
University of Washington 2008 Climate Survey Results

Executive Summary

Employee engagement remains high through strategic realignments, and despite leadership transitions and economic uncertainty. Like with the first survey distributed in 2005, the 2008 UW Climate Survey results show that employees are proud to work at the UW and are generally very satisfied with their employment experience. The 2008 results also mirror those of 2005 in areas that need attention and improvement. Among the areas for continued improvement are transparency in decision making, faculty leadership development, staff career development, recognition, and a supportive climate for diverse faculty and staff. Salaries and resources also continue as areas that show a lower level of satisfaction, but do not appear to be drivers for employee turnover. New to the 2008 survey were questions that measured the impact of the University's vision and values launched by Provost Wise in 2006. While a large percentage of the population report knowledge of the vision and values, further work needs to be done in order for faculty, staff and Academic Student Employees to understand how their own work impacts the vision and values.

The Leadership, Community and Values Initiative was created to address issues of concern that surfaced from the 2005 survey. Changing the culture at UW to one that more fully engages employees and faculty who—through their talents and commitment will establish UW as a world-class University—requires a long-term commitment. Over the past two and a half years, several programs, services and events have started in order to address areas of greatest concern. These include:

- A University vision and shared values were developed and introduced.
- Communication and transparency were increased by town hall meetings, online videos and blogs.
- Salaries were increased and a strategy to continue to bring salaries up was developed.
- Additional funding expanded the ADVANCE leadership program for chairs and emerging leaders.
- A “boot camp” was developed for individuals new to executive leadership and dean roles.
- A career development program for staff launched.
- Over 500 supervisors were trained in recognition and received recognition tool kits.
- Diversity issues are now championed by two new positions: Associate Vice Provost for Faculty Advancement and Staff Diversity Specialist.
- Additional childcare resources and services have been secured.
- The UW Community Celebration, an appreciation event for faculty and staff, has been established as an annual event that kicks off Washington Weekend.

The Leadership, Community and Values Initiative will continue to guide workplace culture enhancements and serve as a tool with which the vision and the values can become “real.” We expect LCVI to continue to focus on the areas outlined above, but add new emphasis on communications, resources, and trainings for faculty who supervise or lead others and for mid-level staff managers.

Introduction

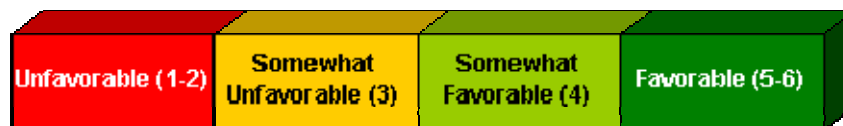
This report provides information regarding the opinions and perceptions of UW faculty and staff gathered through a campus climate survey. In May of 2005 and in January of 2008, University of Washington faculty, staff, and Academic Student Employees (ASEs) were invited to participate in a work climate survey.

A total of 6601 individuals responded to the 2008 survey, representing 22.3% of the total survey population. This is an increase of 1044 or 16% from 2005. The table below provides the number of respondents and the percentage of the population that responded.

Faculty	Staff	Medical Centers Staff	Academic Student Employees (ASEs)
18%	30%	21%	9%
<i>N</i> = 1190	<i>N</i> = 3404	<i>N</i> = 1671	<i>N</i> = 336

While the 2005 means are provided in this report, it is important to note that the survey was not intended, nor was it structured, to be longitudinal. When asked if they responded to the 2005 climate survey 32% indicated that they had and 27% indicated that they were unsure. Academic Student Employees had the lowest repeated respondents (4.8%). The 2005 means for ASEs is not included; given the percentage of 2005 respondents completing the survey, any comparison would provide very little useful information. For other populations, comparing the 2005 and 2008 means may illustrate general trends.

The charts that follow show responses to survey items that have been grouped into nine factors and verified via factor analysis. Outcome measures (engagement, commitment and pride/morale) were also arrived at through factor analysis. In addition the mean response is listed for each category. All categories are on a 6-point scale. The chart colors are explained below. In addition, the response percentage (rounded to whole numbers) is noted in each color block (for any percentages over 5%).

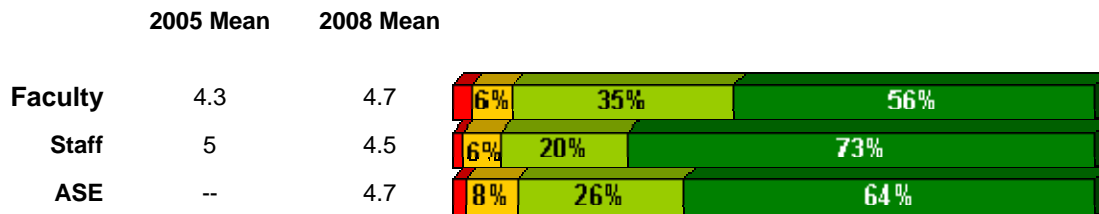


Findings

As stated previously, comparisons of the 2005 and 2008 climate surveys indicate little change in perceptions and attitudes among faculty and staff at the University of Washington. The issues that were identified by the 2005 survey continue to be of concern and value to the faculty and staff. However, there were some changes of note among the findings, as the following data will suggest.

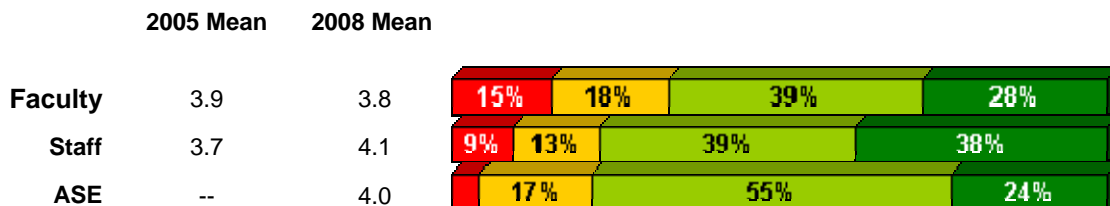
Understanding of University Goals and Individual Role

University faculty, staff, and ASEs have a good understanding of University goals and their role in accomplishing those goals. This factor was derived from questions related to the vision statement, understanding and support of unit goals, and understanding of individual role in accomplishing University goals.



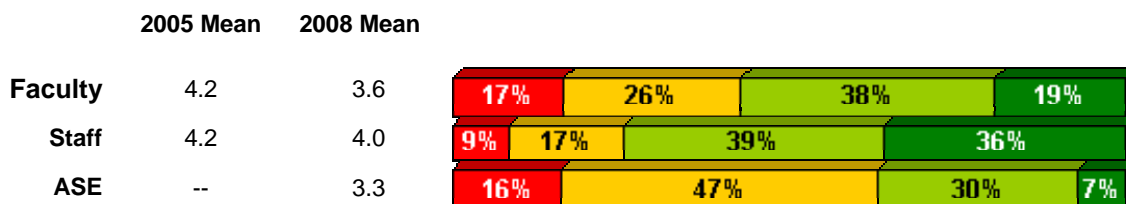
Confidence in Senior Leadership

The majority of the respondents are somewhat confident in senior leadership. Given the many layers and diversity of faculty and staff within the institution, it is not surprising that this area may not be as clearly favorable as others. Several items on the survey related to trust, effectiveness, relationships with senior leaders, and problem resolution comprise this factor.



Transparency

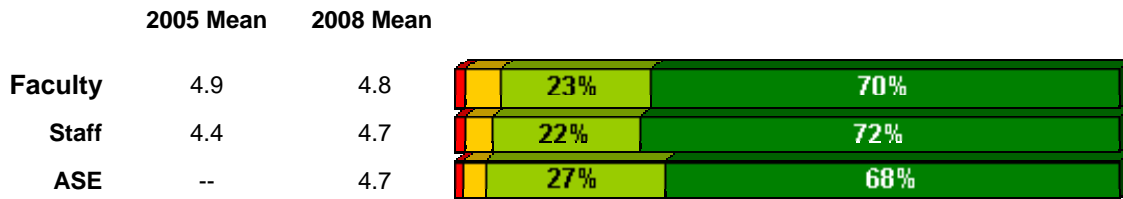
The majority of the responses regarding transparency in decision making fell into the “somewhat favorable” category. This factor was derived from items related to understanding how and why decisions are made on various levels, opinions about the clarity and fairness of tenure and promotion, and recognition.



Respect

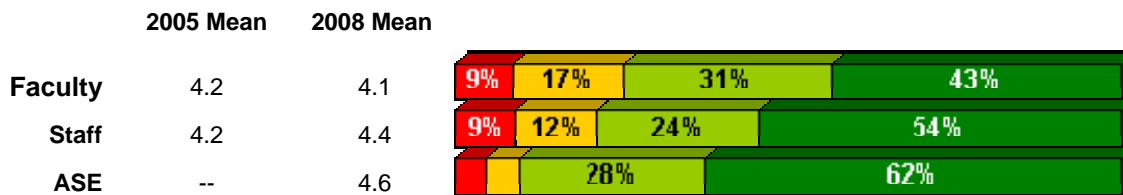
The University climate is seen as a respectful one. This factor is one of the more consistent between populations and is clearly rated favorably. Faculty were asked their level of agreement about the following statements: “I am respected by my colleagues,” “I am respected by staff,” “I am respected by students,” “I am respected by my chair,” and “I am respected by my dean.” Staff were then were asked to rate their sense of respect from their supervisor, from other staff, from faculty or physicians and from students.

Respect continued



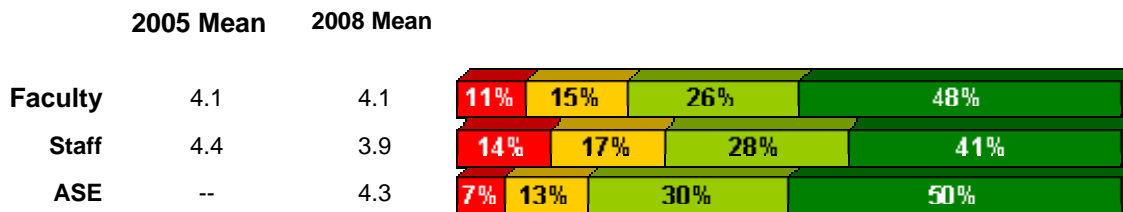
Local Leader Effectiveness

Items related to the local leader effectiveness factor had to do with the perceptions about the effectiveness of supervisors for staff and ASEs. Faculty were asked to rate the effectiveness of chairs, division heads and deans. Survey items for this factor were related to respect and support received, as well as effectiveness.



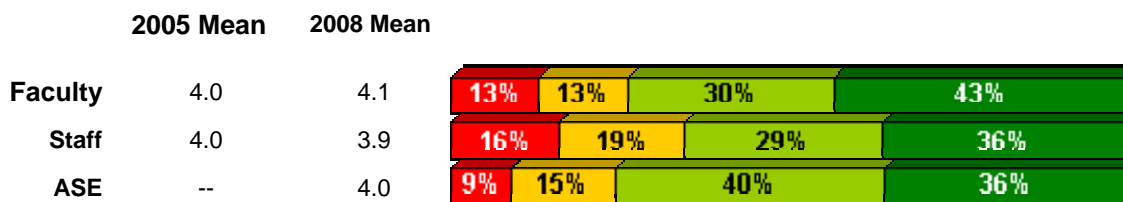
Career Development

Career development is one of the most important elements in the work environment for all populations. The majority of faculty, staff and ASEs find career development opportunities and support to be somewhat favorable to favorable. Items regarding mentoring, professional development opportunities, and prospects for career growth or advancement were analyzed to create this single factor.



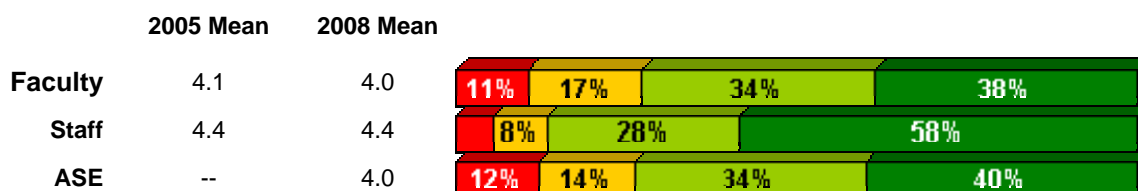
Recognition

Survey respondents were asked about their satisfaction with the recognition they receive. For faculty this included recognition for research, teaching, and service. Faculty were least satisfied with the recognition they received for service. Staff were asked about the consistency and fairness of recognition within their units.



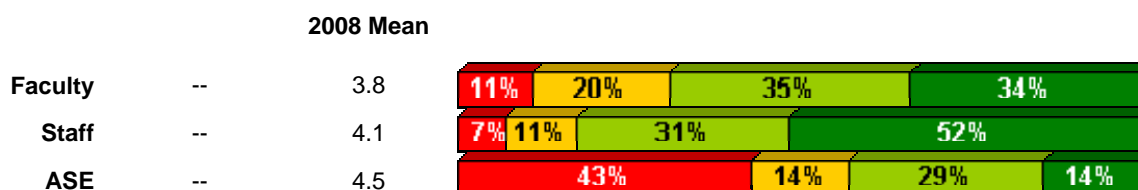
Work/Life

An important emerging aspect of work/life balance was added to the 2008 survey. Individuals were asked about their experiences balancing eldercare responsibilities as well as childcare responsibilities. Work/life balance for all faculty and particularly for ASEs remains a struggle, but less so for staff.

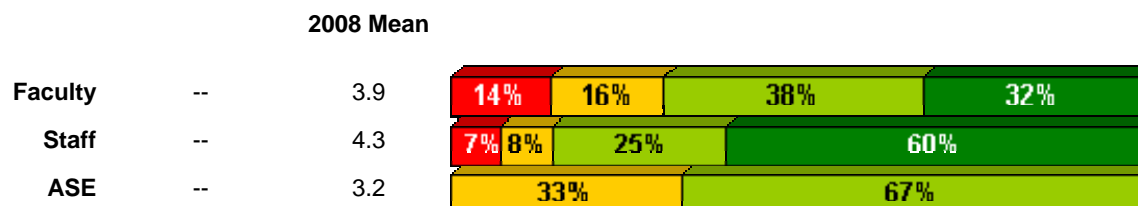


While work/life balance is important for all faculty and staff, for those balancing childcare and eldercare the balance can be more difficult to attain.

Work/Life (Individuals with Children)

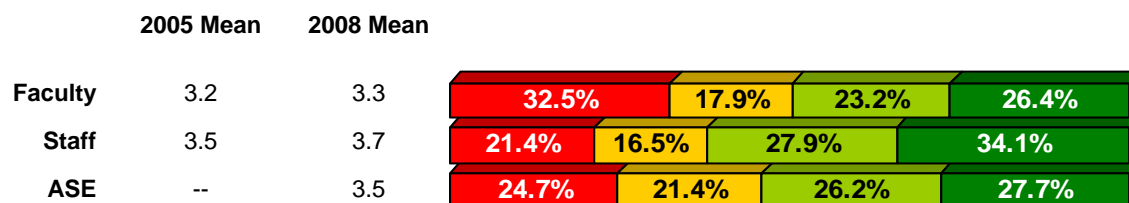


Work/Life (Individuals with Eldercare)



Salary

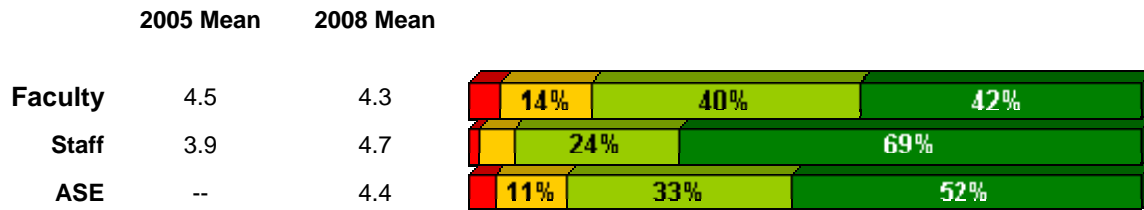
Salary remains a concern, though some small gains have been made. Except for ASE, salary has the lowest mean response. Though as mentioned earlier, it is not a primary driver for engagement or turnover.



Diversity

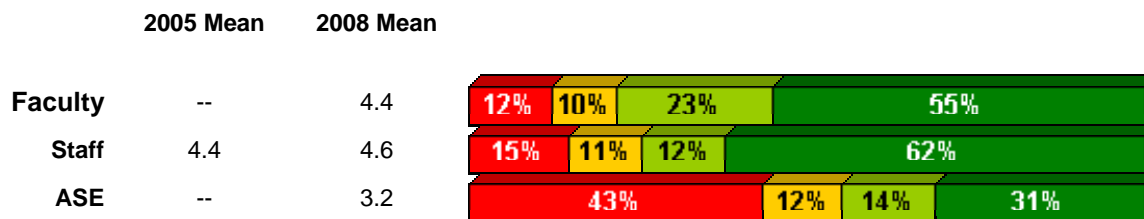
Several items on the survey addressed the perception of the climate for diversity overall and promotion of diverse individuals to leadership roles, as well as the climate for specific diverse groups. While the overall perceptions are favorable, disabled individuals reported a significant decline in the atmosphere. African American/Black and Native American faculty were less satisfied than other racial or ethnic groups. More detailed information regarding the perception of various groups is presented later in this report.

Diversity continued



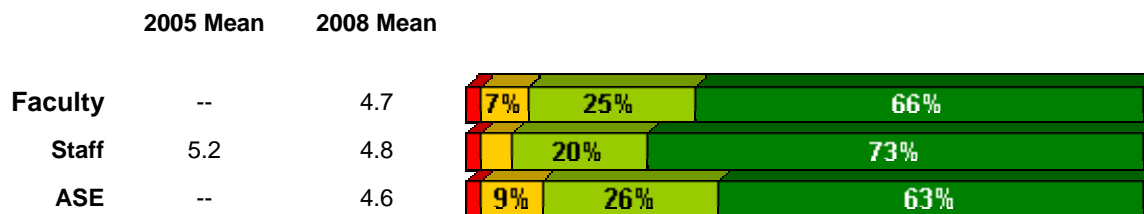
Commitment

Commitment refers to an individual's intention to stay at the University for the next 3 years, and their job search activity over the past 12 months. Faculty and staff remain quite committed to the University. ASEs are less so, which is to be expected given that they will commonly leave UW upon graduating.



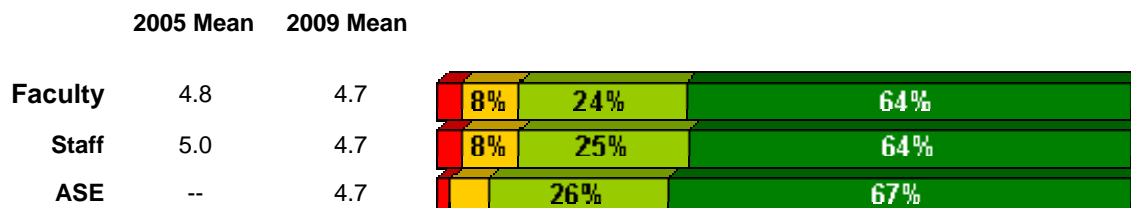
Engagement

Engagement refers to the emotional bond individuals feel with the UW and their willingness to put the goals and needs of the organization ahead of their own. Items that make up this factor include: "UW is a good place to work," "I am willing to put in extra effort," and general job satisfaction. The mean responses for engagement are good, indicating faculty, staff and ASEs care about the University of Washington and are happy to work here.



Pride/Morale

One item on the survey asked specifically about the individual's level of pride working at the UW. Other items that went into this factor included "I get a sense of personal accomplishment from my work" and "Morale is good among my peers." A sense of pride from working at the University and in individual work is high, and more than likely impacts engagement and commitment positively.



Engagement, Commitment, and Pride/Morale

Current human resources practice emphasizes the impact that factors like recognition, career development, local leader effectiveness, and transparency have on individuals' level of engagement, commitment, and pride/morale with their work. With this practice as a foundation, this section uses engagement, commitment, and pride/morale as dependent variables, or outcomes, and nine of the other items discussed in this report as independent variables or factors (diversity is addressed separately, below). Based on correlations, there appears to be a strong to moderate relationship between the outcomes and factors. To identify the degree to which these factors influence engagement, commitment, and pride, linear regression analyses were completed. The comments below in the "Impact Level" column indicate the relative degree to which the factors impact engagement, commitment, and pride/morale (High, Mid, Low). The response means are in the last column. Overall, the factors influence levels of engagement, commitment, and pride/morale by 49 to 61%.

All of the nine factors play a part in creating a great work climate, in engaging individuals, building pride and morale, and garnering commitment, but they have different degrees of impact. Engagement theory and practices posit that increased satisfaction in a high impact factor will result in the greatest increase in engagement, commitment, and pride/morale. In practice the information below could be used as follows:

A leader who feels that pride/morale is low might first attempt to increase the level of understanding employees have in UW goals and their individual role in achieving those goals since it has been shown to have high impact on levels of pride/morale.

Faculty	Impact Level <i>(Based on linear regression analyses)</i>			2008 Mean
	Commitment	Engagement	Pride/Morale	
Respect	Low	High	Low	4.8
Understands UW Goals and Individual Role	Mid	High	High	4.7
Career Development	High	High	High	4.1
Local Leader Effectiveness	High	Low	High	4.1
Recognition	Low	Low	Low	4.1
Work/Life Balance	Low	Mid	Mid	4.0
Confidence in Senior Leadership	Mid	Low	Mid	3.9
Transparency	Mid	Mid	Mid	3.6
Salary	High	Mid	Low	3.3

Staff	Impact Level <i>(Based on linear regression analyses)</i>			2008 Mean
	Commitment	Engagement	Pride/Morale	
Respect	Low	High	High	4.7
Understands UW Goals and Individual Role	High	High	High	4.5
Local Leader Effectiveness	Low	Low	Mid	4.4
Work/Life Balance	Low	Low	Low	4.4
Confidence in Senior Leadership	Mid	Low	Low	4.1
Transparency	Mid	Mid	Mid	4.0
Career Development	High	High	High	3.9
Recognition	Mid	Mid	Mid	3.9
Salary	High	Mid	Low	3.7

ASEs	Impact Level <i>(Based on linear regression analysis)</i>			2008 Mean
	Commitment	Engagement	Pride/Morale	
Understands UW Goals and Individual Role	Mid	Mid	Mid	4.7
Respect	Mid	Mid	Mid	4.7
Local Leader Effectiveness	High	High	High	4.6
Career Development	Low	Mid	High	4.3
Recognition	High	High	Low	4.0
Confidence in Senior Leadership	Mid	High	Mid	4.0
Work/Life Balance	Low	Low	Low	4.0
Salary	Low	Low	Low	3.5
Transparency	High	Low	High	3.3

As stated earlier in this report the survey results indicates that many of the same areas of concern in 2005 are still important to faculty and staff. While faculty, staff and ASEs are generally happy maintaining high levels of engagement, commitment and pride will require continued diligence in maintaining and enhancing all of the factors above.

Diversity in Depth

Another major area of inquiry on the climate survey is the experience at the UW for diverse individuals. This is not included in the Opportunity Index because diversity is a wider-reaching issue that impacts not only staff and faculty, but also students, the institution's relationships with the community, and standing among global institutions.

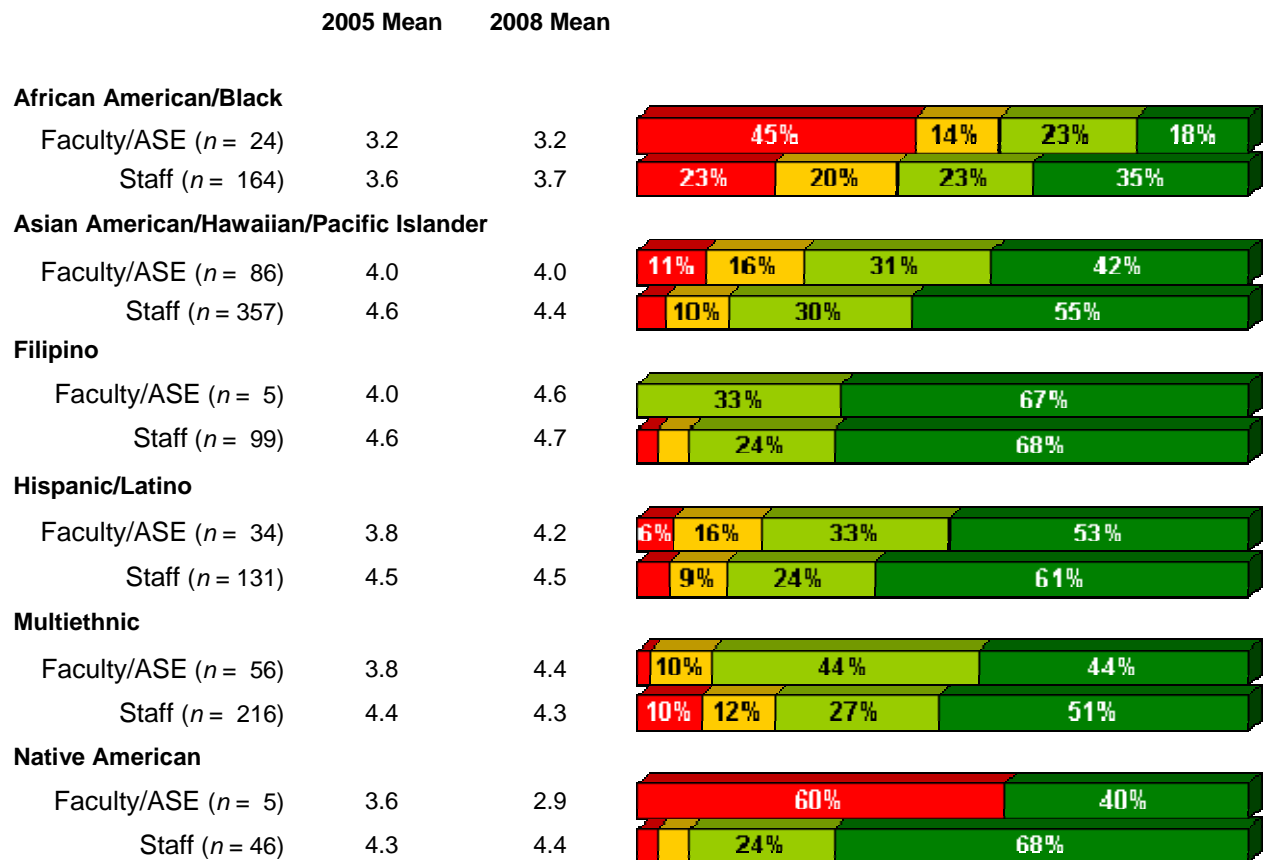
Overall the climate is perceived as positive by the University community. However, there are some groups that experience the University climate much differently than others. On the following pages various groups' perceptions are represented to provide a full picture of this complex and important aspect of the University of Washington.

The items on the survey asked individuals to indicate their level of agreement with the following statements: "The UW has a positive climate for..." (diversity people of color, females, people with

disabilities, gay, lesbian, bisexual and transgender individuals). The following tables and graphs represent the response rate and the mean responses from individuals to whom the question applies (for example, for UW has a positive climate for females, only female respondents are included in the mean and in the chart).

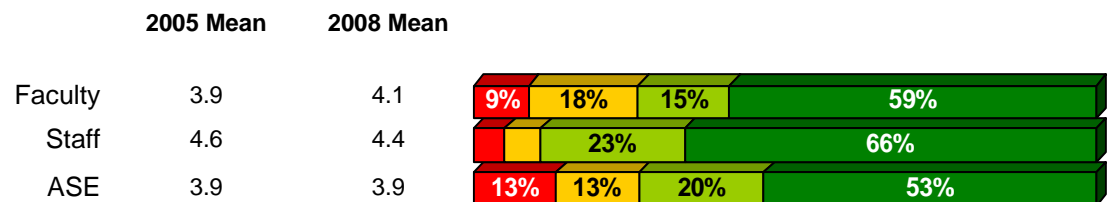
Race/Ethnicity

Among individuals of color, it is easy to see that African-American/Black faculty and staff as well as Native American faculty and staff are the least satisfied with the climate for diversity. It is worth noting that the number of individuals in these racial categories were very small and their responses may not be representative of the entire group, but should be used as a basis for further inquiry or attention. Faculty of color seem to have more dissatisfaction than staff of color.



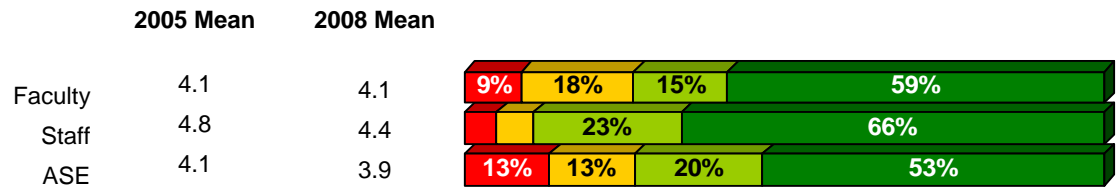
Sexual Orientation

Gay, lesbian, bisexual and transgendered individuals overall find the climate positive at the UW, although ASEs expressed more dissatisfaction than faculty and staff.



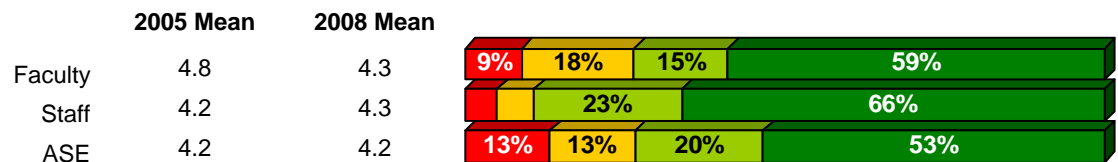
Females

Females reported relatively high levels of satisfaction with the climate, particularly female staff. Just over half of the women in the faculty and ASE groups reported favorable perceptions of the climate.



Individuals with Disabilities

Individuals with disabilities report finding the climate positive; however, there has been a notable decline in the perception of faculty with disabilities.



Again, a climate welcoming to diverse individuals is a critical element to the University of Washington's continued success. While in some areas and for some groups the institution is doing well, for others there is ground to make up.

Conclusion

Culture change is a lengthy process and while overall UW appears to be a positive work environment, we know from written comments, anecdotes and variations in responses that the work environment is not the same in all areas of campus. Campus-wide programs aimed at assisting individual employees are effective for some; however, change that impacts an individual's daily environment must be instigated and maintained within their work unit by their direct supervisor or leader. For these reasons, it is recommended that efforts be focused on mid-level managers to help them create positive work environments in their individual units.

The University of Washington has much to be proud of, including the work environment. Faculty and staff are committed to, proud of and engaged in their work. All of the factors discussed throughout this report and diversity are important elements of the working, teaching and learning environment and should remain an interest and focus of leaders across campus. Learn more about LCVI online at: <http://www.washington.edu/president/lcvi/index.html>