
WE SPEAK SURVEY 2020 Schulich - Pathology and Laboratory Medicine Survey Results - Faculty



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Table of Contents

Introduction	pg. 5
Response Profile	pg. 8
Outcome, Culture and Driver Analyses	pg. 9
Outcome Scores	pg. 10
Culture Scores	pg. 14
Graph of Driver Averages	pg. 17
Table of Frequencies	pg. 18
Graph of Frequencies	pg. 19
Item Analyses	pg. 21
Rank 1: Job: Safety	pg. 22
Rank 2: Work Area: Leadership in Your Academic Unit	pg. 23
Rank 3: Work Area: Support for Diversity and Inclusion	pg. 24
Rank 4: Job: Student Supervision & Advising (Fac Survey)	pg. 25
Rank 5: Org: Learning Opportunities	pg. 26
Rank 6: Work Area: Relationships with Faculty Colleagues	pg. 27
Rank 7: Org: Support for Diversity and Inclusion	pg. 28
Rank 8: Job: Role Clarity	pg. 29
Rank 9: Org: Treated Fairly at Western	pg. 30
Rank 10: Work Area: Recognition in Your Academic Unit	pg. 31
Rank 11: Work Area: Change Management	pg. 32
Rank 12: Work Area: Collaboration in Your Academic Unit	pg. 33
Rank 13: Work Area: Career Support & Advancement (Fac Survey)	pg. 34
Rank 14: Job: Workload Manageability	pg. 35
Rank 15: Work Area: Performance Management	pg. 36
Rank 16: Org: Faculty Leadership	pg. 37
Rank 17: Work Area: Communication in Your Academic Unit	pg. 38
Rank 18: Work Area: Communication in Faculty	pg. 39
Rank 19: Job: Support for Research (Fac Survey)	pg. 40
Rank 20: Work Area: Support for Improvement & Innovation	pg. 41
Rank 21: Org: Communication at Western	pg. 42
Rank 22: Work Area: Decision Making in Your Academic Unit	pg. 43
Rank 23: Org: Career Advancement & Hiring Practices	pg. 44
Rank 24: Job: Work / Life Balance	pg. 45
Rank 25: Work Area: Collaboration With Other Units	pg. 46
Rank 26: Org: Satisfaction with Senior Leadership	pg. 47
Appendix A: WE SPEAK SURVEY 2020 - Faculty Survey Items	pg. 49

Introduction

The Western University WE SPEAK: Faculty and Staff Survey was conducted from January 28th to February 14th, 2020. This report is based on results from all the respondents in your organization. It is important to remember that it is not what you find in this report, but what you do with what you find that really matters.

General Considerations

Review the report carefully and identify strengths and opportunities for improvement. The results provide important information about what employees think and feel about their jobs, the environment and people that surround their jobs, and about the organization. It is important to discuss the findings with employees to understand what may be ‘driving’ those opinions and answers to the survey. These discussions will also help to confirm the results that are most important for the organization as-a-whole and for groups within such as Departments, Divisions and Work Units.

Survey and Report Terminology

Survey Outcomes:

Survey Outcomes represent broad measures that depict employees’ abilities to be present and productive at work. These measures provide scorecard type measures from which to gauge an organization’s, or sub-group’s, ability to be effective and productive. Survey Outcome scores are affected, and predicted, by work factors that are termed “Drivers of Engagement” throughout this report.

Drivers of Engagement:

The basic premise of the Metrics@Work model of employee engagement is that multiple levels of work factors, (e.g. those related to the job, work environment, or the organization as-a-whole), affect overall levels of employee engagement, which in turn affect organizational and work outcomes, such as employee health, job performance, and stress levels.

Driver Items:

In this report the word “item” or “driver item” refers to an individual statement that the respondent rated in the original survey. A “driver” refers to the average of a single item (when single items represent a driver) or a series of items measuring one driver (when multiple items represent a driver). Note: the rating systems referred to throughout this report represent the response scales used in the survey.

Custom Items and Constructs:

We report constructs that are not common to our database, original or specific to the organization, or simply don’t fit the model as Custom Items and Constructs. These measures may be based on single items or multiple items.

Percentages in this Report:

Percentages are based on the arithmetic mean of responses across a 7-point Likert response scale for all items in each specific Engagement Driver or Survey Outcome (see Appendix A for reference to the survey). The averages can range from 0% to 100%. An average rate of 0% would indicate that all respondents reported “Strongly Disagree” and an average rate of 100% would indicate that all respondents “Strongly Agree,” i.e., higher values represent higher overall levels of agreement. Therefore, the %’s represent the average **level** of engagement or satisfaction with each particular Engagement Driver or Survey Outcome and NOT the percentage of people who are engaged or satisfied.

Percent ranges associated with the response scale:

Range	Driver Rating System
0.0% - 8.2%	Strongly Disagree
8.3% - 24.9%	Disagree
25.0% - 41.6%	Somewhat Disagree
41.7% - 58.2%	Neither Agree nor Disagree
58.3% - 74.9%	Somewhat Agree
75.0% - 91.5%	Agree
91.6% - 100.0%	Strongly Agree

Difference from Rest Average (i.e., Diff. from Rest Avg.):

The Difference from Rest Average scores in your report represent an internal benchmark to the group that is the next level up from the group being reported (unless otherwise noted). This follows a parent-to-child relationship type of logic (e.g., every group is compared internally to the rest of its parent group – one level above). For statistical validity, a subgroup's own driver average is not included in the calculation used to determine the Rest Average of its parent group. Rather the Rest Average is a recalculated average for the “parent level group”, created by removing the child-group from the average. This creates a more valid internal benchmark that doesn't inflate or deflate the parent groups' average by the child groups' own scores, or erroneously include the child group in both the comparison group and the comparator.

Colour Coding:

In most areas of the report, scores are displayed in green, red, or black, to indicate a positive, negative, or 'on par' relationship to Metrics@Work's database, or the benchmark group (e.g., Rest Avg.). Red numbers represent benchmark comparisons with a negative difference of more than -5%, which indicates an observably lower average than the benchmark. Black numbers represent differences within +/-5% of the benchmark comparison. Green numbers represent benchmark comparisons with a positive difference of more than +5%, which indicates an observably higher average than the benchmark.

NOTE: Colour Code Exceptions: Because one would expect larger differences in comparisons with Best Practices we use a cut off of -20% for those comparison groups. Therefore, black numbers range from -20% to 5%. Any difference in a Best Practice larger than -20% is red.

How to Interpret the Results

Averages:

The average is a very common measure of central tendency and it represents the “balance point” of all the respondents' opinions. Its beauty is its simplicity and simple comparability from one construct to another or from one group to another. Survey Outcomes, Items, and Drivers of engagement are reported in rank order within this report, to allow for the easy identification of higher and lower scores. The Graph of Drivers allows for patterns to be identified within the ranking. The following offers some examples of normal patterns of results:

- Organizational drivers tend to be rated lower than work area drivers (e.g., organizational communication is typically rated lower than work area communication).
- Job and work area drivers tend to be in the top half of the Graph of Drivers.
- Co-worker cooperation is generally in the top 5 ranking, satisfaction with supervisor is typically among the top 8 ranked drivers and satisfaction with department management (e.g., Director) is generally ranked around the middle to lower half of the Graph of Drivers. Satisfaction with Senior Leadership is generally among the bottom 8 ranked drivers.
- If co-worker cooperation and satisfaction with direct supervisor are both high in the rankings, and with similar averages, and satisfaction with department and senior management are ranked low, and scored similarly, it is likely that there is a “them vs. us” mentality within that groups' results.
- Employee Involvement, Workload, Recognition and Satisfaction with Leadership, Opportunities for Advancement and

Performance Management are almost always ranked near the bottom of the Graph of Driver Averages.

Averages can be used to identify variability among groups. For example, the Group Analyses section of this report presents ranked averages for groups on an individual basis, as well as illustrating among groups averages for each individual driver.

Quick Tips for Highlighting Your Group's Strengths:

Create a list of your potential strengths. To establish strengths on an absolute basis refer to the Graph of Driver Averages in the Overall Analyses Section of this report. At the top of the Graph of Driver Averages are your strengths. Include any drivers that are 75.0% or higher (i.e., on average, falling in the Agree and Strongly Agree range), or Select the top 3 ranked Drivers.

Quick Tips for Highlighting your Group's Opportunities for Improvement:

Create a list of your potential opportunities for improvement. To establish opportunities for improvements on an absolute level refer to the Graph of Driver Averages in the Overall Analyses Section of this report. At the bottom of the Graph of Driver Averages are your 'potential' opportunities for improvements. Include any drivers that are below 41.7% (i.e., on average, falling in the Disagree Range of the response scale), or Select the bottom 3 ranked Drivers.

Favourable / Unfavourable:

The Graph of Frequencies follows the Graph of Driver Averages and presents the drivers in the same rank order but illustrates the top and bottom box results (i.e., the % of responses in the two most positive and two most negative response categories). This graph can provide an alternative to interpreting averages, by illustrating the strong positive and strong negative responses underlying the average score.

Frequency Distributions:

We provide, as our measure of variability, the frequency distributions for each construct (in the Overall Analyses section "Table of Frequencies"). Some of the readers may ask, "why is the standard deviation not provided?" There are multiple reasons, but quickly stated, typical work engagement survey distributions are not normally distributed (instead they are usually quite highly skewed), standard deviations are not in the original units of measurement, and many people are not sufficiently trained to read and understand standard deviations. Frankly, they are not useful to the majority of readers. In contrast, even the most arithmetic phobic person can read a frequency distribution. When reading your frequency distributions, particularly look for the following:

1. **High %'s of respondents in the positive end (right end of our tables)**, i.e., high %'s of agreement and satisfaction. These distributions are an indicator of widespread good practices.
2. **Low %'s of respondents in the negative end (left end of our tables)**, i.e., low %'s of disagreement and dissatisfaction. These distributions usually occur with the bulge in the positive end and are an indicator of very few poor practices.
3. **Higher %'s of respondents in the negative end** i.e., higher %'s of disagreement and dissatisfaction. These distributions are a sign of a number of "dissatisfied people" who are likely upset about a few factors associated with that driver and / or poorer practices. This type of result is an indicator of a need for review and possible intervention, particularly if the results are due to groups of people such as in certain work units or departments.
4. **Very high %'s of respondents in the negative end** i.e., quite high %'s of people who are Strongly Disagreeing or Disagreeing. Fortunately these distributions are rare and usually only occur with average scores in the 30%'s and below. These low levels of scores usually occur for sub-groups and they are a clear sign of extreme dissatisfaction and arguably they should receive "Immediate Attention."
5. **Bi-modal Splits** are where there are high %'s of respondents to the right and to the left with lower proportions in between. Rarely are these seen as clearly as shown in text books, normally the left side has a smaller % of respondents than the right. They are less often seen in large groups but are much more likely to show in small groups. They are clear "sign" of them and us issues, i.e., the group has split with strong proportions having diametrically opposite opinions. Any intervention or follow-up has to be sensitive to the two opposing opinions expressed by the distribution of scores.

Internal Benchmarking (i.e., Diff. From Rest Avg.):

A very important form of interpretation is by relative difference, of which one form of relative difference is compared with another group that is similar to your own. The Group Analyses section of this report not only depicts the drivers in rank order for easy identification of top and bottom absolute scores but each driver is compared to the average for that driver for the rest of a groups' parent group (i.e., superordinate group), unless otherwise indicated. Observable differences are coloured green (more than +5%) or red (less than -5%) for easy identification of possible strengths and opportunities for improvement.

Response Profile

	# of Responses	# of Employees	%
Schulich - Pathology and Laboratory Medicine	11	15	73.3%

Note:

Faculty Survey (Part-time): The Faculty Survey (Part-time) includes only Standing Appointment faculty and Limited Duties (non-clinical) faculty who were hired to teach a specified course within the current fiscal year.

Outcome, Culture and Driver Analyses

Section Overview

This section contains your outcome scores, culture scores and driver scores.

Drivers could be called “predictors” of engagement and are considered to be “causes” of lower or higher engagement. At Metrics@Work, we categorize drivers into 3 levels that capture their greatest influence:

1. Job-Related
2. Work Area
3. Organizational

Note: A Driver at one level can have an influence at other levels, so the designations are not exact or precise. In particular, Job-Related and Work Area drivers overlap the most and represent areas where front line teams and managers can have more influence over creating change.

Job Related Drivers

Job Related drivers tend to be more related and predictive of Job Engagement and impact elements of a job such as how interesting and absorbing a job might be to a worker. Job Related drivers of engagement contain elements that are intrinsic aspects of a persons’ job (e.g., associated with a bus driver, nurse, or anything that would typically be considered “the nature of the job”) and so some elements are not easily amenable to change. However, Job Related drivers of engagement can be affected by the worker and front-line supervisor / manager by influencing elements such as complexity, or giving as much control and flexibility to the worker as possible. Further, it is possible for teams to positively affect Job Related drivers through better support for each other in a defined work area. Job Related drivers can be considered as potential action items for both local work teams, and can be affected at the organizational level by Organizational Development initiatives.

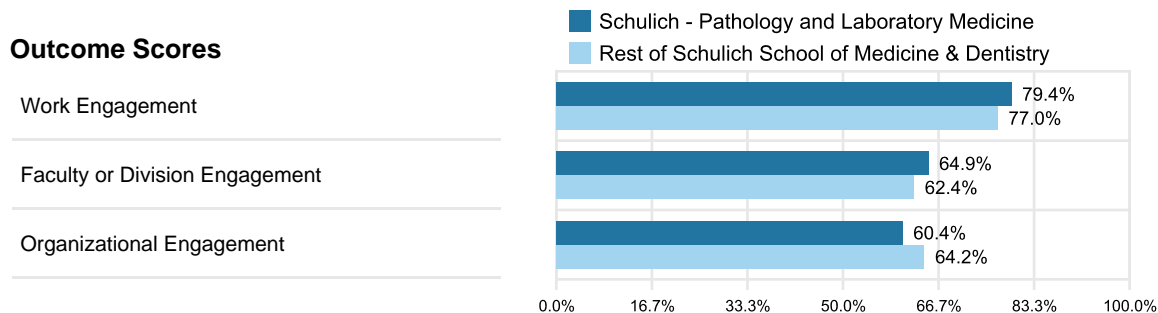
Work Area Drivers

Work Area drivers tend to be more highly related and predictive of Departmental Engagement than Organizational Engagement, but because some Work Area Drivers are influenced by organizational decisions and structures they can be characterized as “Mixed Drivers.” These drivers are more amenable to change by workers and Supervisors / Managers as they are mostly within the sphere of control of front-line Supervisors / Managers and their staffs. Therefore, these drivers usually make better action items for local work environment teams, or leaders, than at the organizational level.

Organizational Drivers

Organizational Drivers tend to be most highly related and predictive of Organizational Engagement. Organizational Drivers of Engagement also tend to be more within the sphere of control of organizational decision making (e.g., Senior Management or Organizational Development / HR) authorities and, therefore, can be action items for the organization as-a-whole, rather than front line Supervisors / Managers. However, this should not prevent teams from taking action in their immediate work environments to improve organizational drivers, if such areas are identified as needing improvements.

Outcome Scores



Explanation of Outcome Scores

Work Engagement (Based on Items in Fig. 1.1)

Work Engagement represents employees' perceived relationship to their work. It is based on an academically validated measure created by Wilmar Schaufeli, professor in organizational psychology at Utrecht University in the Netherlands. The WEI consists of 3 sub-components (i.e., energy/passion for job, dedication, and immersion in job). Work Engagement is often predicted by factors such as feeling supported by co-workers, having adequate job control, good cooperation with staff in other work units, and having a trusting and respectful relationship with one's supervisor.

Faculty or Division Engagement (Based on Items in Fig. 2.1)

Faculty or Division Engagement has been created specifically for the Western University survey. This outcome measure represents employees' perceived relationship with their Faculty or Division, primarily in the form of affective commitment.

Organizational Engagement (Based on Items in Fig. 3.1)

Organizational Engagement represents employees' perceived relationships with their organization, which is primarily reflected in the form of emotional commitment to the organization, a willingness to remain (or, conversely, a lack of interest in leaving) and a sense of belonging to the organization. Organizational Engagement is often predicted by factors such as leadership, integrity and respect, perceived alignment between senior leadership decision-making and positive impacts on one's day-to-day work, trust in one's supervisor, being appropriately compensated (both in terms of pay and benefits), and being part of an organization that supports quality service and ongoing improvement.

1. Work Engagement

Fig. 1.1 Item Statement

1c	I get absorbed in my work (e.g. time goes quickly) (N=11)
1b	My work inspires me (N=11)
1e	My current work gives me a sense of accomplishment (N=11)
1d	I have an opportunity to use my best talents in my role (N=11)
1a	I feel energetic while at work (N=11)

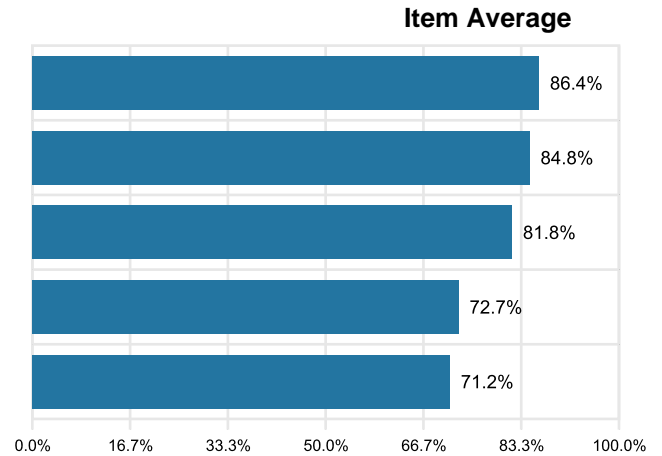
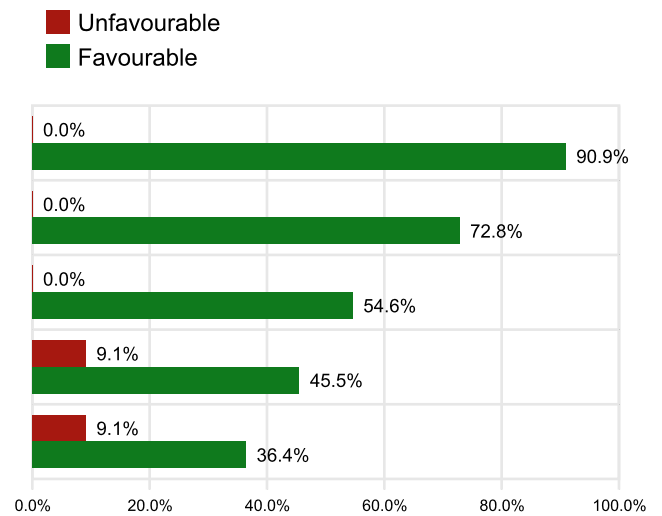


Fig. 1.2 Item Percentage Distribution

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
1c	0.0%	0.0%	0.0%	0.0%	9.1%	63.6%	27.3%
1b	0.0%	0.0%	0.0%	0.0%	27.3%	36.4%	36.4%
1e	0.0%	0.0%	0.0%	0.0%	45.5%	18.2%	36.4%
1d	0.0%	9.1%	9.1%	0.0%	36.4%	9.1%	36.4%
1a	0.0%	9.1%	0.0%	9.1%	45.5%	9.1%	27.3%

Fig. 1.3 Item Comparison Zones



2. Faculty or Division Engagement

Fig. 2.1 Item Statement

22c	I am proud to be a member of my Faculty (N=11)
22a	I feel a strong sense of belonging to my Faculty (N=10)
22b	My Faculty has a great deal of personal meaning for me (N=11)

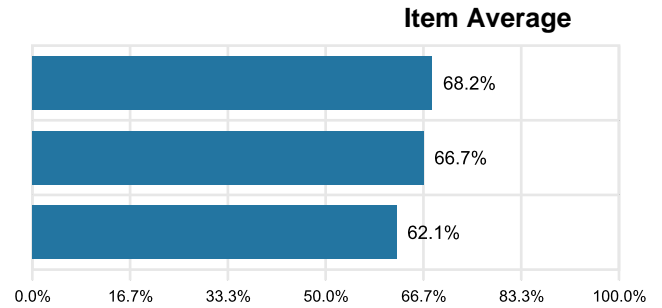
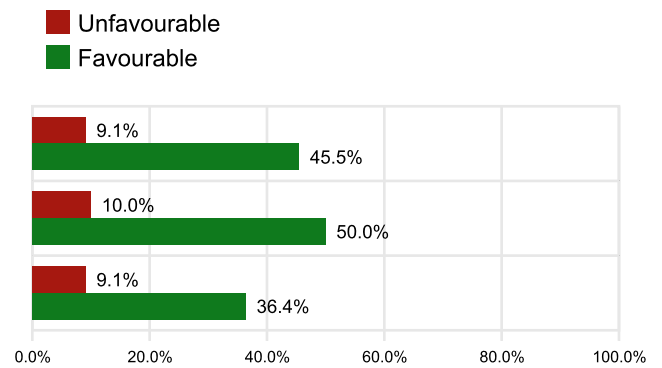


Fig. 2.2 Item Percentage Distribution

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
22c	0.0%	9.1%	9.1%	0.0%	36.4%	36.4%	9.1%
22a	0.0%	10.0%	10.0%	10.0%	20.0%	40.0%	10.0%
22b	0.0%	9.1%	18.2%	9.1%	27.3%	27.3%	9.1%

Fig. 2.3 Item Comparison Zones



3. Organizational Engagement

Fig. 3.1 Item Statement

25e	I am proud to say I work at Western (N=10)
25f	I intend to remain at Western (N=9)
25a	Knowing what I know now about Western, I would apply to work here again (N=10)
25c	Western cares about its employees (N=10)
25d	I would not leave Western if an equivalent job opportunity became available elsewhere (N=9)

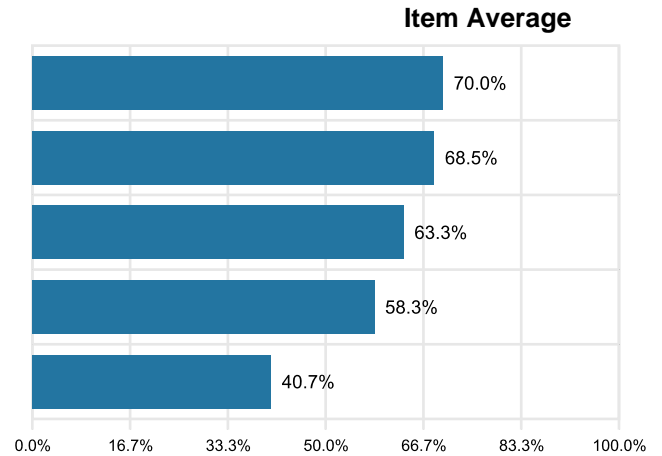
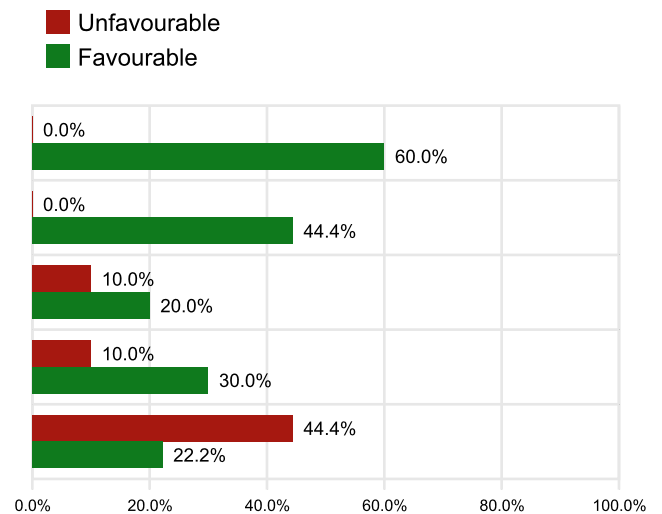


Fig. 3.2 Item Percentage Distribution

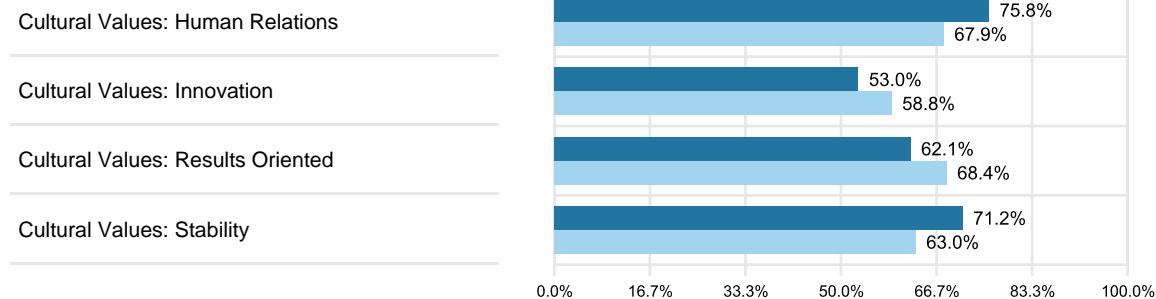
	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
25e	0.0%	0.0%	20.0%	20.0%	0.0%	40.0%	20.0%
25f	0.0%	0.0%	11.1%	33.3%	11.1%	22.2%	22.2%
25a	0.0%	10.0%	10.0%	10.0%	50.0%	0.0%	20.0%
25c	0.0%	10.0%	10.0%	40.0%	10.0%	20.0%	10.0%
25d	11.1%	33.3%	22.2%	0.0%	11.1%	11.1%	11.1%

Fig. 3.3 Item Comparison Zones

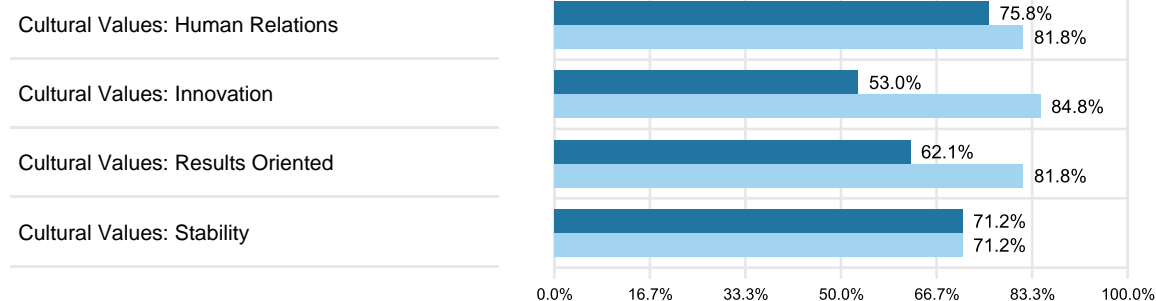


Culture Scores

Culture Scores



Culture Scores



Explanation of Culture Scores

Cultural Values: Human Relations

This Cultural Value focuses on behaviours associated with human relations and specifically involves treating people fairly, having respect for others, and working effectively in teams.

Cultural Values: Innovation

This Cultural Value focuses on behaviours related to innovation and specifically involves willingness to experiment, taking risks, and being flexible in response to changing circumstances.

Cultural Values: Results Oriented

This Cultural Value focuses on behaviours related to being results oriented and specifically involves being action-oriented, working hard to achieve goals and striving for excellence.

Cultural Values: Stability

This Cultural Value focuses on behaviours related to stability and specifically involves predictability and consistency, and following established policies, procedures, and guidelines.

Current Culture:

Respondents were asked to consider the current culture of their academic unit or work unit/department. “Currently, my academic or work unit places a great deal of value on ... “ The top graph compares the current culture vs. rest of comparator group.

Preferred Culture:

Respondents were asked, “In the future, I would prefer my academic or work unit to place a great deal of value on ...” The bottom graph compares the current culture vs preferred culture.

1. Current Work Unit / Department Culture

Current Culture: “Consider the current culture of your Academic or Work Unit. Currently my Academic/Work Unit places a great deal of value on ...”

Fig. 1.1 Item Statement

8a	Human Relations e.g. treating people fairly; working effectively in teams; having respect for others (N=11)
8d	Stability e.g. predictability and consistency; following established policies, procedures and guidelines (N=11)
8c	Results e.g. striving for excellence; working hard to achieve goals; being action-oriented (N=11)
8b	Innovation e.g. taking risks and trying new ways to do things; having a willingness to experiment; being flexible and changing in response to new circumstances (N=11)

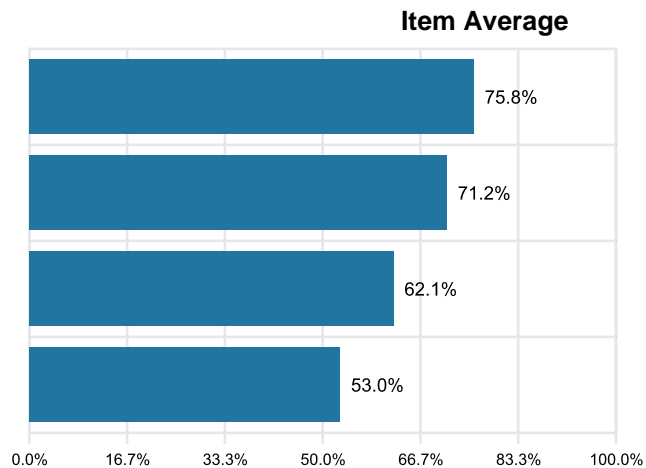
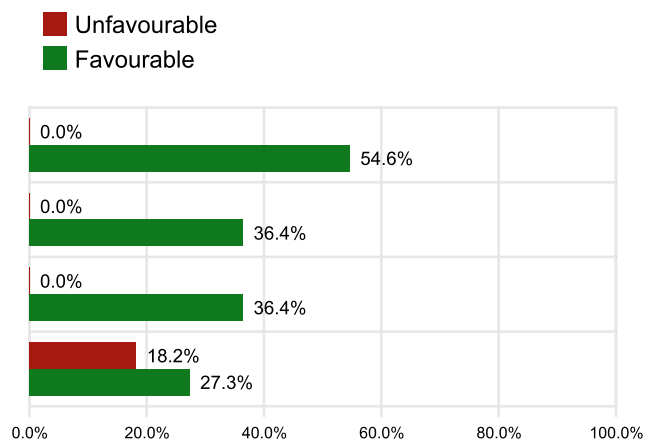


Fig. 1.2 Item Percentage Distribution

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
8a	0.0%	0.0%	0.0%	9.1%	36.4%	45.5%	9.1%
8d	0.0%	0.0%	0.0%	18.2%	45.5%	27.3%	9.1%
8c	0.0%	0.0%	27.3%	27.3%	9.1%	18.2%	18.2%
8b	0.0%	18.2%	18.2%	27.3%	9.1%	18.2%	9.1%

Fig. 1.3 Item Comparison Zones



2. Preferred Work Unit / Department Culture

Preferred Culture: “Consider what you prefer your Academic or Work Unit Culture to be “more like” in the next 5 years in order to be successful. In the future, I would prefer my Academic or Work Unit to place a great deal of value on ...”

Fig. 2.1 Item Statement

9b	Innovation e.g. taking risks and trying new ways to do things; having a willingness to experiment; being flexible and changing in response to new circumstances (N=11)
9a	Human Relations e.g. treating people fairly; working effectively in teams; having respect for others (N=11)
9c	Results e.g. striving for excellence; working hard to achieve goals; being action-oriented (N=11)
9d	Stability e.g. predictability and consistency; following established policies, procedures and guidelines (N=11)

Item Average

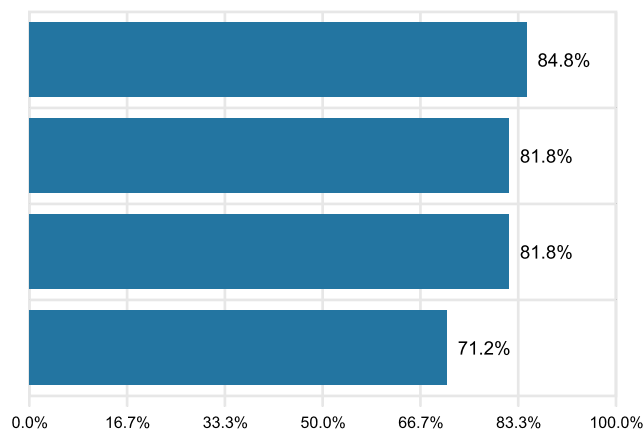
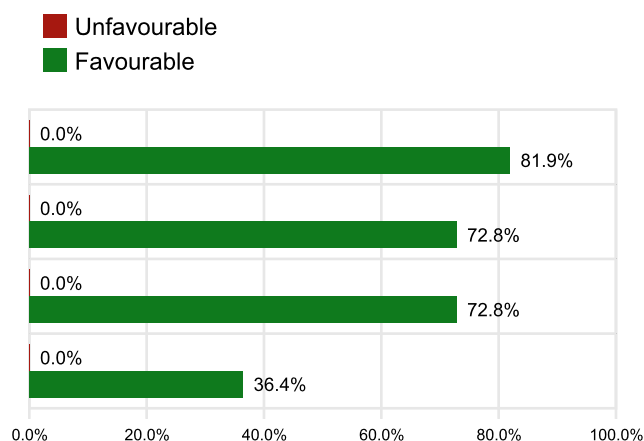


Fig. 2.2 Item Percentage Distribution

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
9b	0.0%	0.0%	0.0%	9.1%	9.1%	45.5%	36.4%
9a	0.0%	0.0%	0.0%	9.1%	18.2%	45.5%	27.3%
9c	0.0%	0.0%	0.0%	18.2%	9.1%	36.4%	36.4%
9d	0.0%	0.0%	0.0%	27.3%	36.4%	18.2%	18.2%

Fig. 2.3 Item Comparison Zones



Graph of Driver Averages

The following graph illustrates the averages, in percent, for each driver in order from highest to lowest. The Grand Driver Average is the result of averaging all drivers together. The Grand Average is 62.3% and has a difference of -2.6% from the Grand Rest Average (64.9%).

Note: The Rest Average is comprised of the rest of faculty members within Schulich School of Medicine & Dentistry.

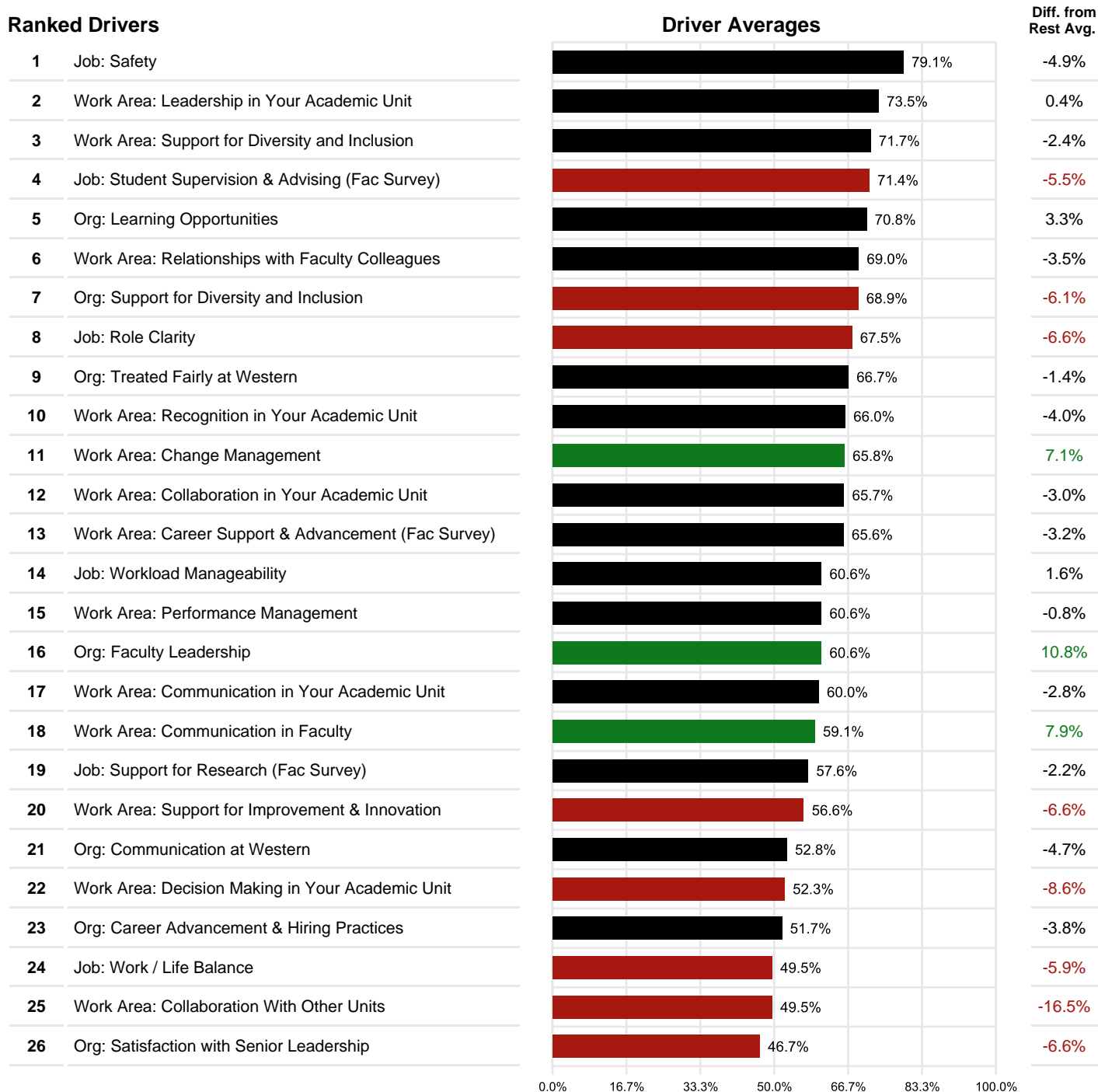


Table of Frequencies

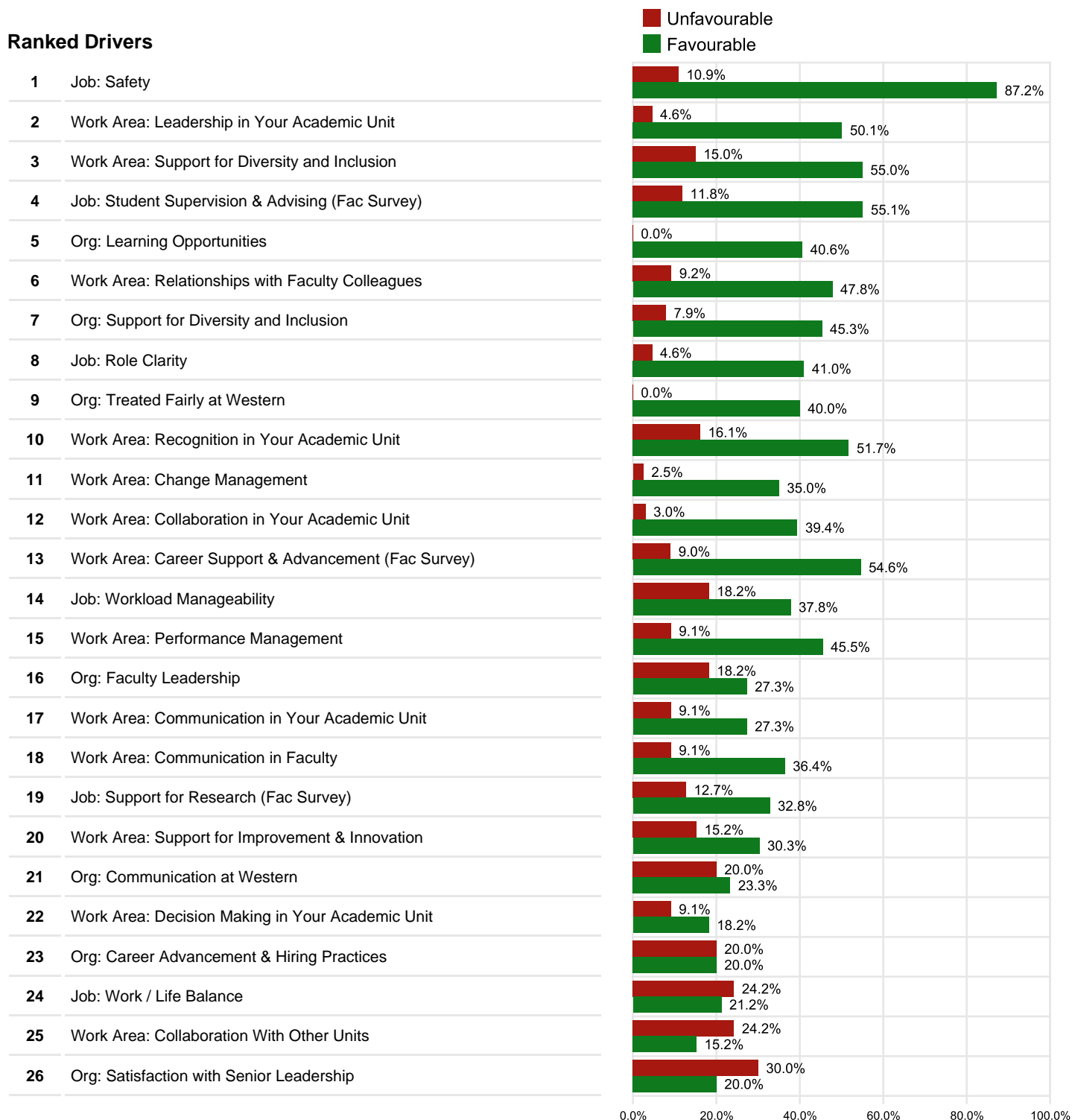
The following table illustrates the percentages of all response categories for each driver. The red-coloured columns represent the two most negative (unfavourable) categories. The green-coloured columns represent the two most positive (favourable) categories.

Ranked Drivers		Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
1	Job: Safety	0.0%	10.9%	0.0%	1.8%	0.0%	65.4%	21.8%
2	Work Area: Leadership in Your Academic Unit	4.6%	0.0%	4.6%	9.1%	31.9%	22.8%	27.3%
3	Work Area: Support for Diversity and Inclusion	0.0%	15.0%	5.0%	10.0%	15.0%	15.0%	40.0%
4	Job: Student Supervision & Advising (Fac Survey)	0.0%	11.8%	4.8%	2.3%	26.2%	34.6%	20.5%
5	Org: Learning Opportunities	0.0%	0.0%	2.5%	13.1%	43.9%	38.1%	2.5%
6	Work Area: Relationships with Faculty Colleagues	4.6%	4.6%	6.8%	11.4%	25.0%	25.0%	22.8%
7	Org: Support for Diversity and Inclusion	0.0%	7.9%	15.7%	0.0%	31.0%	22.2%	23.1%
8	Job: Role Clarity	0.0%	4.6%	18.2%	9.1%	27.3%	18.2%	22.8%
9	Org: Treated Fairly at Western	0.0%	0.0%	10.0%	20.0%	30.0%	40.0%	0.0%
10	Work Area: Recognition in Your Academic Unit	5.9%	10.2%	13.2%	2.9%	16.2%	24.4%	27.3%
11	Work Area: Change Management	0.0%	2.5%	10.0%	15.0%	37.5%	32.5%	2.5%
12	Work Area: Collaboration in Your Academic Unit	0.0%	3.0%	21.2%	12.1%	24.3%	21.2%	18.2%
13	Work Area: Career Support & Advancement (Fac Survey)	4.8%	4.2%	19.0%	3.7%	13.7%	42.6%	12.0%
14	Job: Workload Manageability	9.1%	9.1%	7.5%	9.1%	27.5%	24.7%	13.1%
15	Work Area: Performance Management	9.1%	0.0%	9.1%	27.3%	9.1%	45.5%	0.0%
16	Org: Faculty Leadership	9.1%	9.1%	0.0%	18.2%	36.4%	9.1%	18.2%
17	Work Area: Communication in Your Academic Unit	0.0%	9.1%	7.3%	30.9%	25.5%	21.8%	5.5%
18	Work Area: Communication in Faculty	9.1%	0.0%	18.2%	9.1%	27.3%	36.4%	0.0%
19	Job: Support for Research (Fac Survey)	9.1%	3.6%	21.8%	3.6%	29.1%	25.5%	7.3%
20	Work Area: Support for Improvement & Innovation	6.1%	9.1%	18.2%	15.2%	21.2%	18.2%	12.1%
21	Org: Communication at Western	0.0%	20.0%	13.3%	20.0%	23.3%	23.3%	0.0%
22	Work Area: Decision Making in Your Academic Unit	0.0%	9.1%	22.8%	31.9%	18.2%	18.2%	0.0%
23	Org: Career Advancement & Hiring Practices	10.0%	10.0%	13.3%	20.0%	26.7%	13.3%	6.7%
24	Job: Work / Life Balance	12.1%	12.1%	12.1%	18.2%	24.3%	18.2%	3.0%
25	Work Area: Collaboration With Other Units	0.0%	24.2%	21.2%	9.1%	30.3%	9.1%	6.1%
26	Org: Satisfaction with Senior Leadership	0.0%	30.0%	20.0%	20.0%	10.0%	10.0%	10.0%

Graph of Frequencies

The following graph illustrates the percentages of combined response categories for each driver. The red bars represent the combination of the two least positive (unfavourable) responses (e.g. “Strongly Disagree” and “Disagree”), while the green bars represent the combination of the two most positive (favourable) responses (e.g. “Strongly Agree” and “Agree”).

Ranked Drivers



Item Analyses

Section Overview

This section contains graphic illustrations of the averages and percentages of the individual questions for each driver. The drivers are presented in rank order (from highest to lowest).

The questions within the driver are also listed in ranked order. There are two graphs and one table for each driver.

Figure Types and Numbering Reference

Both the graphs and the tables are labelled with a number reflecting the ranking order from the Graph of Averages and a decimal number reflecting the figure type. For example, if the driver ranking is four, the figure numbers would be Fig. 4.1, Fig. 4.2 and Fig. 4.3, respectively.

For each of the drivers, there is one page of illustrations which includes all three figure types. The first graph (Fig. x.1) contains the item averages for the driver. The table (Fig. x.2) contains the percentages of all responses for each item. The second graph (Fig. x.3) contains the percentages related to the “unfavourable” and “favourable” zones.

Range	Driver Rating System
0.0% - 8.2%	Strongly Disagree
8.3% - 24.9%	Disagree
25.0% - 41.6%	Somewhat Disagree
41.7% - 58.2%	Neither Agree nor Disagree
58.3% - 74.9%	Somewhat Agree
75.0% - 91.5%	Agree
91.6% - 100.0%	Strongly Agree

Rank 1: Job: Safety

Driver Average: **79.1%**

Fig. 1.1 Item Statement

5a	People at Western are encouraged to work safely (N=11)
5d	I am able to perform my work safely (N=11)
5b	I am comfortable reporting safety concerns (N=11)
5c	I have received proper safety training related to my work (N=11)
5e	My physical work environment is safe (e.g. building, workspace) (N=11)

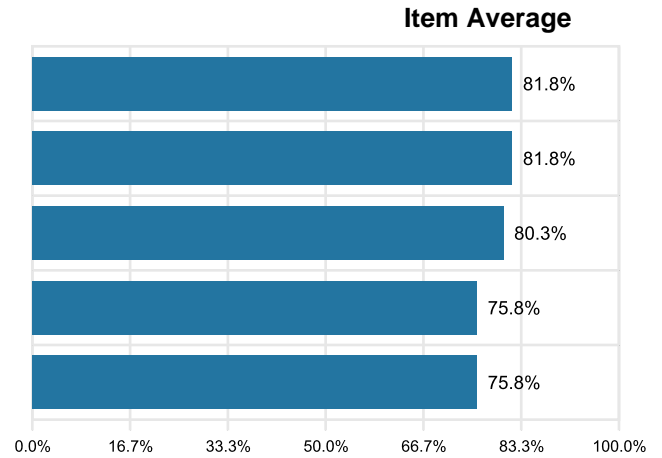
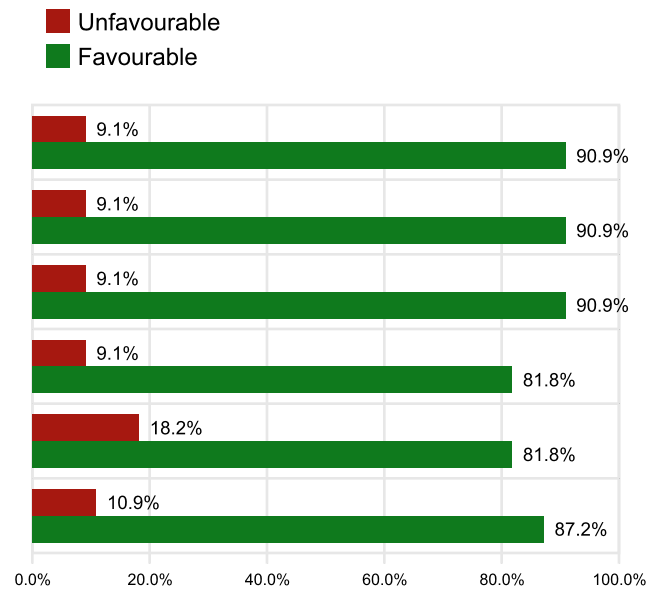


Fig. 1.2 Item Percentage Distribution

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
5a	0.0%	9.1%	0.0%	0.0%	0.0%	63.6%	27.3%
5d	0.0%	9.1%	0.0%	0.0%	0.0%	63.6%	27.3%
5b	0.0%	9.1%	0.0%	0.0%	0.0%	72.7%	18.2%
5c	0.0%	9.1%	0.0%	9.1%	0.0%	72.7%	9.1%
5e	0.0%	18.2%	0.0%	0.0%	0.0%	54.5%	27.3%
Avg.	0.0%	10.9%	0.0%	1.8%	0.0%	65.4%	21.8%

Fig. 1.3 Item Comparison Zones



Rank 2: Work Area: Leadership in Your Academic Unit

Driver Average: **73.5%**

Fig. 2.1 Item Statement

14b	The Academic Unit leader has a positive impact on my Academic Unit (N=11)
14a	I feel free to discuss any work related issues with the person leading my Academic Unit (N=11)

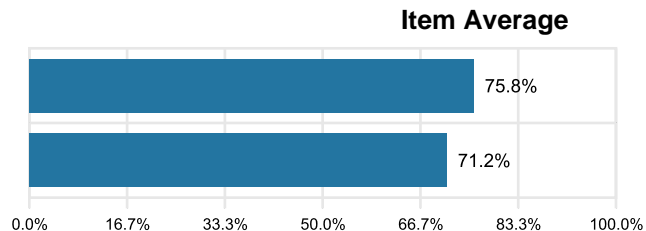
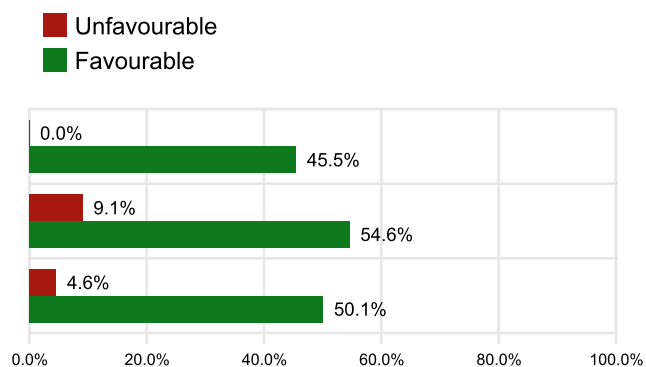


Fig. 2.2 Item Percentage Distribution

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
14b	0.0%	0.0%	0.0%	18.2%	36.4%	18.2%	27.3%
14a	9.1%	0.0%	9.1%	0.0%	27.3%	27.3%	27.3%
Avg.	4.6%	0.0%	4.6%	9.1%	31.9%	22.8%	27.3%

Fig. 2.3 Item Comparison Zones



Rank 3: Work Area: Support for Diversity and Inclusion

Driver Average: **71.7%**

Fig. 3.1 Item Statement

19a	I work in an environment of respect, free of harassment, fear or intimidation (N=10)
19b	The people I work with support a diverse and inclusive work environment (N=10)

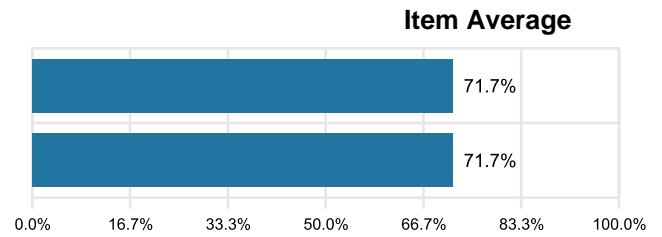
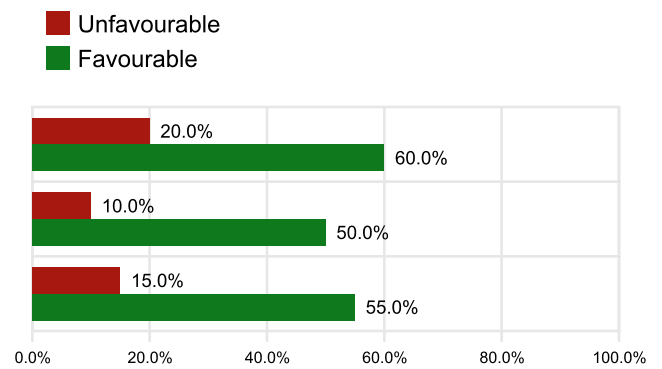


Fig. 3.2 Item Percentage Distribution

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
19a	0.0%	20.0%	0.0%	10.0%	10.0%	20.0%	40.0%
19b	0.0%	10.0%	10.0%	10.0%	20.0%	10.0%	40.0%
Avg.	0.0%	15.0%	5.0%	10.0%	15.0%	15.0%	40.0%

Fig. 3.3 Item Comparison Zones



Rank 4: Job: Student Supervision & Advising (Fac Survey)

Driver Average: **71.4%**

Fig. 4.1 Item Statement

7d	I consider student supervision / advising to be an integral part of my role as a faculty member (N=11)
7a	My work in supervising / advising students is valued in my Academic Unit (N=11)
7c	I have enough time to supervise / advise graduate students effectively (N=10)
7b	I have enough time to supervise / advise undergraduate students effectively (N=11)

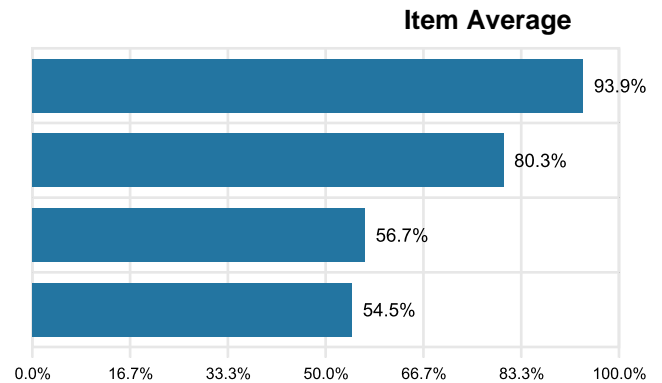
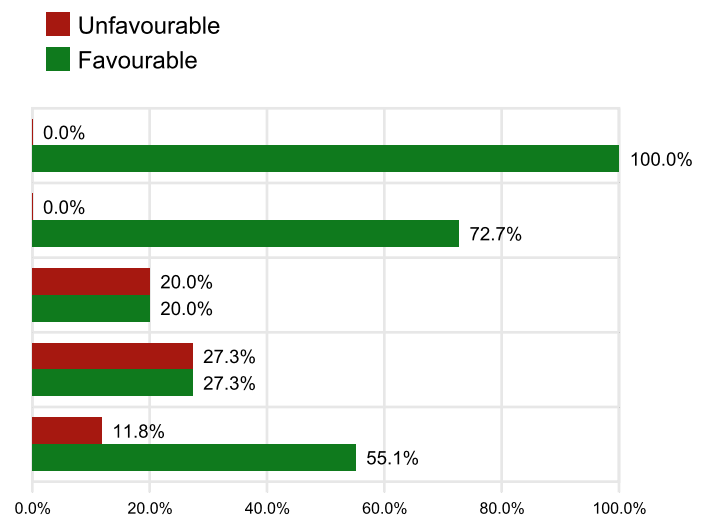


Fig. 4.2 Item Percentage Distribution

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
7d	0.0%	0.0%	0.0%	0.0%	0.0%	36.4%	63.6%
7a	0.0%	0.0%	0.0%	9.1%	18.2%	54.5%	18.2%
7c	0.0%	20.0%	10.0%	0.0%	50.0%	20.0%	0.0%
7b	0.0%	27.3%	9.1%	0.0%	36.4%	27.3%	0.0%
Avg.	0.0%	11.8%	4.8%	2.3%	26.2%	34.6%	20.5%

Fig. 4.3 Item Comparison Zones



Rank 5: Org: Learning Opportunities

Driver Average: **70.8%**

Fig. 5.1 Item Statement

29a	I receive the training I need to do my work effectively (N=10)
29b	There are sufficient opportunities for training and development (N=10)
29c	I am encouraged to develop my job related knowledge, skills and abilities (N=10)
29d	I am satisfied with the supports available at Western for my professional development (N=9)

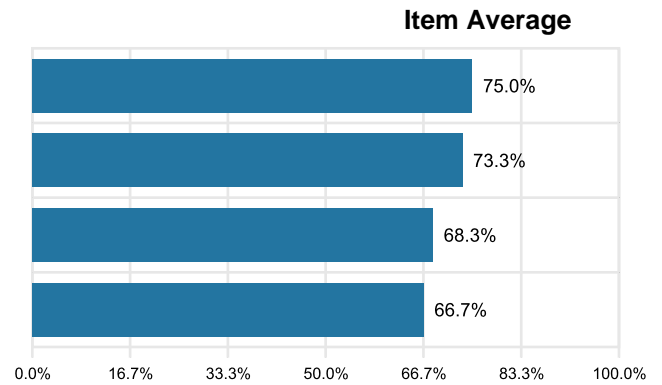
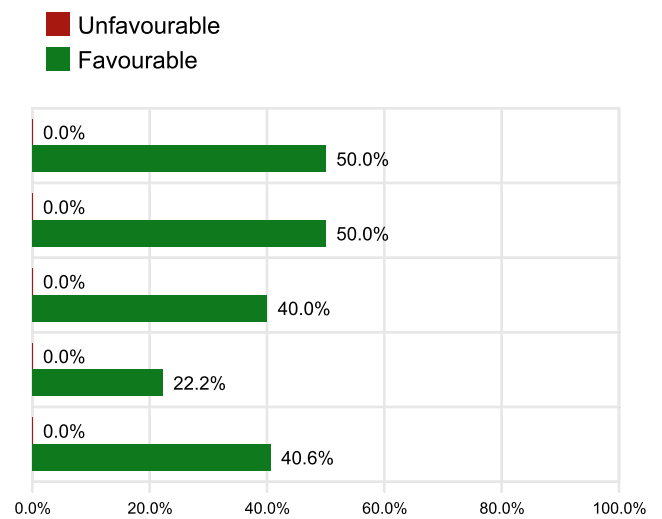


Fig. 5.2 Item Percentage Distribution

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
29a	0.0%	0.0%	0.0%	10.0%	40.0%	40.0%	10.0%
29b	0.0%	0.0%	0.0%	10.0%	40.0%	50.0%	0.0%
29c	0.0%	0.0%	10.0%	10.0%	40.0%	40.0%	0.0%
29d	0.0%	0.0%	0.0%	22.2%	55.6%	22.2%	0.0%
Avg.	0.0%	0.0%	2.5%	13.1%	43.9%	38.1%	2.5%

Fig. 5.3 Item Comparison Zones



Rank 6: Work Area: Relationships with Faculty Colleagues

Driver Average: **69.0%**

Fig. 6.1 Item Statement

12a	Faculty in my Academic Unit have good working relationships (N=11)
12b	Collaboration with faculty colleagues in my Academic Unit is supported (N=11)
12c	Collaboration with faculty colleagues across the University is supported at Western (N=11)
12d	I am satisfied with how I interact with my faculty colleagues (N=11)

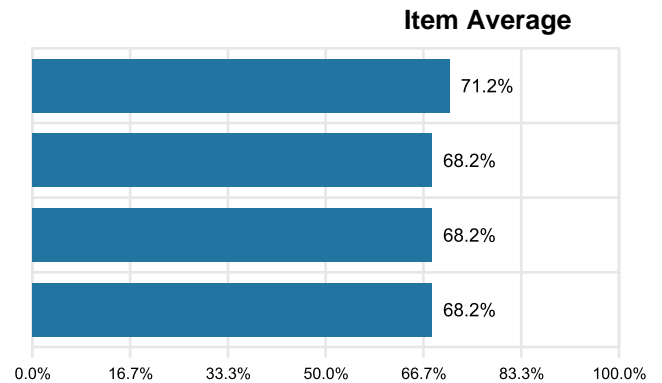
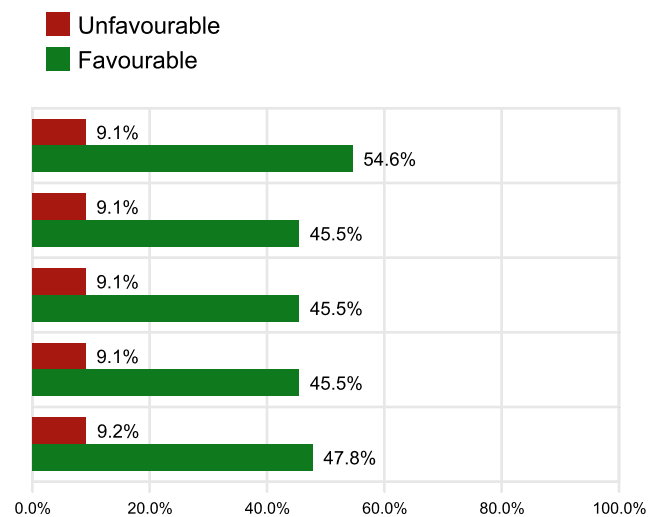


Fig. 6.2 Item Percentage Distribution

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
12a	0.0%	9.1%	9.1%	9.1%	18.2%	27.3%	27.3%
12b	9.1%	0.0%	0.0%	18.2%	27.3%	27.3%	18.2%
12c	9.1%	0.0%	9.1%	9.1%	27.3%	18.2%	27.3%
12d	0.0%	9.1%	9.1%	9.1%	27.3%	27.3%	18.2%
Avg.	4.6%	4.6%	6.8%	11.4%	25.0%	25.0%	22.8%

Fig. 6.3 Item Comparison Zones



Rank 7: Org: Support for Diversity and Inclusion

Driver Average: **68.9%**

Fig. 7.1 Item Statement

30a	Western values and promotes accessibility (N=9)
30c	Western values and promotes respectful work relationships (N=9)
30b	Western values and promotes a diverse and inclusive work environment (N=8)

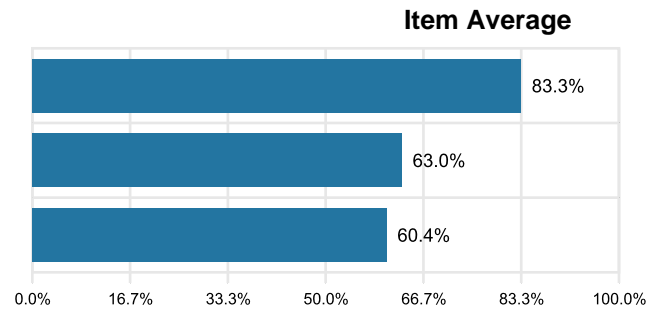
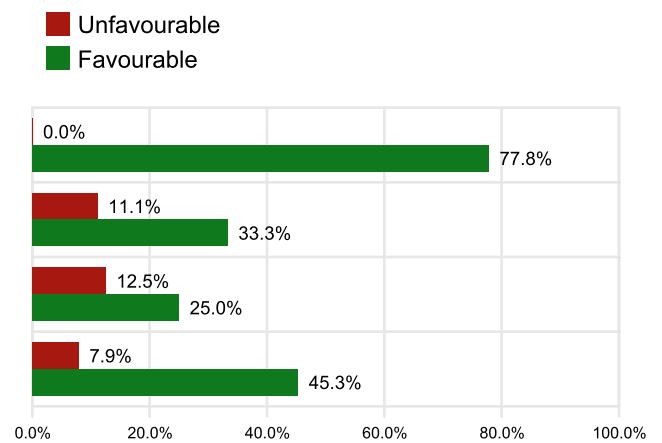


Fig. 7.2 Item Percentage Distribution

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
30a	0.0%	0.0%	0.0%	0.0%	22.2%	55.6%	22.2%
30c	0.0%	11.1%	22.2%	0.0%	33.3%	11.1%	22.2%
30b	0.0%	12.5%	25.0%	0.0%	37.5%	0.0%	25.0%
Avg.	0.0%	7.9%	15.7%	0.0%	31.0%	22.2%	23.1%

Fig. 7.3 Item Comparison Zones



Rank 8: Job: Role Clarity

Driver Average: **67.5%**

Fig. 8.1 Item Statement

2b	I understand how my work supports the priorities of my Academic Unit (N=11)
2a	I am clear about what is expected of me in my role (N=11)

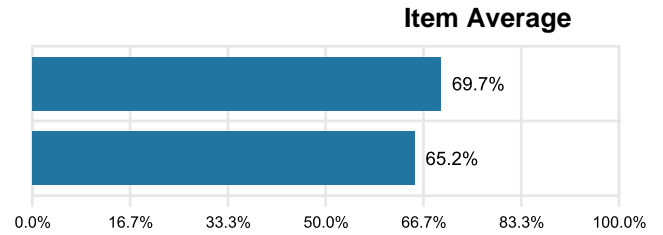
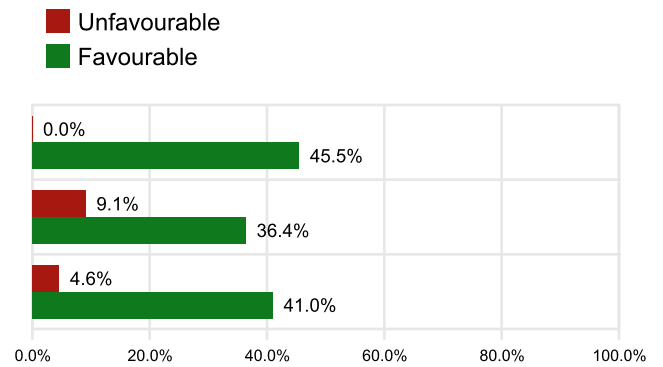


Fig. 8.2 Item Percentage Distribution

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
2b	0.0%	0.0%	18.2%	18.2%	18.2%	18.2%	27.3%
2a	0.0%	9.1%	18.2%	0.0%	36.4%	18.2%	18.2%
Avg.	0.0%	4.6%	18.2%	9.1%	27.3%	18.2%	22.8%

Fig. 8.3 Item Comparison Zones



Rank 9: Org: Treated Fairly at Western

Driver Average: **66.7%**

Fig. 9.1 Item Statement

25b I am treated fairly at Western (N=10)

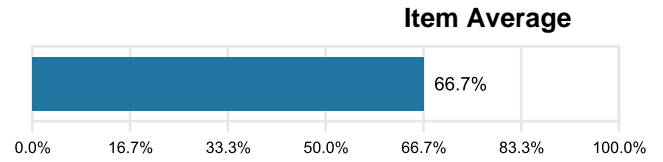
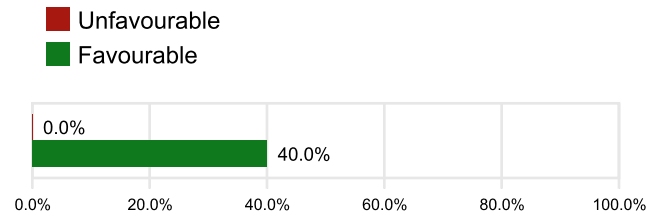


Fig. 9.2 Item Percentage Distribution

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
25b	0.0%	0.0%	10.0%	20.0%	30.0%	40.0%	0.0%

Fig. 9.3 Item Comparison Zones



Rank 10: Work Area: Recognition in Your Academic Unit

Driver Average: **66.0%**

Fig. 10.1 Item Statement

20c	I receive feedback on my work performance at least annually (N=10)
20e	Excellence in teaching is adequately recognized in my annual performance evaluation (N=10)
20d	Research activities are adequately recognized in my annual performance evaluation (N=10)
20f	Service contribution activities are adequately recognized in my annual performance evaluation (N=10)
20a	I am satisfied with the amount of appreciation and recognition I receive (N=10)
20b	I get constructive feedback on how well I am performing my role (N=10)
20g	Work done by faculty in the community relating to Western is adequately recognized in my Academic Unit (e.g. public lectures, school liaison, outreach etc.) (N=9)

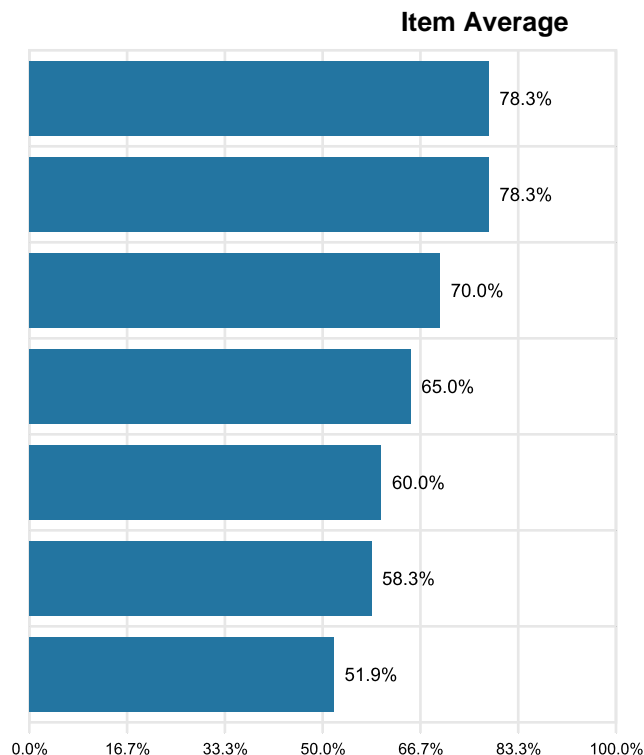
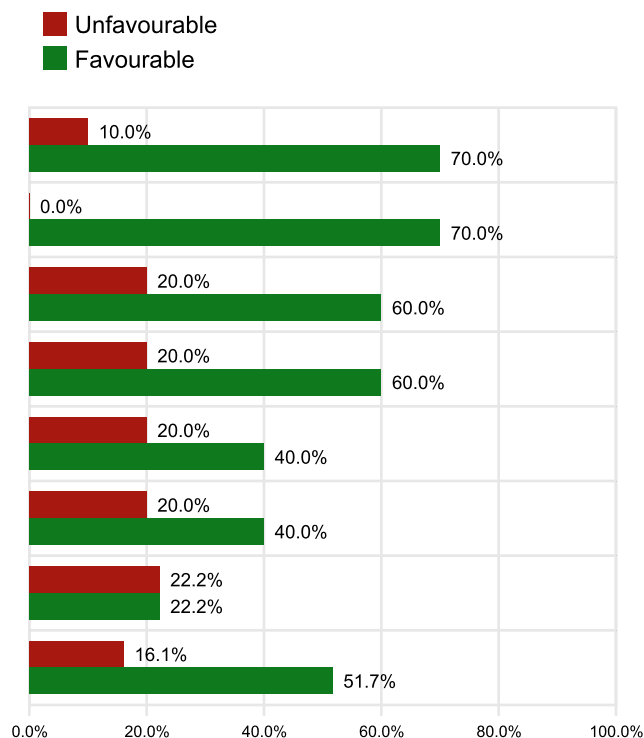


Fig. 10.2 Item Percentage Distribution

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
20c	10.0%	0.0%	0.0%	0.0%	20.0%	30.0%	40.0%
20e	0.0%	0.0%	20.0%	0.0%	10.0%	30.0%	40.0%
20d	0.0%	20.0%	0.0%	0.0%	20.0%	40.0%	20.0%
20f	10.0%	10.0%	10.0%	0.0%	10.0%	40.0%	20.0%
20a	0.0%	20.0%	20.0%	10.0%	10.0%	10.0%	30.0%
20b	10.0%	10.0%	20.0%	10.0%	10.0%	10.0%	30.0%
20g	11.1%	11.1%	22.2%	0.0%	33.3%	11.1%	11.1%
Avg.	5.9%	10.2%	13.2%	2.9%	16.2%	24.4%	27.3%

Fig. 10.3 Item Comparison Zones



Rank 11: Work Area: Change Management

Driver Average: **65.8%**

Fig. 11.1 Item Statement

18a	When changes take place, there is clear communication about what is changing (N=10)
18b	When changes take place, those affected are adequately consulted (N=10)
18c	When changes take place, I am aware of the reasons for the change (N=10)
18d	My Academic Unit provides the necessary support to successfully implement change (N=10)

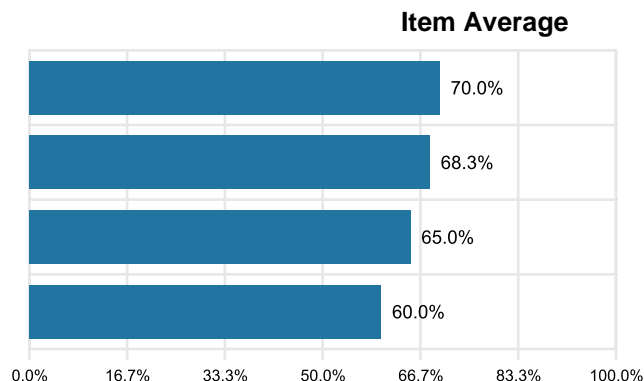
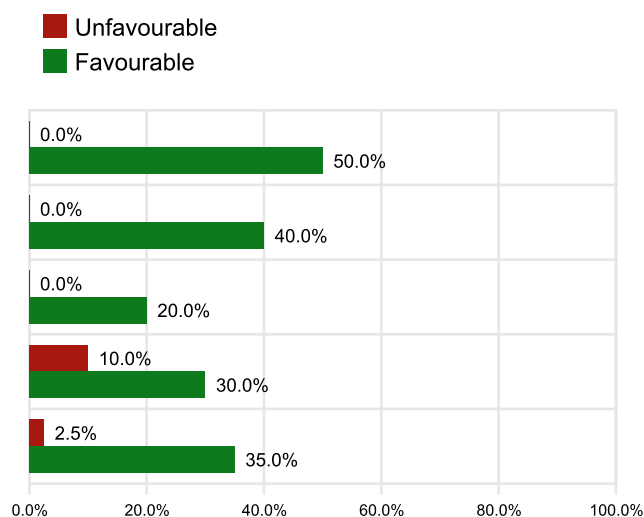


Fig. 11.2 Item Percentage Distribution

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
18a	0.0%	0.0%	10.0%	10.0%	30.0%	50.0%	0.0%
18b	0.0%	0.0%	10.0%	20.0%	30.0%	30.0%	10.0%
18c	0.0%	0.0%	10.0%	10.0%	60.0%	20.0%	0.0%
18d	0.0%	10.0%	10.0%	20.0%	30.0%	30.0%	0.0%
Avg.	0.0%	2.5%	10.0%	15.0%	37.5%	32.5%	2.5%

Fig. 11.3 Item Comparison Zones



Rank 12: Work Area: Collaboration in Your Academic Unit

Driver Average: **65.7%**

Fig. 12.1 Item Statement

10c	I am satisfied with how I interact with others in my Academic Unit (N=11)
10b	My contribution is valued by the people I work with (N=11)
10a	There is good teamwork and cooperation within my Academic Unit (N=11)

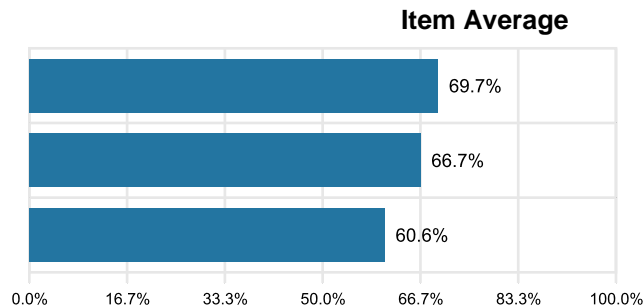
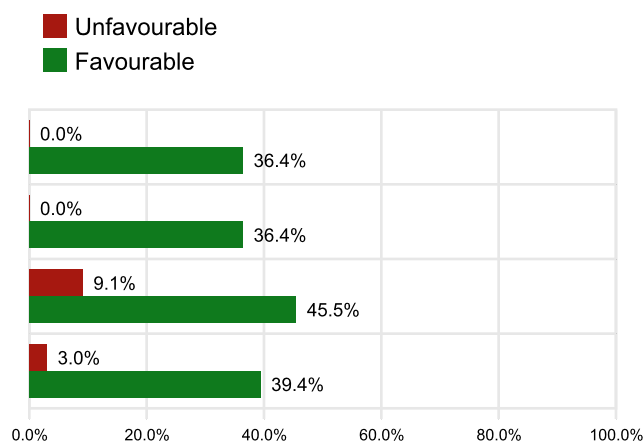


Fig. 12.2 Item Percentage Distribution

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
10c	0.0%	0.0%	18.2%	9.1%	36.4%	9.1%	27.3%
10b	0.0%	0.0%	18.2%	18.2%	27.3%	18.2%	18.2%
10a	0.0%	9.1%	27.3%	9.1%	9.1%	36.4%	9.1%
Avg.	0.0%	3.0%	21.2%	12.1%	24.3%	21.2%	18.2%

Fig. 12.3 Item Comparison Zones



Rank 13: Work Area: Career Support & Advancement (Fac Survey)

Driver Average: **65.6%**

Fig. 13.1 Item Statement

21b	Faculty are treated fairly with regard to the tenure process (N=8)
21a	Faculty promotions are done without bias (N=7)
21c	Faculty are sufficiently mentored with regard to the tenure process (N=9)

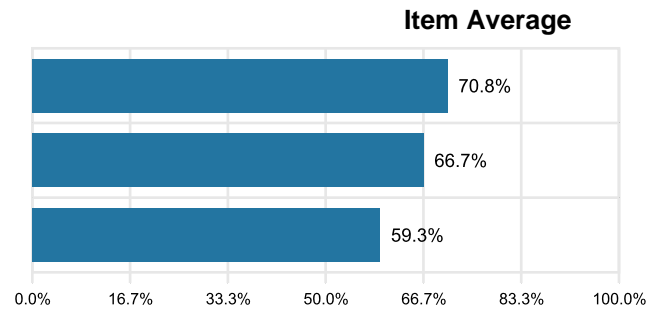
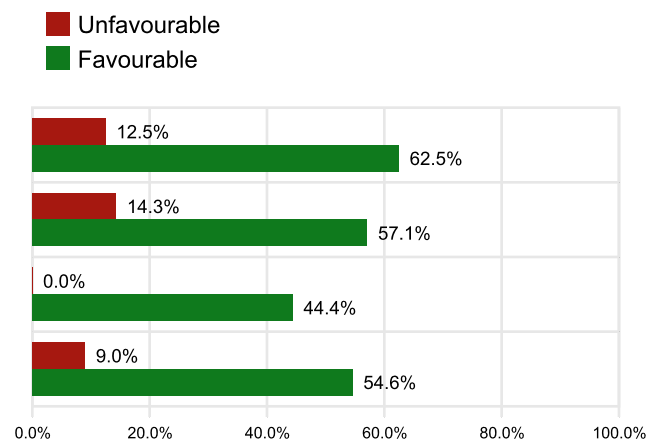


Fig. 13.2 Item Percentage Distribution

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
21b	0.0%	12.5%	12.5%	0.0%	12.5%	37.5%	25.0%
21a	14.3%	0.0%	0.0%	0.0%	28.6%	57.1%	0.0%
21c	0.0%	0.0%	44.4%	11.1%	0.0%	33.3%	11.1%
Avg.	4.8%	4.2%	19.0%	3.7%	13.7%	42.6%	12.0%

Fig. 13.3 Item Comparison Zones



Rank 14: Job: Workload Manageability

Driver Average: **60.6%**

Fig. 14.1 Item Statement

4c	Usually, I am assigned the courses I am most qualified to teach (N=10)
4e	I am satisfied that service workload is assigned in a reasonable way (N=11)
4d	My workload enables me to make good progress on my research (N=11)
4b	I am satisfied with my current balance of teaching, research, and service (N=11)
4a	I have enough time to do my work adequately (N=11)

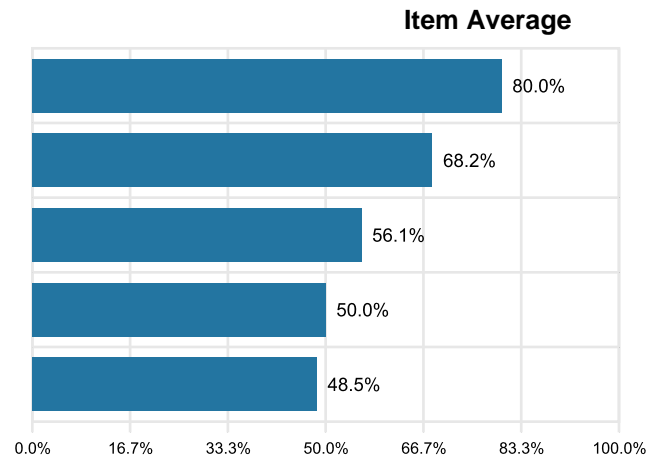
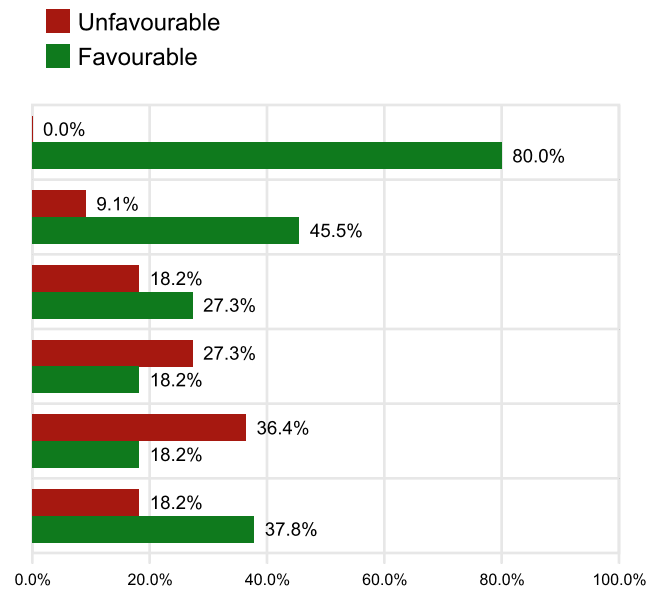


Fig. 14.2 Item Percentage Distribution

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
4c	0.0%	0.0%	10.0%	0.0%	10.0%	60.0%	20.0%
4e	0.0%	9.1%	9.1%	9.1%	27.3%	27.3%	18.2%
4d	18.2%	0.0%	9.1%	9.1%	36.4%	18.2%	9.1%
4b	18.2%	9.1%	9.1%	18.2%	27.3%	0.0%	18.2%
4a	9.1%	27.3%	0.0%	9.1%	36.4%	18.2%	0.0%
Avg.	9.1%	9.1%	7.5%	9.1%	27.5%	24.7%	13.1%

Fig. 14.3 Item Comparison Zones



Rank 15: Work Area: Performance Management

Driver Average: **60.6%**

Fig. 15.1 Item Statement

15a Work performance concerns are dealt with appropriately in my Academic Unit (N=11)

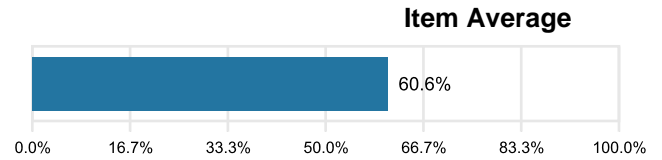
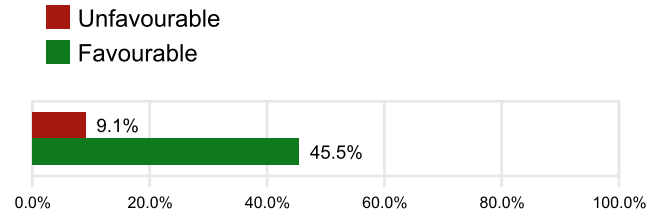


Fig. 15.2 Item Percentage Distribution

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
15a	9.1%	0.0%	9.1%	27.3%	9.1%	45.5%	0.0%

Fig. 15.3 Item Comparison Zones



Rank 16: Org: Faculty Leadership

Driver Average: **60.6%**

Fig. 16.1 Item Statement

24a I am satisfied with the overall leadership of my Faculty (e.g. Dean, Associate Dean, Assistant Dean) (N=11)

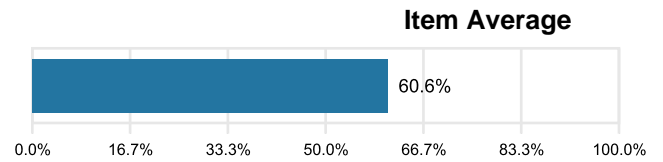
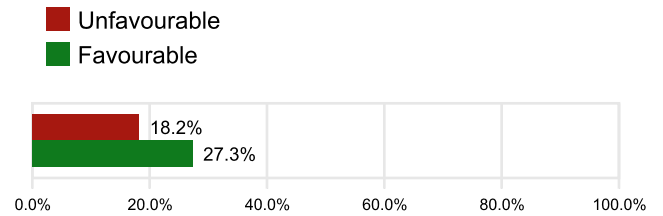


Fig. 16.2 Item Percentage Distribution

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
24a	9.1%	9.1%	0.0%	18.2%	36.4%	9.1%	18.2%

Fig. 16.3 Item Comparison Zones



Rank 17: Work Area: Communication in Your Academic Unit

Driver Average: **60.0%**

Fig. 17.1 Item Statement

16b	People listen effectively to each other in my Academic Unit (N=11)
16a	The communication I receive helps me to do my work effectively (N=11)
16d	There are regular and clear communications about the priorities of my Academic Unit (N=11)
16e	I am satisfied with communication within my Academic Unit (N=11)
16c	There are adequate opportunities for open discussion in my Academic Unit (N=11)

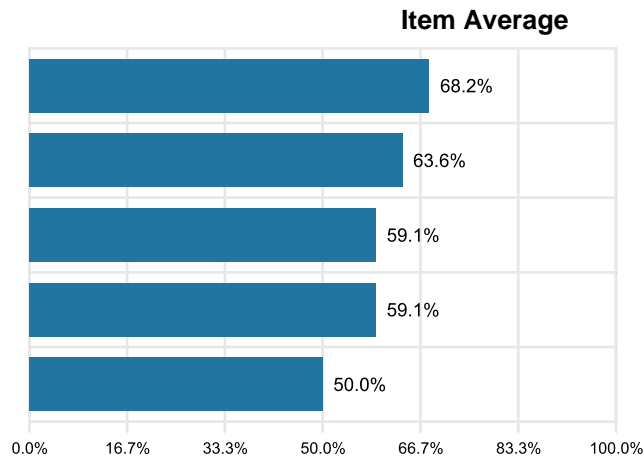
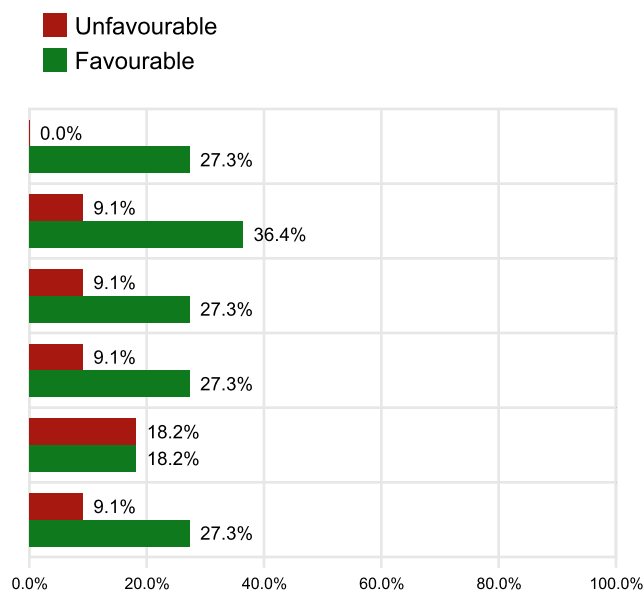


Fig. 17.2 Item Percentage Distribution

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
16b	0.0%	0.0%	0.0%	27.3%	45.5%	18.2%	9.1%
16a	0.0%	9.1%	0.0%	36.4%	18.2%	27.3%	9.1%
16d	0.0%	9.1%	9.1%	27.3%	27.3%	27.3%	0.0%
16e	0.0%	9.1%	9.1%	36.4%	18.2%	18.2%	9.1%
16c	0.0%	18.2%	18.2%	27.3%	18.2%	18.2%	0.0%
Avg.	0.0%	9.1%	7.3%	30.9%	25.5%	21.8%	5.5%

Fig. 17.3 Item Comparison Zones



Rank 18: Work Area: Communication in Faculty

Driver Average: **59.1%**

Fig. 18.1 Item Statement

23a	There are regular and clear communications about the priorities of my Faculty (N=11)
23b	I am satisfied with communication within my Faculty (N=11)

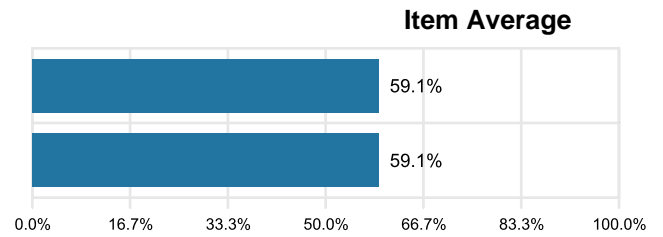
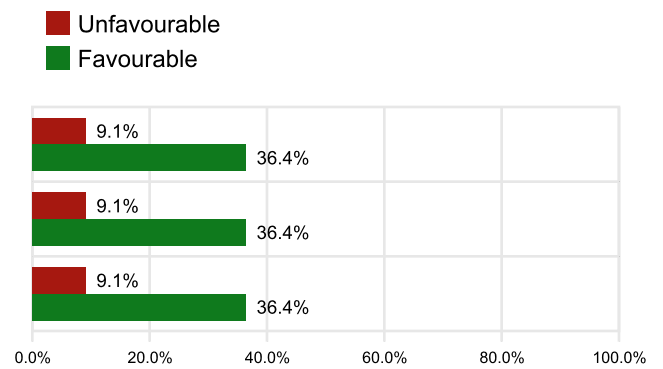


Fig. 18.2 Item Percentage Distribution

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
23a	9.1%	0.0%	18.2%	9.1%	27.3%	36.4%	0.0%
23b	9.1%	0.0%	18.2%	9.1%	27.3%	36.4%	0.0%
Avg.	9.1%	0.0%	18.2%	9.1%	27.3%	36.4%	0.0%

Fig. 18.3 Item Comparison Zones



Rank 19: Job: Support for Research (Fac Survey)

Driver Average: **57.6%**

Fig. 19.1 Item Statement

6a	Research activities of faculty members are respected and valued in my Academic Unit (N=11)
6c	I have adequate space for my research (N=11)
6b	I receive sufficient guidance, assistance, and support to access research funding (N=11)
6d	I have adequate equipment for my research (N=11)
6e	I have adequate human resources for my research (N=11)

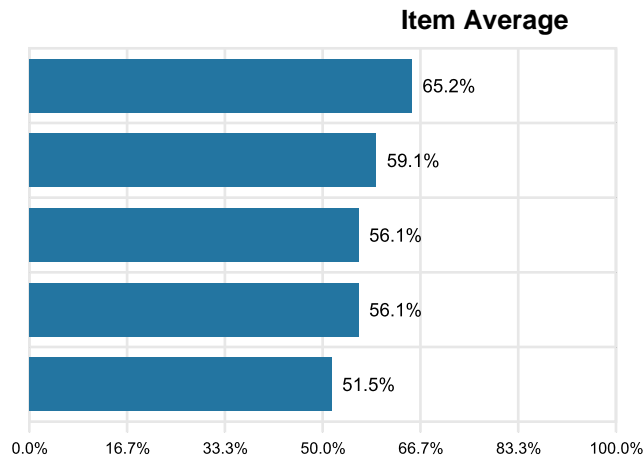
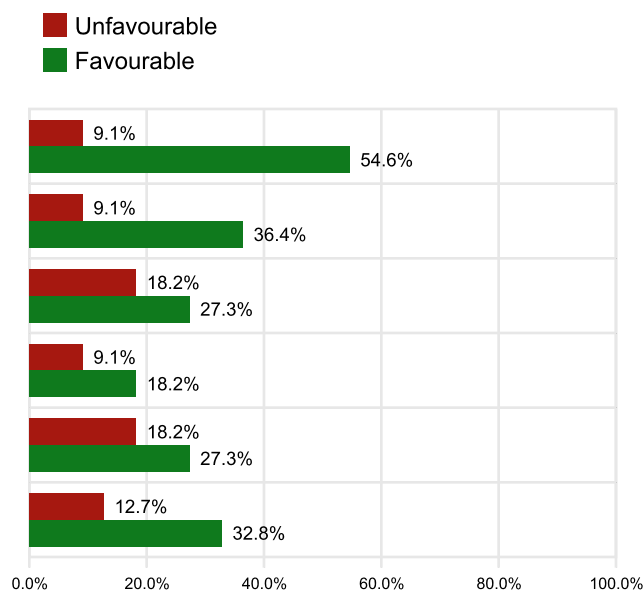


Fig. 19.2 Item Percentage Distribution

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
6a	0.0%	9.1%	27.3%	0.0%	9.1%	36.4%	18.2%
6c	9.1%	0.0%	18.2%	9.1%	27.3%	36.4%	0.0%
6b	9.1%	9.1%	18.2%	0.0%	36.4%	18.2%	9.1%
6d	9.1%	0.0%	18.2%	9.1%	45.5%	18.2%	0.0%
6e	18.2%	0.0%	27.3%	0.0%	27.3%	18.2%	9.1%
Avg.	9.1%	3.6%	21.8%	3.6%	29.1%	25.5%	7.3%

Fig. 19.3 Item Comparison Zones



Rank 20: Work Area: Support for Improvement & Innovation

Driver Average: **56.6%**

Fig. 20.1 Item Statement

13b	I believe my ideas and suggestions are valued (N=11)
13c	In my Academic Unit we take time to think about how to improve our programs and services (N=11)
13a	I am encouraged to come up with better ways to do things (N=11)

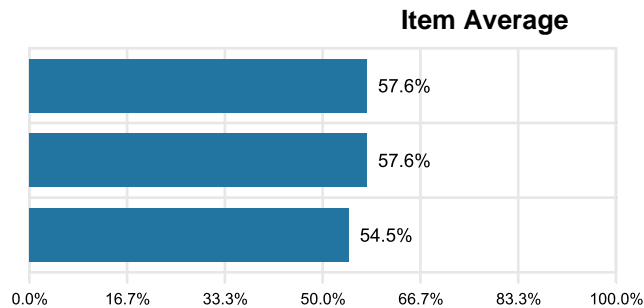
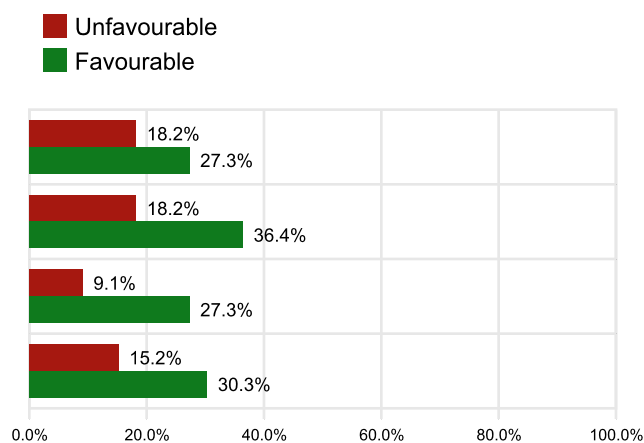


Fig. 20.2 Item Percentage Distribution

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
13b	9.1%	9.1%	9.1%	9.1%	36.4%	18.2%	9.1%
13c	0.0%	18.2%	18.2%	9.1%	18.2%	27.3%	9.1%
13a	9.1%	0.0%	27.3%	27.3%	9.1%	9.1%	18.2%
Avg.	6.1%	9.1%	18.2%	15.2%	21.2%	18.2%	12.1%

Fig. 20.3 Item Comparison Zones



Rank 21: Org: Communication at Western

Driver Average: **52.8%**

Fig. 21.1 Item Statement

27a	I feel well informed about what's going on at Western (N=10)
27b	There are regular and clear communications about the priorities of Western (N=10)
27c	I am satisfied with communication at Western (N=10)

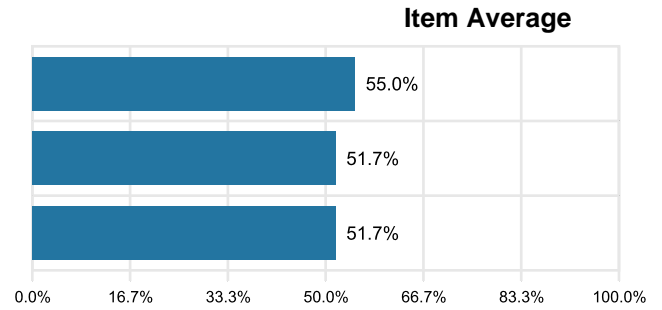
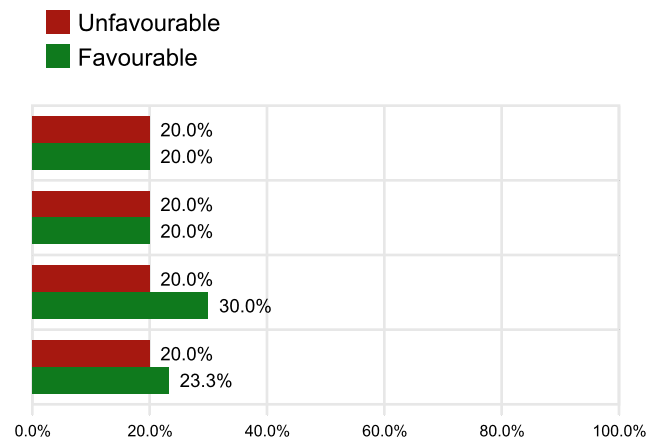


Fig. 21.2 Item Percentage Distribution

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
27a	0.0%	20.0%	10.0%	10.0%	40.0%	20.0%	0.0%
27b	0.0%	20.0%	10.0%	30.0%	20.0%	20.0%	0.0%
27c	0.0%	20.0%	20.0%	20.0%	10.0%	30.0%	0.0%
Avg.	0.0%	20.0%	13.3%	20.0%	23.3%	23.3%	0.0%

Fig. 21.3 Item Comparison Zones



Rank 22: Work Area: Decision Making in Your Academic Unit

Driver Average: **52.3%**

Fig. 22.1 Item Statement

17a	I am informed about important decisions that are made in my Academic Unit (N=11)
17b	I am satisfied with my level of involvement in decision-making in my Academic Unit (N=11)

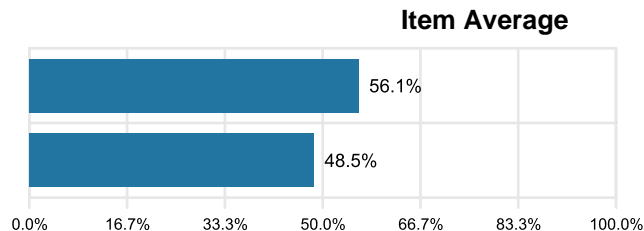
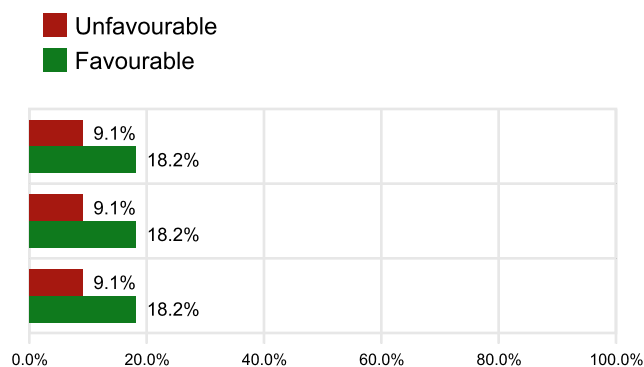


Fig. 22.2 Item Percentage Distribution

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
17a	0.0%	9.1%	9.1%	36.4%	27.3%	18.2%	0.0%
17b	0.0%	9.1%	36.4%	27.3%	9.1%	18.2%	0.0%
Avg.	0.0%	9.1%	22.8%	31.9%	18.2%	18.2%	0.0%

Fig. 22.3 Item Comparison Zones



Rank 23: Org: Career Advancement & Hiring Practices

Driver Average: **51.7%**

Fig. 23.1 Item Statement

28c	I am satisfied with the career advancement opportunities available to me at Western (N=10)
28a	Western has an open and fair hiring process (N=10)
28b	Job opportunities are well communicated at Western (N=10)

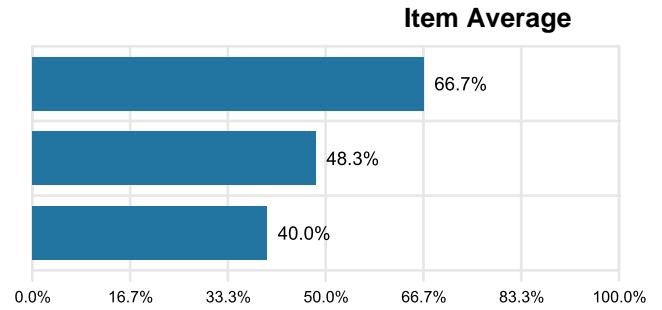
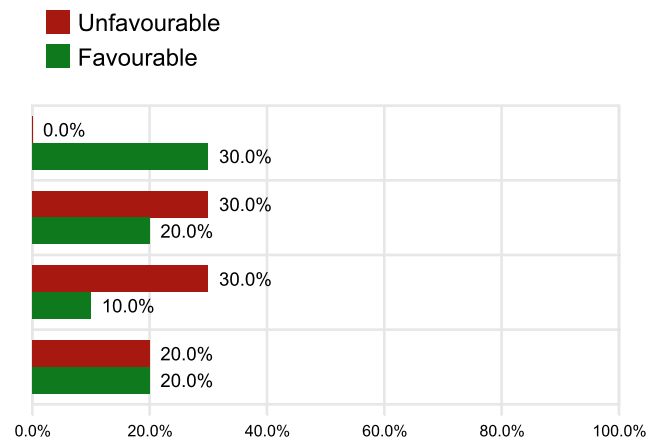


Fig. 23.2 Item Percentage Distribution

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
28c	0.0%	0.0%	10.0%	20.0%	40.0%	20.0%	10.0%
28a	10.0%	20.0%	10.0%	20.0%	20.0%	10.0%	10.0%
28b	20.0%	10.0%	20.0%	20.0%	20.0%	10.0%	0.0%
Avg.	10.0%	10.0%	13.3%	20.0%	26.7%	13.3%	6.7%

Fig. 23.3 Item Comparison Zones



Rank 24: Job: Work / Life Balance

Driver Average: **49.5%**

Fig. 24.1 Item Statement

3c	I am supported in my workplace when I am dealing with personal or family issues (N=11)
3b	I am encouraged to take my vacation and leaves (e.g. earned days off, parental leave) (N=11)
3a	My job allows me to balance my work and family / personal life (N=11)

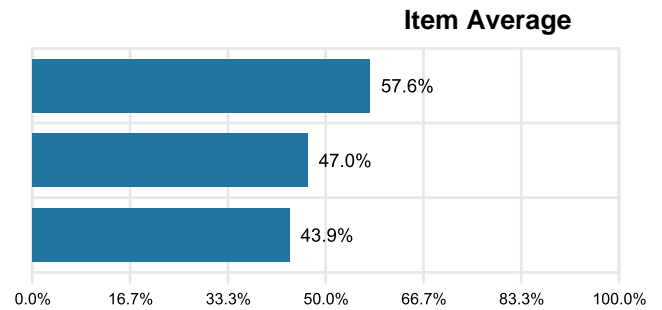
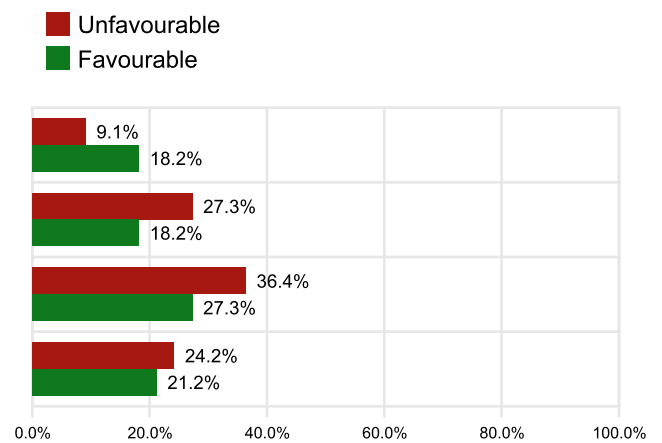


Fig. 24.2 Item Percentage Distribution

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
3c	9.1%	0.0%	9.1%	18.2%	45.5%	18.2%	0.0%
3b	9.1%	18.2%	9.1%	27.3%	18.2%	18.2%	0.0%
3a	18.2%	18.2%	18.2%	9.1%	9.1%	18.2%	9.1%
Avg.	12.1%	12.1%	12.1%	18.2%	24.3%	18.2%	3.0%

Fig. 24.3 Item Comparison Zones



Rank 25: Work Area: Collaboration With Other Units

Driver Average: **49.5%**

Fig. 25.1 Item Statement

11b	I am encouraged to co-operate with people in other Units (N=11)
11a	People in other Units are supportive when I ask for things I need to get my work done (N=11)
11c	I am satisfied with the way Units collaborate (N=11)

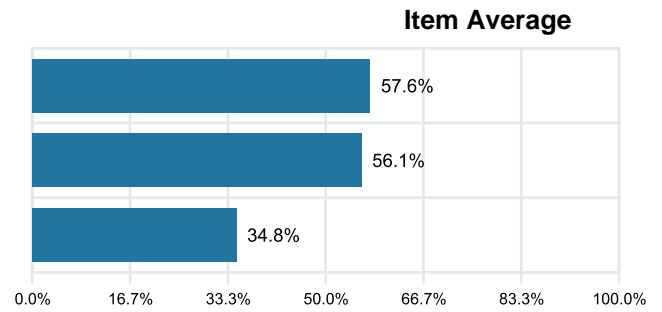
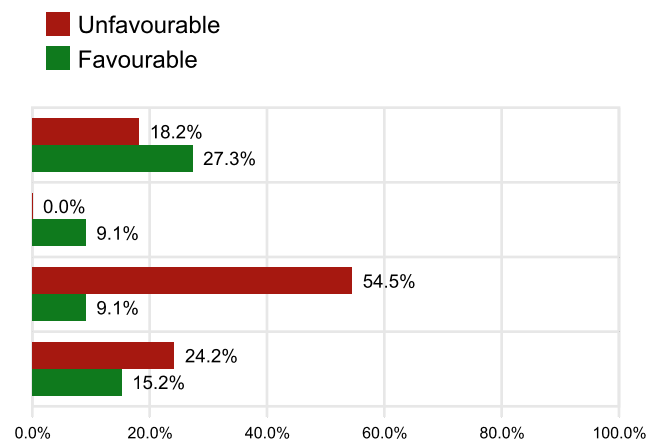


Fig. 25.2 Item Percentage Distribution

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
11b	0.0%	18.2%	18.2%	9.1%	27.3%	9.1%	18.2%
11a	0.0%	0.0%	27.3%	18.2%	45.5%	9.1%	0.0%
11c	0.0%	54.5%	18.2%	0.0%	18.2%	9.1%	0.0%
Avg.	0.0%	24.2%	21.2%	9.1%	30.3%	9.1%	6.1%

Fig. 25.3 Item Comparison Zones



Rank 26: Org: Satisfaction with Senior Leadership

Driver Average: **46.7%**

Fig. 26.1 Item Statement

26a I am satisfied with the senior leadership of Western (e.g. President, Provost, Vice-Presidents, Vice-Provosts, Deans, University Registrar, Associate Vice-Presidents) (N=10)

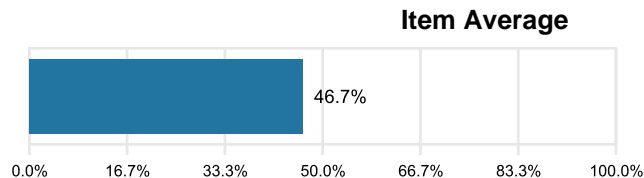
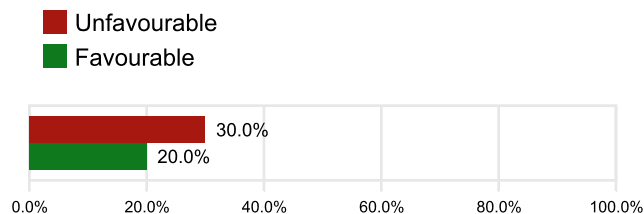


Fig. 26.2 Item Percentage Distribution

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
26a	0.0%	30.0%	20.0%	20.0%	10.0%	10.0%	10.0%

Fig. 26.3 Item Comparison Zones



Appendix A: WE SPEAK Survey 2020 Faculty Survey Items

ENGAGEMENT OUTCOMES

Organizational Engagement

Definition:

Organizational Engagement represents employees' perceived relationships with their organization, which is primarily reflected in the form of emotional commitment to the organization, a willingness to remain (or, conversely, a lack of interest in leaving) and a sense of belonging to the organization. Organizational Engagement is often predicted by factors such as leadership, integrity and respect, perceived alignment between senior leadership decision-making and positive impacts on one's day-to-day work, trust in one's supervisor, being appropriately compensated (both in terms of pay and benefits), and being part of an organization that supports quality service and ongoing improvement.

Survey Questions:

- 25.a Knowing what I know now about Western, I would apply to work here again
- 25.c Western cares about its employees
- 25.d I would not leave Western if an equivalent job opportunity became available elsewhere
- 25.e I am proud to say I work at Western
- 25.f I intend to remain at Western

Faculty or Division Engagement

Definition:

Faculty or Division Engagement represents employees' perceived relationships with their Faculty or Division and is distinct from Organizational Engagement primarily in that it represents engagement with a more proximal group than the organization (e.g., Faculty). It involves pride, personal meaning, and a sense of belonging with the Faculty or Division.

Survey Questions:

- 22.a I feel a strong sense of belonging to my Faculty
- 22.b My Faculty has a great deal of personal meaning for me
- 22.c I am proud to be a member of my Faculty

Work Engagement

Definition:

Work Engagement represents employees' perceived relationship to their work. It is based on an academically validated measure created by Wilmar Schaufeli, professor in organizational psychology at Utrecht University in the Netherlands. The WEI consists of 3 sub-components (i.e., energy/passion for job, dedication, and immersion in job). Work Engagement is often predicted by factors such as feeling supported by co-workers, having adequate job control, good cooperation with staff in other work units, and having a trusting and respectful relationship with one's supervisor.

Survey Questions:

- 1.a I feel energetic while at work
- 1.b My work inspires me
- 1.c I get absorbed in my work (e.g. time goes quickly)
- 1.d I have an opportunity to use my best talents in my role
- 1.e My current work gives me a sense of accomplishment

CULTURE INDEX SCORES

The results in this report pertaining to "Current Culture" are based on 4 sub components (i.e., Human Relations, Innovation, Results Oriented, and Stability). The results for "Preferred Culture" are based on a question about the extent to which respondents would prefer their Work Unit / Department to place a great deal of value on each of the 4 cultural sub components, within the next 5 years. When it comes to interpreting the Cultural Indices, there is no one "correct" set of results to aspire toward, but rather the interpretation should take into consideration the type of work being performed and the goals and strategic direction of each specific group being reported, as well as the different results for current vs. preferred culture.

Current Work Unit / Department Culture:

- 8.a Human Relations e.g. treating people fairly; working effectively in teams; having respect for others
- 8.b Innovation e.g. taking risks and trying new ways to do things; having a willingness to experiment; being flexible and changing in response to new circumstances
- 8.c Results e.g. striving for excellence; working hard to achieve goals; being action-oriented
- 8.d Stability e.g. predictability and consistency, following established policies, procedures and guidelines

Preferred Work Unit / Department Culture:

- 9.a Human Relations e.g. treating people fairly; working effectively in teams; having respect for others
- 9.b Innovation e.g. taking risks and trying new ways to do things; having a willingness to experiment; being flexible and changing in response to new circumstances
- 9.c Results e.g. striving for excellence; working hard to achieve goals; being action-oriented
- 9.d Stability e.g. predictability and consistency, following established policies, procedures and guidelines

DRIVERS OF ENGAGEMENT

Organizational Drivers of Engagement

Org: Faculty Leadership

24.a I am satisfied with the overall leadership of my Faculty (e.g. Dean, Associate Dean, Assistant Dean)

Org: Treated Fairly at Western

25.b I am treated fairly at Western

Org: Satisfaction with Senior Leadership

26.a I am satisfied with the senior leadership of Western (e.g. President, Provost, Vice-Presidents, Vice-Provosts, Deans, University Registrar, Associate Vice-Presidents)

Org: Communication at Western

- 27.a I feel well informed about what's going on at Western
- 27.b There are regular and clear communications about the priorities of Western
- 27.c I am satisfied with communication at Western

Org: Career Advancement and Hiring Practices

- 28.a Western has an open and fair hiring process
- 28.b Job opportunities are well communicated at Western
- 28.c I am satisfied with the career advancement opportunities available to me at Western

Org: Learning Opportunities

- 29.a I receive the training I need to do my work effectively
- 29.b There are sufficient opportunities for training and development
- 29.c I am encouraged to develop my job related knowledge, skills and abilities
- 29.d I am satisfied with the supports available at Western for my professional development

Org: Support for Diversity and Inclusion

- 30.a Western values and promotes accessibility
- 30.b Western values and promotes a diverse and inclusive work environment
- 30.c Western values and promotes respectful work relationships

Work Area Drivers of Engagement

Work Area: Collaboration in Your Academic Unit

- 10.a There is good teamwork and cooperation within my Academic Unit
- 10.b My contribution is valued by the people I work with
- 10.c I am satisfied with how I interact with others in my Academic Unit

Work Area: Collaboration With Other Units

- 11.a People in other Units are supportive when I ask for things I need to get my work done
- 11.b I am encouraged to co-operate with people in other Units
- 11.c I am satisfied with the way Units collaborate

Work Area: Relationships with Faculty Colleagues

- 12.a Faculty in my Academic Unit have good working relationships
- 12.b Collaboration with faculty colleagues in my Academic Unit is supported
- 12.c Collaboration with faculty colleagues across the University is supported at Western
- 12.d I am satisfied with how I interact with my faculty colleagues

Work Area: Support for Improvement and Innovation

- 13.a I am encouraged to come up with better ways to do things
- 13.b I believe my ideas and suggestions are valued
- 13.c In my Academic Unit we take time to think about how to improve our programs and services

Work Area: Leadership in Your Academic Unit

- 14.a I feel free to discuss any work related issues with the person leading my Academic Unit
- 14.b The Academic Unit leader has a positive impact on my Academic Unit

Work Area: Performance Management

- 15.a Work performance concerns are dealt with appropriately in my Academic Unit

Work Area: Communication in Your Academic Unit

- 16.a The communication I receive helps me to do my work effectively
- 16.b People listen effectively to each other in my Academic Unit
- 16.c There are adequate opportunities for open discussion in my Academic Unit
- 16.d There are regular and clear communications about the priorities of my Academic Unit
- 16.e I am satisfied with communication within my Academic Unit

Work Area: Decision Making in Your Academic Unit

- 17.a I am informed about important decisions that are made in my Academic Unit
- 17.b I am satisfied with my level of involvement in decision-making in my Academic Unit

Work Area: Change Management

- 18.a When changes take place, there is clear communication about what is changing
- 18.b When changes take place, those affected are adequately consulted
- 18.c When changes take place, I am aware of the reasons for the change
- 18.d My Academic Unit provides the necessary support to successfully implement change

Work Area: Support for Diversity and Inclusion

- 19.a I work in an environment of respect, free of harassment, fear or intimidation
- 19.b The people I work with support a diverse and inclusive work environment

Work Area: Recognition in Your Academic Unit

- 20.a I am satisfied with the amount of appreciation and recognition I receive
- 20.b I get constructive feedback on how well I am performing my role
- 20.c I receive feedback on my work performance at least annually
- 20.d Research activities are adequately recognized in my annual performance evaluation
- 20.e Excellence in teaching is adequately recognized in my annual performance evaluation
- 20.f Service contribution activities are adequately recognized in my annual performance evaluation
- 20.g Work done by faculty in the community relating to Western is adequately recognized in my Academic Unit (e.g. public lectures, school liaison, outreach etc.)

Work Area: Career Support and Advancement (Fac Survey)

- 21.a Faculty promotions are done without bias
- 21.b Faculty are treated fairly with regard to the tenure process
- 21.c Faculty are sufficiently mentored with regard to the tenure process

Work Area: Communication in Faculty

- 23.a There are regular and clear communications about the priorities of my Faculty
- 23.b I am satisfied with communication within my Faculty

Job-Related Drivers of Engagement**Job: Role Clarity**

- 2.a I am clear about what is expected of me in my role
- 2.b I understand how my work supports the priorities of my Academic Unit

Job: Work / Life Balance

- 3.a My job allows me to balance my work and family / personal life
- 3.b I am encouraged to take my vacation and leaves (e.g. earned days off, parental leave)
- 3.c I am supported in my workplace when I am dealing with personal or family issues

Job: Workload Manageability

- 4.a I have enough time to do my work adequately
- 4.b I am satisfied with my current balance of teaching, research, and service
- 4.c Usually, I am assigned the courses I am most qualified to teach
- 4.d My workload enables me to make good progress on my research
- 4.e I am satisfied that service workload is assigned in a reasonable way

Job: Safety

- 5.a People at Western are encouraged to work safely
- 5.b I am comfortable reporting safety concerns
- 5.c I have received proper safety training related to my work
- 5.d I am able to perform my work safely
- 5.e My physical work environment is safe (e.g. building, workspace)

Job: Support for Research (Fac Only)

- 6.a Research activities of faculty members are respected and valued in my Academic Unit
- 6.b I receive sufficient guidance, assistance, and support to access research funding
- 6.c I have adequate space for my research
- 6.d I have adequate equipment for my research
- 6.e I have adequate human resources for my research

Job: Student Supervision and Advising (Fac Survey)

- 7.a My work in supervising / advising students is valued in my Academic Unit
- 7.b I have enough time to supervise / advise undergraduate students effectively
- 7.c I have enough time to supervise / advise graduate students effectively
- 7.d I consider student supervision / advising to be an integral part of my role as a faculty member

Commentary Questions:

1. What do you like most about working at Western?
2. What would make Western a better place to work?





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