

# **Employee Satisfaction Working Group**

## **Findings and Recommendations**

Prepared for President D. Mahony  
by the Employee Satisfaction Working Group  
May 2016

Clarifications & Additional Information updated:

October 2016

February 2017

May 2017

June 2017



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# Executive Summary

## Charge of Working Group

Identify the top 5 to 10 non-compensation related ideas to improve satisfaction and morale among employees of Winthrop University, considering cost and feasibility of recommendations.

## Process

The working group took the following steps to investigate issues of employee satisfaction and morale and to meet our groups' charge:

STEP	STATUS
1. Clarify the charge	Complete October 2015
2. Decide on approach	Complete November 2015
3. Develop comprehensive survey instrument to assess employee satisfaction and morale	Complete December 2015
4. Conduct campus-wide data collection	Complete January 2016
5. Identify top satisfiers and dissatisfiers	Complete February 2016
6. Explore top 6 dissatisfiers to better understand the underlying drivers of dissatisfaction and potential mechanisms for change	Complete March 2016
7. Research and develop various alternative solutions, including estimates of the impact and feasibility of each	Complete April 2016
8. Choose top 10 recommendations from among alternatives to serve as a starting place to improve employee satisfaction and morale	Complete May 2016
9. Address requests for more information and clarification on feasibility estimates.	October 2017, February 2017, May 2017.

## Overview of Main Findings

Survey findings are detailed in the report [appendices](#). The following list represents a summary of the top satisfiers and dissatisfiers emerging from the employee survey results.

Top Satisfiers	Top Dissatisfiers
1. Dedicated, supportive coworkers	1. Pay
2. Interactions with students	2. Effective Strategic Leadership
3. The work itself	3. Fairness in Recognition, Rewards & Workload
4. Flexibility	4. Benefits, including Support for Professional Development
5. Campus aesthetics and location	5. Communication
	6. Funding for Capital Improvements & Support for External Grants

# Top 10 Recommendations to Improve Employee Satisfaction and Morale

## About the “Top 10”

The working group developed a large, albeit non-exhaustive, portfolio of options for addressing the [Top Dissatisfiers](#), including broad level estimates of a) *impact to employee satisfaction*, b) *feasibility* (with consideration to cost, scope and time to implement), and c) *next steps* for each. The [full portfolio of potential alternatives](#) is included in the main section of this report. Many of the ideas expressed in this report are likely to be valuable to continuous improvement efforts. Thus, rather than focusing only on these 10, we recommend a **combination of approaches** and solutions to address each of the top dissatisfiers. We believe these 10 initiatives represent the best starting place for addressing employee satisfaction and morale at this time, because of their high potential for impact to employee satisfaction, and their relative feasibility.

Opportunity	Recommendation	*Impact	*Cost & Resources	*Time to Implement	Suggestions for Implementation
Address Pay Competitiveness, where needed	<b>1. Prioritize Pay increases as part of Winthrop’s Strategic Plan</b>	High	High	Slow	<p>Winthrop’s Competitive Compensation Committee has identified areas where pay is above, at, and below market.</p> <p>In order to improve satisfaction and morale, we recommend making <i>increasing pay</i> a part of the long term Strategic Plan for the University, particularly in the areas in which pay is below market.</p> <p>Communicate pay as a priority to all university stakeholders to reinforce that employees are both valuable and valued.</p>
Increase the Value of Current Performance Management Systems	<b>2. Continue to develop, improve and enhance elements of our performance management systems to create more value</b>	High	Medium	Slow	<p>This recommendation combines a number of more specific recommendations from the section on <b><i>Effective Strategic Leadership: Improve the current Performance Management System to create more value.</i></b> Winthrop has already begun improvements in this area, including establishing a new staff</p>

Opportunity	Recommendation	*Impact	*Cost & Resources	*Time to Implement	Suggestions for Implementation
					<p>performance management system (EPMS), and should continue to do the following:</p> <ul style="list-style-type: none"> <li>A) align unit goals and individual performance expectations with Winthrop's strategic goals</li> <li>B) make performance goals explicit</li> <li>C) build employee competencies to meet performance goals by supporting employee training and development</li> <li>D) design appropriate metrics to measure performance</li> <li>E) train managers to provide employees with more frequent and effective feedback regarding performance</li> <li>F) hold employees accountable for performance that does not meet expectations</li> <li>G) Tie performance to rewards (even if non-monetary)</li> </ul>
<p>Create more formal outlets for addressing staff complaints and concerns</p>	<p><b>3. Establish Staff Conference Committees like those established by Faculty Conference (e.g. FCUP and FCUL) to collectively address employee concerns and suggestions</b></p>	<p>High</p>	<p>Low</p>	<p>Quick</p>	<p>Faculty Conference currently has 2 committees which handle faculty concerns and complaints. These are: <i>Faculty Committee on University Priorities</i> (FCUP) and <i>Faculty Committee on University Life</i> (FCUL). We recommend a similar format for Staff Conference. Roles, responsibilities and annual reports for FCUP and FCUL are posted on the <a href="#">Faculty conference website</a>. Annual reports suggest these committees have been very successful so far in addressing faculty concerns ranging from parental leave policies, to pay, to feral cats on campus. The President meets at least annually with these committees.</p>
<p>Opportunity to investigate additional employee assistance</p>	<p><b>4. Investigate the feasibility of providing Employee Assistance Program (EAP)</b></p>	<p>High</p>	<p>Medium</p>	<p>Medium</p>	<p>Currently, Winthrop does not have an Employee Assistance Program. Based on employee feedback regarding benefits, we recommend that Winthrop investigate EAP options with consideration of some of the following services for employees and their family members:</p> <ul style="list-style-type: none"> <li>o Counseling – Clinical and Life Care</li> </ul>



Opportunity	Recommendation	*Impact	*Cost & Resources	*Time to Implement	Suggestions for Implementation
programs (e.g. EAP programs)					<ul style="list-style-type: none"> <li>○ Concierge – Babysitting and childcare referrals, Pet sitting referrals, Senior</li> <li>○ Adult/Aging Parents care referrals, and others. (see local and community perks at USC Upstate, for instance: <a href="https://www.uscupstate.edu/offices/humanresources/default.aspx?id=38083">https://www.uscupstate.edu/offices/humanresources/default.aspx?id=38083</a>)</li> <li>○ Training – Budgeting, Leadership Coaching, Life Skills, and etc.</li> <li>○ An example: University of South Carolina <a href="https://sc.edu/about/offices_and_divisions/human_resources/benefits/employee_wellness/eap/">https://sc.edu/about/offices_and_divisions/human_resources/benefits/employee_wellness/eap/</a></li> </ul>
Opportunity to extend Tuition Assistance Programs to Family Members	<b>5. Investigate the feasibility of extending the Employee Educational Assistance Program (tuition assistance program) to family members of Winthrop employees</b>	High	High	Medium	Currently, employee tuition is waived for a maximum of six credit hours per semester. We understand that State funding cannot be used for family members, but we recommend investigating the cost to Winthrop of extending this benefit one immediate family member (e.g., See US News for examples: <a href="http://www.usnews.com/education/best-colleges/articles/2011/10/26/some-recommend-working-for-colleges-for-free-tuition">http://www.usnews.com/education/best-colleges/articles/2011/10/26/some-recommend-working-for-colleges-for-free-tuition</a> , <a href="https://policies.furman.edu/view.php?policy=488">https://policies.furman.edu/view.php?policy=488</a>
Increase 2-Way Feedback Loops	<b>6. Encourage employees to share in their own annual goal-setting and evaluation of those goals during their annual performance reviews</b>	High	Low	Quick	Increasing two-way feedback can improve employee satisfaction and organizational performance. Faculty currently participate in two-way feedback, to varying extents, during annual reviews. Although the new Employee Performance Management System (EPMS) used by staff is set up to encourage 2 way feedback and employee participation, feedback suggests that not all staff are asked to do this. We recommend that managers increase employee ownership in the goal-setting process by sharing

Opportunity	Recommendation	*Impact	*Cost & Resources	*Time to Implement	Suggestions for Implementation
					the responsibility for both goal setting and goal evaluation with their employees. Training for managers may be helpful.
Employees feel Overworked	<b>7. Evaluate Exempt Employee Workloads and adjust, where appropriate.</b>	High	Medium	Medium	Many employees spoke about their work load increasing substantially over the past several years. Our institutional context has required the entire campus to do more with less. One impact has been reconfigured assignments and added duties, which were intended to be temporary. In cases where Winthrop could not afford to hire for a position, or, when a search failed, current employees needed to pick up those responsibilities for little or no additional compensation. As a result, many employees' work experience greater than the 37.5-40 hour work week. We recommend evaluating exempt employee workloads and adjusting, where appropriate.
Increase support for Professional Development via travel reimbursement	<b>8. Increase support for travel reimbursements, where appropriate.</b>	High	Medium	Medium	Many employees expressed frustration over insufficient support for travel expenses for their own professional development, presenting at conferences, and representing the University off-campus. "Travel" appeared in 29 survey responses. We recommend that Winthrop increase support for travel, where appropriate, by examining budgeting, reducing waste, evaluating less expensive alternatives such as bringing development to campus.
Employees feel there are low value bureaucratic steps in the evaluation processes.	<b>9. Revise the evaluation process to reduce unnecessary employee and supervisor work associated with the process.</b>	High	Low	Quick	Employees mentioned the time required for annual documentation, and that there may be ways to eliminate waste, rework and duplication in the evaluation process. We recommend continuing to keep evaluation documentation to those relevant and necessary for compliance, accreditation and employee performance reviews; communicating with employees about why documentation is needed and how it is used; and soliciting ideas from employees about which, if

Opportunity	Recommendation	*Impact	*Cost & Resources	*Time to Implement	Suggestions for Implementation
					any, elements of Digital Measures or EPMS captures redundant information, in order to streamline the capture of information and reduce the burden of documentation for employees and supervisors.
Opportunity to Increase 2-Way Feedback Loops between Employees and Administration	<b>10. Conduct Employee Feedback Survey Regularly</b>	High	Low	Quick	<ol style="list-style-type: none"> <li>1. Decide on an internal team or an outside vendor</li> <li>2. Plan a time-frame for employee feedback and response.</li> </ol>

*\* Potential for Impact to Employee Satisfaction, Cost & Resources Needed and Time to Implement represent broad level estimates.*

# **Portfolio of Potential Solutions to Address Dissatisfaction**

## **Top Issues Related to Employee Dissatisfaction**

Alternative Solutions are organized by the specific issues which they address.

### **The top 6 issues affecting dissatisfaction are:**

1. Pay
2. Effective Strategic Leadership
3. Acknowledgment, Recognition, Rewards & Workload
4. Benefits, including Professional Development
5. Communication
6. Funding for Capital Improvements and Support for External Grants

## Issue #1: Pay

### Context:

While it was not the charge of this committee to examine satisfaction with pay, survey results suggest that employee compensation is a principal concern related to employee satisfaction and morale. Pay emerged as the greatest dissatisfier in the close-ended questions, and it was mentioned more than any other issue in the open-ended questions (n=243, 43% of employees mentioned a “pay increase” as one of 3-5 things that would improve their satisfaction).

### Survey responses reveal at least 4 issues related to pay:

#### 1. Perceptions of Below-Market Pay in Some Areas

- External comparisons reveal that Winthrop University pays below median salary for some areas.
- While many employees acknowledge that we are not likely to be the market leader in compensation, the perception remains that compensation for many employees is below market pay and that little in the way of committed effort has been done to address this problem.
- The Competitive Compensation Committee worked for 2 years with approximately six updates to employees. However, employees expressed some concern about the transparency in the process, including who was chosen for the committee and transparency in how decisions would be made regarding the allocation of funds.

#### 2. Internal Distribution of Pay is Compressed, and in some cases Inverted

- Internal (within-organization) salary comparisons also influence perceptions of fairness in pay. While some salary compression is expected, in cases where salary compression is particularly severe (or inverted), especially among colleagues in the same area, it may significantly and adversely affect morale.
- Internal equity may be more important than external (market) comparisons for inverted employees. When all employees in an area with the same degree are paid lower than market, there may exist a sentiment that “at least we’re in this together.” However, when employees with tenure, higher degree, or greater performance are paid significantly less than their colleagues, the perception of internal inequity may override this sense of shared comradery.
- To be considered for a raise that would bring them more in line with colleagues of similar rank and performance, inverted employees are typically asked to obtain an outside offer to justify their request, which requires them to invest in the job search process, which could lead to a valuable loss of personnel.
- Internal pay perceptions are further detailed in the section: **“Fairness and Acknowledgment” under “Pay Equity.”**

### **3. Link between Performance and Compensation is Not Always Clear**

- Without a merit pay system, several employees suggest that they have come to expect that greater productivity will not necessarily yield greater pay. Over time, this can undermine performance motivation.
- These issues are further detailed under the section called **“Leadership” under “Improve Performance Management System to create greater value”**

### **4. Resolving Pay Inequities Does Not Appear to be a Priority for the University at this time (pre-2016)**

- In general, employee perceptions indicate that they have little hope regarding salary increases of any meaningful size.
- Employees indicate dissatisfaction with the number of recent high salary administrative hires when pay is low for so many.

### **Competing Concerns Regarding Pay:**

Organizations face competing perceptions regarding equity when establishing employee pay. Consider the following:

- Fair Pay: Perceptions that employees should receive equal pay for similar work (comparable worth).
- External Equity: Pay differences caused by external competition or market pressures (average market pay).
- Internal Equity: The equity of pay for people who are doing the same job across the organization (internal comparisons).
- Individual Equity: Pay differences based on differences in individual performance (i.e. merit pay, pay for performance).
- Personal Equity: Individual employees’ views of their value relative to their pay (subjective perceptions of worth).

**How this Matters to Winthrop Employees:** Many organizations seek to balance equity perceptions in a comprehensive pay system. For instance, models that establish an external baseline (i.e. market pay) for setting new-hire compensation may also use individual merit as the basis for future raises. When determining how to use limited appropriations to bring under-paid employees into alignment with pay expectations, emphasizing one type of equity perception (e.g. external market pay equity) may undermine others (e.g. pay for performance). Our recommendations regarding Pay, and Perceptions of Pay should be considered in light of these constraints. With limited funds for raises, maximizing one type of equity perception may mean de-emphasizing another, thereby improving satisfaction for some employees, while adversely impacting satisfaction for others. Clearly communicating to employees regarding the rationale for the current pay alignment strategy and anticipated future pay alignment initiatives would likely reduce dissatisfaction.

## Potential Solutions

### 1. Address Perceptions Related to Pay

Description of Initiative	Name of Initiative	*Ease of Implementation (1-100, broad level estimate)	*Impact (1-100 broad level estimate)	Suggestions for Implementation
<b>A. Prioritize Pay increases as part of Winthrop's Strategic Plan</b>	Prioritize Pay Increases	40	95	Make <i>increasing pay</i> a part of the long term Strategic Plan for the University, particularly for areas in which pay is below market. Communicate pay as a priority to all university stakeholders to reinforce that employees are both valuable and valued.
<b>B. Continue to monitor market pay on a regular basis</b>	Monitor the Market	10	80	Consider ways to Institutionalize the work of the competitive compensation committee until pay is brought into alignment with expected pay levels. At other institutions, this is the work of committees like our FCUP.
<b>C. Increase internal pay equity perceptions</b>	Increase Internal Pay Equity	30	95	Instead of a blanket increase to all those who fall at or below market pay, consider a model that would evaluate within department inequities (salary compression) in order to prioritize salary alignment for the very lowest paid, first.
<b>D. Merit Pay: Leverage and build on existing performance measurement and evaluation system to identify and reward meritorious performance</b>	Merit Pay	40	95	When funds are available for raises, and if the State of South Carolina allows it, clearly link employee financial rewards with job performance with a merit system that rewards more than one level of merit (i.e. recognize merit, and high merit with different raises each year). When funds are not available, employees with a record of repeated years of meritorious performance should be considered priority for raises when funds become available.



**E. Gainsharing & Profit Sharing: Tie pay increases to University revenue generation using a gainsharing or profit-sharing model**

Gain sharing and Profit sharing 20

90

Consider ways to incentivize revenue generation by linking division or department bonuses to efforts that bring in revenue.

*\*Ease of Implementation and Potential for Impact to Employee Satisfaction represent best estimates of the committee where 1 is lowest and 100 is highest.*

## Issue #2: Effective Strategic Leadership

### Context

Many employees (n=149, 27%) provided feedback about leadership, including issues related to trust and to a lack of strategic direction. Among the issues mentioned, we observed the following themes. *\*Numbers represent counts and percentages of employees who mentioned each theme in their survey responses.*

- Perception of Inconsistency in Expectations and Rewards from Leaders (n=69) 13%
- Inadequate 2-Way Feedback with Leadership (including both performance feedback and upward feedback about innovations and ideas) (n=66) 12%
- Lack of Clarity in a Strategic Vision & Direction (n=46) 8%
- Loss of Trust in Leadership (including Managers, Dept. Chairs, Deans, Administration and Board of Trustees) (n=36) 7%
- Lack of Leader Courage to Make the Tough Decisions (n=31) 6%
- Large # of Manual processes that could be simplified if prioritized (n=24) 4%
- Perceptions of Favoritism/Cronyism (n=15) 3%
- Too Many Small Efforts that compete for employee time (n=19) 3%
- Fallacy of Unlimited Opportunity Costs (we keep adding to our to-do list, but never take anything away) (n=12) 2%

**While all of these are important, we chose to focus recommendations around the *top 4* of these related to strategic leadership:**

1. Loss of Trust in Leadership (including Managers, Dept. Chairs, Deans, Administration and Board of Trustees) (n=36) 7%
2. Lack of Clarity in a Strategic Vision & Direction (n=46) 8%
3. Lack of 2-Way Feedback with Leadership (including both performance feedback and upward feedback about innovations and ideas) (n=66) 12%
4. Current Performance Management Systems Could be Improved to Create More Value (n=69) 13%
  - Perception of an Inconsistency in Expectations and Rewards from Leaders
  - Staff – Currently, evaluations are viewed by many employees as carrying no weight and being compiled at the last minute. Employees told us the evaluations are void of substance and oftentimes do not reflect the contributions of staff members. We were encouraged to recommend changes to the evaluation system weighting so supervisors do not feel compelled to select “satisfactory” even when employee work is exceptional. Most importantly, we must connect merit raises to the evaluation system.

- Faculty – Like staff, faculty expressed concerns about the disconnect between the annual review process and compensation. In personal communications and survey responses, several faculty expressed frustration with the inordinate amount time required by faculty to prepare, and the Chair/Dean, to review and respond to the annual report, yet there are no resources to reward excellence. The reporting tool, Digital Measures/Activity Insight, appeared in 16 survey responses, particularly related to the amount of time they take, as well as how and if they are used in performance evaluation).

## Potential Solutions

1. Build Trust in Leadership				
Description of Initiative	Name of Initiative	*Ease (1-100, broad level estimate)	*Impact (1-100, broad level estimate)	Suggestions for Implementation
A. Board of Trustees meet and greets (cocktail hour, mix and mingle) with faculty and staff	BoT Road Show	75	30	1. Plan 1 or 2 events per year 2. Invite Board and Campus to event
B. Each leader responsible for regular town hall discussions with their employees	Leader Town Halls	50	60	Training or modeling might be helpful for leaders who are new to this
C. Provide examples of when Leadership actually “walked the talk” (videos, newsletters, etc.)	Walk the Talk Examples	40	80	Requires personnel time. Use of video and photography tools, and access to marketing channels (e.g. website, newsletters, etc.)
D. Close the loop - embrace a new policy and culture of communicating -- with the same gusto that was used to start something-- to announce its completion	Close the Loop	40	50	Training and modeling might be helpful. Establish an environment that allows or even rewards leaders for aborting projects which create little to no value.
E. Celebrate successes that matter (E.g. If “raise enrollment by 2% for the year” is a key strategic goal, we celebrate when that goal is met and recognize all key folks that were involved. Celebrate key successes widely and visibly)	Celebrate Successes That Matter	40	50	May require some culture change, but should be modeled and led from all levels. Communication of priorities critical so that everyone knows what matters and what should be celebrated
F. Encourage leaders to publically admit when mistakes are made and what was learned from them	Publically admit mistakes	40	80	This can happen at town halls, (e.g. “last year we wanted to start an X program and we tried to roll it out, it became apparent it was a flop. We want to thank everyone who helped with this initiative and we welcome feedback and suggestions moving forward.”) Opportunities for open dialogue, continued support of risky initiatives, an environment that supports “taking chances” without fear of retribution would be helpful.

<b>G. Create scorecards for key leadership's results, updated regularly and visible to employees</b>	Scorecard Showing Results	20	70	Start with overall university goals, and have an online scorecard or Presidential communication, updated regularly. Alternatively, have something in Tillman so everyone can see (e.g. Poster our endowment or fundraising metrics, etc.)
<b>H. Learning Points: Talk about what the university did last year: What we did well, what we struggled with and what we learned from it</b>	Learning Points	60	90	President to (continue successful practice of) modeling an open dialogue with employees at both staff conference and faculty conference regarding issues which affect the life of the university and our employees. This could be rolled out at local levels of leadership as well. E.g. What did each College/unit/division learn last year?
<b>I. Communicate with the university what the #1 priority is so everyone knows it cold</b>	Communicate #1 Priority	60	70	Roll this out from the top down but allow feedback from bottom up. (Ex. If President asked a random employee of the university, they would know what the # priority of the university is right now.)
<b>J. Recognize managers for "doing the right thing"</b>	Reward "Do The Right Thing"	85	70	It may be difficult to collect the stories and examples but it would be easy to reward once you find out who is doing this right.
<b>K. Give each manager some "fun" money to use for lunches, team outings or recognition (\$50 for a cake)</b>	Fun Money	95	33	Trust is built over time, and informal meetings, outings and recognition help grow trust between employees and their leaders.
<b>L. Implement localized employee engagement efforts (targeted action planning system) - so that every manager knows their team or department scores on various goals, works with their team to collectively identify one or two core areas to work on (yearly). The key is collective engagement on the things</b>	TAPS	10	95	This is a relatively large investment of time and requires all employees to get on board. It needs support from the top and at the local level. Our recommendation is to roll this out small first. If it works in one area, use that area as a model for others.

that matter. This should improve ownership, empowerment and trust. Managers are typically held accountable for supporting and facilitating this collective engagement process.

<b>M. Discourage, reprimand, and express disapproval of unethical behavior</b>	Disciplinary Action for Unethical	5	50	This may be difficult to implement, but when acts are egregiously unethical, employees need to trust that there will be a consequence.
<b>N. Reward and recognize when people are living Winthrop's core values</b>	Reward Exhibition of Core Values	80	70	Do this frequently (i.e. Not just an annual award.) Rewards and recognitions should come from managers to employees, but also from Peer-to-Peer recognitions (ex. A department wide email saying: "Thank you to Erica for "Living Winthrop Values" here). Model frequently from the top and encourage peers to do the same.
<b>O. Build and deliver management training program (with accompanying recognition and rewards) about how to build trust with and among employees in the organization.</b>	Mgmt. Training on Trust	25	65	This targeted training for managers and leaders about how to repair, build and maintain an environment of trust between leadership and their employees.
<b>P. Communicate openly and transparently about why specific personnel are invited to participate or lead groups addressing sensitive employee issues (i.e. Competitive Compensation, Presidential working groups, etc.).</b>	Transparency in personnel selections to sensitive committees	5	75	Seek wide input regarding committees which affect the livelihood or welfare of employees Be proactive in announcing why personnel are chosen for committees when selections are announced.

*\*Ease of Implementation and Potential for Impact to Employee Satisfaction represent best estimates of the committee where 1 is lowest and 100 is highest.*

## 2. Clarify Strategic Vision & Plan & Reward those who Act on it

Description of Initiative	Name of Initiative	*Ease (1-100, broad level estimate)	*Impact (1-100, broad level estimate)	Suggestions for Implementation
<b>A. Define mission (either top-down or collaboratively) so employees feel aligned with the stated mission</b>	Define Mission	60	85	Much harder to do collaboratively than top-down, but stakeholder input is important.
<b>B. Nail Down Core Values. What do we stand for? Identify or re-assess our espoused values and test whether we are living by them. If we are not, then iterate (change values or change the behavior).</b>	Nail Down Core Values	35	55	If you ask employees if we are living our stated values, would they agree? If not, we haven't nailed it. Organizations with strong cultures hire folks who match their core values, reward demonstrations of core values, discourage behaviors that are not aligned with core values and abort projects which do not align with core values.
<b>C. Conduct annual town halls with all faculty and staff to share the current year's strategic plan and answer questions about it.</b>	Town Halls on Strategic Vision/Plan	80	85	President Mahony to continue tradition of attending faculty and staff conferences to provide updates on strategic initiatives. VPs and Deans should also communicate (during division meetings) their own local plans and priorities which align to the university's plans.
<b>D. Administration to go department by department and discuss the strategic vision with employees</b>	Department Visits	10	65	Extremely time consuming. Dr. Mahony did this in his first year as acting President. Faculty and Staff conferences are probably an easier way to reach most employees at once.
<b>E. Publish the strategic vision and plan online</b>	Publish vision online	95	95	This is a relatively small investment for a strong return
<b>F. Have "Ambassadors" talk about the strategic vision across the organization (could be Deans, Department Chairs, or faculty and staff who wish to serve in that role) and bring 2-way feedback to the process.</b>	Ambassadors	10	65	Select individuals to participate in the Change Ambassador program. Ambassadors are typically nominated by their peers or managers as trusted colleagues whom everyone respects. They attend training (e.g. a few lunch and learns) about the strategic plan, learn how to communicate that effectively in their own work units, and in turn, they help communicate back to

					management about what they hear from employees about the plan (e.g. They may report that this part of the plan needs clarification, there are barriers to implementation here, etc.)
<b>G. Abolish old mantras in favor of messages that communicate where Winthrop is headed.</b>	Establish New Mantra(s)	70	70		<p>“The Winthrop Way” is an outdated mantra that has assumed a negative connotation with many current employees. (ex. Some say the Winthrop Way means “we don’t want to change or hear any new ideas”)</p> <p>We need new mantras that communicate what Winthrop will become moving forward. Mantras serve as a torch to light the way, centering and grounding employees and remind everyone what we are about. Mantras that very clearly align with our Mission, our Core Values and our Strategic Vision will be more easily adopted.</p>
<b>H. Reframe the conversation from Cost-cutting to Opportunities for Revenue Growth - Explain how we get out of the current cost dilemma (the value of marketing, the value of administrative staff, the value of revenue generation) over just "trimming costs" for long term financial sustainability. This gives "hope" because it focuses on possibilities rather than cuts.</b>	Reframe conversations from Costs Opportunities for Revenue Growth	75	80		<p>Shifting our lens from cost cutting to revenue generation requires some culture change. In some ways, it requires us to see the organization as a business. This is an uncomfortable proposition for many of us who still see educating students as a not-for-profit endeavor. However, revenue generation is part of our new reality. The opportunities for revenue generation to sustain our mission of education are relatively wide at this point. With a shift in our discussion, more employees are likely to get on board, and more ideas and opportunities for revenue growth are more likely to present themselves.</p>
<b>I. Hire tomorrow's leaders for the culture and values you want 20 years from now</b>	Hire for tomorrow’s leadership needs	30	80		<p>Prioritize hiring personnel for the values we want to continue, and the leadership skills we need to face the demands of the future.</p>

*\*Ease of Implementation and Potential for Impact to Employee Satisfaction represent best estimates of the committee where 1 is lowest and 100 is highest.*



### 3. Improve 2-way Feedback Loops between Leadership and Employees

Description of Initiative	Name of Initiative	*Ease (1-100, broad level estimate)	*Impact (1-100, broad level estimate)	Suggestions for Implementation
<b>A. Regular one-on-ones between managers and employees</b>	One-on-ones	15	95	Training needed. To avoid getting into the “short status updates” rut, consider that weekly 10/10/10s (10-minute floor for employees, then 10 to managers, then 10 on future projects) may be better replaced with bi-monthly 1-hour meeting with each employee that leaves time for more meaningful discussions of deeper issues such as short and long term project goals, career development, employee, managerial and organizational improvement, organizational innovations, etc.
<b>B. Idea Drop-Box: Create employee email suggestion box and assign different leaders to tackle issues or ideas (“thanks for the idea, we have tried that, it isn't cost effective”)</b>	Idea Drop-box	5	20	Key – these must be answered. They cannot go into the "Tillman void" or negative perceptions will worsen
<b>C. Recognize and reward leaders who act on employee feedback</b>	Reward Acting on Feedback	60	70	Easy to reward it, but potentially hard to find examples. Could have a nomination method, but we don't want to overburden employees to help managers get better at this.
<b>D. Empower Employees to Engage the Tough Business Problems: Create more deliberate and formal channels for employees to provide feedback on high priority issues at the university (ex. If cost is a big issue, then create ways for employees to give feedback on it and then act on it and close the loop)</b>	Empower Employees to Engage the Tough Issues	20	60	Ex. GE known for planning a "workout" to solve a particular business problem. Everyone knew they were headed to a workout. They'd get the problem at the beginning of the day. The facilitator would run a team through it all day. The owner of the issue had to listen to the feedback all day long and then commit to doing at least one suggestion. Then he/she was held accountable for that and recognized for it.

<b>E. Recognize and reward employees for giving feedback that results in innovation or positive change</b>	Reward innovative ideas	80	80	This could be very informal. Ex. At a division meeting: "Thanks to "H" for sharing that the world cup BMX bike championship will be in Rock Hill next year... And that Winthrop will have an opportunity for visibility to prospective students and their parents. We have planned to sponsor a table at the event."
<b>F. Regular Employee Satisfaction Survey</b>	Employee Satisfaction Survey	40	70	Out of all of the satisfaction-increasing initiatives we asked employees about, this appears at the top of the list. Employees enjoy being heard, particularly when they believe that something will be done with the feedback. Regularly offer employees the opportunity to give feedback via an employee satisfaction survey like the one that was used to develop this report. And then act on the suggestions that have the greatest consensus.

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#### 4. Enhance Performance Management Systems to Create More Value

Description of Initiative	Name of Initiative	*Ease (1-100, broad level estimate)	*Impact (1-100, broad level estimate)	Suggestions for Implementation
<b>A. More Informal Performance Feedback: More frequent (more than once annually) discussions between managers and employees about their performance</b>	More Informal Performance Feedback	60	35	Training needed. Performance feedback should be immediate, frequent, delivered after positive performance as well as poor performance, delivered in a safe neutral environment, with a focus on expected behavior, not just a focus on the problems. Continue to use action plans to improve low performance.
<b>B. More Formal Performance Feedback: Regular, frequent recognition</b>	Regular frequent recognition	50	95	College and department wide verbal recognition (i.e. by email, in meetings, letters for personnel folder, etc.)
<b>C. Training, Coaching and Feedback for leadership regarding performance management</b>	Train Managers to provide employee feedback	40	85	Training required. 360 reviews may also help develop managers' listening and review skills.
<b>D. Establish Performance Rating Scales: Where they are not already in place, establish rating scales and metrics that adequately distinguish between performance levels and thus can be used for future merit decisions and employee development purposes.</b>	Establish better performance rating metrics and scales	40	60	A one-size fits-all approach may not work. Every area should have a rating system that distinguishes the highest and lowest performers from adequate or average performers. In some areas (particularly among staff), the current system uses a 3-point scale on overall performance (i.e. "Does Not Meet", "Meets" or "Exceeds" expectations). Every work area should be encouraged to utilize some sort of rating system that allows workers enough detailed feedback to be both ranked relative to their peers in overall performance as well as rated on various areas or dimensions of job performance for the purpose of improvement.

<b>E. Train managers to use the rating system to distinguish highest and lowest performers from average performers</b>	Train Managers to use Rating System	50	60	There may be some resistance to rate employees with a new system, particularly if it is more time consuming. Training on any new system is critical. Training can significantly reduce performance rating bias and helps managers to deliver feedback in a way that maximizes employee performance improvement.
<b>F. Link Ratings to Rewards, even if only non-monetary (e.g. no merit, merit, high merit)</b>	Link Ratings to Rewards	60	100	This is the #1 pain point for many employees after compensation in general. The desire to be rewarded based on distinction in performance. When raises are not available, other means of recognition should be considered. (See below: Consider tying evaluations to reassigned time (faculty). Vacation time, special assignments, or 1-time monetary awards may also be considered. Staff currently have no monetary based rewards. Ex. Staff of the Month award does not carry a monetary reward).
<b>G. Tie leader or work group performance expectations to the University's performance metrics</b>	Management by Strategic Objectives	15	25	Very time consuming and changes as frequently as the strategic plan changes. Amazing idea to improve alignment of organizational units to organizational level outcomes, but likely to create some frustration (new burden to management, confusion for faculty and other employees who don't understand how their performance is directly linked to current organization priorities.) May work well for some units and positions, but simply would not work well for some jobs.
<b>H. Reward and recognize (not always monetary) when employee performance aligns with and supports the mission, vision and values</b>	Reward alignment with strategy	75	70	May be difficult to find examples, but this could be much easier than the previous suggestion since you aren't holding people accountable to the organization's strategic plan, but you are still recognizing and incentivizing it. Divisions and work groups might earn "stars" for their alignment with key organizational objectives. (Ex. Cracker Barrel had a lot of turnover, but not

					<p>enough money to drive change, so they went with a star system where # of stars on their apron indicates the server's length of time with the company, commitment (as indicated by a score on an exam assessing their knowledge of company history and values) and their merit-based performance.)</p> <p>Sometimes, title changes, and new roles, may help. The point is, link the conversation about performance to some kind of reward).</p>
<b>I. Consider connecting evaluation system to Reassigned Time options</b>	Reward Evaluation with Reassigned Time	30	50	<p>For faculty, develop and implement a mechanism to reward high performing faculty members in FTEs who display outstanding teaching and exceptional professional stewardship by granting them a reassignment for one course;</p> <p>For Staff, consider the short-term paid sabbatical as a reward for high performing staff members.</p>	
<b>J. Revise the evaluation process to reduce unnecessary employee and supervisor work associated with the process.</b>	Reduce Unnecessary Burdens for Performance Documentation	45	80	<p>Employees mentioned the time required for annual documentation, and that there may be ways to eliminate waste, rework and duplication in the evaluation process. We recommend continuing to keep evaluation documentation to those relevant and necessary for compliance, accreditation and employee performance reviews; communicating with employees about why documentation is needed and how it is used; and soliciting ideas from employees about which, if any, elements of Digital Measures or EPMS captures redundant information, in order to streamline the capture of information and reduce the burden of documentation for employees and supervisors.</p>	

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## **Issue #3: Acknowledgement, Rewards, Recognition and Workload**

### **Context**

Perceptions of inequity, fairness and acknowledgement was a common theme among employee responses. Respondents indicated that some employees feel disadvantaged in pay, workload, and acknowledgment relative to other employees in similar roles, either in their department or across campus. Among the issues highlighted related to fairness and acknowledgement, we observed the following themes:

#### **1. Internal Pay Equity Perceptions**

Perceptions of pay inequity were highlighted in the section on Pay, but these issues may be better understood from a deeper analysis of comments in this area:

- Eligibility for compensation rewards differs by employee types (Ex. Contract employees don't get raises/bonuses)
- Perception that there is often inconsistency with regard to what is espoused as a value (i.e. teaching) and what is rewarded in some colleges.
- Perceptions that raises go to people at the "top," but not at the "bottom" of the organization.
- Employees in similar positions are paid differently across campus, including faculty, staff, but also adjuncts, GAs
- Perception that the most severe cases of salary inversion have not yet been addressed

#### **2. Work Load and Equity Perceptions**

- Some employees feel overworked, or that workload is unrealistic relative to time to perform it, particularly as they have seen cuts to hiring budgets and are picking up the slack of empty roles.
- Perhaps the most cited concern in this area is the perception that Winthrop has developed a culture where those people who do a good job, just get more work and greater responsibility, while faculty and staff who don't do a good job, get reduced workloads. Some faculty and staff, in effect, feel punished for doing a good job, or at least, disincentivized to perform at their best, while those who underperform continue to underperform without consequence.
- Workload, particularly committee work, appears to be unevenly distributed within and between work groups, departments or colleges. Several employees requested to create a more equitable distribution of committee work for all faculty members suggesting that a majority of committee work seems to rest in the hands of a relatively small number of high performing and over-committed faculty members.

- Some respondents expressed the perception that leaders have been in their roles so long, they are letting friendships rule their decision making, at the expense of doing what is best for the organization.
- Fairness in Work Arrangements, particularly in access to flexible work arrangements (time off, flex-time and job accommodations) was mentioned by several staff.

### **3. Unequal Expectations and Treatment**

- Parking – GAs in particular, commented that some pay for parking, some don't.
- Equal Treatment –employees expressed perceptions related to inconsistent or unequal treatment in each of the following areas (# of mentions):
  - Opportunities for professional development (there is disparity between offices that send staff to conferences) (1)
  - Compensation (regardless of one's sex, political affiliation, race, etc.) (1)
  - Rules and guidelines (but the rules and guidelines are not applied in an equitable manner. The rules are applied to some, but ignored by others. Examples include summer teaching policies, promotion and tenure guidelines, and support to attend conferences. (3)
  - Performance standards. Performers are scrutinized while underperformers are ignored. (5)
  - Flexible time off and job duties for staff (3)
  - Requirements to use time clocks. (3)

### **4. Acknowledgement of Employee Contributions, Efforts and Value**

- Some employees expressed feeling undervalued in their immediate offices, or that their contributions were not valued because of their status (i.e. temporary, adjunct, GAs).
- Employees want greater acknowledgement of strong performance efforts, including raises when they have consistently high performance evaluations, or when they have worked hard to cover the duties of other employees when they are out sick or when a role is vacated.
- Employees want greater recognition when they truly go above and beyond. The Employee of the Month award was noted by several employees as a good start, but alone, this award is not sufficient to recognize the level or degree of recognition warranted by a large staff.
- Employee expertise is not always leveraged for internal committees and work groups which leads to a feeling of lack of transparency and confusion. Further, committee decisions are not always made with transparency. (Ex. Leveraging Marketing faculty for Marketing related projects and committees).



## Potential Solutions

### 1. Address Perceptions of Internal Pay Inequities

Description of Initiative	Name of Initiative	*Ease (1-100, broad level estimate)	*Impact (1-100, broad level estimate)	Suggestions for Implementation
<b>A. Quantify Total Compensation Value for Employees</b>	Reveal Total Value of Compensation & Benefits	25	45	Communicate the value of each employee's total compensation, including base salary, bonus potential (e.g. summer teaching, travel money), and benefits (e.g. medical coverage, paid time off, etc.) This would be time consuming, but it could provide some perspective on the value of one's compensation relative to others'. *Alternatively this may be perceived as just another way for the administration to justify poor compensation.
<b>B. Conduct a Comprehensive Compensation Analysis using Job Evaluation to determine an Equitable Internal Pay Structure</b>	Job Evaluation Comp Analysis	10	65	This would be very difficult and very time consuming. Even with the help of a trained compensation analyst, this process could take years to complete.
<b>C. Evaluate Existing Pay Structure and Prioritize Internal equity when making raise allocations</b>	Prioritize Internal Pay Equity when allocating raises	40	85	Per the discussion in the section on Pay, prioritizing internal equity perceptions when making raise allocations may mean de-prioritizing external equity (market pay) perceptions. While some compensation decision models take both internal data and external data into account, models that do not address gross internal inequities are not likely to reduce dissatisfaction.
<b>D. Institute Skill-based Pay</b>	Skill-based Pay	5	50	Match skills, abilities, training and experience to appropriate pay. Consider the addition of skill-based raises/compensation for employees who receive additional training, certifications or skills that they can demonstrate on the job.

**E. Updates from  
Competitive  
Compensation  
Committee**

Updates from  
Competitive  
Compensation  
Committee

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Provide more detail and clarity of the continued work of the committee, their findings, and how they will be addressed in future years or strategic planning.

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## 2. Increase Workload Equity

Description of Initiative	Name of Initiative	*Ease (1-100, broad level estimate)	*Impact (1-100, broad level estimate)	Suggestions for Implementation
<b>A. Evaluate Current Workloads &amp; Address Inequities</b>	Evaluate Workloads	30	70	Managers should evaluate relative workloads of employees to establish significant inequities. When workloads are obviously unequal, redistribution or work and responsibilities should be considered. This process should include employee input and managers will need to have the tough discussions regarding workload distribution with employees.
<b>B. Investigate the Potential for Flexible Work Arrangements</b>	Flexible Arrangements	25	95	Provide opportunities for employees to discuss flexible work arrangements including flextime (coming in late, or leaving early) flexplace (working from home), or flexible work hours (non-standard work week). Before rolling out flexible arrangements for an entire organization or division, the practice should be tested on a smaller group. Flex Policies are often decided on a work group (rather than organization-wide) basis since not all jobs are a good fit for flexible arrangements. Supervisory discretion may be used for special cases, but perceptions of equity in treatment should be strongly considered if a routine change is made to one or more jobs.
<b>C. Leverage existing technology to streamline workloads by automating manual processes</b>	Automate manual processes	25	75	Provide employees with appropriate up to date technology and training that supports the work they are tasked with completing to relieve workload stress. Streamlining online processes such as online forms would greatly reduce workload in some areas.

Ex. Moving from online “forms” which are still printed or emailed and then processed manually to forms which may be submitted and simultaneously processed online.

Leverage existing expertise in IT and/or consider contracting an efficiency expert (business process re-engineer) to help identify places of waste and reduce operations costs.

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### 3. Even the Playing Field

Description of Initiative	Name of Initiative	*Ease (1-100, broad level estimate)	*Impact (1-100, broad level estimate)	Suggestions for Implementation
<b>A. Set and communicate expectations for job performance</b>	Written Performance Expectations	45	80	Continue to update and align job descriptions with job titles Encourage employees to share in the goal-setting process with supervisors Evaluate employees against stated goals. Have the tough conversations with underperforming employees.
<b>B. Hold everyone accountable to performance expectations</b>	Equal Accountability	40	85	This requires leaders to have tough discussions. The work of high performing individuals is sometimes easier to scrutinize than that of folks who are underperforming, or staying “in the shadows.” Be sure to hold all workers accountable to performance expectations.
<b>C. Clearly communicate expectations for promotions</b>	Clarify Expectations for Promotion	45	85	Make expectations for promotion explicit.
<b>D. Avoid the tendency to put the high performers on every task or committee, as they may burn out quickly.</b>	Protect High Performers	60	70	<b>(See also previous section on Workload Equity)</b> Create a system that rewards more equal distribution of committee work so that high performers are not selected for service at an unreasonable rate. High performers are already more likely to burn out. Protect the time of everyone, including the best performers, by being selective about their service assignments.
<b>E. Encourage employees to share in their own annual goal-setting and evaluation of those goals during their annual performance reviews</b>	Empower Employees to Set Performance Goals	90	100	Increasing two-way feedback can improve employee satisfaction and organizational performance. Faculty currently participate in two-way feedback, to varying extents, during annual reviews. Although the new Employee Performance Management System (EPMS) used by staff is set up to encourage 2 way feedback and employee participation, feedback suggests

					that not all staff are asked to do this. We recommend that managers increase employee ownership in the goal-setting process by sharing the responsibility for both goal setting and goal evaluation with their employees. Training for managers may be helpful.
<b>F. Communicate the reason for time clocks and why the policy is not enforced for all employees</b>	Time-Clocks	10	60		This affects only some campus employees (predominantly facilities), but it appears to be a significant issue for some employees and it should be addressed if the clocks remain.
<b>G. Create Uniformity in Parking Fees</b>	Uniformity in Parking Fees	20	20		Require all graduate students to purchase a student parking pass and enforce the use of parking passes for all employees. Same for other employee.

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#### 4. Acknowledge Important Employee Contributions

Description of Initiative	Name of Initiative	*Ease (1-100, broad level estimate)	*Impact (1-100, broad level estimate)	Suggestions for Implementation
<b>A. Improve perceptions of Equal Opportunity by clarifying decision criteria for opportunities, recognition, rewards and promotions.</b>	Improve Perceptions of Equal Opportunity	75	95	Improve perceptions of equal opportunity by establishing clear decision criteria for opportunities, recognition, rewards and promotions. Consider promoting from within when qualified internal candidates exist. When external hires are made in favor of internal candidates, communicate with employees about why.
<b>B. Create developmental opportunities as alternatives to traditional title change and job promotions</b>	Creative Alternatives to Traditional Advancement	40	80	As a smaller university, our structure is more flat and there are fewer opportunities for promotion. Natural career advancement paths may not exist for many positions. In areas where there are fewer opportunities for advancement, consider how employees may take advantage of other developmental opportunities such as job rotations, work redesign (enlargement or enhancement), or lead roles on special projects in order to take full advantage of and further develop their skill base.
<b>C. Create more monetary Awards for Staff</b>	More Monetary Awards for Staff	40	65	Each year, faculty receive awards with financial reward attached to them. Currently, there are no staff awards with financial rewards attached (Exception: Student Life issues two monetary awards but they pale in comparison to the faculty awards.) Staff member of the month is a terrific recognition, but the winner receives only a bag of Winthrop paraphernalia. Increasing staff rewards to include a monetary reward could boost morale and motivation.

<b>D. Leverage Employee Expertise on Internal Committees and Work Groups</b>	Leverage Employee Talent and Expertise	70	80	Committee appointments should be strategically made using faculty and staff with expertise in fields related to the work of the committee. Transparency in committee appointment decisions would recognize employee expertise and address some perceptions of unfairness.
<b>E. Leaders to Shine the light on others by sharing opportunities traditionally made available only to leaders with other members of the team</b>	Shine the Light	65	85	British Prime Minister Benjamin Disraeli once said, "Next to knowing when to seize an opportunity, the most important thing in life is to know when to forego an advantage." As leaders, we often have a lot of perks and advantages. Once in a while, choose a well-deserving subordinate and give them the choice spot; for example, send them to the coveted conference, or let them attend an important meeting on your behalf.
<b>F. Give Credit generously</b>	Give Credit Generously	90	100	Publically celebrate the achievements of employees, including, but not limited to formal award winners. Departments and or Colleges should highlight achievements very publically (i.e. front page of their websites).
<b>G. Fall Luncheon for Staff</b>	Fall Staff Luncheon	40	80	Recognize and celebrate the contributions of all staff members and develop a greater sense of community

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## Issue #4: Benefits, including Professional Development

### Context

Winthrop employees shared a variety of concerns and made suggestions for improving the benefits they receive. Themes in dissatisfaction with benefits and professional development opportunities included comments regarding the following:

1. Improve Employee Benefits (n=36) 7%, particularly related to health care coverage, employee assistance and family leave
2. Improve Support for Professional Development, including financial support for conferences and training (n=71) 13%
3. Improve Schedule Flexibility/Work Arrangements (n=46) 8% (Note that while work schedule flexibility was recognized as something many employees liked about their jobs, it also showed up as an area of concern for others.)
4. Reduce costs of Campus services (parking, West Center, etc.) (n=42) 8%

**Potential Solutions**

**1. Invest in Additional Employee Assistance Programs**

Description of Initiative	Name of Initiative	*Ease (1-100, broad level estimate)	*Impact (1-100, broad level estimate)	Suggestions for Implementation
<b>A. Investigate the feasibility of providing Employee Assistance Program (EAP)</b>	Invest EAP	20	80	<p>Currently, Winthrop does not have an Employee Assistance Program. Based on employee feedback regarding benefits, we recommend that Winthrop investigate EAP options with consideration of some of the following services for employees and their family members:</p> <ul style="list-style-type: none"> <li>○ Counseling – Clinical and Life Care</li> <li>○ Concierge – Babysitting and childcare referrals, Pet sitting referrals, Senior</li> <li>○ Adult/Aging Parents care referrals, and others. (see local and community perks at USC Upstate, for instance: <a href="https://www.uscupstate.edu/offices/humanresources/Default.aspx?id=38083">https://www.uscupstate.edu/offices/humanresources/Default.aspx?id=38083</a>)</li> <li>○ Training – Budgeting, Leadership Coaching, Life Skills, and etc.</li> <li>○ An example: University of South Carolina <a href="https://sc.edu/about/offices_and_divisions/human_resources/benefits/employee_wellness/eap/">https://sc.edu/about/offices_and_divisions/human_resources/benefits/employee_wellness/eap/</a></li> </ul>

<b>B. Investigate the feasibility of extending the Employee Educational Assistance Program (tuition assistance program) to family members of Winthrop employees</b>	Expand EEAP	50	80	<p>Currently, employee tuition is waived for a maximum of six credit hours per semester. We understand that State funding cannot be used for family members, but we recommend investigating the cost to Winthrop (Foundation funds) of extending this benefit one immediate family member (e.g., See US News for examples: <a href="http://www.usnews.com/education/best-colleges/articles/2011/10/26/some-recommend-working-for-colleges-for-free-tuition">http://www.usnews.com/education/best-colleges/articles/2011/10/26/some-recommend-working-for-colleges-for-free-tuition</a>, <a href="https://policies.furman.edu/view.php?policy=488">https://policies.furman.edu/view.php?policy=488</a>)</p> <p>Additionally, consider the feasibility of up to six hours of relevant <i>graduate</i> study not offered at Winthrop. (“Relevant” means knowledge and experience from coursework that will improve the employee’s efficiency or effectiveness in his or her position at Winthrop (see Coastal Carolina’s tuition reimbursement program: <a href="https://www.coastal.edu/media/administration/hreo/pdf/Tuition%20Program%20FAQs%209-2015.pdf">https://www.coastal.edu/media/administration/hreo/pdf/Tuition%20Program%20FAQs%209-2015.pdf</a>). These items would have to be funded with non-state funds.</p>
<b>C. Advocate for expanded health insurance coverage from the State</b>	Advocate for Expanded Insurance Coverage	10	90	<p><b>Health benefits are under the control of the State of South Carolina.</b> Employees’ feedback suggests that they would greatly benefit from expanded health insurance coverage to include preventive medicine. In particular OB GYN annual checkups and prescription coverage (specifically, total cost of annual exams); <a href="http://academicdepartments.musc.edu/hr/university/benefits/2015%20mhp%20summary%20of%20benefits.pdf">http://academicdepartments.musc.edu/hr/university/benefits/2015%20mhp%20summary%20of%20benefits.pdf</a>). Employees would also benefit from improved prescription coverage to reduce exorbitant out-of-pocket costs related to preventative care. If there are mechanisms for providing feedback to the State or advocating for expanded coverage in these areas, we would recommend doing so.</p>
<b>D. Develop a family-friendly leave policy that goes beyond FMLA</b>	FMLA	25	85	<p><b>Winthrop currently follows all state and federal policies with regard to FMLA.</b> However, employees would benefit from benefits that extend these requirements.</p>

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## 2. Improve Work Flexibility

Description of Initiative	Name of Initiative	*Ease (1-100, broad level estimate)	*Impact (1-100, broad level estimate)	Suggestions for Implementation
<b>A. Flex Time</b>	Flex Time	60	90	Allow flex time (e.g. summer hours) throughout the year in offices where doing so does not negatively impact service to students or the efficiency of the institution and improves employee work-life balance.
<b>B. Evaluate Exempt Employee Workloads and adjust, where appropriate.</b>	Re-Align Workloads	45	95	Many employees spoke about their work load increasing substantially over the past several years. Our institutional context has required the entire campus to do more with less. One impact has been reconfigured assignments and added duties, which were intended to be temporary. In cases where Winthrop could not afford to hire for a position, or, when a search failed, current employees needed to pick up those responsibilities for little or no additional compensation. As a result, many employees' work experience greater than the 37.5-40 hour work week. We recommend evaluating exempt employee workloads and adjusting, where appropriate.
<b>C. Reassign Time to focus on professional activity</b>	Reassign Time	30	50	<p>Allow staff and faculty reassigned time to focus on the professional activity of their choice. For Staff, consider the short-term sabbatical as a reward for high performing staff members. Sabbaticals could be used for professional, personal or community development.</p> <p>For faculty, develop and implement a mechanism to reward high performing faculty members in FTEs who display outstanding teaching and exceptional professional stewardship by granting them a reassignment for one course. Faculty members' pay would remain the same, but they would be allowed the option to teach one less course for a semester to allow the flexibility to focus on further development of pedagogical excellence, scholarly activity, or professional stewardship. The department will be offered funds to hire a qualified Adjunct instructor or to support another appropriate solution to the reassignment of this faculty-member.</p>

**D. Improve Summer Scheduling for Faculty**

Improve Summer School Scheduling for Faculty

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Improve the summer school course scheduling and compensation system.

- 1) Offer faculty 7.5% of their 9-month salary for teaching a 3-hour summer course that serves a minimum of 12 students.
- 2) Move the “make” decision date from 3 days into the summer course to several weeks before the course is offered.
- 3) If the course doesn’t “make” by the decision deadline (e.g., 2 weeks for Maymester, one month for courses that start in June or later), offer the faculty member the choice of working for a rate reduced for each student under 10 enrolled. “Make” definition should reflect support for student retention and persistence, following the message we have presented that summer school can help students stay on a timely path to graduation (Here is some guidance on summer scheduling, pages 45 -48, <https://www.kent.edu/sites/default/files/file/2012aaupttcba.pdf#page=48>).
- 4) If it is unrealistic to establish a decision deadline that protects faculty from spending time prepping courses for which they will not be paid, create a policy about cancelling summer courses that includes compensation for time expected to prepare a course. Even if a faculty member taught the course recently, the summer timeline (in particular if the course is offered online) requires adjustments to maintain pedagogical excellence.

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### 3. Increase Opportunities for Employee Development

Description of Initiative	Name of Initiative	*Ease (1-100, broad level estimate)	*Impact (1-100, broad level estimate)	Suggestions for Implementation
<b>A. Mentoring Program</b>	Mentoring	40	40	Connect Staff and Faculty members through a mentoring program in which Staff members can gain insight and development from Faculty members with expertise in their work area, and likewise, Faculty members can gain valuable insight into the operations and real-world problems that staff face in their field. Such a program can also be extended to include VPs and AVPs serving as mentors to both Faculty and Staff members.
<b>B. Reimburse Travel for Professional Development (PD) &amp; Representing the University, where appropriate.</b>	Travel	30	85	Many employees expressed frustration over insufficient support for travel expenses for their own professional development, presenting at conferences, and representing the University off-campus. "Travel" appeared in 29 survey responses. We recommend that Winthrop increase support for travel, where appropriate, by examining budgeting, reducing waste, evaluating less expensive alternatives such as bringing development to campus.
<b>C. Enhance Offerings and Recommendations for Virtual Professional Development</b>	Virtual PD	90	25	"Professional Development" and "Training" were mentioned in 27 and 29 employee survey responses, respectively. Winthrop is fortunate to have a rich collection of professional and personal development offerings every year through TLC on-campus and online (see: <a href="http://www.winthrop.edu/tlc/default.aspx?id=32084">http://www.winthrop.edu/tlc/default.aspx?id=32084</a> ). 1) Enhance Winthrop's repository of online professional development (PD) options to target areas identified by employees (such as leadership, evaluation, and communications which were mentioned by survey respondents) and supervisors. Further encourage employees to recommend resources to the campus-wide professional development advisory committee(s). 2) Incentivize employee personal contributions to this repository and/or to design and deliver content via the TLC professional development workshop series. This could help us take advantage of our own expertise and reward our own employees while minimizing the cost of outside vendors.

*\*Ease of Implementation and Potential for Impact to Employee Satisfaction represent best estimates of the committee where 1 is lowest and 100 is highest.*

## 4. Make Campus Services Less Expensive for Employees

Description of Initiative	Name of Initiative	*Ease (1-100, broad level estimate)	*Impact (1-100, broad level estimate)	Suggestions for Implementation
<b>A. Give Eagle Bucks</b>	Eagle Bucks	35	60	If a non-state funding source can be found, grant each employee \$25-50 in Eagle bucks each year that could be redeemed around campus (Cafeteria/Bookstore/Athletics/Box Office/West Center, etc.; see <a href="https://www.uscupstate.edu/offices/humanresources/Default.aspx?id=38083">https://www.uscupstate.edu/offices/humanresources/Default.aspx?id=38083</a> ). Unused Eagle Bucks expire one year after issue.
<b>B. Change the Parking Sticker to a Hang Tag</b>	Parking Tags	50	45	Parking fees were a controversial subject in the survey responses. While several employees suggested free parking, others indicated that free parking is a small issue compared with overall compensation. Suggestion to change from a parking sticker to a parking tag would be more convenient and reduce parking costs for employees who need to alternate between family cars and currently pay for more than one parking sticker.
<b>C. West Center Privileges</b>	West	10	35	“West Center” was mentioned in 22 survey responses. Recommendations included free access for all employees, free access for family members, and offering a sliding scale for fees. The Working Group understands this suggestion to have been raised since the West Center’s opening in 2007 with an answer that the fees are critical for maintaining the Center and students’ pay for access through tuition and fees. Although we believe Employees would prefer full and frequent access to West for free, the Eagle Bucks mentioned above would at least allow an opportunity for employees to gain access to the West Center several times each year. Another option mentioned is to charge for locker use and otherwise reduce West Center fees.

*\*Ease of Implementation and Potential for Impact to Employee Satisfaction represent best estimates of the committee where 1 is lowest and 100 is highest.*

There were many other great suggestions worth considering, although they were mentioned less frequently. Here are some examples.

- Short-Term Staff Sabbaticals: Offer short-term sabbaticals as a reward for high performing staff members (<https://www.factorfinders.com/short-term-sabbaticals-can-revitalize-employees>)  
<https://valenciacollege.edu/faculty/sabbatical/>
  - One idea was to allowing staff to take a sabbatical to pursue meaningful projects. This could encourage staff to pursue fellowships and grants, volunteer opportunities, professional development, training, creative endeavors, workshops, and more – which would have the side benefit of improving morale and potentially benefiting the university by adding to its staff's skill sets and accomplishments.
- If State requirements will allow it, allow Staff to help fulfill our University Mission of “service” “community” and “leadership” by giving some time off campus to do approved community related service activities (e.g. volunteering in a lower SES school”
- Evaluate the potential benefits and costs (liabilities) associated with offering low cost or free child care during campus events that are out of normal business hours
- Breastfeeding support (*find a small private room with several outlets, in each building, and give keys to the breastfeeding moms*)
- Coordinate Winthrop holidays and breaks with local school system holidays to reduce work childcare conflicts
- Modify faculty course assignments to maximize use of their skills and reward their contributions (course re-assignments for significant service, scholarship, or grant work)
- Allow faculty/departments to spread teaching assignments over 12-months (e.g., 3:3:1 or 3:4:1)
- Tuition reimbursement for graduate programs not offered here (e.g. PhD)
- Increase travel and professional development reimbursement for underpaid employees who are building their skills for Winthrop and representing the university at state, regional, national, and international workshops and conferences



## Issue #5: Communication

### Context

Communication, lack of communication, or quality of communication was identified as an issue of concern based on the survey data. Responses related to Communication issues broke down into the following categories:

#### 1) Improve communication from administrators (n=33, 6%)

- Communication among administration and faculty/staff needs to be improved, particularly related to mission/goals. We rely a lot on information being told to high level administrators at meetings and then they are to take it back to their departments. By the time the information funnels down, the message is sometimes distorted or unclear.

#### 2) Improve communication from supervisors to employees (n=35, 6%)

- Supervisors may be promoted without a great deal of training in leadership, communication, conflict resolution and other skills. Training may improve this.

#### 3) Improve communication across campus and among/between departments (n=44, 8%)

- There could be better communication among departments, especially when it comes to new forms and procedures, and program changes. For example, informing various departments of the changes before or when they are implemented instead of waiting until someone follows an outdated procedure.

#### 4) Improve Role Clarity (n=47, 8.5%)

1. Issues about role clarity appear to come predominantly from Graduate Assistants (GAs)
  - *Roles should be clearly defined and GAs should receive regular follow up during the semester/year about how they are performing.*
2. However, a few other employees also mentioned role clarity issues, suggesting that a better understanding of their own and other's roles could facilitate work and improve performance.

**Issues which presented with less frequency, but may be worth noting:**

**5) Overuse of Formal Communication Channels for Irrelevant News**

- Several employees noted that they wished they could stop being bombarded daily with athletics press release and other e-mails that interest only students or select groups of faculty and staff. Suggestions included limiting the use of the faculty/staff email for important business and creating some sort of daily email compilation similar to the all students email.

**6) Create formal channels for resolving issues or disputes between employees or between employees, or between employees and management.**

- In fall of 2014, Staff Assembly examined the possibility of establishing a campus ombudsman as a means of resolving campus issues between members of the university community. An ombudsman serves as a neutral arbitrator for staff concerns, particularly concerns with supervisors, but also with other employees. We asked for feedback from the campus community on the ombudsman idea. Although numeric responses to this were not overwhelming positive or negative, we did receive some comments to suggest that adding another highly paid administrative position would be perceived poorly among staff who already feel that administration is a bit bloated. Thus, we do include the potential hire of an ombudsman as a potential recommendation, we also recommend consideration for the cost of the change (between \$50K and \$75K per year). Regardless of whether Winthrop hires an ombudsman, we do suggest that Staff Conference develop committees akin to Faculty's Committees on University Priorities and University Life might make for a less expensive but effective alternative (see recommendations).

## Potential Solutions

### 1. Increase Transparency through Communication from Administrators

Description of Initiative	Name of Initiative	*Ease (1-100, broad level estimate)	*Impact (1-100, broad level estimate)	Suggestions for Implementation
<b>A. Updates to campus on events and happenings from the President's Office</b>	President's Updates	95	95	Continue campus-wide communication from the President on issues related to the welfare of the university, university life, and other important matters.
<b>B. Annual or semi-annual updates on legislative actions that impact the University and its employees</b>	Legislative Updates	90	75	People would like to be informed regularly about how decisions made "in Columbia" will affect the University, its operations, our students and our employees
<b>C. Quarterly email update on special task force and campus committee progress</b>	Committee Progress Check	95	85	Keep employees updated regarding the work and progress of special working groups and task forces.
<b>D. Change Notifications: Immediate, or as needed, updates on policy/procedural changes which might affect employees</b>	Change Notifications	95	80	Prompt updates regarding any policy or procedural changes that affect employee's lives or the way that work gets done. This helps avoid the rumor mill.
<b>E. Immediate communication and updates regarding issues of campus safety from Police or the President's office</b>	Safety Notifications	85	95	Continue to communicate frequently regarding campus crime and safety threats. *There were no specific complaints regarding communication after campus crimes. However, perceptions of safety on campus was mentioned once or twice and perceptions of safety are deeply affected by how campus crimes are communicated.
<b>F. Pre-emptive communication regarding campus safety issues, warnings, and safe campus practices, including those in the classroom as well as those in and around campus.</b>	Pre-emptive Communications	30	50	Consider an annual update from Winthrop Police about what is being done to increase an enhance safety on campus and how to avoid threats and violence as well as highlighting upcoming workshops about preventing and handling threats (e.g. TLC workshop on active shooters, TLC on managing disruptive students in the classroom).

*\*Ease of Implementation and Potential for Impact to Employee Satisfaction represent best estimates of the committee, where 1 is lowest and 100 is highest.*

## 2. Improve Communication between Managers and Employees

Description of Initiative	Name of Initiative	*Ease (1-100, broad level estimate)	*Impact (1-100, broad level estimate)	Suggestions for Implementation
<b>A. Training for supervisors/managers on effective communication, TLC Sessions</b>	Trainings	75	80	Training has chance to have very high impact; we recommend training on communicating change, interpersonal communication skills, communicating with diverse populations, and internal communication strategies/processes.
<b>B. "Onboarding" programs can be used to communicate goals, expectations, roles, etc. from day one to employees, stressing job significance, teamwork, professionalism,</b>	Onboarding	40	75	Checklist for supervisors to use with new employees on their first day/week/month. This would address issues with role clarity which was mentioned 47 times in the comment section of the survey.
<p><b>For more, see also sections called:</b>  <b>Leadership: <i>Improving Two-Way Feedback Loops</i> and</b>  <b>Leadership: <i>Enhancing Performance Evaluation System to Create More Value</i></b></p>				

*\*Ease of Implementation and Potential for Impact to Employee Satisfaction represent best estimates of the committee where 1 is lowest and 100 is highest.*

### 3. Improve Communication Across Campus and Between Departments

Description of Initiative	Name of Initiative	*Ease (1-100, broad level estimate)	*Impact (1-100, broad level estimate)	Suggestions for Implementation
<b>A. Daily digest messages to be sent to all Faculty/Staff informing them of upcoming events and campus happenings.</b>	Daily Digest	85	95	<p>Freedom to post emails directly to the Winthrop University Faculty-Staff Listserv represents a rare privilege (at least on a campus of this size) and a convenience to many faculty and staff who wish to make campus-wide announcements or to advertise events, course offerings, or other campus activities (health screenings, fundraisers, student activities, shows, exhibits, etc.). While we are hesitant to recommend anything that might be perceived as a censorship of employee communication, we recognize the limitations of a completely non-censored listserv (including over-burdening employee inboxes with non-relevant emails, and the occasional embarrassing personal email that occurs from an accidental “reply all”). We also strongly believe communication can be improved with a little streamlining.</p> <p>We recommend transitioning toward an announcements system similar to the <i>All Students Daily Student Digest</i> at Winthrop. These emails would be collected daily, authorized for inclusion in the daily campus wide employee digest based on a set of recommended guidelines, and then sent to the campus community all at once. For an example of terms of use for the Winthrop All Student listserv, see: <a href="https://asap.winthrop.edu/allstudents/terms.aspx?ReturnUrl=/allstudents/Default.aspx">https://asap.winthrop.edu/allstudents/terms.aspx?ReturnUrl=/allstudents/Default.aspx</a></p>
<b>B. Intranet service to serve as a “hub” of information accessible only to Faculty/Staff members.</b>	Intranet Hub	40	60	<p>This “hub” could serve as an informational outlet in lieu of staff use of the listserv for every single campus event, or advertisement.</p> <p>This would require more work on the back-end; staff to maintain it, and it also requires employees to take initiative to view information.</p>

Some suggestions were to use platforms we already have such as Wingspan or Blackboard.  
IT would likely play an integral role in the development and maintenance of such a site.

*\*Ease of Implementation and Potential for Impact to Employee Satisfaction represent best estimates of the committee where 1 is lowest and 100 is highest.*

## 4. Create an Effective Outlet to Handle Employee Concerns

Description of Initiative	Name of Initiative	*Ease (1-100, broad level estimate)	*Impact (1-100, broad level estimate)	Suggestions for Implementation
<b>A. Establish an Ombudsman position to facilitate the resolution of employee complaints and concerns</b>	Ombudsman	10	50	<p>Staff Assembly has considered the possibility of establishing an ombudsman to provide a more formal channel for resolving conflicts between employees, and between employees and management/administration. (See employee comments above for more context).</p> <p>Ombudsmen serve as unbiased, 3<sup>rd</sup> party mediators between employees and administration. They have been used effectively on college campuses. For example, Clemson University currently employs 2 ombudsmen (one for staff, one for faculty and students).</p> <p>We feel strongly that formal channels should be in place to handle complaints and concerns and that employees should have 3<sup>rd</sup> party advocates in the process.</p> <p>This is a relatively costly option. The average annual salary for an ombudsman in the state of SC is \$52,000 (indeed.com). Salary for one of Clemson’s Ombudsmen was obtained online (\$75,000 annually). We suggest consideration of other less costly, but potentially equally effective options such as the one below.</p>
<b>B. Establish Staff Conference Committees to Address Employee Complaints and concerns</b>	Staff Conference Concerns Committees	80	80	<p>Faculty Conference currently has 2 committees which handle faculty concerns and complaints. These are: Faculty Committee on University Priorities (FCUP) and Faculty Committee on University Life (FCUL). We recommend a similar format for Staff Conference.</p> <p>FCUL and FCUP roles, responsibilities and annual reports are posted on the <a href="#">Faculty conference website</a>. Reports suggest these committees have been <i>very successful</i> so far in addressing faculty concerns ranging from parental leave policies, to pay, to feral cats on campus.</p> <p>The President meets at least annually with these committees.</p>

*\*Ease of Implementation and Potential for Impact to Employee Satisfaction represent best estimates of the committee where 1 is lowest and 100 is highest.*

## Issue #6: Funding for Capital Improvements and Support for External Grants

### Context

On a campus of our size and with buildings that are over 100 years old, it is not surprising that there are concerns related to facilities, infrastructure and capital improvements. Issues related to facilities disrepair and improvements were mentioned by 12% (n=65) respondents.

#### 1. Many of our oldest facilities and systems are in need of upgrades/maintenance/facelifts.

- Some employees expressed concerns about the aesthetics of specific areas on campus (places needing paint, carpet, new doors, etc) and the desire to see these areas and systems cleaned and repaired to create a more pleasing environment in which to work and to attract prospective students.
- A few employees expressed deeper concern over their own physical work environment, citing old windows, leaky roofs and extreme temperatures which make it nearly impossible to work without accommodation.
- Disrepair of some parking lots was a concern for some faculty and many graduate students. The student lots in particular are said to be full of pot holes.
- Some faculty and staff expressed concern that the campus is behind in key technologies including Banner software upgrades, knowledge in how to access and implement key Banner applications, moving to laptops for all full time faculty, to cloud computing in the labs allowing for custom, instant images with discipline specific software to be pushed out, and bring your own device policies. More than one employee suggested that some of our key processes are slowed by still relying on paper-based communication and ink signature systems, which impacts productivity across campus.

○

#### 2. Inadequate Support for External Grants and Extramural Research Support

Issues related to funding for research, and staffing of the SPAR Office were mentioned by only 11 (2%) of respondents. However, external research grants represent a hallmark of success in academia, and a significant source of external funding for the university. If we are to continue growth in this area, we must consider the following employee concerns:

- **The SPAR Office has been understaffed or not staffed for too long.** The need for a Sponsored Programs and Research office at Winthrop is dire in order to be able to access and take advantage of a multitude of federal grant opportunities and bring in much needed financial support to Winthrop. This has not been a priority to date. The culture at Winthrop needs to change in order for more faculty to be successful at gaining and maintaining extramural support.



- **Grant opportunities are not well known.** As a predominantly undergraduate institution, Winthrop qualifies for special programs through both the NIH and NSF. In addition, there are other nationally competitive awards that Winthrop could be competitive for if faculty are given the support to apply for such programs. Winthrop's student demographics and breadth of faculty expertise increase our potential for many different types of extramural applications.
- **Staffing and support functions for SPAR should be expanded.** Support for grant award winners should include both budget management from the SPAR office as well as purchasing and human resources assistance if hiring staff for the grant is involved. Grants have very specific budgets and it is expected that as a University that supports extramural grants, such types of assistance are given through the SPAR office. These should be automatic and should not have to be negotiated with each award and funding should not come out of the grant in order to pay for these services. Additionally, walk-in hours for grant inquiries and grant writing support should be offered weekly.
- **Faculty & Staff Ambassadors should be chosen to work with SPAR.** SPAR office should recruit faculty and staff members who have been successful at garnering awards to help other faculty members to apply for awards. In many cases, these faculty and staff are awarded a course release or bonus compensation for their consultation.
- **Prioritize internal and external professional development for employees seeking grants.** Funding should be set aside to develop faculty and staff interested in garnering extramural support. Internal workshops should be offered regularly. Educate Department Chairs and Deans about how to support faculty and staff in the grant process. In order to be competitive on a national scale, employees must also be able to maintain connections and network with peers outside of the institution to remain viable in their field and to establish relationships with others who make funding decisions.
- **Obtaining grants has traditionally not been incentivized by Winthrop.** Faculty and staff who have been successful at receiving grants should also be provided additional support and rewards for their efforts. Gaining an extramural grant is a hallmark of success in academia. These awards are increasingly competitive and the funding rate is often less than 20% and more often less than 10%. Faculty who receive these awards should be recognized and supported in order to maintain their awards and remain competitive for future awards. Several faculty at Winthrop have been successful gaining an initial grant, but few (if any) have received subsequent awards. This is indicative of a problem with sustained grant support. If there is no support for the faculty to maintain and carry out the aims of the grant, then the likelihood of being able to apply for subsequent awards is unlikely, especially given the extremely competitive nature of grant funding. Additionally, in order to incentivize grant writing,

Winthrop should evaluate and minimize average indirect administrative fees by re-evaluating their cost structure related to grant administration.

- **Greater recognition and incentives to employees who bring in large grants.** Faculty who are awarded large awards (i.e. More than \$250,000) should be distinguished from faculty who are awarded smaller awards (i.e. \$5000). While *every* external grant is meritable, there are often significant differences between these types of grants in terms of time and effort required to obtain them. If large grants are valued, significant incentives should be provided to encourage employees to seek out large grants in their fields.
- **Recognize the difference in support needed for various types of grants.** There is a significant distinction between employees participating in a collaborative grant with other institutions or programs, versus faculty who run independent, novel research programs that they created themselves and work to maintain. Differences include the amount of work that is required to support and maintain independent research programs and compete with others on a national scale.
- **Create a more formal and streamlined processes for grant applications** – Grant seekers indicate they need more communication during the grant writing process about how to seek and find grants, setting budget expectations, how to submit intent to apply, ethical considerations and regulations related to grants, considerations for submitting proposals to Winthrop, etc. One way to do this is to update the current website to include more support for employees during the writing process.

**Here are a few good examples:**

- College of Charleston ORGA: [http://www.orga.cofc.edu/pub/grants\\_admin\\_index.shtml](http://www.orga.cofc.edu/pub/grants_admin_index.shtml)
  - This website provides helpful information that is easily accessed, (e.g. forms, notification of new policies from funding agencies, links to funding agencies).
  - Even better, they offer their annual reports (showing transparency in how funds are managed) as well as facts and figures for the institution on the website, which is helpful in grant preparation.
  - They also offer grant preparation assistance (e.g. following rules for budgets, filling out forms, etc.) which is the most critical support SPAR can offer.
  - Most importantly, College of Charleston is a partner in the Federal Demonstration Partnership (FDP) ([http://www.orga.cofc.edu/pub/about\\_orga\\_FDP.shtml](http://www.orga.cofc.edu/pub/about_orga_FDP.shtml)), an important alliance that Winthrop should strive to obtain. The current focus of the FDP is researchers should do science, not administration. This is the greatest need at Winthrop if we are to grow in this area. College of

Charleston's partnership with the FDP gives them a head start on implementing changes to make sure their faculty and staff have the best chance possible to attain grants. Winthrop is at a disadvantage without this type of support.

- Claflin: <http://www.claflin.edu/grant-and-research>
  - Claflin might make a good comparison university. They have been successful at finding obscure opportunities and, like Winthrop, their faculty have been awarded significant grants (i.e. funding in the millions).

## Potential Solutions

### 1. Prioritize, then Communicate with Stakeholders regarding Capital Improvements

Description of Initiative	Name of Initiative	*Ease (1-100, broad level estimate)	*Impact (1-100, broad level estimate)	Suggestions for Implementation
<b>A. Rank and prioritize capital improvements</b>	Prioritize Capital Improvements Projects	60	80	Consider prioritizing using a tiered approach: 1. Essential Repairs with High Priority 2. Essential Repairs with Secondary priority 3. Non-essential Repairs
<b>B. Make capital improvements priorities and progress publically visible</b>	Communicate Capital Improvement Priorities & Progress	80	65	Create a website to keep campus up to date on current capital improvements projects. Update priorities regularly Update progress and anticipated timelines for completion
<b>C. Make Donating to Capital improvements easier</b>	Campaign for Specific Capital Improvement Needs	45	60	Alumni, corporate donors and other interested potential donors should be provided with the list of capital improvements projects. (Ex. Alums of the music program may be interested in donating to have the music building maintained).
<b>D. Incentivize employees to make connections with alumni and donors who can increase the endowment and fund capital improvements projects</b>	Incentivize Networking	30	75	Consider providing incentives to individuals or units who are responsible for cultivating donor relationships and/or bringing in donations. It may be difficult to determine who has the greatest influence on a donor. Donors may be asked to name a specific unit or program to which they would like all or a portion of their donation dollars to go toward.
<b>E. Incentivize employees to participate in cost savings initiatives</b>	Incentivize Creative Cost Savings	50	45	Open a creative commons area online to share ideas for cost savings. Move forward on viable projects. Recognize and reward those who share ideas and participate. Ex. UNC Greensboro took a poll of employees who would give up their office telephone and now returns that money to employees in their monthly check (roughly \$40/month per employee).

**F. Pride in Campus Days – encourage student and employee groups who wish to participate in easy facilities improvements and repairs (painting, deep cleaning, repairs) and beautification of campus**

Pride in Campus Days

40

45

These projects could be chosen by students and faculty and approved by Facilities Management, or chosen from a list of pre-approved projects (projects that require less skilled technicians).

## 2. Seize Opportunity to Build a Competitive Grant Support Program

Description of Initiative	Name of Initiative	*Ease (1-100, broad level estimate)	*Impact (1-100, broad level estimate)	Suggestions for Implementation
<b>A. Staff SPAR with an experienced Director who can build a comprehensive program from the ground up</b>	SPAR Director	70	50	Seek a high quality candidate who has experience with federally funded grants, can truly advocate for employees, and can support a program from ground up. Invite current and recent grant recipients to be a part of the selection process. (Update: The ESWG understands the search for such a candidate is currently underway.)
<b>B. Provide SPAR with support staff</b>	SPAR Support Staff	50	40	Consider support staff for the SPAR office to reduce administrative demands, allowing time for program and faculty development. Graduate assistant might be helpful, but someone with longevity who can learn how grants are administered would be preferred.
<b>C. Create Ambassadors from among faculty and staff who have been successful in obtaining and maintaining grants</b>	SPAR Grant Ambassadors	70	50	Grant Ambassadors serve as mentors to their colleagues all over campus. This is a potentially significant service to the university. Consider rewarding Ambassadors with course release, pay, or part-time positions in the SPAR office.
<b>D. Provide funding for professional development in grant writing</b>	Develop Employees to Write Grants	50	65	If external funding is important, professional development for employees should be considered. (i.e. Summer grant writing institutes, workshops, etc.) The return on this investment could be large.
<b>E. Reward faculty who receive grants, particularly large grants</b>	Reward Grant Recipients	60	75	Consider rewards to employees who obtain external funding.

# **Appendices**

## **Survey Methodology**

## **Summary of Analyses**

Overall Satisfaction

Facet Satisfaction

Themes on Open-ended Items

# Survey Methodology

## Procedure

All Winthrop University employees were invited to take part in a campus wide survey related to employee satisfaction and morale. The survey was made available online and on paper.

## Sample size

554 (35%) of approximately 1594 employees with email addresses assigned to the employee email listserv completed the satisfaction survey.

- Administrators (n=27)
- Staff (salaried) (n=152)
- Staff (hourly) (n=114)
- Full-time faculty (n=164)
- Adjunct faculty (n=36)
- Graduate student workers (GAs) (n=37)

**Measures** (See last entry of Appendices for a copy of Survey Items)

### *Drivers of Satisfaction/Dissatisfaction*

On a scale of 1-5, where 1=Strongly Dissatisfied and 5 = Strongly Satisfied, employees were asked to provide ratings on the following:

- Overall job satisfaction
- Satisfaction with facets of their job (from pay and benefits, the job itself, working conditions, organizational support, policies for balance, and others)

Open-ended questions asked employees to give feedback on

- What 3-5 things do you like most about your job?
- Please share 1-5 things that would improve your job satisfaction?
- Is there anything else you'd like to tell us?

### *Initiatives for Improving Morale*

On a scale of 1-4, where 1 was “not at all important” and 4 was “very important”, employees provided ratings of:

- The importance of various initiatives for improving their own job satisfaction including things like reducing the price of parking, making the health center memberships free,

## Findings

- Findings for each item are reported for all Winthrop employees (Overall)
- Findings on the open-ended items are reported for all Winthrop employees (Overall)



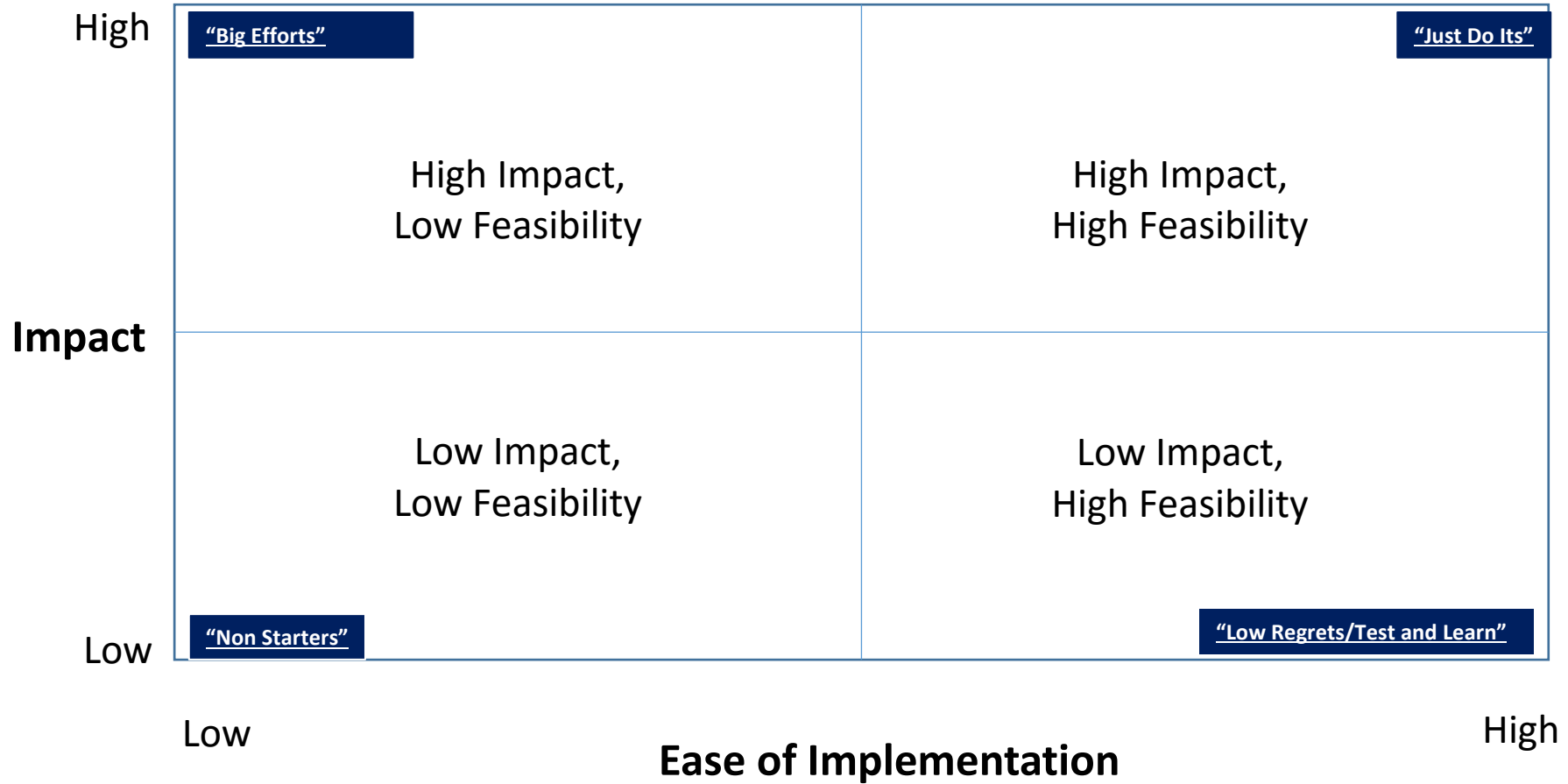
- Findings for items related to satisfaction with facets of the job (Pay, Benefits, Coworkers, etc) are also broken out by employee subgroups based on employment type.

### **Process for Identifying Major Issues affecting Satisfaction**

1. Working group reviewed the summary of data analysis on close-ended items.
2. Working group read all survey comments
3. Working group developed, by consensus, the top 6 issues for further investigation
4. Working Group formed 6 subgroups of 2 members each. Each subgroup adopted one of the 6 issues for further analysis and investigation.
  - a. Each subgroup re-read and coded (marked) all responses in the survey that pertained to the issue they were investigating.
  - b. Each subgroup summarized the context around the issue to provide better understanding of the issue and the exact pain-points that should be addressed.
  - c. Each subgroup brainstormed, conducted research and consulted with experts on and off campus to develop a broad set of recommendations to address the issue they were investigating.
  - d. Subgroups shared their findings and ideas with the entire working group in order to get feedback, suggestions and more ideas.
  - e. Each subgroup developed broad-level estimates of impact and feasibility for their recommendations using a scale of 1-100 for each dimension (**see next page**).
5. Considering Impact and Feasibility, the Working Group voted (in 3 rounds of progressive narrowing) on the top 10 recommendations from among more than 100 potential recommendations to improve employee satisfaction.

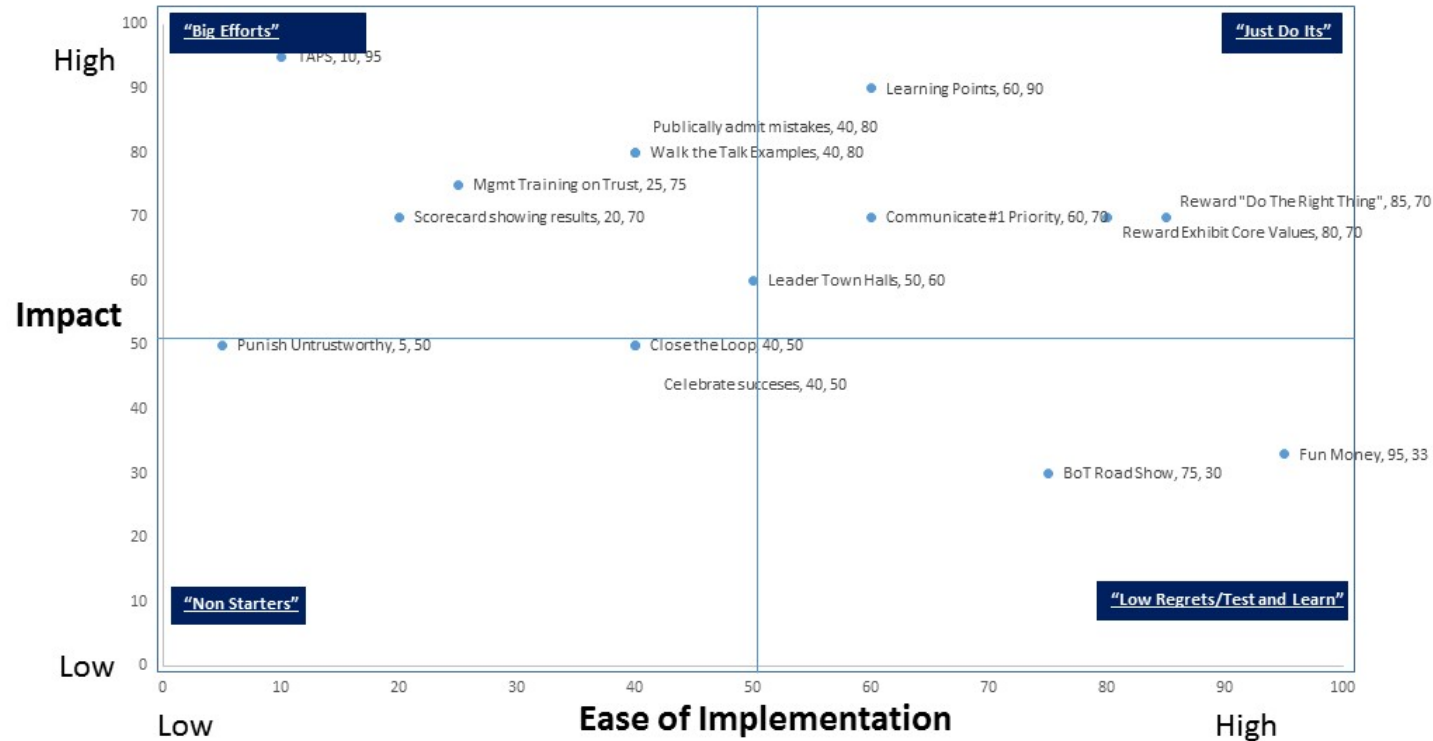
## Prioritizing Recommendations Using Broad Estimates of Impact and Feasibility

We narrowed all potential solutions using a simple framework to assess potential for impact and feasibility. At this time, most of our top 10 recommendations come from the “Just Do Its” (High Impact, High Feasibility) or the “Big Efforts” section (High Impact with Low to Medium Feasibility).

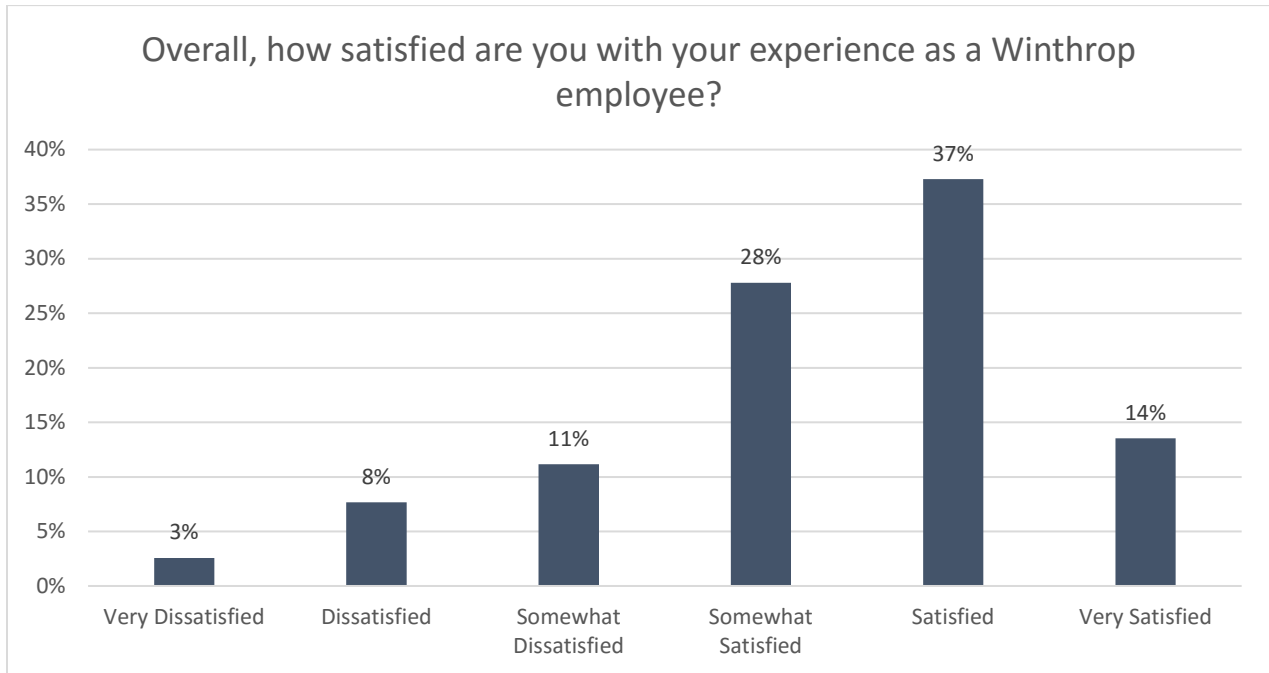


# Sample Impact-Feasibility Grid for Determining Relative Ranking of Recommendations

## Build Trust in Leadership



# Overall Employee Satisfaction at Winthrop University (All Employees)

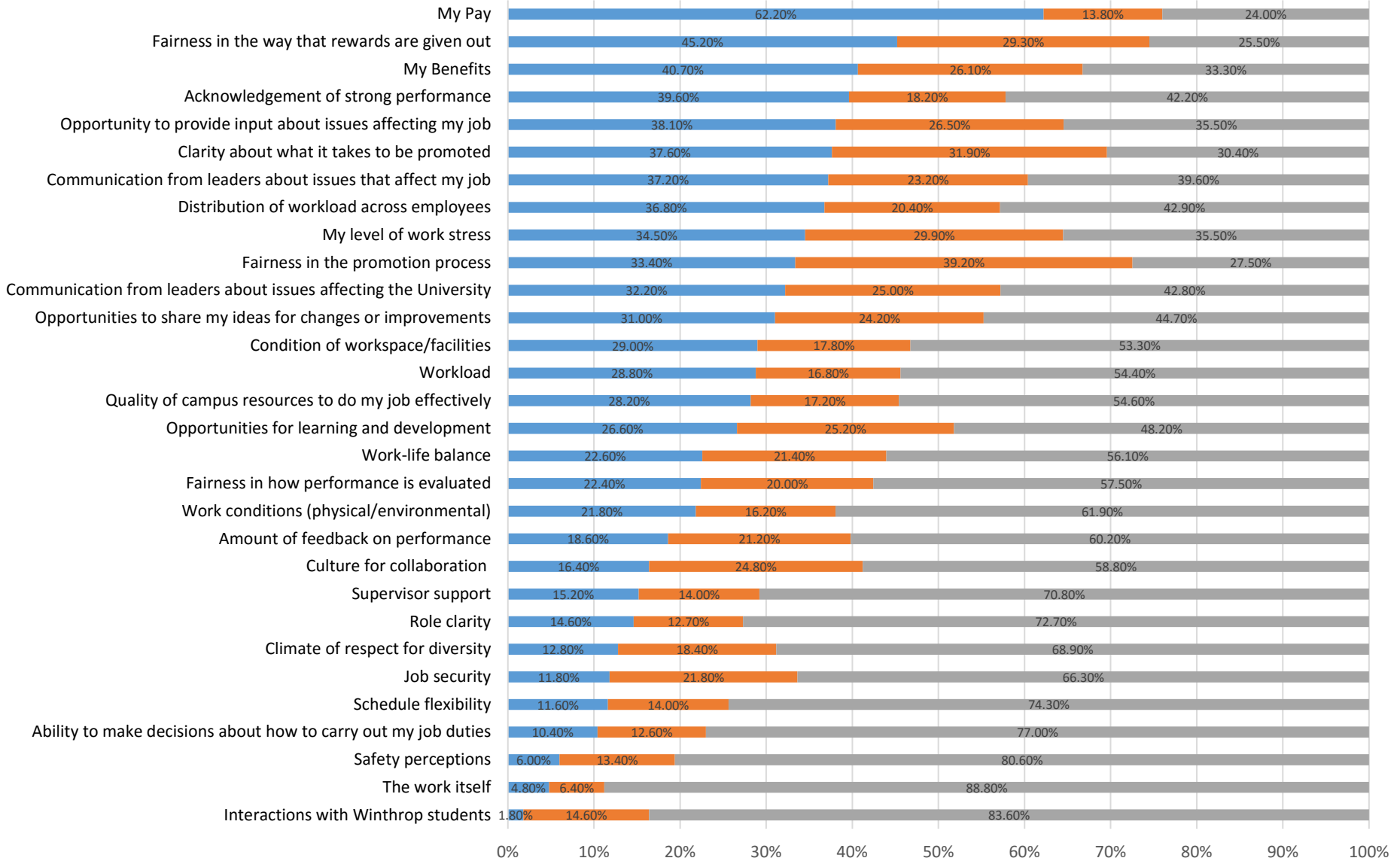


- 79% of employees are at least somewhat satisfied with their experience as a Winthrop employee. However, only about half (51%) of all Winthrop employees report being satisfied or very satisfied.
- A very small percentage (3%) of employees report being very dissatisfied, while approximately one in twelve (8%) of employees report feeling dissatisfied.
- Over one third of all Winthrop employees report being slightly dissatisfied or slightly satisfied.
- **These findings represent clear opportunity to improve satisfaction and engagement of Winthrop employees.**

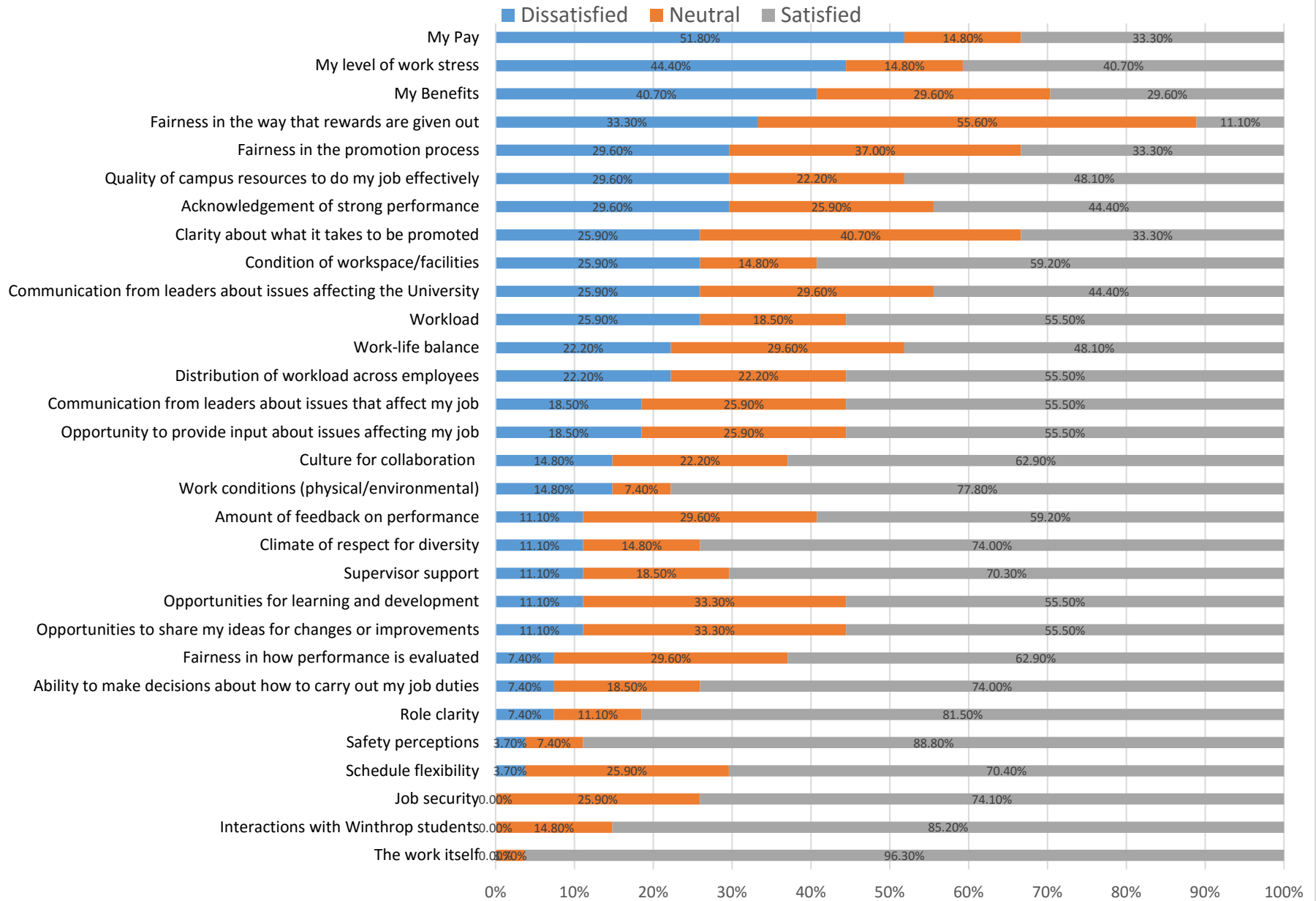
# **Facet Job Satisfaction at Winthrop University (Winthrop Overall and by Job Type)**

# All Winthrop Employees

■ Dissatisfied ■ Neutral ■ Satisfied

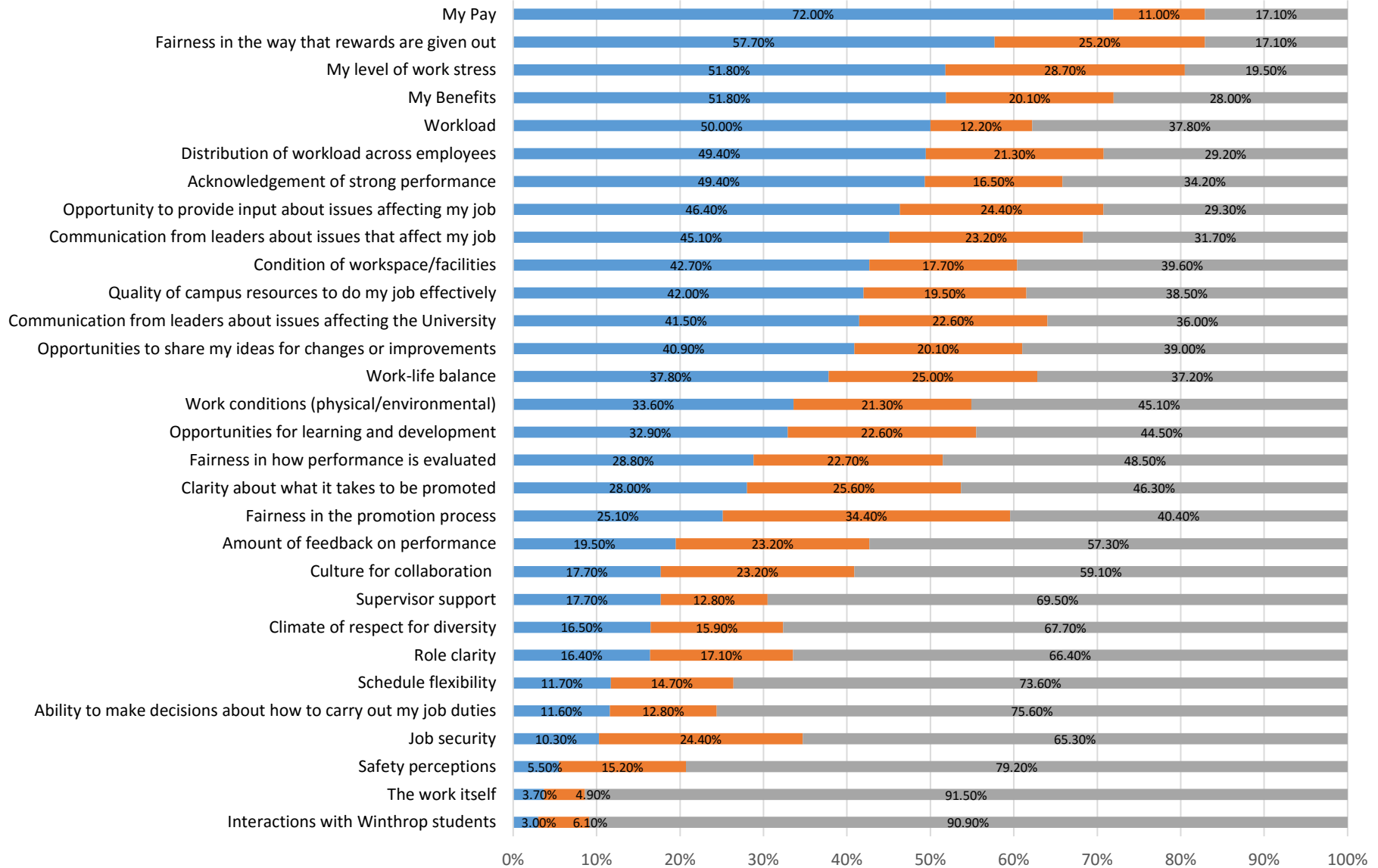


# Administrators



# Full Time Faculty

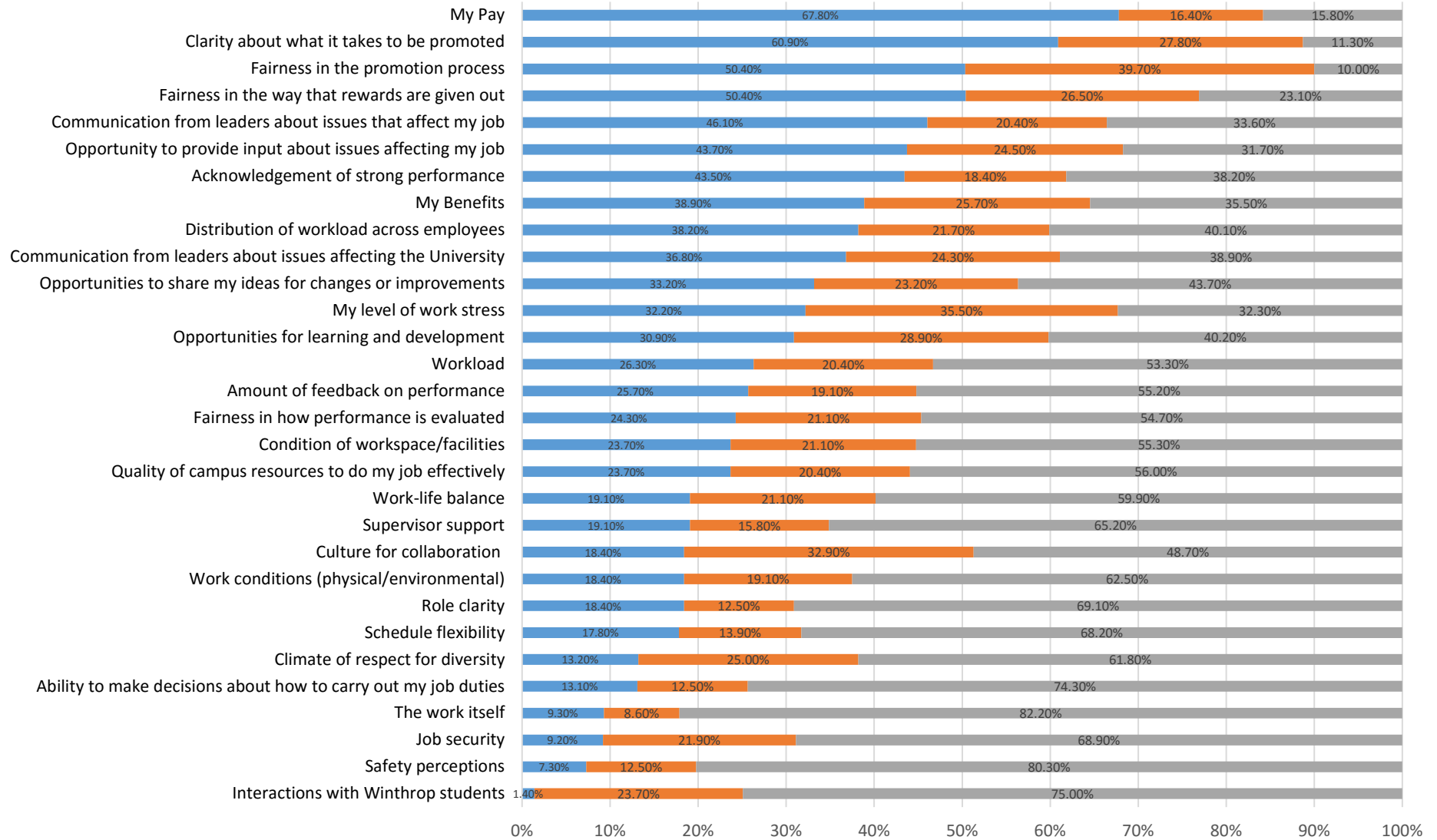
■ Dissatisfied ■ Neutral ■ Satisfied





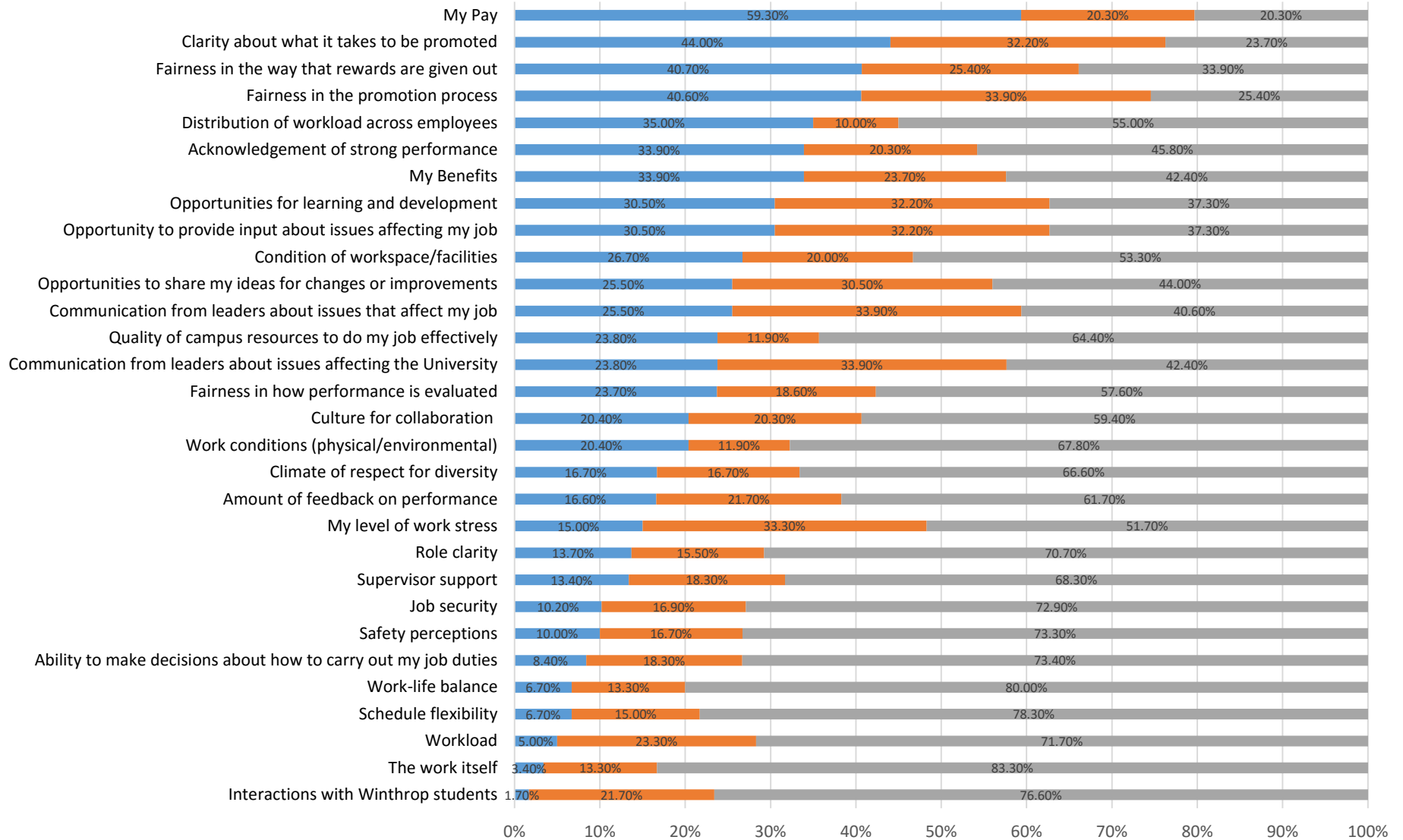
## Staff (Salary/Exempt)

■ Dissatisfied ■ Neutral ■ Satisfied



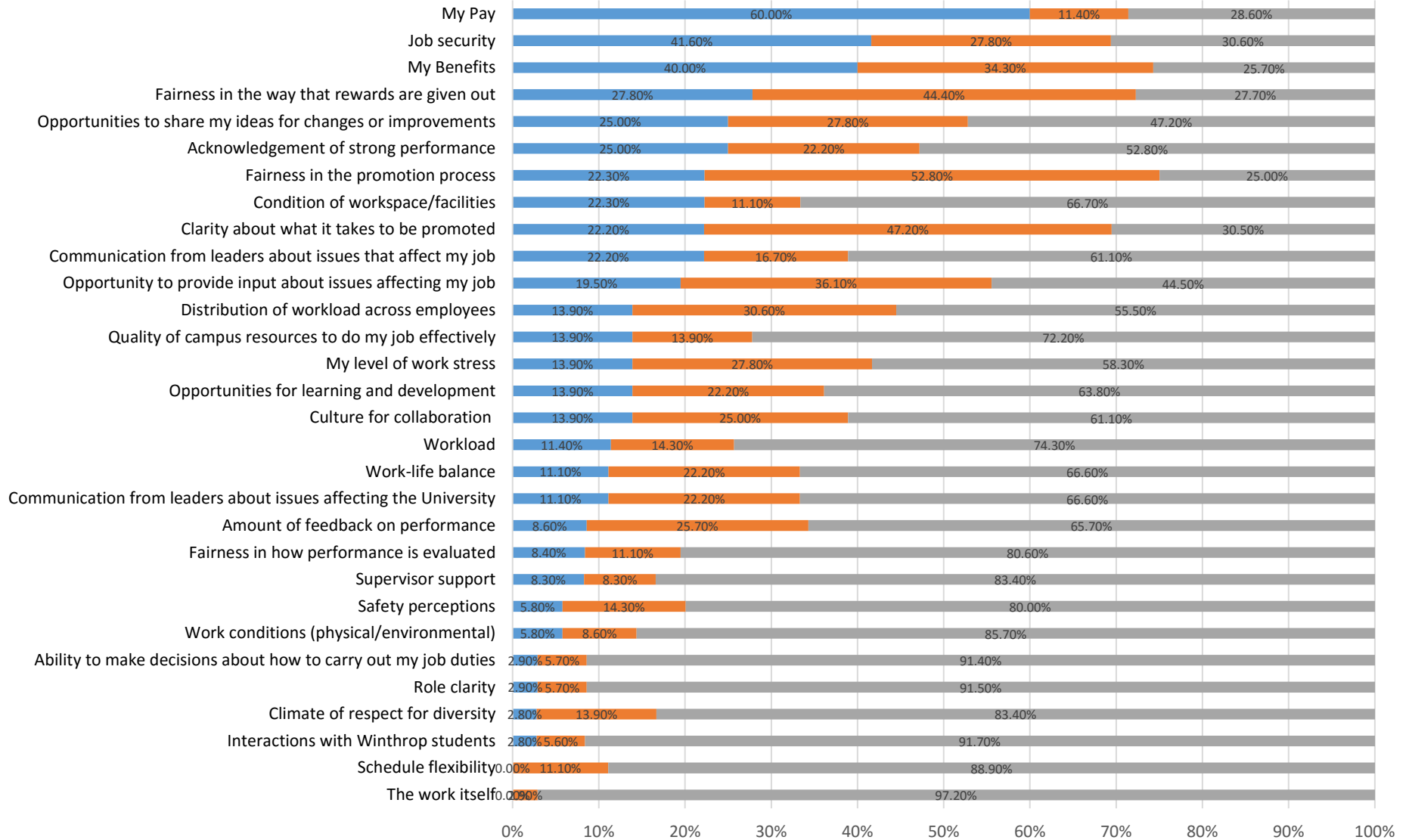
## Staff (Hourly/Non-exempt)

■ Dissatisfied ■ Neutral ■ Satisfied



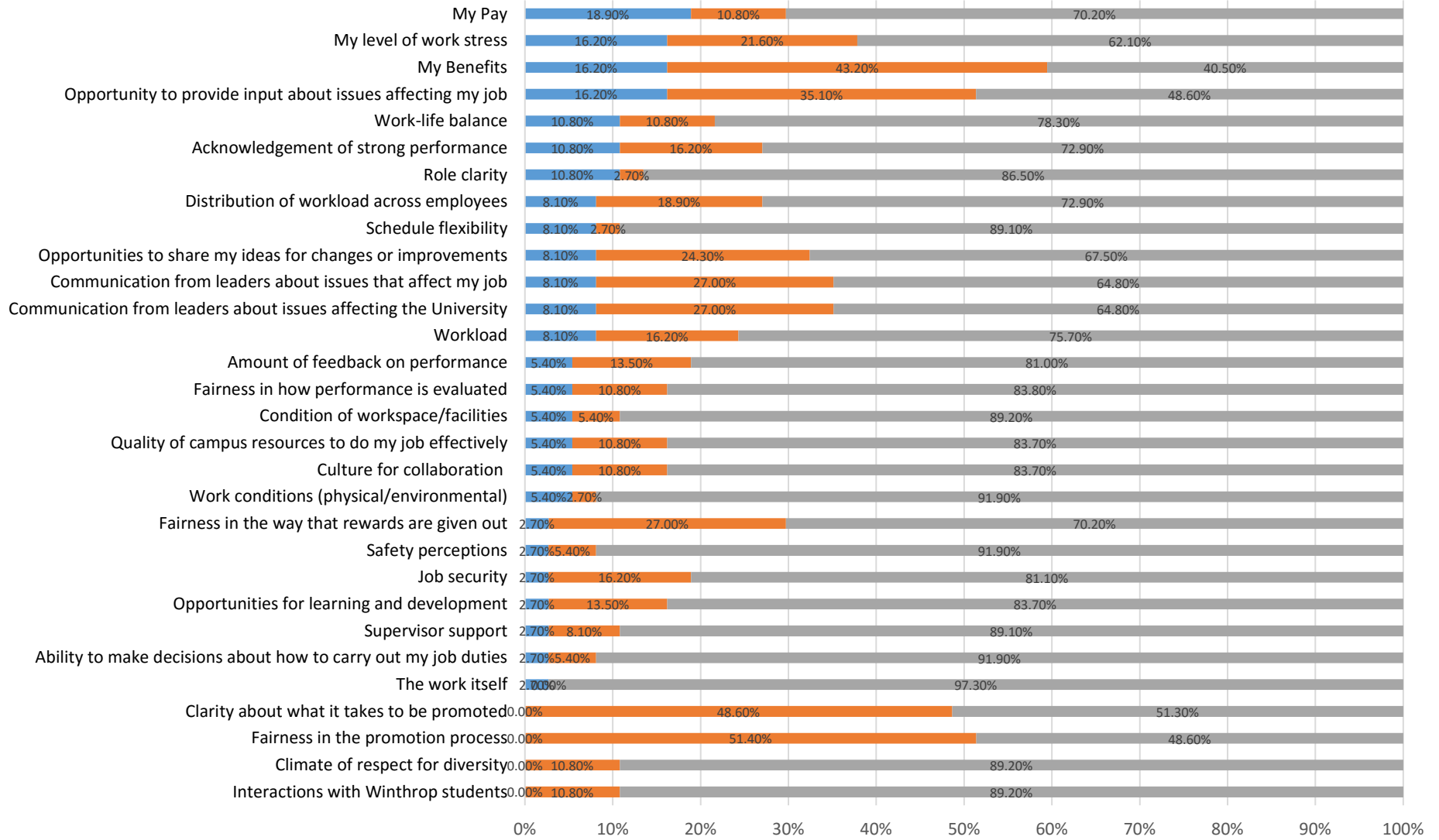
# Adjunct Faculty

■ Dissatisfied ■ Neutral ■ Satisfied



# Graduate Assistants (GAs)

■ Dissatisfied ■ Neutral ■ Satisfied



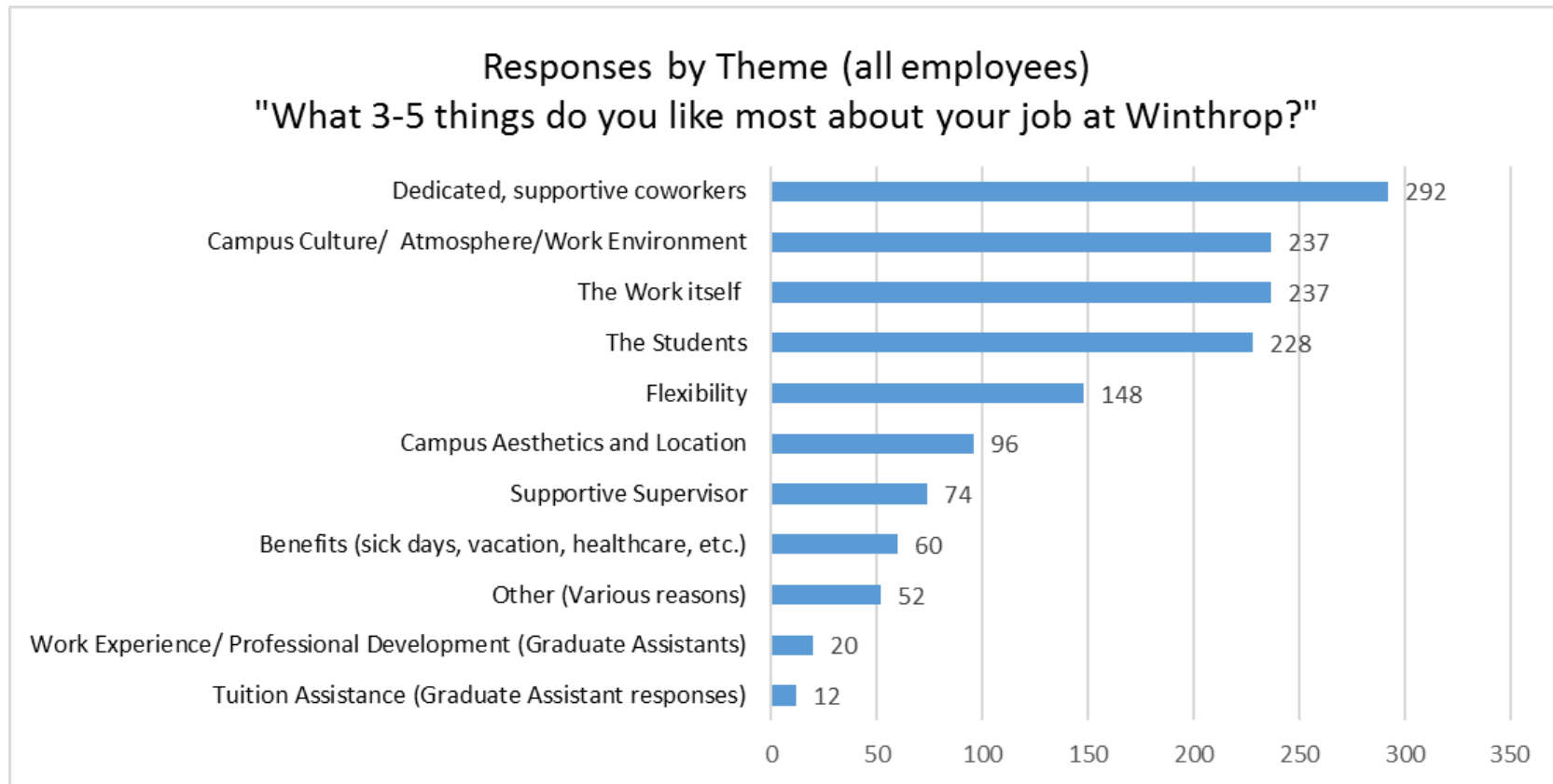
# **Themes from Open Ended Questions**

## Themes from Open Ended Questions

**Top Satisfiers and Top Dissatisfiers were determined by answers to 3 open ended survey questions:**

1. What 3 to 5 things do you like most about your job at Winthrop?
2. Please share 1 to 5 suggestions or changes that would significantly improve your job satisfaction?
3. Is there anything else you would like to share with us?

## What Employees Like Most about their Job at Winthrop

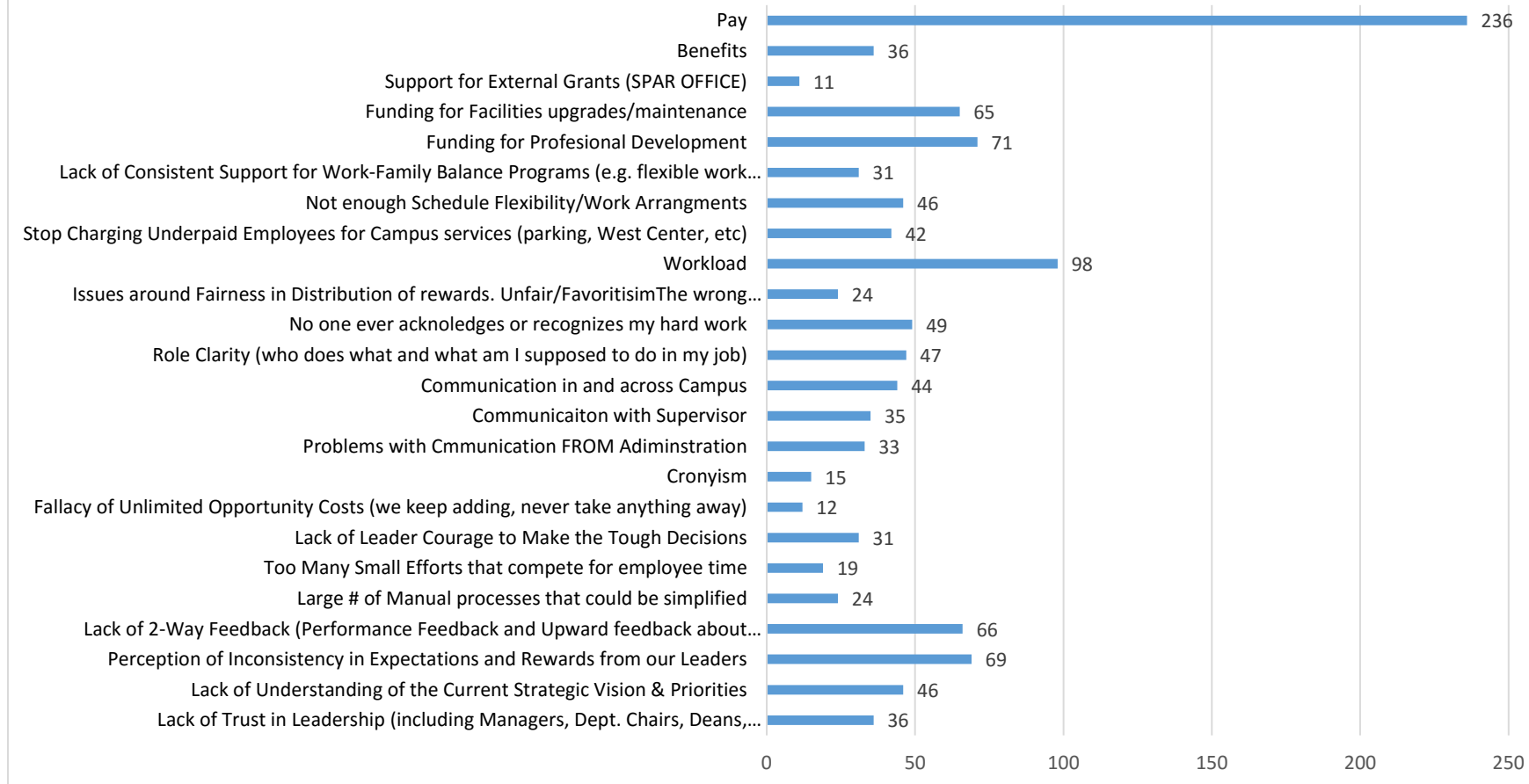


\*Note. Number of respondents on this item = 479. Counts do not sum to 479 because more than one theme may have been mentioned by each respondent.

# What Employees Would Change in Order to Improve their Job at Winthrop

## Responses by Theme (all employees)

*"What are 1-5 changes or suggestions that would significantly improve your job satisfaction"*



\*Note. Number of respondents on this item = 451. Counts do not sum to 451 because more than one theme may have been mentioned by each respondent.



# **Top Satisfiers and Dissatisfiers (Winthrop Overall and by Job Type)**

## All Winthrop Employees (n=554)

<b>Top Satisfiers</b>	<b>Top Dissatisfiers</b>
Dedicated, supportive coworkers	Pay
Interactions with students	Lack of strategic leadership
The work itself	Little or poor infrastructure and processes to execute or follow through on a vision for change
Flexibility	Workload
Campus aesthetics and location	Inequities in pay, promotions, assignments and rewards
	Transparency in how funds are appropriated

## Group: Administrators (n=27)

Top Satisfiers	Top Dissatisfiers
Coworkers (16)	Equitable pay/No merit pay system (12)
Students (10)	Lack of funding (3)
Environment (9)	Slow to change poor leadership/force retirements (3)
Flexibility of schedule/hours (6)	Poor marketing and recruitment systems (3)
Job duties (4)	Timeliness of decisions and budget for new hires (3)
Benefits (2)	Transparency (2)

Note. (numbers in parentheses indicate the number of times a theme was mentioned)

## Group: Full Time Faculty (n=164)

Top Satisfiers	Top Dissatisfiers
Interactions with Students, quality of students	Pay (62)
Dedicated and supportive colleagues	Lack of accountability for faculty and administrators
Flexibility/Freedom/Autonomy in teaching and research	Poor Strategic Leadership
Love teaching	Unrealistic or unreasonable expectations for workload and time
Beautiful campus, location and size	Attention to employee wellness (healthcare, dental, West Center, maternity leave)

Note. (where presented, numbers in parentheses indicate the number of times a theme was mentioned)

## Group: Staff (Exempt/Salaried) (n=152)

Top Satisfiers	Top Dissatisfiers
The people, workers and colleagues (80)	Pay /Pay Equity (40)
Benefits and flexibility (e.g. paid annual/sick leave, ample winter break, insurance, schedule flexibility, etc.) (51)	Too little acknowledgement, recognition, thank-you, appreciation for hard work and quality of work (15)
Interacting with students (40)	Poor leadership at the university administration and/or departmental level (14)
The campus (its beauty, friendliness, location) (36)	No opportunity for professional development (12)
Supportive supervisor (16)	Lack of communication among departments and divisions across campus (12)
	Current performance review process (7)

Note. (numbers in parentheses indicate the number of times a theme was mentioned)

## Group: Staff (Non-exempt/Hourly) (n=114)

Top Satisfiers	Top Dissatisfiers
Coworkers (50)	Low Pay (38)
Culture/atmosphere/environment (26)	Favoritism in promotions, pay increases, and opportunities are only given those individuals who are deemed to be “friends” of supervisors/managers
The students (25)	Lack of tools and equipment to perform job (17)
Benefits (holidays, insurance benefits) (21)	Feeling Undervalued (6)
Work hours (21)	Resistance to innovation or change or strategy implementation (5)

Note. (numbers in parentheses indicate the number of times a theme was mentioned)

### Group: Adjunct faculty (n=36)

Top Satisfiers	Top Dissatisfiers
Coworkers (18)	Low Pay and no benefits (18)
Students (15)	Respect from full time faculty and administrators (8)
Work environment (13)	Workspace issues (temperature, disrepair) (4)
Job (10)	Orientation, socialization and engagement (4)
Flexibility of schedule/hours (7)	No job security (3)

Note. (numbers in parentheses indicate the number of times a theme was mentioned)

## Group: Graduate Assistants (n=37)

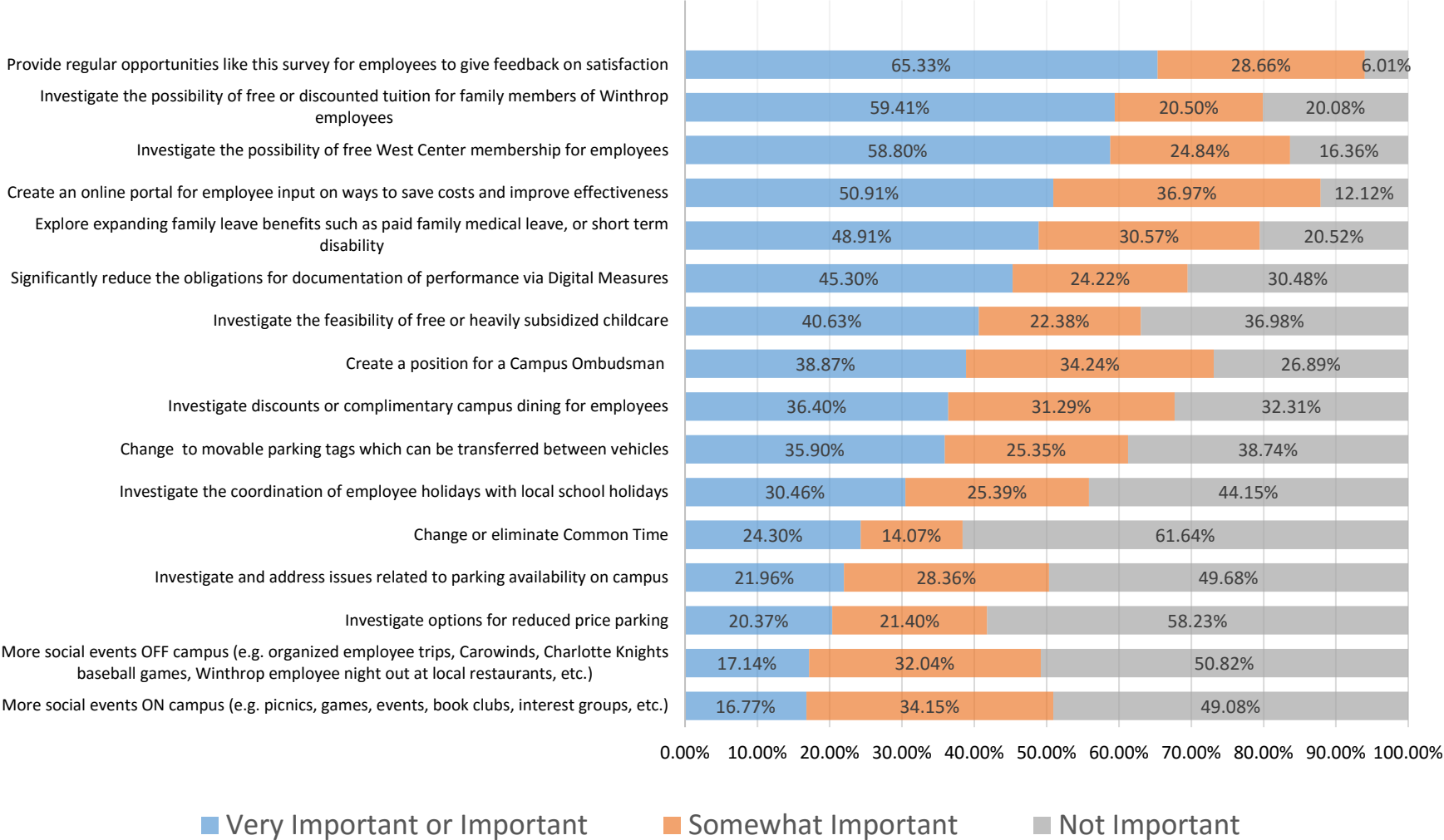
Top Satisfiers	Top Dissatisfiers
Working closely with faculty and staff (30)	Quality of stipend package relative to other similar institutions (4)
Flexibility in work hours (12)	Inequity in pay, workload, or work hours for GAs across campus (5)
Experience gained/professional development (4)	Ambiguity about role expectations for GAs among both GAs and their employing supervisors (2)
Tuition Assistance (2)	Inflexibility in work hours (2)
	Inability to make ends meet during breaks (3)

Note. (numbers in parentheses indicate the number of times a theme was mentioned)



# **Employee Responses to Initiatives for Improving Satisfaction (Graph)**

# EMPLOYEE RESPONSES ON IMPORTANCE OF EACH INITIATIVE FOR IMPROVING SATISFACTION



# **Employee Satisfaction Survey Items as Administered to Employees**

## Winthrop University Employee Satisfaction Survey

Dear fellow Winthrop Employees,

We need your input. President Mahony is seeking feedback on ways to improve employee satisfaction. He formed the *Employee Satisfaction Working Group* to help collect ideas and suggestions. Our group is made up of 11 employees (both staff and faculty) from across campus. **We are asking every Winthrop employee to provide input at this time.**

Please take a few minutes to complete this short survey on employee satisfaction. The survey will only take 5-10 minutes. *This survey is anonymous. Please do not include your name anywhere on the survey.* Your answers will be summarized, combined with other responses, and shared with the President in an effort to improve Winthrop as a place to work. No attempt will be made to identify specific participants based on their responses to the survey. You may *skip* any questions you feel uncomfortable answering and you may change your mind about participating at any time by simply throwing your survey away.

\*We are committed to hearing from everyone employed at Winthrop including faculty, staff and administrators. **If you or another Winthrop employee prefers to take this survey by telephone interview, please call or email Tracy Griggs on campus (x4624; griggsT@winthrop.edu) and we will make sure you have the opportunity to provide input confidentially.** Thank you in advance for trusting us with your thoughts and suggestions for improvement. We will do our best to represent the perspectives of all employees in our report and to share all recommendations with President Mahony.

**1. Overall, how satisfied are you with your experience as a Winthrop employee? (CHECK ONE) ✓**

<input type="radio"/> <b>Very Dissatisfied</b>	<input type="radio"/> <b>Dissatisfied</b>	<input type="radio"/> <b>Somewhat Dissatisfied</b>	<input type="radio"/> <b>Somewhat Satisfied</b>	<input type="radio"/> <b>Satisfied</b>	<input type="radio"/> <b>Very Satisfied</b>
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**2. What 3 to 5 things do you like most about your job at Winthrop?**

**3. Please share 1 to 5 suggestions or changes that would significantly improve your job satisfaction. Please be as specific and constructive as possible, providing ideas for solutions if you have them. This input will be very helpful to the committee since you know these issues best.** (Please feel free to staple extra paper to this survey if you need more space).

## Initiatives for Improving Satisfaction

✓ Using a check mark, please indicate how important these issues are to <i>improving your satisfaction</i> with Winthrop as a place to work. (CHECK ONE)	Not Applicable to my Job	Not Important	Somewhat Important	Important	Very Important
1. Investigate and address issues related to parking availability on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Investigate options for reduced price parking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Change from parking stickers to movable parking tags which can be transferred between vehicles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Investigate the possibility of free West Center membership for employees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Investigate the possibility of free or discounted tuition for family members of Winthrop employees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Change or eliminate common time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Significantly reduce the obligations for documentation of performance via Digital Measures / Activity Insight	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Create a position for a Campus Ombudsman (an official that serves as a go-between for employees and administration) to facilitate the timely resolution of employee concerns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Investigate the possibility of free meals, reduced price meals, or some number of complimentary campus dining meals for employees each semester	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Investigate the feasibility of free or heavily subsidized childcare and after-school care options (either onsite, or close to campus) for employees with children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Investigate the coordination of employee holidays with local school holidays	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Explore options for expanding family leave benefits such as paid family medical leave, or short term disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Create more opportunities for free employee social events ON campus (e.g. picnics, games, events, book clubs, interest groups, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Create more opportunities for employee social events OFF campus (e.g. organized employee trips, Carowinds, Charlotte Knights baseball games, Winthrop employee night out at local restaurants, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Provide regular opportunities like this survey for employees to give feedback on matters related to employee satisfaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Create an online portal or website for employee input regarding ideas and suggestions on ways to save costs and improve university effectiveness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Here are some ideas about how to increase employee satisfaction and morale that have been recommended by campus employees for inclusion in this survey. \*\*The inclusion of these ideas on the survey is not an indication that they can be feasibly addressed, or that they have not already been investigated to varying degrees by leadership. We include them here to help us determine which have the greatest popularity so that we can make recommendations about initiatives for further investigation.

✓ How <i>satisfied or dissatisfied</i> are you with the following aspects of your job. (Check one) ✓	Strongly Dissatisfied	Dissatisfied	Neither Satisfied nor Dissatisfied	Satisfied	Strongly Satisfied
1. The work itself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Clarity about what is expected of me in my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. My workload (the amount of work expected, in the time given to do it)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Work conditions (i.e. physical requirements, environmental conditions)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Ability to make decisions about how I carry out my job duties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Amount of feedback I receive about my performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. My Pay	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. My Benefits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Support from my supervisor to perform my job effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Quality of campus resources (e.g. equipment, space, administrative support) to do my job effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Quality of communication from leaders about issues that affect the University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Quality of communication from leaders about issues that affect my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Opportunity to provide input about issues and changes which may affect my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Opportunities to share my ideas for changes or improvements at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Degree to which my best work is noticed and acknowledged	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Dissatisfied	Dissatisfied	Neither Satisfied nor Dissatisfied	Satisfied	Strongly Satisfied
16. Climate of respect on campus for all people, regardless of color, ethnicity, gender, age, religious affiliation, political affiliation, sexual orientation, family status, pregnancy status, national origin, or disability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Culture for collaboration (people work together to accomplish goals)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Opportunities for learning and development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. My level of work stress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Schedule flexibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Work-life balance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Job security	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. My interactions with university students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Safety on campus/in my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Overall condition of the facilities where I work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Fairness in how workload is distributed among employees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Fairness in the way my performance is evaluated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Fairness in the way that rewards are given out	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Clarity about what it takes to be promoted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Fairness in the promotion process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**4. Is there anything else you would like to share with us?** (Please feel free to staple extra paper to this survey if you need more space).

To help us make sure we are hearing from a representative number of employees at all levels and in all campus divisions, please tell us a little about your job. Please keep in mind that we will make no attempt to identify specific employees from their responses. Your answers to the following questions will not be tied to any of the written responses made above. These questions simply help us better understand where issues may need to be addressed and help us target recommended changes where they can be most effective.

**For about how long have you been working at Winthrop?** ✓ (Check one)

<input type="radio"/> 2 years or less	<input type="radio"/> 3-5 years	<input type="radio"/> 6-10 years	<input type="radio"/> 11-15 years	<input type="radio"/> More than 15 years
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**Which of the following best describes your role at Winthrop?** ✓ (Check one)

<input type="radio"/> Graduate Assistant /Associate (GA)	<input type="radio"/> Full Time Faculty
<input type="radio"/> Staff (hourly)	<input type="radio"/> Administrator
<input type="radio"/> Staff (salaried)	<input type="radio"/> Other (e.g.; consultant, contractor, trainee, intern, temporary employee, etc.)
<input type="radio"/> Adjunct Faculty	

**Which area do you work in on campus?** (Example: Facilities Management, Library, College of Arts and Sciences, Human Resources): \_\_\_\_\_

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### **Thank you very much for your time and input!**

We will be working diligently to read and evaluate all responses before we make any recommendations to the President. **At this time, our plan is to:**

1. Read and sort all survey responses
2. Identify common themes
3. Research feasibility of recommendations
4. Based on potential for impact, cost and feasibility, develop a final list of the top 5-10 ideas to improve employee satisfaction at Winthrop.

If you have any questions, concerns, or any further input for our group, please feel free to contact Tracy Griggs (GriggsT@winthrop.edu; x4624) or any of our group members.

\*Finally, if you are aware of any employee of Winthrop who did not receive an invitation to participate in this survey, please tell them to contact us, or let us know so that we can follow up with them.