WHAT WE’LL COVER

1. About the Workplace Experiences Survey
2. Engagement & Survey Approach
3. Workplace Experiences Survey Trends
4. Overall Results Highlights
5. Faculty Engagement – Key Drivers
6. Staff Engagement – Key Drivers
7. Next Steps – Your Role
8. Questions
ABOUT THE WES
The UBC Workplace Experiences Survey (WES) was conducted November 1 to 21, 2017.
• The WES is intended to:
  • Give faculty and staff the opportunity to provide quantitative and qualitative feedback about their workplace experience
  • Identify trends, areas of strength, and areas of opportunity at the UBC-wide and individual Faculty/department levels
  • Compare 2017 results to the WES conducted in 2014 and 2011, where possible
  • Compare 2017 results to other relevant benchmarks
What is Engagement?
WHAT IS EMPLOYEE ENGAGEMENT?

• The Workplace Experiences Survey focuses on faculty & staff engagement: “An individual’s cognitive, emotional and behavioural state directed towards desired organizational outcomes.”

• Essentially we are measuring the commitment of faculty and staff, which impacts their ability to do their best work, and contribute to the overall success of UBC.
WHY UBC FACULTY & STAFF ENGAGEMENT MATTERS

- Faculty & staff engagement
- Research excellence
- Innovation
- Teaching & learning
- Community engagement
- Student experience
TALENTMAP’S ENGAGEMENT MODEL

Engaging Workplace
- Faculty Support
- Academic Excellence
- Faculty Tenure & Promotion
- Work Environment
- Professional Growth
- Work/Life Integration
- Communications
- Collaboration
- Innovation
- Student Focus
- Immediate Unit
- Head/Manager
- UBC’s Senior Leadership
- Health and Wellbeing
- Inclusion & Respect

Engaged Attitudes
- Proud
- Focused
- Optimistic
- Determined
- Resilient
- Flexible
- Committed
- Connected
- Motivated
- Inspired
- Emotionally Invested

Engaged Behaviours
- Discretionary Effort
- Persistent
- Helpful
- Collaborative
- Takes Initiative
- Ambassador

UBC Results
- Research Excellence
- Teaching & Learning
- Student Experience
- Innovation
- Community Engagement
- Retention
TALENTMAP’S CONFIDENTIALITY POLICY

No data or reports will be provided unless there are at least ten (10) respondents.
TRENDS: HOW WE ARE DOING
FACULTY & STAFF OVERALL PARTICIPATION

Margin of error for 6,093 responses is 1% at 95% confidence

<table>
<thead>
<tr>
<th>Faculty/Staff</th>
<th>Response Count</th>
<th>Employee Count</th>
<th>Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>1415</td>
<td>5183</td>
<td>27%</td>
</tr>
<tr>
<td>Staff</td>
<td>4678</td>
<td>9995</td>
<td>47%</td>
</tr>
<tr>
<td>Total</td>
<td>6093</td>
<td>15178</td>
<td>40%</td>
</tr>
</tbody>
</table>

UBC 2009 20% 2700
UBC 2011 27% 3600
UBC 2014 31% 5002
UBC 2017 40% 6093
Overall Engagement

I am proud to tell others I work at UBC.
I would recommend UBC to a friend as a great place to work.
My work provides me with a sense of personal accomplishment.
I can see a clear link between my work and UBC's long-term objectives.

Note: The 2017, 2014 and 2011 Overall Engagement scores are the average of the 4 questions.
**LEADERSHIP TREND**

**OVERALL UBC**

<table>
<thead>
<tr>
<th></th>
<th>UBC 2014</th>
<th>UBC 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gives me effective feedback on the work I do.</td>
<td>57%</td>
<td>64%</td>
</tr>
<tr>
<td>Involves me in decisions that affect my work.</td>
<td>47%</td>
<td>68%</td>
</tr>
<tr>
<td>Supports my professional development and learning.</td>
<td>68%</td>
<td>72%</td>
</tr>
<tr>
<td>Keeps me well informed.</td>
<td>64%</td>
<td>65%</td>
</tr>
</tbody>
</table>

**Immediate unit head/manager trend**

- **Communicate a compelling vision for UBC.**
  - UBC 2014: 46%
  - UBC 2017: 59%
  - Increase: +13% (+/- 2014)

- **I have confidence in UBC’s senior leadership.**
  - UBC 2014: 41%
  - UBC 2017: 57%
  - Increase: +16% (+/- 2014)
I am satisfied with the resources that UBC provides to support my teaching.

I am satisfied with the resources that UBC provides to support my research.

I am satisfied with the resources that UBC provides to support my educational leadership.

I am able to meet expectations related to teaching.

I am able to meet expectations related to research.

I am able to meet expectations related to service.

FACULTY: Faculty Support trend

FACULTY: Academic Excellence

FACULTY: Faculty Tenure & Promotion trend

The process for earning tenure or promotion is clear.

The criteria for earning tenure or promotion is clear.

The body of evidence considered for earning tenure or promotion is clear.

I believe decisions about reappointments are made fairly.

I believe decisions about tenure are made fairly.

I believe decisions about promotions are made fairly.

I believe decisions about leadership appointments are made fairly.

TalentMap

THE UNIVERSITY OF BRITISH COLUMBIA

0% 20% 40% 60% 80% 100%

0% 20% 40% 60% 80% 100%

0% 20% 40% 60% 80% 100%
### ADDITIONAL TRENDS

#### OVERALL UBC

<table>
<thead>
<tr>
<th>Job Satisfaction</th>
<th>Work Environment</th>
<th>Professional Growth</th>
<th>Collaboration</th>
<th>Student Focus</th>
<th>Health &amp; Wellbeing</th>
<th>Inclusion &amp; Respect</th>
</tr>
</thead>
<tbody>
<tr>
<td>68 69</td>
<td>77 76</td>
<td>78 77</td>
<td>60 51 61</td>
<td>53 59</td>
<td>77 81</td>
<td>73 79</td>
</tr>
<tr>
<td>UBC 2014</td>
<td>UBC 2017</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Considering everything, I am satisfied with my current role at UBC.
- I have the materials and equipment I need to do my work effectively.
- I have access to the information I need to do my work effectively.
- At UBC, I have the opportunity to learn and grow professionally.
- My career aspirations can be achieved at UBC.
- I receive recognition from my accomplishments at work.
- I would recommend UBC to prospective students.
- I know how to access benefits, services and programs that adequately support my health and wellbeing.
- I feel supported in my workplace when I am dealing with personal or family issues.
- People treat each other with respect and consideration in my workplace.
- I feel that I am part of a community at UBC.

<table>
<thead>
<tr>
<th>Trend</th>
<th>2014</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>+1</td>
<td>+15</td>
<td>+10</td>
</tr>
<tr>
<td>-1</td>
<td>+10</td>
<td>+6</td>
</tr>
<tr>
<td>-1</td>
<td>+6</td>
<td>+4</td>
</tr>
<tr>
<td>+6</td>
<td>+8</td>
<td>-7</td>
</tr>
<tr>
<td>+8</td>
<td>-7</td>
<td>+19</td>
</tr>
</tbody>
</table>

(Trends are calculated relative to 2014, with a positive sign indicating improvement and a negative sign indicating decline.)
2017 SURVEY RESULTS – HIGHLIGHTS
### Overall Engagement

- **Unfavourable**: 10
- **Neutral**: 20
- **Favourable**: 71

**Notes:**
- %unfav, %neutral, and %fav scores are rounded to the nearest whole number, and may add up to 99% or 101%.
- *Note: 2014 & 2011 Overall Engagement scores are calculated based on an average of 4 common questions with 2017.*

#### Individual Statements

**I am proud to tell others I work at UBC.**

- **Unfavourable**: 4
- **Neutral**: 14
- **Favourable**: 83

**I am optimistic about the future of UBC.**

- **Unfavourable**: 8
- **Neutral**: 18
- **Favourable**: 75

**UBC inspires me to do my best work.**

- **Unfavourable**: 10
- **Neutral**: 25
- **Favourable**: 65

**I would recommend UBC to a friend as a great place to work.**

- **Unfavourable**: 10
- **Neutral**: 19
- **Favourable**: 71

**My work provides me with a sense of personal accomplishment.**

- **Unfavourable**: 10
- **Neutral**: 16
- **Favourable**: 74

**I can see a clear link between my work and UBC's long-term objectives.**

- **Unfavourable**: 16
- **Neutral**: 28
- **Favourable**: 56

#### Comparison

- **+/-% UBC 2014**: +1*
- **+/-% UBC 2011**: +4*
- **+/-% Benchmark**: -2

- **+/-% UBC 2014**: 0
- **+/-% UBC 2011**: 0
- **+/-% Benchmark**: +2

- **+/-% UBC 2014**: -5
- **+/-% UBC 2011**: -5
- **+/-% Benchmark**: +2

- **+/-% UBC 2014**: +7
- **+/-% UBC 2011**: +9
- **+/-% Benchmark**: -2

- **+/-% UBC 2014**: -7
- **+/-% UBC 2011**: +2
- **+/-% Benchmark**: -11
ENGAGEMENT SCORE BREAKDOWNS

<table>
<thead>
<tr>
<th></th>
<th>Unfavourable</th>
<th>Neutral</th>
<th>Favourable</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff</td>
<td>8</td>
<td>20</td>
<td>72</td>
<td>4678</td>
</tr>
<tr>
<td>Faculty</td>
<td>14</td>
<td>20</td>
<td>66</td>
<td>1415</td>
</tr>
</tbody>
</table>

% Frequency
THINKING OF LEAVING (%YES)

In the past 3 years, I have actively searched for a job outside of UBC (% Yes)

<table>
<thead>
<tr>
<th></th>
<th>UBC 2014</th>
<th>UBC 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff</td>
<td>41%</td>
<td>38%</td>
</tr>
<tr>
<td>Faculty</td>
<td>38%</td>
<td>35%</td>
</tr>
</tbody>
</table>

n =

4678

1415
Please indicate why you have been actively searching for a job outside of UBC in the past 3 years.

- To improve your opportunities for career advancement: 63%
- To increase salary: 59%
- To address the cost of living: 39%
- To find a more supportive work environment: 35%
- To reduce stress: 35%
- To seek more challenging work: 30%
- To reduce commuting time: 28%
- To pursue a different career (academic or not academic): 25%
- To find a better manager: 25%
- Other: 19%
- To address family-related issues: 8%
- To increase time for research: 8%
- To go back to school: 5%
- To address personal health reasons: 5%

2225 respondents selected a theme for this comment.
<table>
<thead>
<tr>
<th>Survey Attribute</th>
<th>Unfavourable</th>
<th>Neutral</th>
<th>Favourable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work Environment</td>
<td>9</td>
<td>9</td>
<td>82</td>
</tr>
<tr>
<td>Academic Excellence</td>
<td>11</td>
<td>9</td>
<td>80</td>
</tr>
<tr>
<td>Inclusion &amp; Respect</td>
<td>9</td>
<td>14</td>
<td>77</td>
</tr>
<tr>
<td>Professional Growth</td>
<td>11</td>
<td>15</td>
<td>74</td>
</tr>
<tr>
<td>Student Focus</td>
<td>11</td>
<td>17</td>
<td>72</td>
</tr>
<tr>
<td>Health &amp; Wellbeing</td>
<td>12</td>
<td>16</td>
<td>72</td>
</tr>
<tr>
<td>Immediate Unit Head/Manager</td>
<td>15</td>
<td>16</td>
<td>69</td>
</tr>
<tr>
<td>Innovation</td>
<td>14</td>
<td>22</td>
<td>64</td>
</tr>
<tr>
<td>Faculty Tenure &amp; Promotion</td>
<td>19</td>
<td>18</td>
<td>63</td>
</tr>
<tr>
<td>Collaboration</td>
<td>18</td>
<td>23</td>
<td>59</td>
</tr>
<tr>
<td>UBC's Senior Leadership</td>
<td>14</td>
<td>30</td>
<td>56</td>
</tr>
<tr>
<td>Work/Life Integration</td>
<td>26</td>
<td>19</td>
<td>55</td>
</tr>
<tr>
<td>Faculty Support</td>
<td>26</td>
<td>21</td>
<td>53</td>
</tr>
<tr>
<td>Communications</td>
<td>26</td>
<td>21</td>
<td>53</td>
</tr>
</tbody>
</table>

Note: The Faculty Support, Academic Excellence and Faculty Tenure & Promotion dimensions were only completed by tenure-stream faculty.
KEY DRIVERS OF ENGAGEMENT - FACULTY
ENGAGEMENT DRIVER ANALYSIS - FACULTY

Hypothesized Drivers

- FACULTY SUPPORT
- ACADEMIC EXCELLENCE
- FACULTY TENURE & PROMOTION
- WORK ENVIRONMENT
- PROFESSIONAL GROWTH
- WORK/LIFE INTEGRATION
- COMMUNICATIONS
- COLLABORATION
- INNOVATION
- STUDENT FOCUS
- IMMEDIATE UNIT HEAD/MANAGER
- UBC’S SENIOR LEADERSHIP
- HEALTH & WELLBEING
- INCLUSION & RESPECT

REGRESSION ANALYSIS

- #1 PROFESSIONAL GROWTH
- #2 UBC’S SENIOR LEADERSHIP
- #3 STUDENT FOCUS

Faculty Engagement
• Improving engagement should be focused on dimensions exhibiting a combination of **low performance scores and strong drivers**
• Focusing on the lower dimension scores exclusively may not fully address what is needed to target and improve engagement

**High Performance Score (% fav)**

- **“Maintain: Keep doing well”**
  - High Performance Score + Weak Engagement Driver

- **“Leverage & Expand”**
  - High Performance Score + Strong Engagement Driver

**Weak Engagement Driver**

- **“Medium/Low Priority”**
  - Low Performance Score + Weak Engagement Driver

**Strong Engagement Driver**

- **Opportunities for Improvement**
  - Low Performance Score + Strong Engagement Driver

High need for improvement coupled with powerful drivers of engagement

**Low Performance Score (% fav)**
Most of my work presents a stimulating and welcomed challenge.

At UBC, I have the opportunity to learn and grow professionally.

My career aspirations can be achieved at UBC.

I feel I can make a positive impact at work.
Which of the following issues are barriers to you in achieving your career aspirations at UBC?

- My workload
- Lack of manager/unit head’s help and support
- The process for advancing my career is not clear to me
- The number of career opportunities are too limited
- Lack of mentor to support my career objectives
- There are not enough positions available
- The requirements for advancing my career are not clear to me
- Preference appears to be given to external candidates
- I am not given the opportunity to acquire the skills required to advance my career
- Promotions are not conducted fairly
- Other (please specify)
- The career opportunities that are available are not well-advertised
- My sex
- Too much responsibility at home and outside of work
- My age
- I do not have the qualifications required to advance my career
- My ethnic or cultural origin
- I have not run into any barriers trying to achieve my career aspirations at UBC
- My disability
- Preference appears to be given to external candidates
- My religious affiliation
- My sexual orientation

490 respondents selected a theme for this comment.
Overall UBC's Senior Leadership

<table>
<thead>
<tr>
<th>Category</th>
<th>Unfavourable</th>
<th>Neutral</th>
<th>Favourable</th>
<th>+/- UBC 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set ambitious, but realistic priorities.</td>
<td>19</td>
<td>35</td>
<td>46</td>
<td>n/a</td>
</tr>
<tr>
<td>Clearly communicate their priorities.</td>
<td>23</td>
<td>31</td>
<td>46</td>
<td>n/a</td>
</tr>
<tr>
<td>Act in a manner that is consistent with what they say.</td>
<td>23</td>
<td>33</td>
<td>45</td>
<td>n/a</td>
</tr>
<tr>
<td>Communicate a compelling vision for UBC.</td>
<td>21</td>
<td>31</td>
<td>48</td>
<td>+12</td>
</tr>
<tr>
<td>I have confidence in UBC's senior leadership.</td>
<td>24</td>
<td>29</td>
<td>47</td>
<td>+16</td>
</tr>
</tbody>
</table>
I would recommend UBC to prospective students.

In my department/unit, there are sufficient resources to support students.

I am able to make a positive impact on the student experience at UBC.
KEY DRIVERS OF ENGAGEMENT - STAFF
ENGAGEMENT DRIVER ANALYSIS - STAFF

Hypothesized Drivers

- WORK ENVIRONMENT
- PROFESSIONAL GROWTH
- WORK/LIFE INTEGRATION
- COMMUNICATIONS
- COLLABORATION
- INNOVATION
- STUDENT FOCUS
- IMMEDIATE UNIT HEAD/MANAGER
- UBC'S SENIOR LEADERSHIP
- HEALTH & WELLBEING
- INCLUSION & RESPECT

REGRESSION ANALYSIS

- #1 PROFESSIONAL GROWTH
- #2 INCLUSION & RESPECT
- #3 UBC'S SENIOR LEADERSHIP

Staff Engagement
KEY STRENGTHS AND OPPORTUNITY AREAS - STAFF

- **Professional Growth**
- **Inclusion & Respect**
- **Student Focus**
- **UBC’s Senior Leadership**
- **Collaboration**
- **Work/Life Integration**
- **Innovation**
- **Health & Wellbeing**
- **Immediate Unit Head/ Manager**
- **Work Environment**
- **Communications**

**Strong Engagement Driver**

**Weak Engagement Driver**

**High Performance Score (% fav)**

**Low Performance Score (% fav)**

**“Maintain: Keep doing well”**

**“Leverage & Expand”**

**“Medium/ Low priority”**

Opportunities For Improvement
<table>
<thead>
<tr>
<th>Statement</th>
<th>Unfavourable</th>
<th>Neutral</th>
<th>Favourable</th>
<th>+/- UBC 2014</th>
<th>+/- TM Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Professional Growth</td>
<td>11</td>
<td>16</td>
<td>74</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Most of my work presents a stimulating and welcomed challenge.</td>
<td>11</td>
<td>16</td>
<td>73</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>At UBC, I have the opportunity to learn and grow professionally.</td>
<td>11</td>
<td>14</td>
<td>75</td>
<td>+13</td>
<td>+10</td>
</tr>
<tr>
<td>My career aspirations can be achieved at UBC.</td>
<td>15</td>
<td>25</td>
<td>60</td>
<td>+10</td>
<td>+4</td>
</tr>
<tr>
<td>I feel I can make a positive impact at work.</td>
<td>5</td>
<td>9</td>
<td>86</td>
<td>n/a</td>
<td>-4</td>
</tr>
</tbody>
</table>
Which of the following issues are barriers to you in achieving your career aspirations at UBC?

- The process for advancing my career is not clear to me: 45%
- The number of career opportunities are too limited: 42%
- Lack of mentor to support my career objectives: 40%
- The requirements for advancing my career are not clear to me: 37%
- There are not enough positions available: 36%
- Lack of manager/unit head’s help and support: 36%
- I am not given the opportunity to acquire the skills required to advance my career: 28%
- My workload: 27%
- Promotions are not conducted fairly: 25%
- The career opportunities that are available are not well-advertised: 20%
- Preference appears to be given to external candidates: 16%
- I do not have the qualifications required to advance my career: 16%
- My age: 14%
- Too much responsibility at home and outside of work: 13%
- Other (please specify): 12%
- I have not run into any barriers trying to achieve my career aspirations at UBC: 7%
- My ethnic or cultural origin: 6%
- My sex: 5%
- My disability: 2%
- My sexual orientation: 1%
- My religious affiliation: 1%
## INCLUSION & RESPECT (KEY DRIVER #2) - STAFF

<table>
<thead>
<tr>
<th>Statement</th>
<th>% Frequency</th>
<th>+/- UBC 2014</th>
<th>+/- TM Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Inclusion &amp; Respect</td>
<td>8 14 79</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>I feel accepted in my workplace.</td>
<td>5 8 87</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>My diversity is valued in my workplace.</td>
<td>6 18 76</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>I understand how I can contribute to a respectful workplace.</td>
<td>14 94</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>People treat each other with respect and consideration in my workplace.</td>
<td>9 13 78</td>
<td>-7</td>
<td>n/a</td>
</tr>
<tr>
<td>In my workplace, differences of opinion are handled in a respectful manner.</td>
<td>11 16 74</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>UBC has effective policies and practices for addressing inappropriate behavior.</td>
<td>11 20 69</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>I feel that I am part of a community at UBC.</td>
<td>10 18 72</td>
<td>+19</td>
<td>n/a</td>
</tr>
</tbody>
</table>
Overall UBC's Senior Leadership

- Set ambitious, but realistic priorities.
- Clearly communicate their priorities.
- Act in a manner that is consistent with what they say.
- Communicate a compelling vision for UBC.
- I have confidence in UBC's senior leadership.

**Graph:**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Unfavourable</th>
<th>Neutral</th>
<th>Favourable</th>
<th>+/- UBC 2014</th>
<th>+/- TM Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall UBC's Senior Leadership</td>
<td>11</td>
<td>30</td>
<td>59</td>
<td>n/a</td>
<td>-3</td>
</tr>
<tr>
<td>Set ambitious, but realistic priorities.</td>
<td>10</td>
<td>32</td>
<td>58</td>
<td>n/a</td>
<td>-7</td>
</tr>
<tr>
<td>Clearly communicate their priorities.</td>
<td>14</td>
<td>29</td>
<td>57</td>
<td>n/a</td>
<td>-6</td>
</tr>
<tr>
<td>Act in a manner that is consistent with what they say.</td>
<td>11</td>
<td>31</td>
<td>58</td>
<td>n/a</td>
<td>-1</td>
</tr>
<tr>
<td>Communicate a compelling vision for UBC.</td>
<td>10</td>
<td>28</td>
<td>62</td>
<td>+13</td>
<td>+3</td>
</tr>
<tr>
<td>I have confidence in UBC's senior leadership.</td>
<td>11</td>
<td>28</td>
<td>61</td>
<td>+16</td>
<td>-5</td>
</tr>
</tbody>
</table>
NEXT STEPS: YOUR ROLE
The Workplace Experiences Survey is an initial step in creating better workplace experiences at UBC.
WHAT’S NEXT

Feb 9: presentation posted
Feb 13: Reports shared
Feb & Mar: Results sharing Faculties & departments
Spring onwards: Deeper analysis of survey results
Spring: Identify opportunities for UBC overall

Resources & Contacts:

Visit: http://ubc.ca/wes.

Contact workplace.surveys@ubc.ca or your HR Advisor.
Thank you!