	60			
58. There is appropriate recognition of innovative and high quality teaching. (*Faculty Only*)	31	42	75	51							22	75	51			
59. Advancement and promotion processes are clear. (*Faculty-Only*)	66	13	81	64							70	81	64			
60. There is a good balance of teaching, service and research at this institution. (*Faculty Only*)	44	33	74	51							38	74	51			
Faculty Experience: Average	47	28	77	56							43	77	56			
Overall Survey Average 1 - 60	56	21	79	66							47	79	61			
Overall Survey Average 1 - 55	57	20	79	67	64	84	75	64	77	69	47	80	61	55	78	70

Appendix B

Great Colleges to Work For Survey - Results Comparison by Distribution and Job Category over time, 2020 – 2022

- Administrator (20% of sample, 48/243 respondents)
- Exempt-professional (Admin. Prof., 16% of sample n = 38)
- Faculty (36% of respondents; n = 87)
- Non-exempt (Classified; 29%, n = 70)
- Adjunct faculty (9% of 268 total, n = 25—see below*)

	Overall		Average Benchmarks		Administrator (20% n=48)			Exempt-Prof. (AP); 16% n=38			Faculty 36% n=87 (excl. adjuncts);			Non-exempt (classified); 29%n=70		
	Positive response	Negative response	2022 Honor roll <3000	2022 Carnegie Masters	2020 positive responses	2022 positive responses	% change	2020 positive responses	2022 positive responses	% change	2020 positive responses	2022 positive responses	% change	2020 positive responses	2022 positive responses	% change
Total number of survey respondents (243)						48			38			87			70	
Question category: *Job satisfaction & support*																
1. My job makes good use of my skills and abilities.	77	9	84	80	84	75	-9	78	82	+4	75	72	-3	59	77	+18
2. I am given the responsibility and freedom to do my job.	81	6	88	84	78	77	-1	82	84	+2	75	84	+9	69	74	+5
4. I am provided the resources I need to be effective in my job.	55	16	78	61	65	63	-2	59	45	-14	40	45	+5	59	61	+2
11. I am paid fairly for my work.	36	42	62	42	62	35	-27	63	32	-31	20	26	+6	49	43	-6
24. The work I do is meaningful to me (*new question for 2022*).	85	4	92	88		77			86			85			87	
31. The facilities (e.g., classrooms, offices, laboratories) adequately meet my needs	67	14	80	67	73	79	+6	61	69	+8	45	53	+8	60	74	+14
34. This institution's benefits meet my needs.	79	8	85	72	92	94	+2	76	89	+13	59	69	+10	78	79	+1
Job satisfaction & support: Average	**69**	**14**	**81**	**71**	**76**	**71**		**70**	**70**		**52**	**62**		**62**	**71**	
Question category: *Professional Development*																
6. I am given the opportunity to develop my skills at this institution.	61	18	82	71	73	69	-4	76	62	-14	49	59	+10	49	57	+8
10. I understand the necessary requirements to advance my career.	64	17	78	67	78	60	-18	78	57	-21	83	80	-3	47	49	+2
28. I have access to the training I need to do my job well (*new*)	56	19	82	66		65			51			52			54	
30. Our onboarding processes (orientation program) prepare new faculty and staff to be effective.	35	32	67	51	34	46	+12	27	39	+12	14	23	+9	38	34	-4
Professional Development: Average	**54**	**22**	**77**	**64**	**62**	**60**		**60**	**52**		**49**	**54**		**45**	**49**	
Question category: *Faculty & Staff Well-Being*																
15. My supervisor/department chair shows genuine interest in my well-being.	72	9	89	82		73			86			70			64	
33. This institution's policies and practices give me the flexibility to manage my work and personal life.	69	14	82	71	89	67	-22	69	73	+4	55	62	+7	57	70	+13
39. This institution takes appropriate steps to protect the health and safety of faculty, staff and students.	58	17	87	73	81	81	0	69	76	+7	58	36	-22	67	51	-16
44. At work, I know where to go for help with my mental or emotional well-being.	58	25	83	72		72			73			44			52	
47. My supervisor/department chair supports my efforts to balance my work and personal life.	78	7	90	83	89	81	-8	86	81	-5	80	74	-6	80	74	-6
Faculty & Staff Well-Being: Average	**67**	**14**	**86**	**76**	**86**	**75**		**75**	**78**		**64**	**57**		**68**	**62**	

Great Colleges to Work For Survey - Results Comparison by Distribution and Job Category over time, 2020 – 2022

Red cells indicate a negative change > 10%; green cells a positive change > 5%; blank cells a question replaced in the '22 survey.

	Overall		Benchmarks		Administrator			Exempt-Professional (AP)			Faculty			Non-exempt (classified)		
	Positive response	Negative response	2022 Honor roll <3000	2022 Carnegie Masters	2020 positive responses	2022 positive responses	% change	2020 positive responses	2022 positive responses	% change	2020 positive responses	2022 positive responses	% change	2020 positive responses	2022 positive responses	% change
Total number of survey respondents																
Question category: *Performance management*																
9. I am regularly recognized for my contributions.	49	29	70	58	59	53	-6	63	54	-9	37	38	+1	53	54	+1
16. Promotions in my department are based on a person's performance.	49	23	69	58	78	31	-57	75	41	-34	55	61	+6	65	46	-19
17. Our review process accurately measures my job performance.	50	21	67	57	61	38	-23	58	59	+1	50	55	+5	52	47	-5
18. Issues of low performance are addressed in my department.	46	26	67	54	53	55	+2	51	69	+18	28	24	-4	55	49	-6
35. Our recognition and awards programs are meaningful to me.	30	43	65	47	42	37	-5	47	26	-21	10	21	+11	33	34	+1
Performance Management: Average	**45**	**28**	**68**	**55**	**59**	**43**		**59**	**50**		**36**	**40**		**52**	**46**	
Category: *Supervisor/Department Chair Effectiveness*																
3. My supervisor/department chair makes their expectations clear.	72	12	83	77	73	71	-2	73	82	+9	77	67	-10	65	66	+1
7. I receive feedback from my supervisor/department chair that helps me.	63	17	81	72	76	72	-4	75	81	+6	58	51	-7	65	56	-9
12. I believe what I am told by my supervisor/department chair.	68	15	84	77	86	75	-11	80	81	+1	64	60	-4	65	57	-8
19. My supervisor/department chair is consistent and fair.	68	14	83	77	81	71	-10	80	78	-2	77	67	-10	67	57	-10
20. My supervisor/department chair actively solicits my suggestions and ideas.	66	15	83	77	81	74	-7	76	76	0	69	61	-8	65	58	-7
Supervisor/Department Chair Effectiveness: Average	**67**	**15**	**83**	**76**	**79**	**73**		**77**	**80**		**69**	**61**		**65**	**59**	
Question category: *Communication*																
8. When I offer a new idea, I believe it will be fully considered.	55	22	75	65	73	62	-11	73	70	-3	43	43	0	55	54	-1
14. I can speak up or challenge a traditional way of doing something without fear of harming my career.	59	20	75	66		60			65			51			57	
21. In my department, we communicate openly about issues that impact each other's work.	67	13	80	72	83	77	-6	74	76	+2	65	62	-3	61	57	-4
22. Changes that affect me are discussed prior to being implemented.	45	23	61	52	58	57	-1	43	51	+8	24	37	+13	37	36	-1
43. At this institution, we discuss and debate issues respectfully to get better results.	35	34	72	54	38	43	+5	33	30	-3	19	27	+8	33	30	-3
Communication: Average	**52**	**22**	**73**	**62**	**63**	**60**		**56**	**58**		**38**	**44**		**47**	**47**	

Great Colleges to Work For Survey - Results Comparison by Distribution and Job Category over time, 2020 – 2022

Red cells indicate a negative change > 10%; green cells a positive change > 5%; blank cells a question replaced in the '22 survey.

	Overall		Benchmarks		Administrator			Exempt-Professional (AP)			Faculty			Non-exempt (classified)		
	Positive response	Negative response	2022 Honor roll <3000	2022 Carnegie Masters	2020 positive responses	2022 positive responses	% change	2020 positive responses	2022 positive responses	% change	2020 positive responses	2022 positive responses	% change	2020 positive responses	2022 positive responses	% change
Total number of survey respondents																
Question category: *Collaboration*																
13. We have opportunities to contribute to important decisions in my department.	63	17	80	72	78	71	-7	75	70	-5	66	61	-5	57	51	-6
23. People in my department work well together.	73	7	87	79	86	67	-19	71	81	+10	76	72	-4	65	70	+5
26. I can count on people to cooperate across departments.	45	20	70	56	43	50	+7	41	35	-6	36	40	+4	37	43	+6
42. There are sufficient opportunities to participate in institutional planning.	38	34	70	52		50			43			27			31	
53. There's a sense we're all on the same team at this institution.	30	45	68	50	38	40	+2	31	35	+4	17	13	-4	24	26	+2
Collaboration: Average	**50**	**25**	**75**	**62**	61	**56**		**55**	**53**		**44**	**43**		**49**	**44**	
Question category: *Diversity, inclusion & belonging*																
29. In my department, we welcome diversity in all of its forms.	80	6	92	86		85			76			78			79	
38. This institution has clear and effective procedures for dealing with discrimination.	51	27	85	69		74			58			25			51	
40. At this institution, diversity in all of its forms is valued.	52	24	87	71		65			54			26			64	
46. We are making good progress towards becoming a more diverse and inclusive institution.	48	23	84	69		67			59			21			58	
48. I feel a sense of belonging at this institution.	59	16	83	72		68			76			51			53	
50. This institution places sufficient emphasis on having diverse faculty, administrators and staff.	48	28	84	67	73	65	-8	69	57	-12	43	24	-19	54	55	+1
Diversity, inclusion & belonging: Average	**56**	**21**	**86**	**72**		**71**			**63**			**38**			**60**	
Question category: *Mission & pride*																
5. I understand how my job contributes to this institution's mission.	85	5	93	89	95	81	-14	94	87	-7	80	83	+3	88	90	+2
25. Overall, my department is a good place to work.	75	9	88	82	89	75	-14	84	81	-3	77	71	-6	71	72	+1
36. I am proud to be part of this institution.	62	12	87	76	41	77	+36	82	73	-9	73	48	-25	59	57	-2
49. This institution actively contributes to the community.	71	9	90	79	86	85	-1	78	84	+6	61	64	+3	60	60	0
51. I would recommend working here to my family and/or friends.	57	17	82	67		73			68			40			53	
54. This institution's culture is special - something you don't find just anywhere.	43	33	78	62	54	48	-6	55	49	-6	31	29	-2	54	40	-14
55. All things considered, this is a great place to work.	56	19	84	68	78	65	-13	67	65	-2	32	40	+8	59	57	-2
Mission & pride: Average	**64**	**15**	**86**	**75**	**74**	**72**		**77**	**72**		**59**	**54**		**65**	**61**	

University Council Assessment: Report on Great Colleges to Work For 2022 Survey

Appendix B **Great Colleges to Work For Survey - Results Comparison by Distribution and Job Category over time, 2020 – 2022** Red cells indicate a negative change > 10%; green cells a positive change > 5%; blank cells a question replaced in the '22 survey.	Overall		Benchmarks		Administrator			Exempt-Professional (AP)			Faculty			Non-exempt (classified)		
	Positive response	Negative response	2022 Honor roll <3000	2022 Carnegie Masters	2020 positive responses	2022 positive responses	% change	2020 positive responses	2022 positive responses	% change	2020 positive responses	2022 positive responses	% change	2020 positive responses	2022 positive responses	% change
Total number of survey respondents																
Question category: *Confidence in Senior Leadership*																
27. Senior leadership provides a clear direction for this institution's future.	41	32	69	54	68	57	-9	59	44	-15	23	24	+1	39	38	-1
32. Senior leadership has the knowledge, skills and experience necessary for institutional success.	46	28	78	63	76	63	-13	61	57	-4	24	23	-1	44	45	+1
37. Senior leadership shows genuine interest in the well-being of faculty, administrators and staff.	42	35	75	58	68	55	-13	51	65	+14	19	18	-1	31	36	+5
41. Senior leadership communicates openly about important matters.	37	33	68	53	73	48	-25	55	49	-6	19	15	-4	35	41	+6
42. I believe what I am told by senior leadership.	45	29	73	59	78	67	-11	53	65	+12	23	23	0	32	36	+4
52. This institution is well run.	41	28	75	56	76	58	-18	53	51	-2	23	18	-5	40	41	+1
Confidence in Senior Leadership: Average	**42**	**31**	**73**	**57**	**73**	**58**		**55**	**55**		**22**	**20**		**37**	**40**	
Question category: *Faculty Experience*																
56. The role of faculty in shared governance is clearly stated and publicized. (Faculty Only)	52	24	78	56							39	45	+6			
57. Faculty are appropriately involved in decisions related to the education program (e.g., curriculum development, evaluation). (Faculty Only)	44	30	79	60							41	38	-3			
58. There is appropriate recognition of innovative and high quality teaching. (Faculty Only)	31	42	75	51							28	22	-6			
59. Advancement and promotion processes are clear. (Faculty-Only)	66	13	81	64								70				
60. There is a good balance of teaching, service and research at this institution. (Faculty Only)	44	33	74	51							34	38	+4			
Faculty Experience: Average	**47**	**28**	**77**	**56**							**36**	**43**				
Overall Survey Average 1 - 60	**56**	**21**	**79**	**66**								**47**				
Overall Survey Average 1 - 55	**57**	**20**	**79**	**67**		**64**			**64**			**47**			**55**	

Appendix C: Survey item averages

Question categories and questionnaire items	above/equal to lowest BM	w/in five % pts of lowest BM	6% - 15% below lowest BM	16-30% below lowest BM	30% or more below lowest BM
Job satisfaction/support (link)					
1. My job makes good use of my skills and abilities.		77% (80)			
2. I am given the responsibility and freedom to do my job.		81% (84)			
4. I am provided the resources I need to be effective in my job.			55% (61)		
11. I am paid fairly for my work.			36% (42)		
24. The work I do is meaningful to me.		85% (88)			
31. The facilities (e.g., classrooms, offices, laboratories) adequately meet my needs	67% (67)				
34. This institution's benefits meet my needs.	79% (72)				
Professional Development (link)					
6. I am given the opportunity to develop my skills at this institution.			61% (71)		
10. I understand the necessary requirements to advance my career.		64% (67)			
28. I have access to the training I need to do my job well (*new*)			56% (66)		
30. Our onboarding processes (orientation program) prepare new faculty and staff to be effective.				35% (51)	
Faculty & Staff well-being (link)					
15. My supervisor/department chair shows genuine interest in my well-being.			72% (82)		
33. This institution's policies and practices give me the flexibility to manage my work and personal life.		69% (71)			
39. This institution takes appropriate steps to protect the health and safety of faculty, staff and students.			58% (73)		
44. At work, I know where to go for help with my mental or emotional well-being.			58% (72)		
47. My supervisor/department chair supports my efforts to balance my work and personal life.		78% (83)			
Performance management (new category) (link)					
9. I am regularly recognized for my contributions.			49% (58)		
16. Promotions in my department are based on a person's performance.			49% (58)		
17. Our review process accurately measures my job performance.			50% (57)		
18. Issues of low performance are addressed in my department.			46% (54)		
35. Our recognition and awards programs are meaningful to me.				30% (47)	
Supervisor/Department Chair effectiveness (link)					
3. My supervisor/department chair makes their expectations clear.		72% (77)			
7. I receive feedback from my supervisor/department chair that helps me.			63% (72)		
12. I believe what I am told by my supervisor/department chair.			68% (77)		
19. My supervisor/department chair is consistent and fair.			68% (77)		
20. My supervisor/department chair actively solicits my suggestions and ideas.			66% (77)		

University Council Assessment: Report on Great Colleges to Work For 2022 Survey

Question categories and questionnaire items	above/equal to lowest BM	w/in five % pts of lowest BM	6% - 15% below lowest BM	16-30% below lowest BM	30% or more below lowest BM
Communication (link)					
8. When I offer a new idea, I believe it will be fully considered.			55% (65)		
14. I can speak up or challenge a traditional way of doing something without fear of harming my career.			59% (66)		
21. In my dept., we communicate openly about issues that impact each other's work.		67% (72)			
22. Changes that affect me are discussed prior to being implemented.			45% (52)		
43. At this institution, we discuss and debate issues respectfully to get better results.				35% (54)	
Collaboration (link)					
13. We have opportunities to contribute to important decisions in my department.			63% (72)		
23. People in my department work well together.			73% (79)		
26. I can count on people to cooperate across departments.			45% (56)		
42. There are sufficient opportunities to participate in institutional planning.			38% (52)		
53. There's a sense we're all on the same team at this institution.				30% (50)	
Diversity, Inclusion & belonging (link)					
29. In my department, we welcome diversity in all of its forms.			80% (86)		
38. This institution has clear and effective procedures for dealing with discrimination.				51% (69)	
40. At this institution, diversity in all of its forms is valued.				52% (71)	
46. We are making good progress towards becoming a more diverse and inclusive institution.				48% (69)	
48. I feel a sense of belonging at this institution.			59% (72)		
50. This institution places sufficient emphasis on having diverse faculty, administrators and staff.				48% (67)	
Mission & pride (link)					
5. I understand how my job contributes to this institution's mission.		85% (89)			
25. Overall, my department is a good place to work.			75% (82)		
36. I am proud to be part of this institution.			62% (76)		
49. This institution actively contributes to the community.			71% (79)		
51. I would recommend working here to my family and/or friends.			57% (67)		
54. This institution's culture is special - something you don't find just anywhere.				43% (62)	
55. All things considered, this is a great place to work.			56% (68)		
Confidence in Senior leadership (link)					
27. Senior leadership provides a clear direction for this institution's future.			41% (54)		
32. Senior leadership has the knowledge, skills and experience necessary for institutional success.				46% (63)	
37. Senior leadership shows genuine interest in the well-being of faculty, administrators and staff.				42% (58)	
41. Senior leadership communicates openly about important matters.				37% (53)	
42. I believe what I am told by senior leadership.			45% (59)		
52. This institution is well run.			41% (56)		

Question categories and questionnaire items	above/equal to lowest BM	w/in five % pts of lowest BM	6% - 15% below lowest BM	16-30% below lowest BM	>30% below lowest BM
Faculty experience (only faculty responses were counted) (link)					
56. The role of faculty in shared governance is clearly stated and publicized. (Faculty Only)		52% (56)			
57. Faculty are appropriately involved in decisions related to the education program (e.g., curriculum development, evaluation). (Faculty Only)				44% (60)	
58. There is appropriate recognition of innovative and high quality teaching. (Faculty Only)				31% (51)	
59. Advancement and promotion processes are clear. (Faculty-Only)	66% (64)				
60. There is a good balance of teaching, service and research at this institution. (Faculty Only)			44% (51)		
Totals	**3 (1 in '20)**	**10 (14 in '20)**	**33 (19 in '20)**	**14(23 in '20)**	**0 (3 in '20)**

This table represents the average scores for all 60 questionnaire items, across all job categories, and their location relative to the GCTWF benchmarks (BM). It uses the lowest benchmark — 'Carnegie Masters'. The 'Honor Roll' category averages are significantly higher than Carnegie Masters. Specific questionnaire items are hyperlinked to the full results across job categories. Percents in the header refer to positive responses (meaning either 'Strongly agree' or 'Somewhat agree'). Scoring to the left on the scale is preferable—the further to the right one goes (and the darker the shading), the further away scores are from the institutions receiving the lower recognition, 'Carnegie Masters'.

Appendix D: Institutional perceptions

Great Colleges to Work For Survey - Observations on the Institution Job Category and Benchmarks, 2022

See endnote for explanation of green- and red-bordered cells.

Includes all questions that mention 'institution'

	Overall		Benchmarks		Administrator			Exempt-Professional (AP)			Faculty			Non-exempt (classified)		
	Positive rspns	Negative rspns	2022 Honor roll <3000	2022 Carnegie Masters	Administrator 2022	2022 Honor roll <3000	2022 Carnegie Masters	Exempt Professional	2022 Honor roll <3000	2022 Carnegie Masters	Faculty 2022	2022 Honor roll <3000	2022 Carnegie Masters	Non-exempt staff 2022	2022 Honor roll <3000	2022 Carnegie Masters
Total no. of survey respondents = 268, 243 minus adjunct faculty					48			38			87			70		
34. This institution's benefits meet my needs.	79	8	85	72	94	84	81	89	86	75	69	85	65	79	82	75
6. I am given the opportunity to develop my skills at this institution.	61	18	82	71	69	88	79	62	77	71	59	85	67	57	77	71
33. This institution's policies and practices give me the flexibility to manage my work and personal life.	69	14	82	71	67	88	74	73	83	74	62	79	64	70	81	75
39. This institution takes appropriate steps to protect the health and safety of faculty, staff and students.	58	17	87	73	81	90	84	76	86	77	36	88	63	51	89	77
43. At this institution, we discuss and debate issues respectfully to get better results.	35	34	72	54	43	74	64	30	69	57	27	73	47	30	74	56
42. There are sufficient opportunities to participate in inst. planning.	38	34	70	52	50	76	64	43	65	52	27	71	46	31	68	51
53. There's a sense we're all on the same team at this institution.	30	45	68	50	40	74	59	35	63	53	13	72	42	26	64	51
27. Senior leadership provides clear direction for institution's future.	41	32	69	54	57	77	64	44	68	58	24	67	43	38	68	59
32. Senior leadership has the knowledge, skills and experience necessary for institutional success.	46	28	78	63	63	83	75	57	78	69	23	75	49	45	83	69
52. This institution is well run.	41	28	75	56	58	77	68	51	75	60	18	74	45	41	75	59
5. I understand how my job contributes to this institution's mission.	85	5	93	89	81	97	93	87	91	91	83	92	83	90	98	91
36. I am proud to be part of this institution.	62	12	87	76	77	91	85	73	85	79	48	86	67	57	88	80
49. This institution actively contributes to the community.	71	9	90	79	85	92	86	84	87	80	64	92	74	60	93	80
54. This institution's culture is special - you don't find just anywhere.	43	33	78	62	48	86	70	49	75	66	29	78	53	40	75	67
38. This institution has clear and effective procedures for dealing with discrimination.	51	27	85	69	74	89	80	58	84	72	25	84	59	51	82	74
40. At this institution, diversity in all of its forms is valued.	52	24	87	71	65	87	77	54	85	75	26	88	62	64	87	80
46. We are making good progress towards becoming a more diverse and inclusive institution.	48	23	84	69	67	88	76	59	81	73	21	85	59	58	87	77
48. I feel a sense of belonging at this institution.	59	16	83	72	68	87	81	76	77	74	51	85	66	53	83	74
50. This institution places sufficient emphasis on having diverse faculty, administrators and staff.	48	28	84	67	65	83	74	57	81	69	24	84	59	55	89	77
60. There is a good balance of teaching, service and research at this institution. (*Faculty Only*)	44	33	74	51							38	74	51			
Overall Average	**53**	**23**	**81**	**66**	68	85	75	63	79	70	**43**	**81**	**58**	56	81	71

Appendix E

Higher Education
WORKPLACE

TREND SUMMARY 2022

Link to report

2022 GREAT COLLEGES TO WORK FOR.

PREPARED BY
ModernThink

[(report link)](report link)

Appendix F: EOU summaries compared to benchmarks

ModernThink

Eastern Oregon University
2022 ModernThink Higher Education Insight Survey
Topline Survey Results - Full Data Set

2022 GREAT COLLEGES TO WORK FOR

Response Rate

62.6%	Response Rate
428	Surveys Sent
268	Total Respondents

62.6%

Poor	Warrants Attention	Fair to Mediocre	Good	Very Good to Excellent
0% - 44%	45% - 54%	55% - 64%	65% - 74%	75% - 100%

	OVERALL	2022 Honor Roll <3000	2022 Carnegie Master's
Job Satisfaction & Support	69%	81%	71%
Professional Development	54%	77%	64%
Faculty & Staff Well-being	67%	86%	76%
Performance Management	45%	68%	55%
Supervisor/Department Chair Effectiveness	67%	83%	76%
Communication	52%	73%	62%
Collaboration	50%	75%	62%
Diversity, Inclusion & Belonging	56%	86%	72%
Mission & Pride	64%	86%	75%
Confidence in Senior Leadership	42%	73%	57%
Survey Average (1 - 55)	57%	79%	67%

*Results in the first column (two if you participated in the program last year) of the table reflect your institution's average percent positive for each survey dimension, that is, the percentage of your faculty and staff that responded "Strongly Agree" or "Agree" to the statements comprising each dimension. The benchmarks also show average percent positive responses.

Appendix G: Summaries by job category

ModernThink

Eastern Oregon University
2022 ModernThink Higher Education Insight Survey
Topline Survey Results by Job Category - Full Data Set

2022 GREAT COLLEGES TO WORK FOR®

Response Distribution

18%	48	**A**dministrator
14%	38	**E**xempt Professional Staff
26%	70	**N**on-exempt Staff
32%	87	**F**aculty
9%	25	**A**djunct Faculty

Poor	Warrants Attention	Fair to Mediocre	Good	Very Good to Excellent
0% - 44%	45% - 54%	55% - 64%	65% - 74%	75% - 100%

	OVERALL	Administrator	Exempt Professional Staff	Non-exempt Staff	Faculty	Adjunct Faculty
Job Satisfaction & Support	69%	71%	70%	71%	62%	78%
Professional Development	54%	60%	52%	49%	54%	64%
Faculty & Staff Well-being	67%	75%	78%	62%	57%	85%
Performance Management	45%	43%	50%	46%	40%	56%
Supervisor/Department Chair Effectiveness	67%	73%	80%	59%	61%	84%
Communication	52%	60%	58%	47%	44%	79%
Collaboration	50%	56%	53%	44%	43%	77%
Diversity, Inclusion & Belonging	56%	71%	63%	60%	38%	80%
Mission & Pride	64%	72%	72%	61%	54%	85%
Confidence in Senior Leadership	42%	58%	55%	40%	20%	81%
Survey Average (1 - 55)	57%	64%	64%	55%	47%	78%

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

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University Council Assessment: Report on Great Colleges to Work For 2022 Survey

ModernThink

Eastern Oregon University
2022 ModernThink Higher Education Insight Survey
Topline Survey Results by Faculty - Full Data Set

2022 GREAT COLLEGES TO WORK FOR

Poor	Warrants Attention	Fair to Mediocre	Good	Very Good to Excellent
0% - 44%	45% - 54%	55% - 64%	65% - 74%	75% - 100%

	OVERALL	2022 Honor Roll Faculty+Adjunct Faculty Aggregate <3000	Faculty	2022 Honor Roll Faculty+Adjunct Faculty Aggregate <3000 Faculty	Adjunct Faculty	2022 Honor Roll Faculty+Adjunct Faculty Aggregate <3000 Adjunct Faculty
Job Satisfaction & Support	65%	81%	62%	81%	78%	*
Professional Development	56%	81%	54%	81%	64%	*
Faculty & Staff Well-being	63%	86%	57%	86%	85%	*
Performance Management	43%	69%	40%	69%	56%	*
Supervisor/Department Chair Effectiveness	66%	84%	61%	84%	84%	*
Communication	50%	72%	44%	72%	79%	*
Collaboration	49%	77%	43%	77%	77%	*
Diversity, Inclusion & Belonging	46%	86%	38%	86%	80%	*
Mission & Pride	60%	86%	54%	86%	85%	*
Confidence in Senior Leadership	33%	71%	20%	71%	81%	*
Faculty Experience	47%	77%	43%	77%	69%	*
Survey Average (1 - 60)	53%	79%	47%	79%	77%	*

*The first column aggregates the average percent positive for your Faculty and Adjunct Faculty, that is, the percentage that responded "Strongly Agree" or "Agree" to the statements comprising each dimension. The benchmark columns comprise Faculty and Adjunct Faculty data from four-year Honor Roll institutions in your size category. Too few Adjuncts at four-year colleges are available to provide a benchmark.

Appendix I: Positive response rates over time

Positive response rates over time: Across all job categories *						
Question category	Current 2022 Percentage of positive responses	Percentage in 2018	Percentage in 2020	Percentage change from 2020 to 2022	Percentage needed to meet recognition from ModernThink	Percentage improvement needed to meet recognition.
Job Satisfaction and Support	69%	61%	69%	0%	81%	12%
Professional Development	54%	60%	66%	-12%	77%	23%
Supervisor/Department Chair Effectiveness	67%	64%	73%	-6%	83%	16%
Communication	52%	44%	49%	3%	73%	21%
Collaboration	50%	48%	52%	-2%	75%	25%
Confidence in Senior Leadership	42%	43%	44%	-2%	73%	31%
Mission & Pride	64%	62%	66%	-2%	86%	22%
Faculty and Staff Well-being	67%	These cells are empty because the question categories are new to the 2022 version of the survey.			86%	19%
Performance Management	45%				68%	23%
Diversity, Inclusion & Belonging	56%				86%	30%
Faculty Experience	42%				73%	31%
Overall	**57%**	**52%**	**56%**	**1%**	**79%**	**22%**

*Includes adjunct faculty.

Positive response rates over time: Administrator						
Question category	Current 2022 Percentage of Positive Responses	Percentage in 2018	Percentage in 2020	Percentage change from 2020 to 2022	Percentage needed to meet recognition from ModernThink	Percentage Improvement needed to meet recognition.
Job Satisfaction and Support	71%	80%	76%	-5%	86%	15%
Professional Development	60%	82%	76%	-16%	83%	23%
Supervisor/Department Chair Effectiveness	73%	82%	82%	-9%	87%	14%
Communication	60%	69%	63%	-3%	79%	19%
Collaboration	56%	65%	61%	-5%	82%	26%
Confidence in Senior Leadership	58%	82%	74%	-16%	80%	22%
Mission & Pride	72%	86%	78%	-6%	90%	18%
Faculty and Staff Well-being	75%	These cells are empty because the question categories are new to the 2022 version of the survey.			90%	15%
Performance Management	43%				76%	33%
Diversity, Inclusion & Belonging	71%				88%	17%
Overall	**64%**	**77%**	**71%**	**-5%**	**84%**	**20%**

University Council Assessment: Report on Great Colleges to Work For 2022 Survey

Positive rates over time: Administrative ('Exempt') Professional						
Question category	Current 2022 Percentage of Positive Responses	Percentage in 2018	Percentage in 2020	Percentage change from 2020 to 2022	Percentage needed to meet recognition from ModernThink	Percentage Improvement needed to meet recognition.
Job Satisfaction and Support	70%	65%	73%	-3%	80%	10%
Professional Development	52%	59%	77%	-25%	73%	21%
Supervisor/Department Chair Effectiveness	80%	78%	79%	1%	80%	0%
Communication	58%	53%	56%	2%	70%	12%
Collaboration	53%	58%	55%	-2%	71%	18%
Confidence in Senior Leadership	55%	63%	57%	-2%	72%	17%
Mission & Pride	72%	78	76	-4%	84%	12%
Faculty and Staff Well-being	78%	These cells are empty because the question categories are new to the 2022 version of the survey.			86%	12%
Performance Management	50%				63%	13%
Diversity, Inclusion & Belonging	63%				83%	20%
Overall	64%	65%	63%	1%	77%	13%

Positive rates over time: Faculty						
Question category	Current 2022 Percentage of Positive Responses	Percentage in 2018	Percentage in 2020	Percentage change from 2020 to 2022	Percentage needed to meet recognition from ModernThink	Percentage Improvement needed to meet recognition.
Job Satisfaction and Support	62%	45%	63%	-1%	81%	19%
Professional Development	54%	50%	66%	-12%	81%	27%
Supervisor/Department Chair Effectiveness	61%	50%	71%	-10%	84%	23%
Communication	44%	44%	49%	-5%	72%	28%
Collaboration	43%	48%	52%	-9%	77%	34%
Confidence in Senior Leadership	20%	15%	23%	-3%	71%	51%
Mission & Pride	54%	44%	52%	2%	86%	22%
Faculty and Staff Well-being	57%	These cells are empty because the question categories are new to the 2022 version of the survey.			86%	29%
Performance Management	40%				69%	29%
Diversity, Inclusion & Belonging	38%				86%	48%
Faculty Experience	43%				77%	34%
Overall	47%	32%	45%	2%	79%	32%

University Council Assessment: Report on Great Colleges to Work For 2022 Survey

Positive rates over time: Classified ('Non-Exempt') Professional Staff						
	Current 2022 Percentage of Positive Responses	Percentage in 2018	Percentage in 2020	Percentage change from 2020 to 2022	Percentage needed to meet recognition from ModernThink	Percentage Improvement needed to meet recognition.
Job Satisfaction and Support	71%	57%	62%	9%	80%	9%
Professional Development	49%	44%	48%	-1%	72%	23%
Supervisor/Department Chair Effectiveness	59%	49%	66%	-7%	82%	23%
Communication	47%	27%	47%	0%	72%	25%
Collaboration	44%	34%	46%	1%	71%	27%
Confidence in Senior Leadership	40%	31%	39%	1%	75%	35%
Mission & Pride	61%	55%	66%	-5%	87%	26%
Faculty and Staff Well-being	62%	These cells are empty because the question categories are new to the 2022 version of the survey.			85%	23%
Performance Management	46%				65%	19%
Diversity, Inclusion & Belonging	60%				86%	20%
Overall	**55%**	**43%**	**53%**	**2%**	**78%**	**23%**

Appendix J: Notes on interpretation

Interpreting the GCTWF 2022 report (notes for Board, Administration, and Campus)

▫ **Sample period occurred in early 2022.** Respondents had an approximately one-month window within which to complete the survey. One reality is that not everyone will complete the questionnaire with the same time frame in mind. Some respondents may emphasize recent events and observations; others spread them out over time– presumably the two-year interval between the present survey and the 2020 iteration. Such would be fairly normal variations of how respondents would be expected to interpret a given question. Recency would be the most likely bias, but the reader should keep in mind, at a minimum, that surveys were completed in Winter/Spring of 2022, and thus reflect respondents' observations and sentiments about the institution as it operated somewhere between 1-2 years ago (EOU is on a two-year cycle for completing the GCTWF, so the next iteration will be in Winter/Spring 2024).

▫ **Positive and negative percentages**: The negatives have not been provided to the UC in the past. Three observations:
   ▪ Where sums of positives and negatives add up to well below 100 (percent), that means many respondents were unsure ('*Sometimes agree/sometimes disagree*'), that is neither positive or negative in their level of agreement with the given statement.
   ▪ When looking at the total columns (far left) in the quantitative data set, question categories (e.g., job satisfaction, communication, diversity inclusion & belonging, confidence in senior leadership) can differ significantly with respect to negative and positive response ratios (see Master Table). Where the negatives are high, this suggests stronger disagreement with the statement(s), and the converse for high positives.
   ▪ Because negative response rankings have not been provided in the past–only the sums, expressed as a percent, of 'strongly agree' and 'somewhat agree' responses were included in the rankings–they may have limited use in examining changes over time.

▫ **Benchmarks**: There are two—the Honor Roll (top 10), and the Carnegie Master's (lower). More details can be found in the report's introduction. EOU's values on any given question can be compared to these averages for the highest-scoring institutions. EOU did not attain Great Colleges recognition, either as an institution or within question categories.
   ▪ As a very general means of comparison, positive responses that are close to honor roll numbers (e.g., less than 5 percentage points below, even, or higher cells outlined in green) suggest areas where EOU is doing well relative to its comparator institutions in the survey.
   ▪ Where the numbers are markedly lower than the lowest average positive rankings for honor roll schools, problem areas for EOU can be identified (this table shows cells, outlined in red, where EOU scored at least 30 percentage points lower than benchmark schools).
   ▪ This data set was not designed to make statistical inferences. That means it is risky to draw definitive conclusions, but numbers, proportions, still tell a story. If positives outnumber negatives by a 2 to 1 margin, or average results on a questionnaire item from 2022 are markedly different from 2020, one can point out a difference and, if other questionnaire items show a similar change, begin to identify patterns in the data set and changes over time.

▫ **Qualitative (responses to the two open-ended questions–one asking about what respondents appreciate, the other about what could be improved)**: These were broken down into total number of comments, versus number of respondents. Many respondents made multiple observations within one comment field. To honor respondents' willingness to participate, and rather than trying to synthesize each respondent's comments into one accurate interpretation, the group separated them. This was done to honor the time and effort made by respondents and remove potential bias in interpreting a long comment with multiple observations. Nothing in the question seeks to

limit the number of insights or observations made by any one respondent. And no respondent could add more than one comment to a category or theme.

- The data analysis group was seeking to **identify patterns in responses**. The patterns would represent observations that recurred with some frequency. The point of qualitative data analysis is not to count things. However, where more respondents make similar observations with greater frequency, that would suggest patterns that can be identified or asserted with more confidence.

- **Patterns that cross job categories**. Each job category—Administration, Exempt-Professional (AP), Non-Exempt (classified), and Faculty—were examined separately, looking for patterns. Within a job category, it's possible to make statements, based on identifiable response patterns. Even stronger statements can be made, however, where there is overlap between the job categories. Patterns with overlap suggest a greater chance that comments span categories and represent observations about the workplace, the institution. It should be noted that the Office of Institutional Research either re-organized two job categories–administration and exempt-professional— or the institution simply needs to work harder to provide participants with adequate guidance about how to self-identify. There were far fewer upper administrators in the 2020 iteration. The reader should exercise caution when rendering comparisons over time in these two categories. Prior to leaving, AVP Chason did not respond to inquiries seeking some specificity. Clarity in defining and classifying these two categories is important if we are to understand whether workplace experience differs by a person's location and status within the organization.

- **Positive vs neutral vs negative comments**: This is in most cases self-evident—one question–*What do you appreciate?* -- was designed to elicit positive responses, the other–*What could be improved?* -- had greater opportunity for voicing critical responses. Word counts are included, which do show that respondents made more observations–ranging from double to almost quadruple the total word count–regarding areas for improvement, than for aspects they appreciated about the workplace. This seems fairly reasonable: few workplaces are perfect; few employees utterly and completely satisfied.

- **Trends** (from '20 to '22): **Interpret at your own risk.** The sample may not be representative (that is, respondents might have systematically different views than non-respondents, but we don't know whether or how). Increases or decreases from the '20 results are likely to be more significant as they move away from 0 (which would be no difference between the two surveys on a given item), but it would be risky to put too much stock in incremental increases or decreases (from '20 to '22). This doesn't mean they have no value; it simply means that small deviations suggest little or no change, one interpretation of which would be some level of organizational stability. The larger differences are more likely significant, but there is no assurance. Variations may depend on the sample, that is who responded, who didn't, etc. In addition, over two years' time an organization of EOU's size will experience turnover (so some of the respondents would be taking the survey for the first time). Larger numbers, hopefully, perform a leveling function.

Appendix K: IRB ruling on how to protect confidentiality of qualitative data sets (2020)

EASTERN OREGON
U N I V E R S I T Y

December 21, 2020

To University Council Data Analysis Group and University Council membership,

The Human Subjects Committee (the Committee) at Eastern Oregon University has been asked by the University Council Data Analysis Group (the UC Group) to review the proposed protocols for review of open-ended responses given by campus community members as part of the recent 2020 Good Colleges to Work For (GCTWF) survey. To our understanding, we have been asked to review these protocols as a result of concerns Human Resources and University Council have that some of the responses given may constitute harassment of campus community members other than the ones who wrote them. We welcome this opportunity to provide this statement, as we feel it will clarify the role and function of the Committee and, hopefully, contribute to the discussions around this case.

First, it bears noting that this is an unusual case for the Committee to review. Upon evaluation, it is the position of the Committee that it would be inappropriate for us to review the proposed analysis of the GCTWF data for a number of reasons. According to EOU's "Use of Human Subjects in Research" webpage, "[t]he (Human Subjects) Committee will review proposed research projects (prior to initiation of the research) conducted by faculty members, University staff, or students, whether funded or not, when use of the facilities, services, or personnel of the University, and human subjects are involved" (https://www.eou.edu/fdfc/human-subjects/). Although this case arguably presents certain special circumstances, the Committee did not receive a proposal prior to the beginning of research and, moreover, the initial research was not undertaken by faculty members, University staff, or students. Rather, it was conducted by ModernThink at the behest of the university.

Further, when the Committee does review protocols for proposed research, our attention is on those aspects of the proposed study that may infringe on the rights and/or safety of the potential participants in the study. Along these lines, our mandate is to assure that:
1. Risks to subjects are minimized.
2. Risks to subjects are reasonable in relation to anticipated benefits.
3. Selection of subjects is equitable.
4. Informed consent will be sought from each prospective subject or the subject's legally authorized representative.
5. Informed consent will be appropriately documented.
6. The research plan makes adequate provision for monitoring the data collected to ensure the safety of subjects.
7. There are adequate provisions to protect the privacy of subjects and to maintain the confidentiality of data. (https://www.eou.edu/fdfc/human-subjects/)

All of these criteria are oriented towards protection of the participants/subjects in the proposed research project(s).

The concern put forward in this current request is oriented more towards possible harms to those referred to in the open-ended question responses, rather than the survey participants who made them. In this regard, the Federal Code explicitly states, "[t]he IRB should not consider possible long-range effects of applying knowledge gained in the research (*e.g.,* the possible effects of the research on public policy) as among those research risks that fall within the purview of its responsibility." (https://www.ecfr.gov/cgi-bin/retrieveECFR?gp=&SID=83cd09e1c0f5c6937cd9d7513160fc3f&pitd=20180719&n=pt45.1.46&r=PART&ty=HTML) It seems that this is exactly what the Committee is being asked to do in this instance, in considering the possible outcomes/effects the data analysis may have on the campus community members named or referred to in the open-ended question responses.

Perhaps also pertinent is the fact that research utilizing preexisting data sets in which the "subjects cannot be identified, directly or through identifiers linked to the subjects," is exempted from IRB review. This is, to the Committee's understanding, largely the case with this GCTWF data set.

For all of these reasons, the Committee holds that the protocol for the analysis of the GCTWF data is not appropriate for review by the Committee. Therefore, we do not feel that we can make a determination on the ethicality and/or appropriateness of the plans to review the GCTWF data.

Despite this determination, this situation has clear ethical implications with regard to members of the Eastern Oregon University campus community. As such, the Committee feels that it may be beneficial to highlight the pertinent ethical issues as we see them. As such, the Committee has discussed the following issues of potential concern to the UC Group.
While there seems to the Committee to be no major issues with the methods utilized to gain consent from the respondents to participate in this survey, as respondents should have been aware that they were participating in an information gathering exercise that would provide quantitative and qualitative data to the university administration and shared governance bodies, there is arguably a question regarding the participants' foreknowledge on how widely the their responses would be shared. Members of the Committee have questioned whether or not participants thought that their open-ended responses would be shared with the entire campus community in their raw form. As such, the Committee suggests that the UC Group should take particular care in revealing the raw information included in those responses.

With regard to the welfare of the respondents, the UC Group should also be aware of any statements that may reveal the identity of those that took part in the survey. It seems reasonable to expect that respondents believed that their own identities would be anonymous in the GCTWF survey process. As such, the UC Group should be careful not to include in their report any information that may reveal the identity of the respondents whose comments they utilize.

In future iterations of the GCTWF survey process, the Committee recommends that the University Council send out one or more notices clearly informing participants of the forms of information that will be collected in the GCTWF survey, how the different types information that will be gathered will be distributed and analyzed (who will see the raw data), and what form the public-facing reports will take. This notice would serve as an informed consent form, so that participants in the survey will have a clear idea of what will be done with their different forms of responses.

There are also ethical concerns for those referenced in the open-ended responses. While, as stated above, we believe this to be outside of the scope of the Committee, researchers must always be cognizant of the potential effect the release of information may have on populations other than

participants in their research. Numerous ethical codes and statements of ethical principles of scholarly bodies entreat researchers in their disciplines to consider the effects and potential "unintended consequences" of their research. Along this line, the UC Group should also carefully consider the potential harms that might occur to members of our campus community as they frame and release their report to that community as a whole.

With all this under consideration, under the ethical guidelines that direct the Committee's work, the Committee suggests that the UC Group and University Council as a whole should not release the raw data of the open-ended responses to the GCTWF survey. We further recommend that any public- facing report should not contain any language from the open-ended statements. Rather, the content of the open-ended statements should be paraphrased with particular attention toward leaving out any details that might identify either the survey participant or the campus community member discussed in the response.

The Committee would like to thank the UC Group and the University Council for this opportunity to comment on this matter. Please do not hesitate to contact the Committee if there are any questions or if you think we can be of any further assistance in this regard.

Sincerely,

EOU Human Subjects Committee