

## Survey Dimensions

**Collaboration** – The goal of this theme is to measure the perceived cooperation and collegiality within workgroups and across the institution. Four different statements comprise this theme, including Statement 58: *There's a sense that we're all on the same team at this institution* and Statement 23: *People in my department work well together.*

**Communication** – The purpose of this dimension is to assess the quality of internal communications specifically related to transparency, clarity and interactivity. Four specific statements summarize this theme, like Statement 8: *When I offer a new idea, I believe it will be fully considered* and Statement 21: *In my department, we communicate openly about issues that impact each other's work.*

**Compensation, Benefits & Work/Life Balance** – Here we capture information about the perceived fairness of compensation and the effectiveness of the benefits and work/life balance programs at the institution. Separate statements capture information about the effectiveness of the benefits offered (e.g. Statement 34: *This institution's benefits meet my needs*) and the perception that one is compensated fairly (e.g. Statement 11: *I am paid fairly for my work*). Specific to Work/Life Balance, the combined results of three specific survey statements (notably Statement 53: *This institution's policies and practices give me the flexibility to manage my personal and family life*) are taken into consideration.

**Facilities** – This theme provides insight into the reported satisfaction with physical workspace, overall campus appearance and confidence in experiencing a safe and secure environment. Three statements comprise this category, notably Statement 29: *The institution takes reasonable steps to provide a safe and secure environment for the campus.*

**Faculty, Administration & Staff Relations** – This survey dimension provides insight into the quality of faculty, administration and staff relations with a focus on the perception of support, cooperation and collegiality throughout the institution. Specific to this theme is Statement 46: *Faculty, administration and staff work together to ensure the success of institution programs and initiatives.*

**Fairness** – The Fairness theme measures confidence in fair and consistent treatment, especially regarding performance management and issues of accountability. Five different statements comprise this particular survey dimension, including Statement 44: *This institution's policies and practices ensure fair treatment for faculty, administration and staff.* Also taken into consideration is Statement 16: *Promotions in my department are based on a person's ability.*

**Job Satisfaction/Support** – The Job Satisfaction/Support theme is one of the more self-explanatory from the survey. It provides insight into the satisfaction with job fit, autonomy and resources (e.g. Statement 4: *I am provided the resources I need to be effective in my job*).

**Policies, Resources & Efficiency** – This theme assesses the perceived effectiveness of various systems, policies and infrastructure currently in place at the institution. Four statements comprise this dimension, including Statement 49: *This institution actively contributes to the community* and Statement 17: *Our review process accurately measures my job performance.*

**Pride** – This theme evaluates the sense of pride and connection faculty/employees report regarding their affiliation with the institution. Five different statements comprise this theme, including Statement 60: *All things considered, this is a great place to work*. Another example of a statement that depicts this theme is Statement 36: *I am proud to be part of this institution*.

**Professional Development** - Support for faculty/staff professional development is critical both in terms of building organizational capacity and acknowledging and supporting individual development needs. The theme provides insight into the reported satisfaction with career/professional development opportunities for staff, and support for research and clarity of the tenure process for faculty. There are four statements/questions in this dimension (e.g. Statement 6: *I am given the opportunity to develop my skills at this institution*).

**Respect & Appreciation** – The Respect & Appreciation theme provides insight into the degree to which faculty/staff feel respected and valued at their institution. Additionally, we collect information regarding the systems that ultimately impact to what extent employees feel appreciated and respected. Among the survey statements in this dimension is Statement 9: *I am regularly recognized for my contributions*.

**Senior Leadership** – This theme measures the confidence faculty and employees report in the capabilities and credibility of senior leadership; senior leadership was defined as the most senior members of the institution (e.g., chancellor or president and those who report directly to him/her). There are six statements on the survey that directly reference senior leadership, one example being Statement 27: *Senior leadership provides a clear direction for this institution's future*.

**Shared Governance** – This theme captures information about the perception of inclusion and cooperation as related to shared governance. Included in this dimension is Statement 42: *Faculty, administration and staff are meaningfully involved in institutional planning*.

**Supervisors/Department Chairs** – This dimension provides insight into the relationship faculty/employees report with their department chair or supervisor and assesses critical managerial competencies. There has been significant research measuring the importance of the relationship an employee has with his or her supervisor or direct report. Accordingly, there are seven statements that measure managerial competencies and the health of this important relationship (e.g. Statement 3: *My supervisor/department chair makes his/her expectations clear*).

**Teaching Environment** - With a particular focus on faculty responses, this dimension consists of statements that address the balance between teaching, research and service; the support for advising/mentoring students; and recognition for outstanding teaching. Three statements provide insight into the teaching environment. Only responses of faculty were considered in the analysis (e.g. Statement 51: *There is appropriate recognition of innovative and high quality teaching*).