



EMPLOYEE INSIGHTS AT WORK

WORKPLACE EXPERIENCES SURVEY FACULTY RESULTS

January 2018



**THE UNIVERSITY
OF BRITISH COLUMBIA**



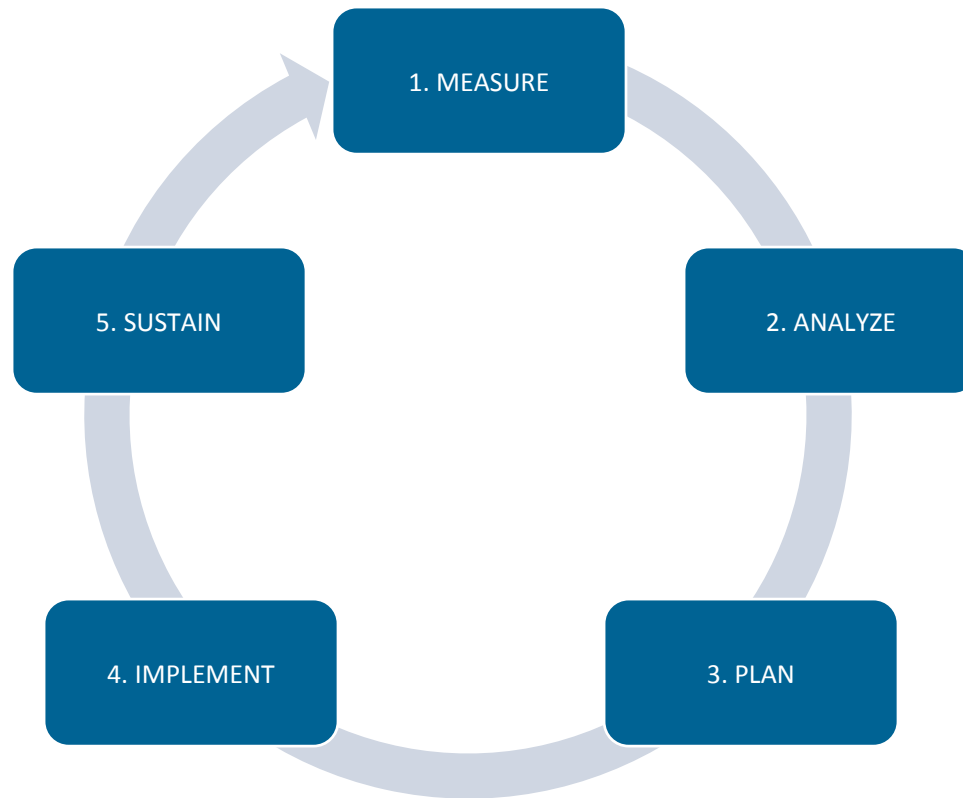
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FACULTY OVERALL RESULTS

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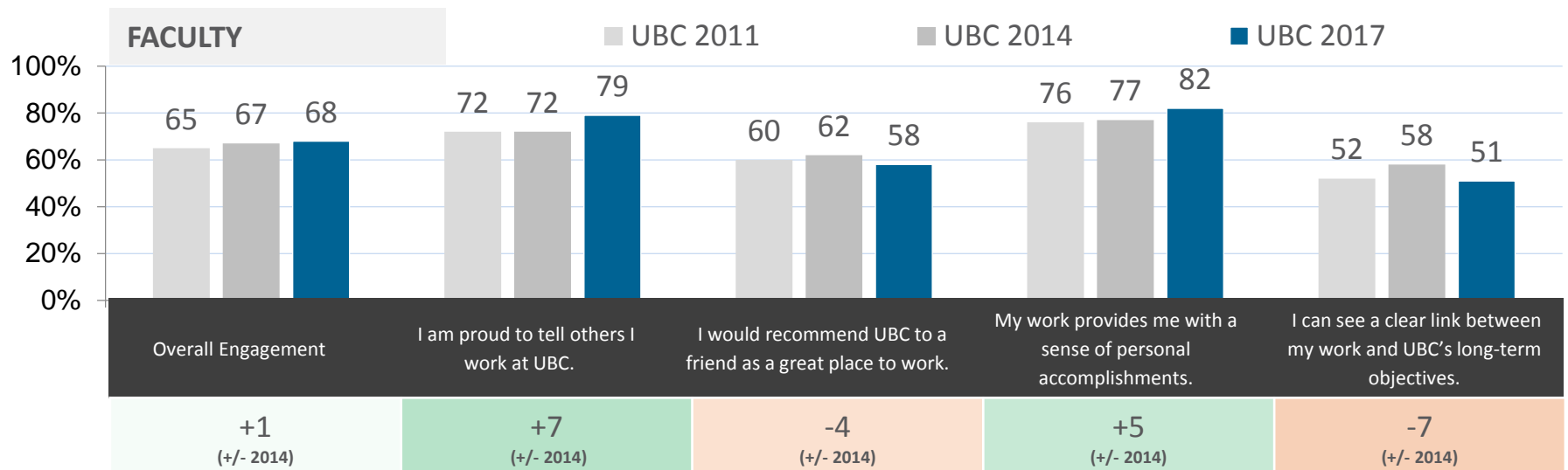
- The fourth UBC Workplace Experiences Survey (WES) was conducted in November 2017
- The survey is intended to:
 - Give faculty and staff the opportunity to provide quantitative and qualitative feedback about their workplace experience
 - Identify trends, areas of strength, and areas of opportunity at the UBC-wide and individual Faculty/staff levels
 - Compare 2017 results to the WES conducted in 2014 and 2011, where possible
 - Compare 2017 results to other relevant benchmarks

The Workplace Experiences Survey is an initial step in creating better workplace experiences at UBC.

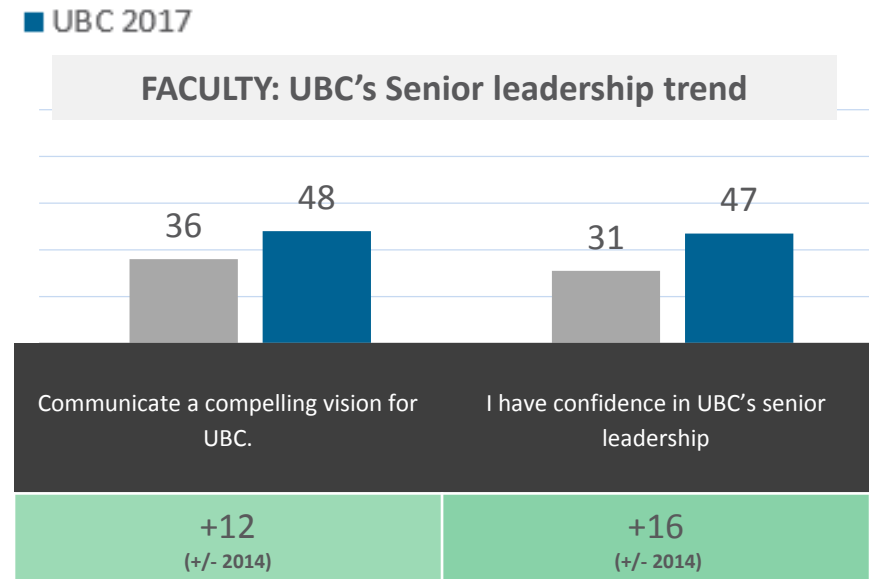
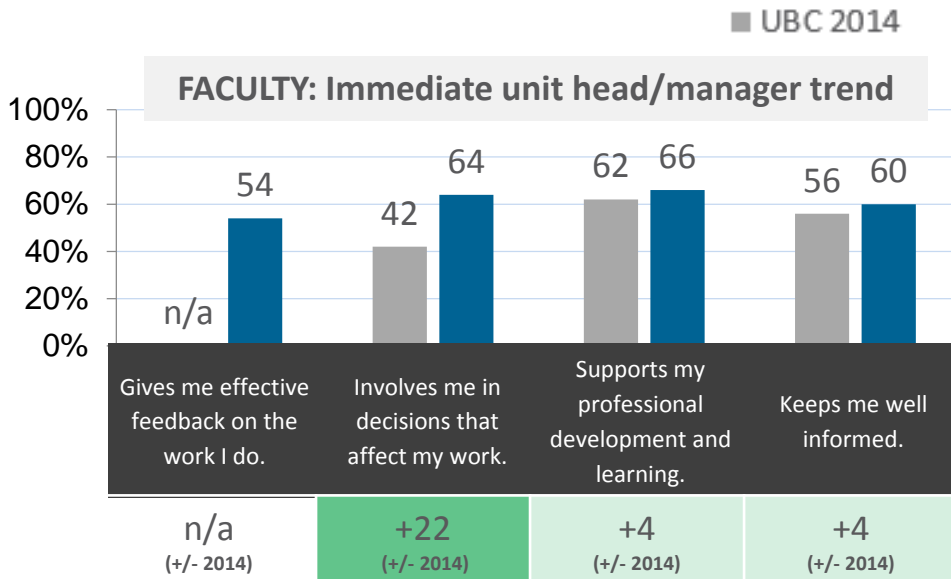


TREND ANALYSIS





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

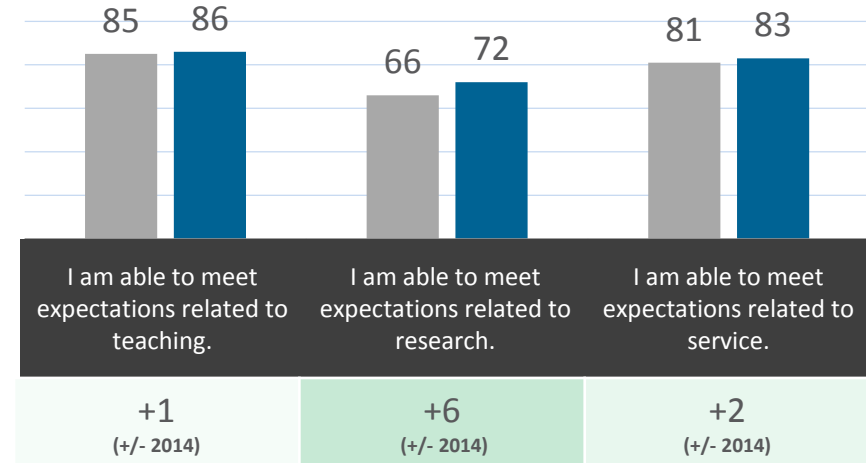
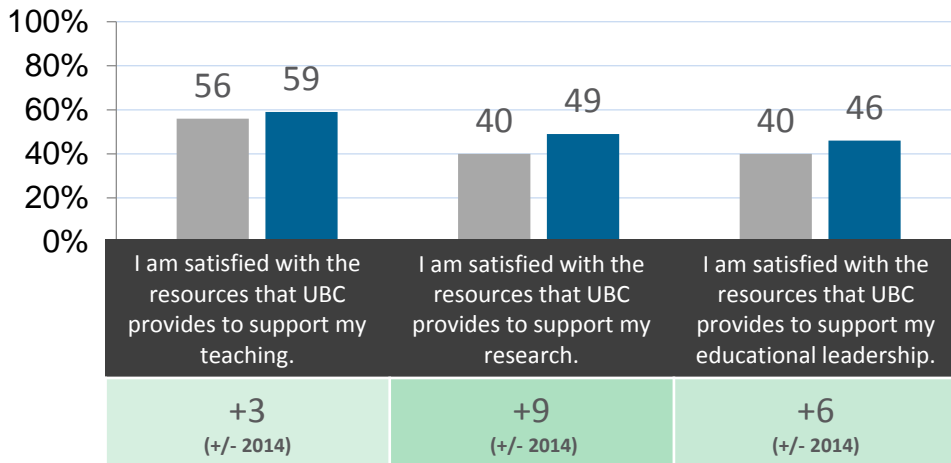


■ UBC 2014

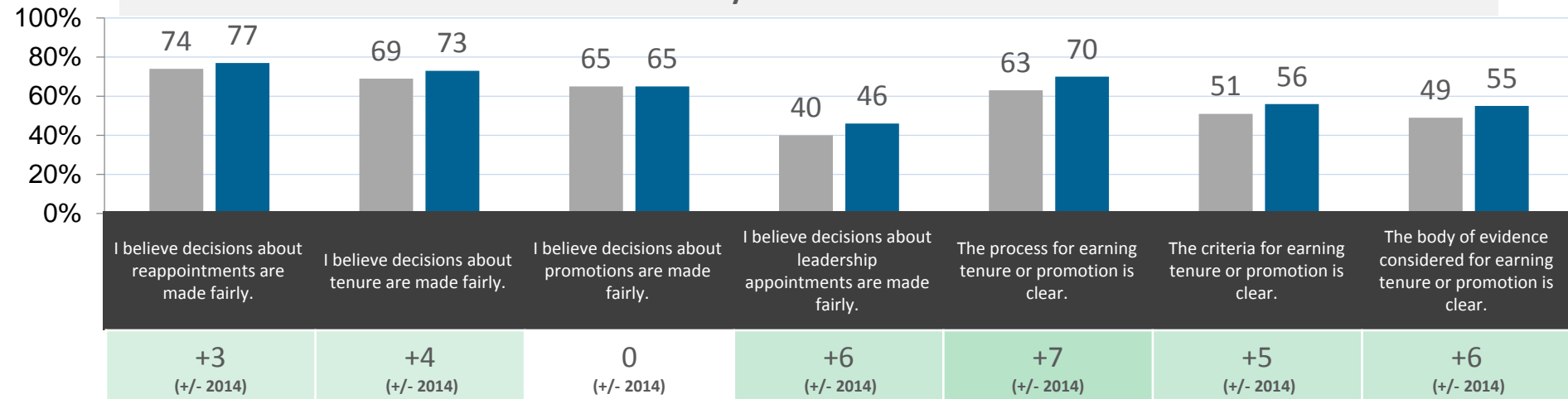
■ UBC 2017

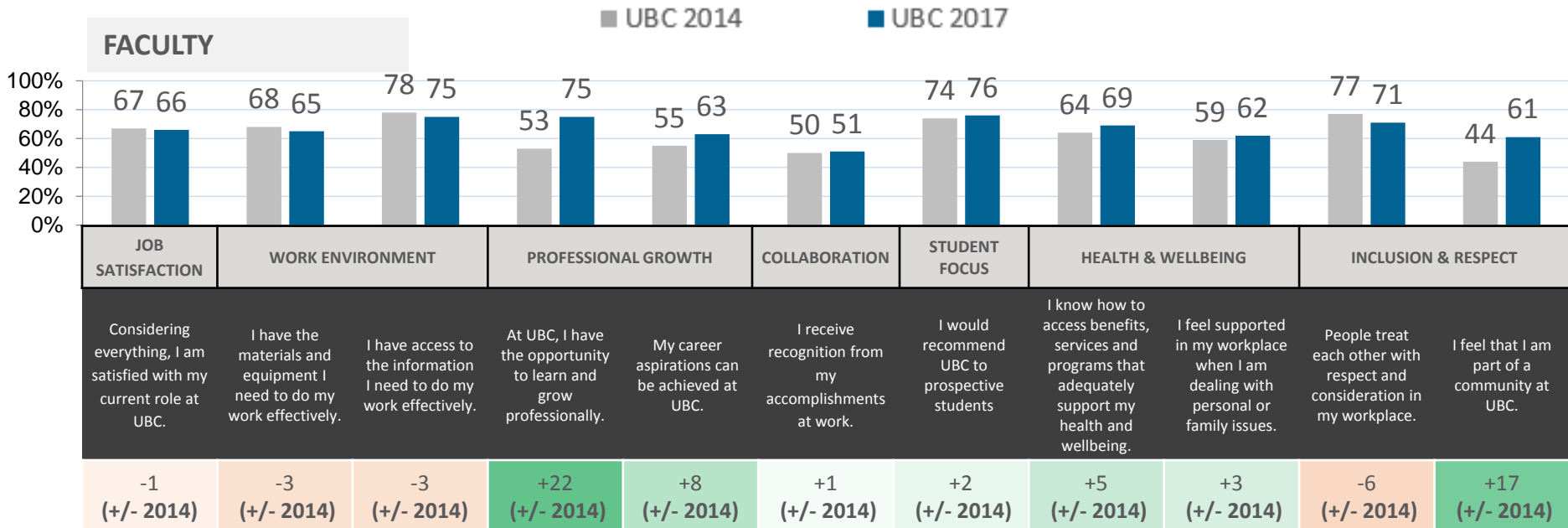
FACULTY: Faculty Support trend

FACULTY: Academic Excellence



FACULTY: Faculty Tenure & Promotion trend





What is Engagement and Why Does It Matter



- 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.

Engaging Workplace



Engaged Attitudes



Engaged Behaviours



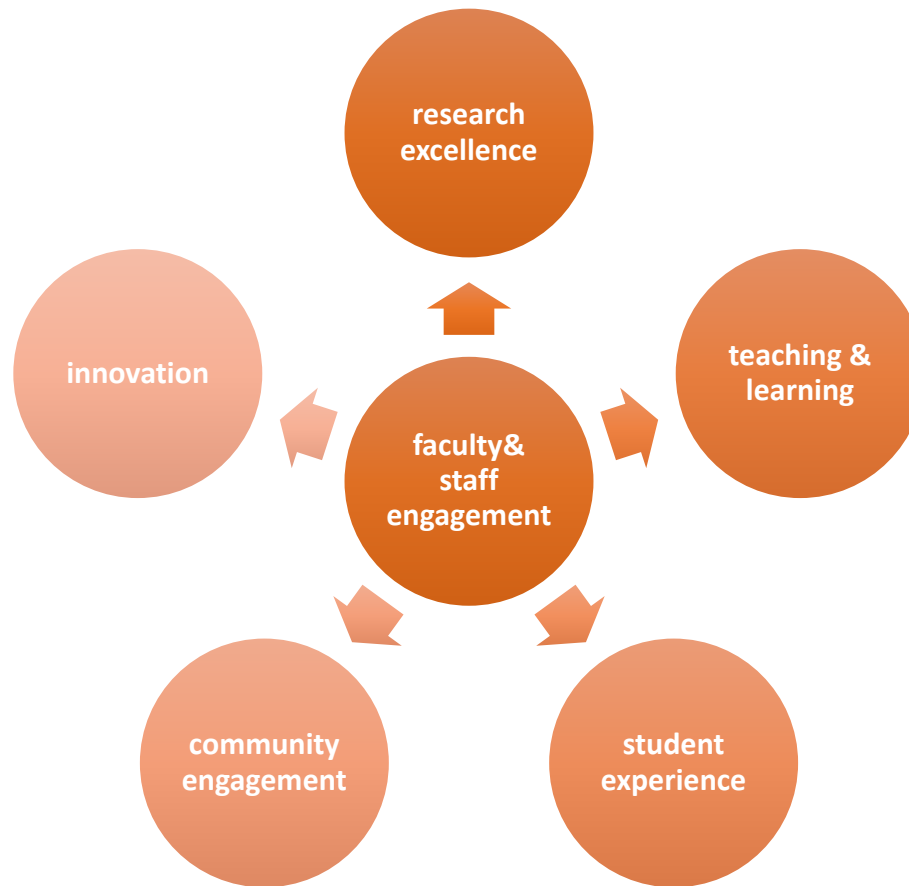
UBC Results

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

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

Discretionary Effort
Persistent
Helpful
Collaborative
Takes Initiative
Ambassador

Research Excellence
Teaching & Learning
Student Experience
Innovation
Community Engagement
Retention



No data or reports will be provided unless there are at least ten (10) respondents.





Overall TalentMap Benchmark:

Number of Respondents: 260,222 (95% Canadian organizations)

Sample Sectors: Public, Education, Financial, Healthcare, Industry (**construction, industrial, engineering, energy, and transportation & logistics sectors**), Municipality, Not-for-profit, Technology, Hospitality.

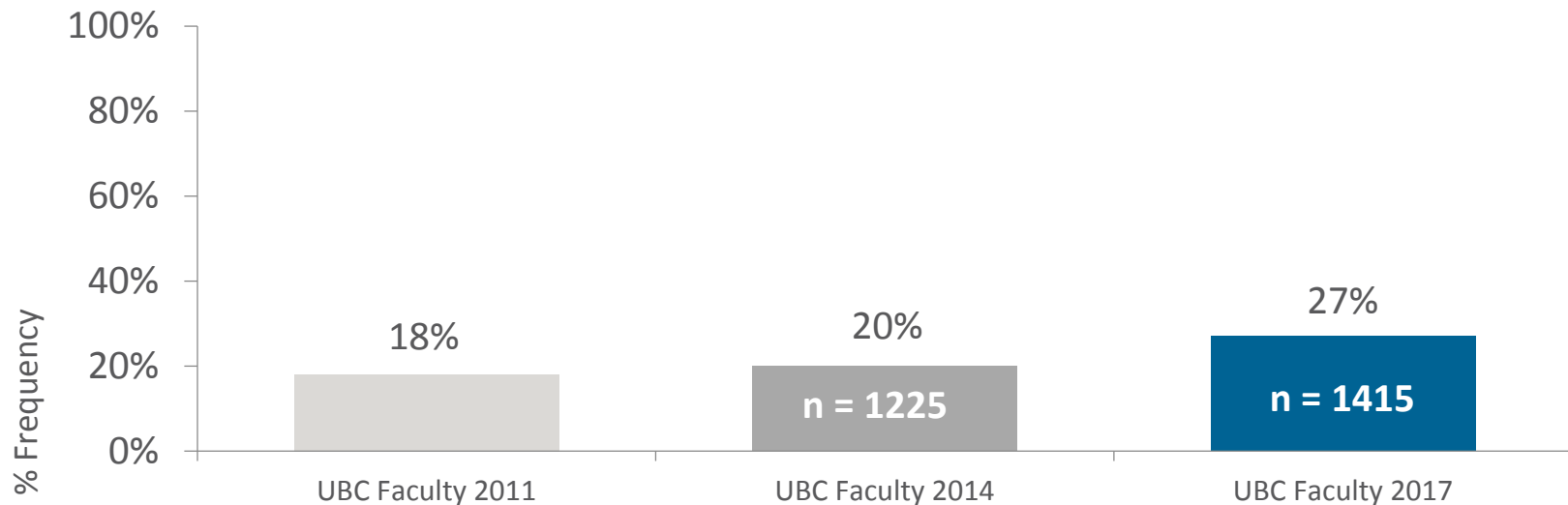
Sample Organizations: Carleton University, Saskatchewan Polytechnic, McMaster University, Cambrian College of Applied Arts and Technology, St. Lawrence College, Great West Life, Alberta Health Services, City of Edmonton, Stantec, Edmonton Police Service, Canadian Medical Association.

PARTICIPATION RATES



Your survey period – November 1 to November 21, 2017

Response Rate



Non-response bias, simply stated, is the likelihood that those who do not respond to a survey, as a group, may hold different views than those who did respond. The lower the response rate, the higher the potential for non-response bias. Non-response is a particular issue in surveys of employees, because when satisfaction or engagement with the organization is very low, more employees tend not to believe the survey will result in positive change, and therefore decline to answer. As a result, those employees who do answer, as a group, tend to be more engaged than those who didn't answer, and the result is that the survey results are positively biased. Experience shows that the likelihood and extent of non-response bias is negligible with response rates exceeding 60% (as a rule of thumb only). When there are more than 40% of employees not responding, one must take care in interpreting results because some degree of non-response bias may be present.

Non-response bias cannot be directly measured, since there is, by definition, no information from those who didn't respond. The best we can do is be aware of its existence, and more importantly, be sure to consult with groups with low levels of participation to "validate" survey results for their group. We will discuss the potential for non-response bias when discussing the response rate slides.



PARTICIPATION RATE BREAKDOWNS

| FACULTY + CAMPUS | Final Count | Employee Count | Response Rate |
|---------------------|-------------|----------------|---------------|
| Faculty - Okanagan | 173 | 459 | 38% |
| Faculty - Vancouver | 1215 | 4724 | 26% |
| Total | 1415 | 5183 | 27% |

2017 SURVEY RESULTS – HIGHLIGHTS

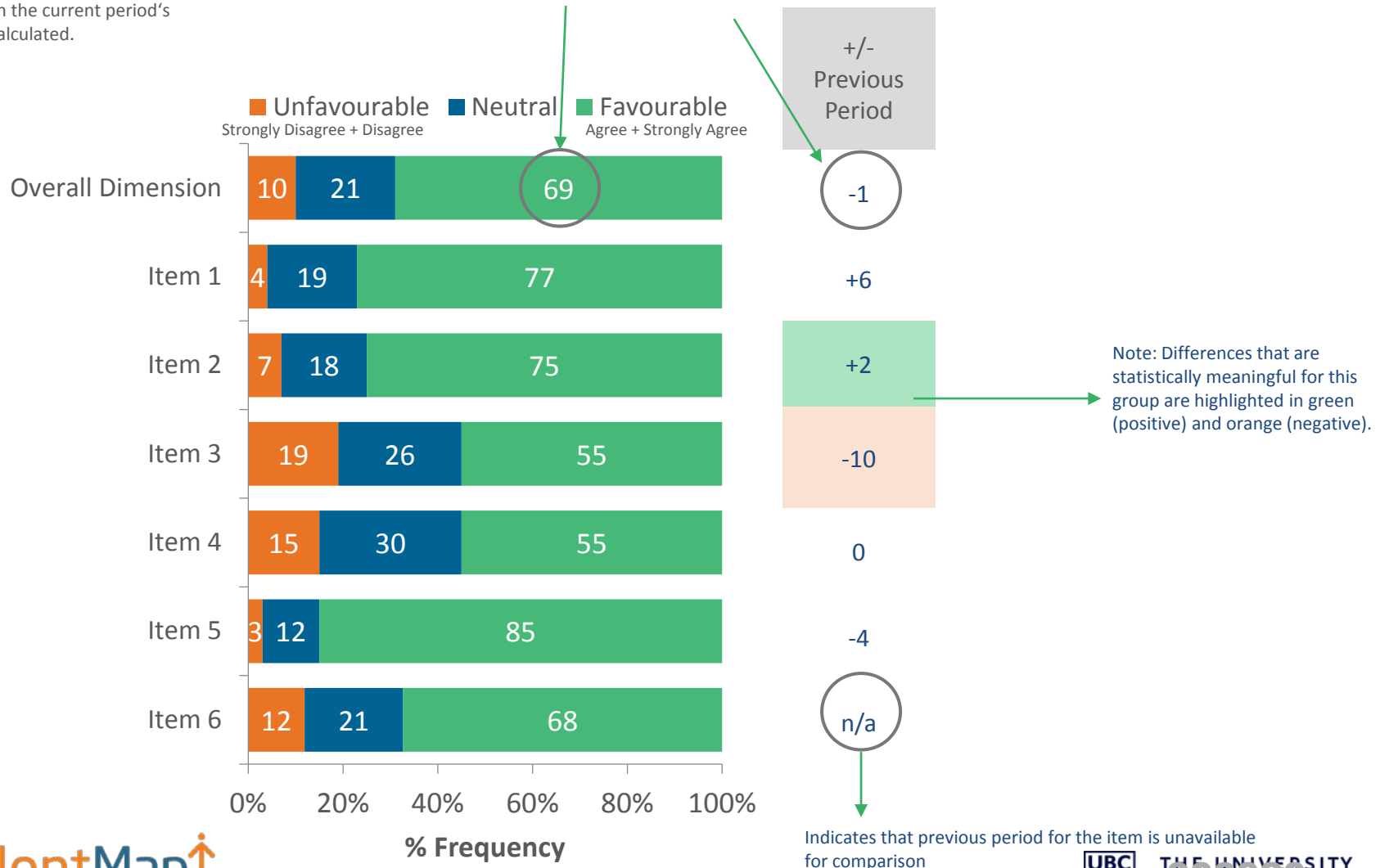


UNDERSTANDING THIS REPORT

Note: Previous period % favourable scores have been recalculated (removing the not applicable responses) to correspond with the way in which the current period's scores are calculated.

Unless otherwise stated, the overall dimension score is the mean (average) of all items

UBC's current period % favourable score that is greater (+) or lower (-) than UBC's previous period % favourable score for that item



Note: Differences that are statistically meaningful for this group are highlighted in green (positive) and orange (negative).

Indicates that previous period for the item is unavailable for comparison

TalentMap calculated an engagement score for UBC based on answers to the following six engagement questions:

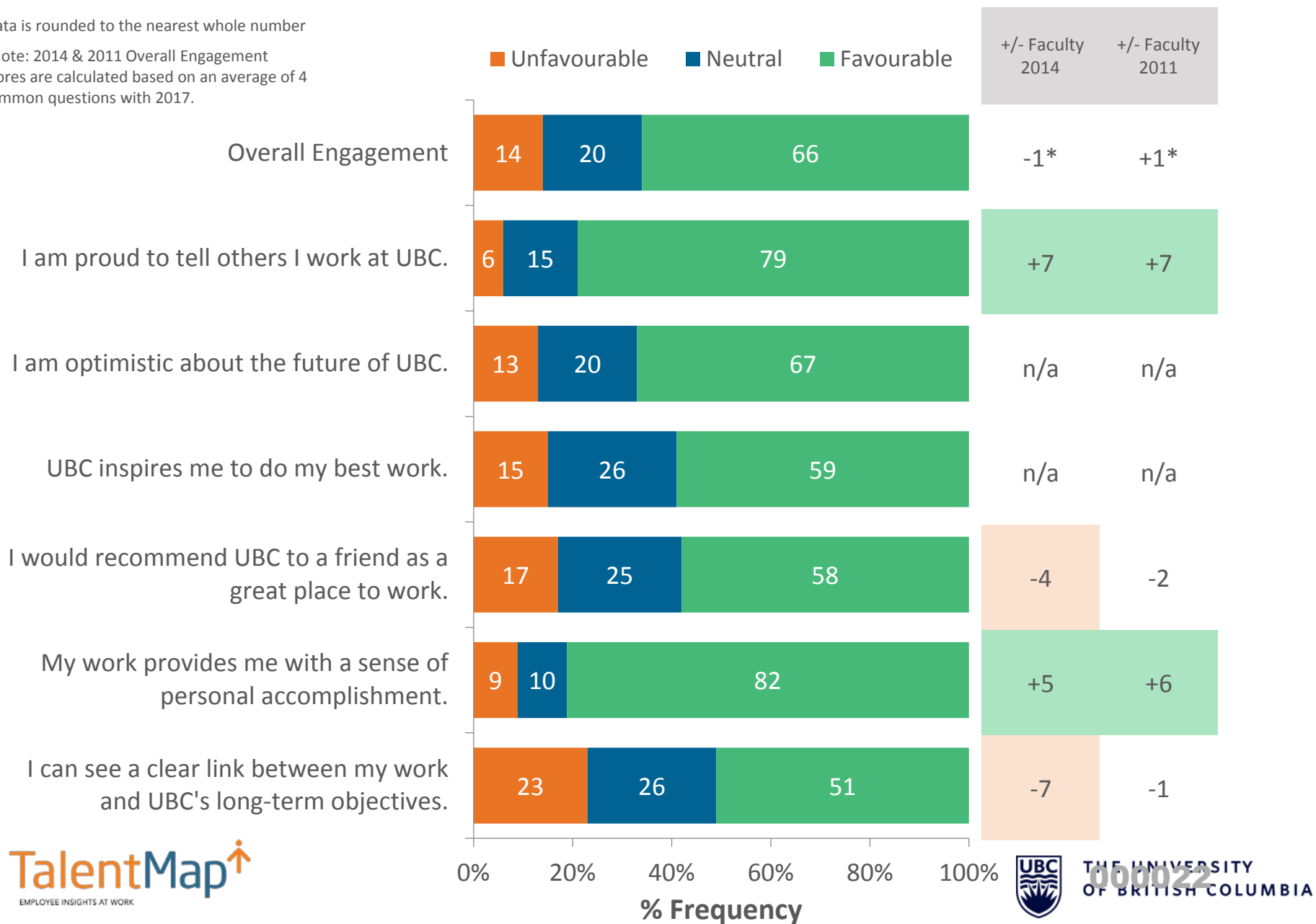
Read each statement and indicate your level of agreement.

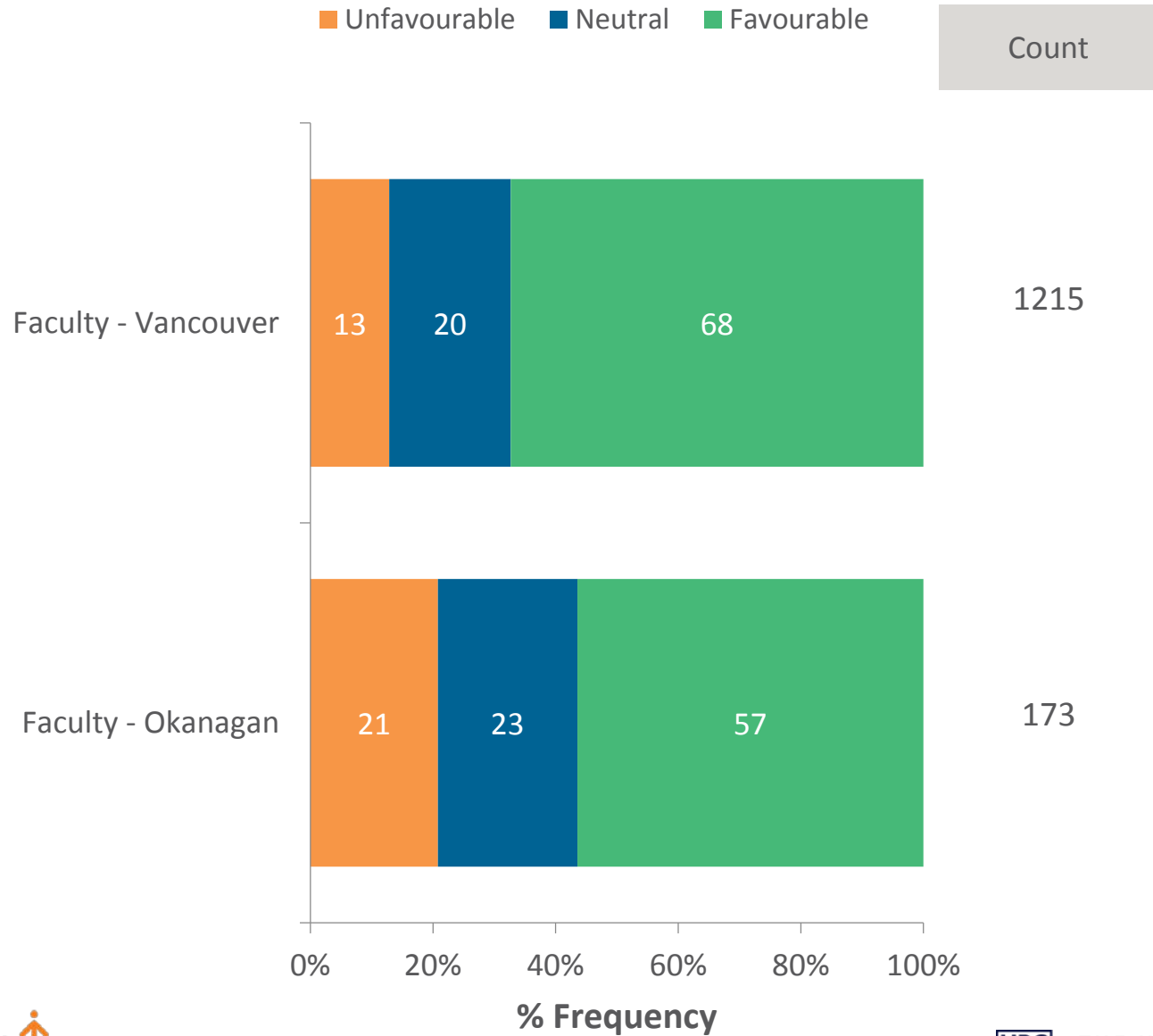
| | Strongly Disagree | Disagree | Neither Agree Nor Disagree | Agree | Strongly Agree |
|---|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| a. I am proud to tell others I work for my organization. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. I am optimistic about the future of my organization. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. My organization inspires me to do my best work. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. I would recommend my organization to a friend as a great place to work. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. My job provides me with a sense of personal accomplishment. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. I can see a clear link between my work and my organization's long-term objectives. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

ENGAGEMENT SCORES - FACULTY

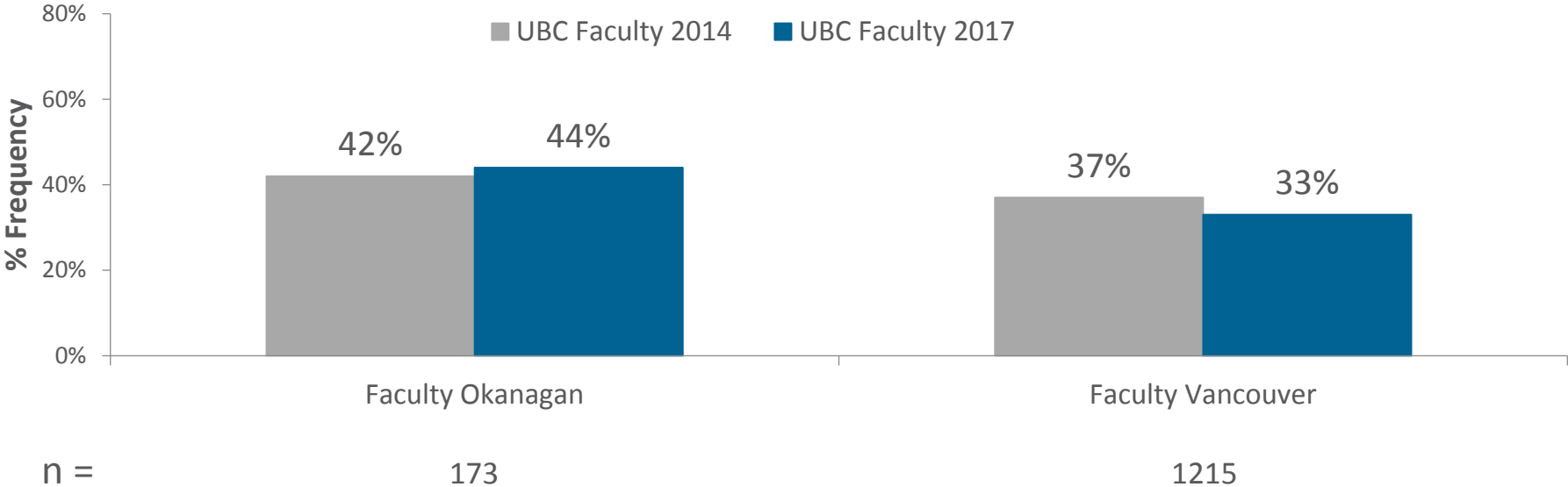
Data is rounded to the nearest whole number

*Note: 2014 & 2011 Overall Engagement scores are calculated based on an average of 4 common questions with 2017.

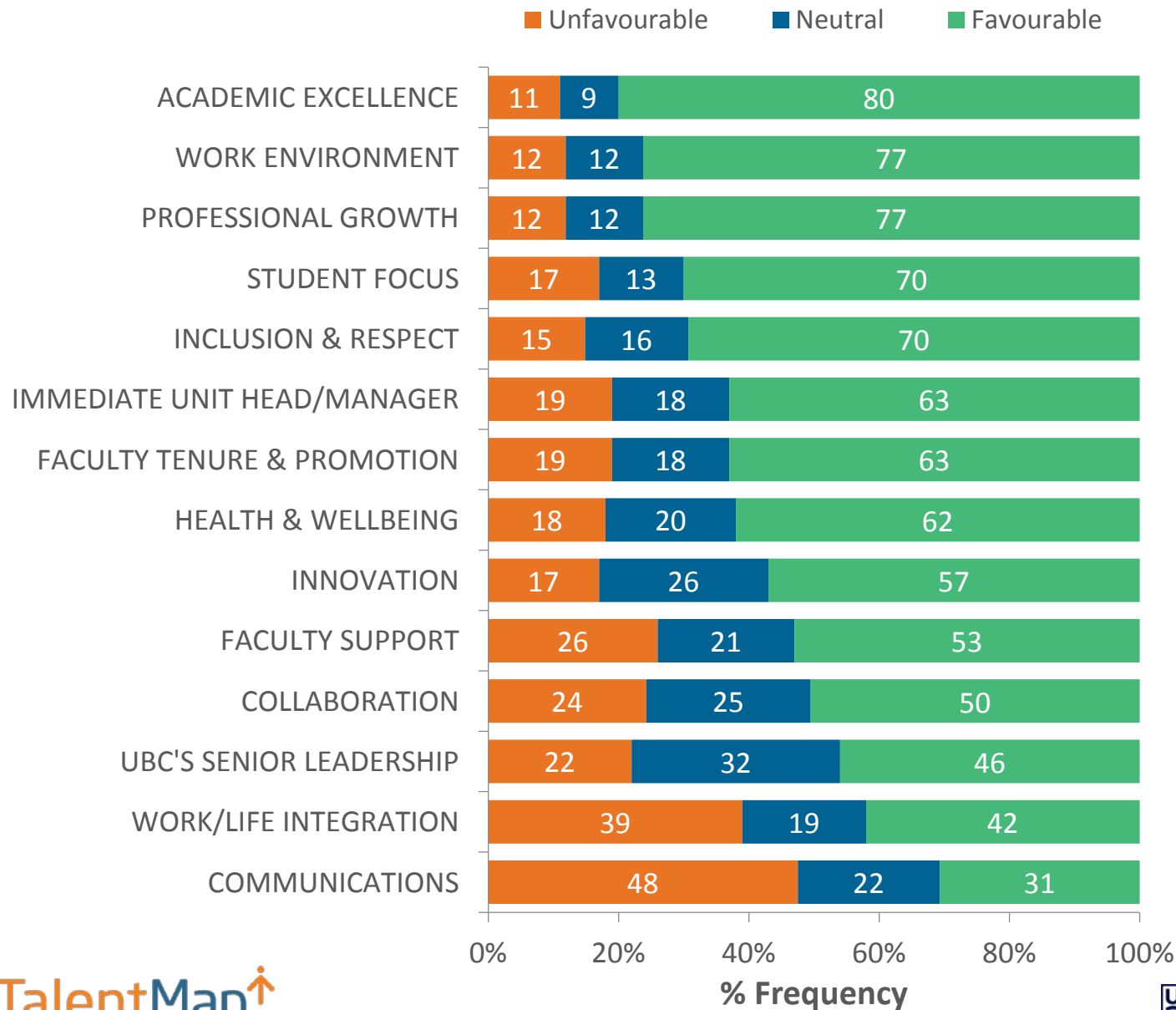




In the past 3 years, I have actively searched for a job outside of UBC (% Yes)

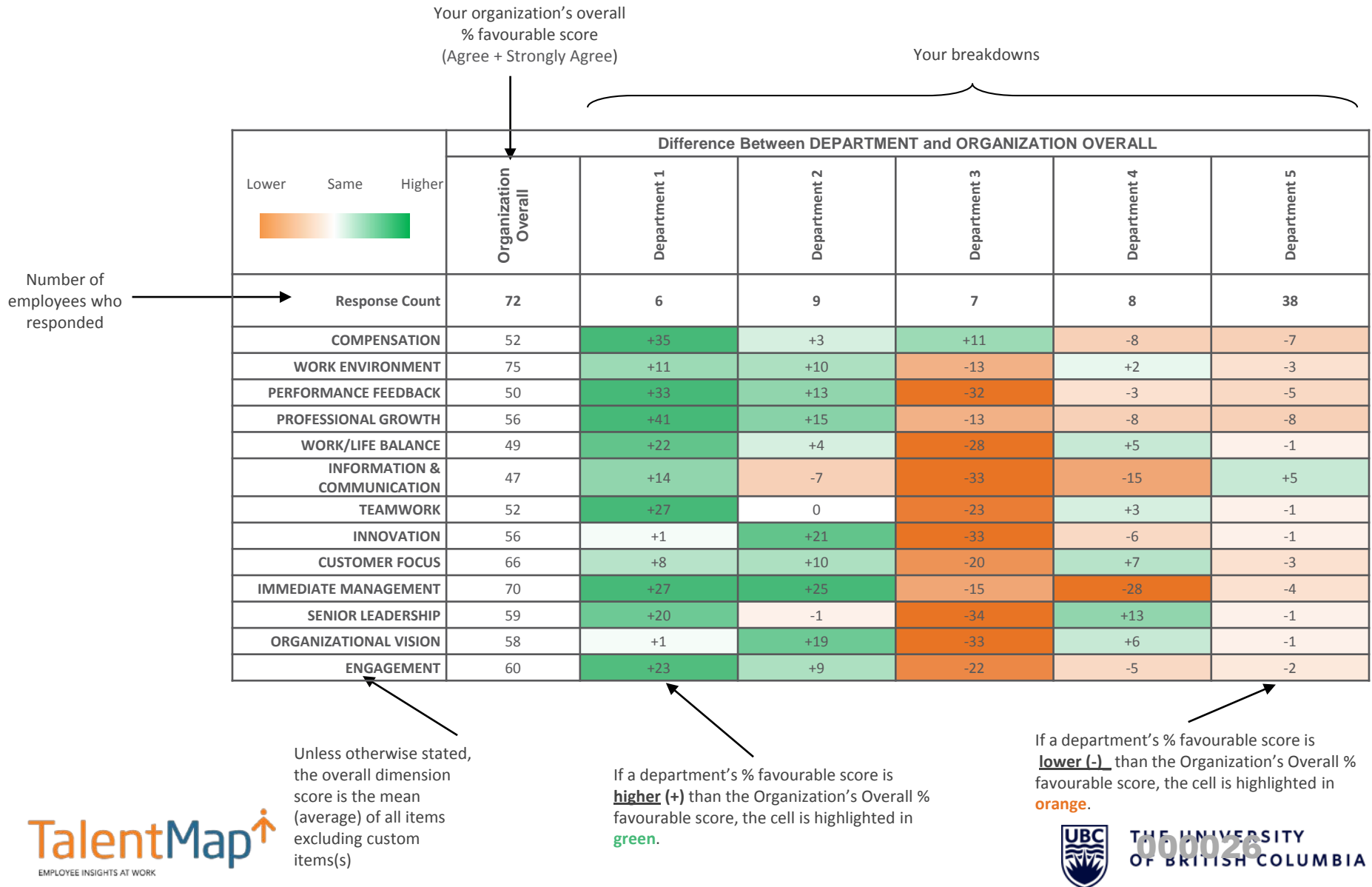


SURVEY SCORES BY MAIN SURVEY ATTRIBUTES



UNDERSTANDING YOUR HEATMAP

The heatmap shows the % favourable difference between each **department** and the **organization overall** on each of the survey dimensions.



Difference Between CAMPUS and UBC Faculty Overall

Lower Same Higher



UBC Faculty
Overall

Faculty -
Okanagan

Faculty -
Vancouver

Response Count

1415

173

1215

FACULTY SUPPORT

53

-14

+3

WORK ENVIRONMENT

77

-9

+1

ACADEMIC EXCELLENCE

80

-8

+2

PROFESSIONAL GROWTH

77

-8

+1

WORK/LIFE INTEGRATION

42

-4

+1

COMMUNICATIONS

31

-7

+1

COLLABORATION

50

-13

+2

INNOVATION

57

-12

+2

STUDENT FOCUS

70

-8

+1

IMMEDIATE UNIT HEAD/MANAGER

63

-8

+1

UBC'S SENIOR LEADERSHIP

46

-8

+1

FACULTY TENURE & PROMOTION

63

-10

+2

HEALTH & WELLBEING

62

-8

+2

INCLUSION & RESPECT

70

-12

+2

ENGAGEMENT

66

-9

+2

DRIVERS OF ENGAGEMENT (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**



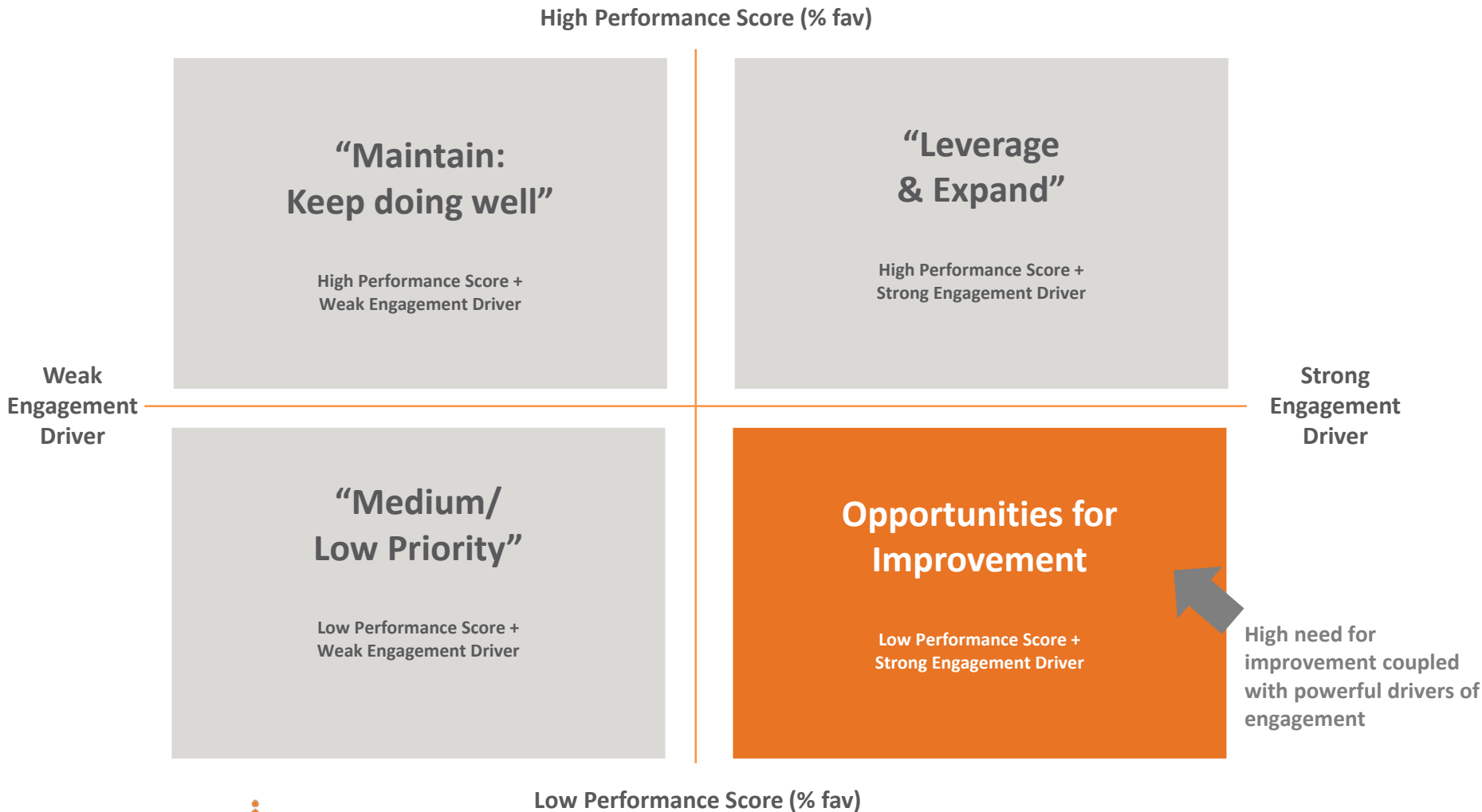


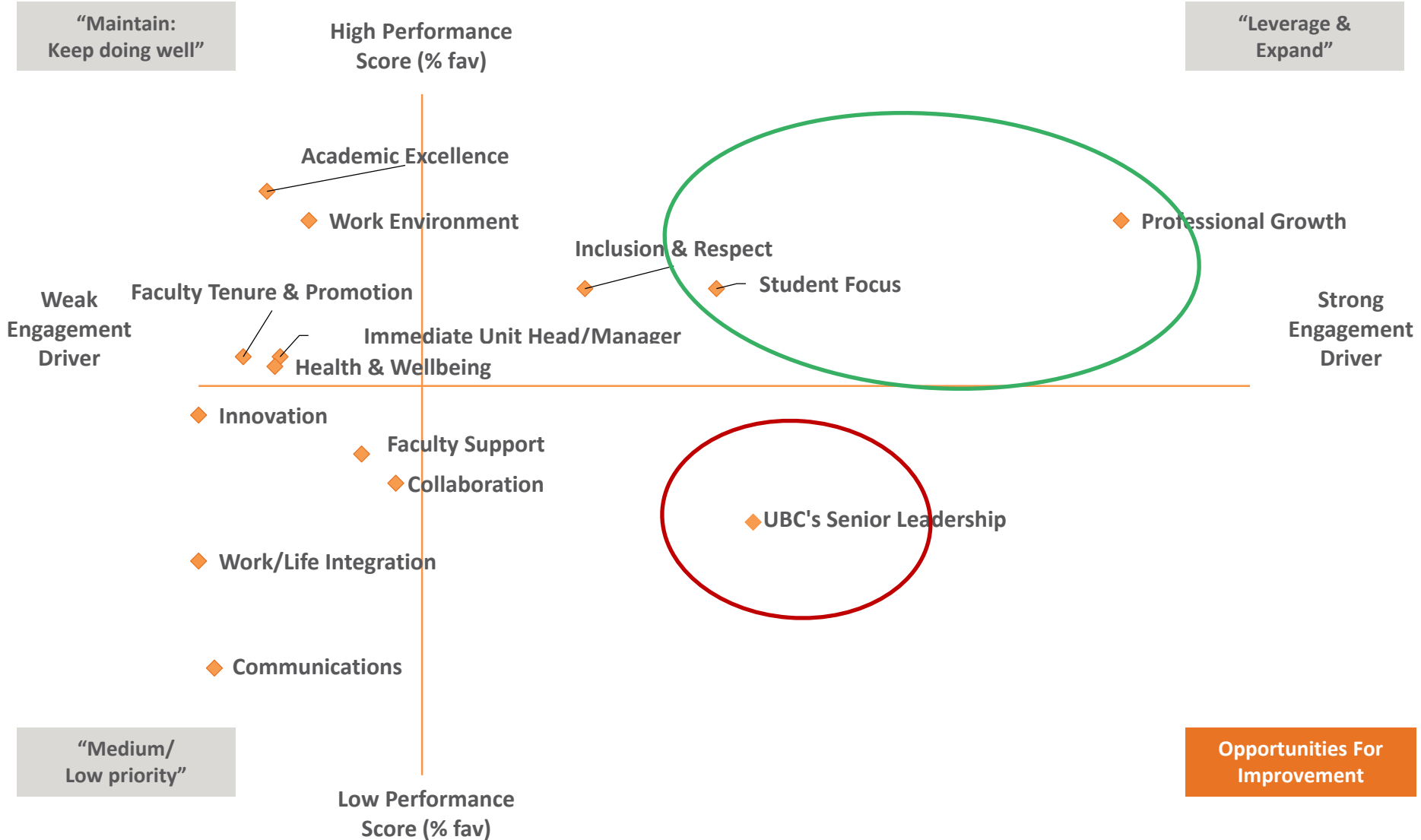
- ❖ An index is created for each of the 14 dimensions (an average score for all of the items included in that dimension).
- ❖ We examine the correlation between each of the 14 dimensions and the engagement dimension.
- ❖ Beta scores typically range on a scale of -1 to +1. These two extremes have the highest influence on engagement; while a Beta score of 0 indicates no influence.
- ❖ We call those survey dimensions with the highest statistical correlation “drivers” of engagement.

* Note: RWA (Relative Weight Analysis) is an approach used to evaluate the relative importance of predictor variables when dealing with correlated predictors. This technique accounts for potential multi-collinearity between predictors. Relative weights for each of the predictors represent the percentage of variance in the dependent variable explained by each predictor *considering both its direct effect on the dependent variable and its joint effect with the other predictors*. Relative weights are reported as percentages ranging from 0 to 100%. We call those survey dimensions with the largest relative weights “drivers” of engagement.

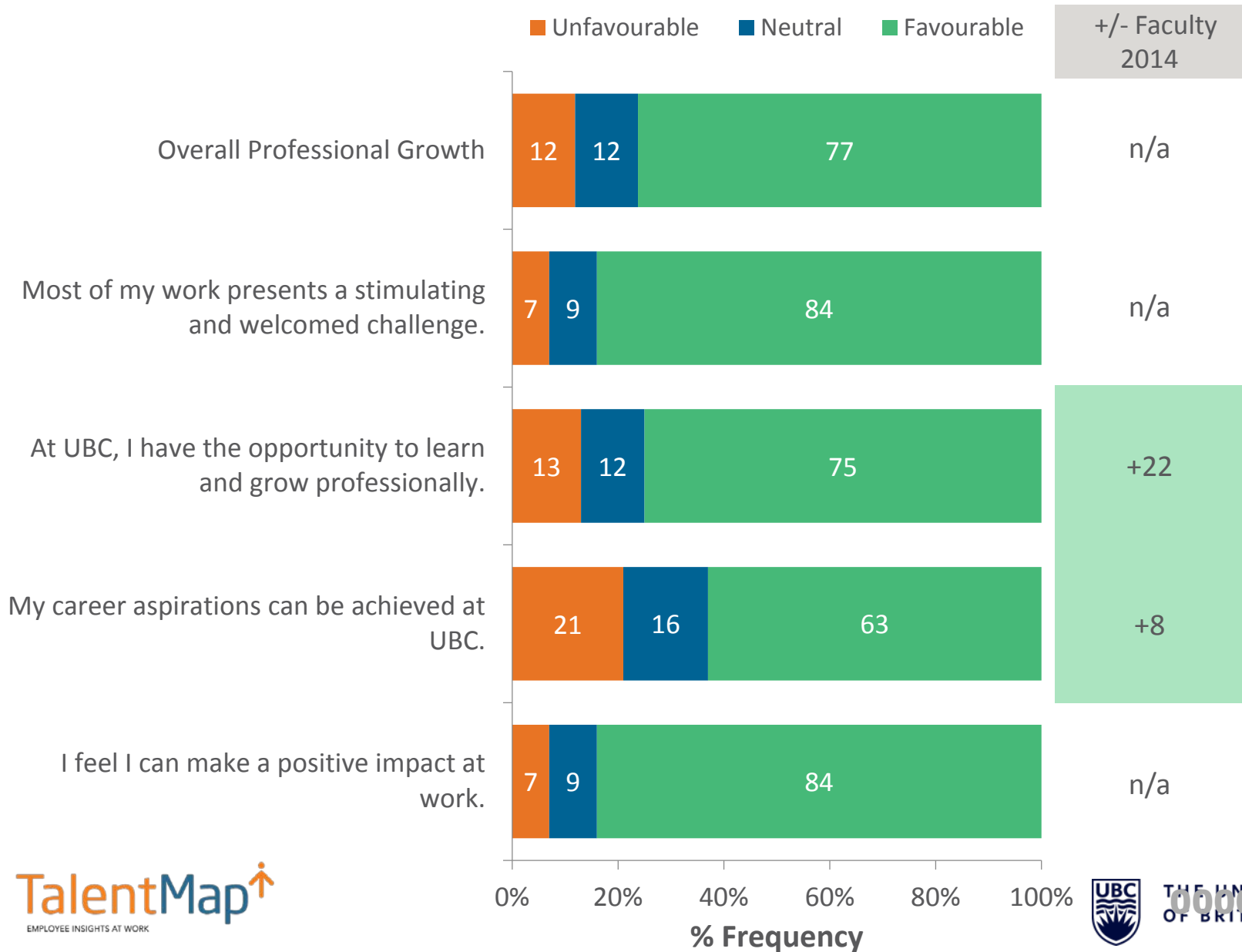
| Survey Dimension | BETA COEFFICIENT (Impact on Engagement) | RELATIVE WEIGHT* |
|-----------------------------|---|------------------|
| Professional Growth | 0.351 | 16.90% |
| UBC’s Senior Leadership | 0.211 | 11.30% |
| Student Focus | 0.197 | 13.10% |
| Inclusion & Respect | 0.147 | 8.10% |
| Collaboration | 0.075 | 7.00% |
| Faculty Support | 0.062 | 8.50% |
| Work Environment | 0.042 | 5.50% |
| Immediate Unit Head/Manager | 0.031 | 4.50% |
| Health & Wellbeing | 0.029 | 6.50% |
| Academic Excellence | 0.026 | 4.10% |
| Faculty Tenure & Promotion | 0.017 | 4.50% |
| Communications | 0.006 | 3.20% |
| Work/Life integration | 0.000 | 2.30% |
| Innovation | 0.000 | 4.30% |

- 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



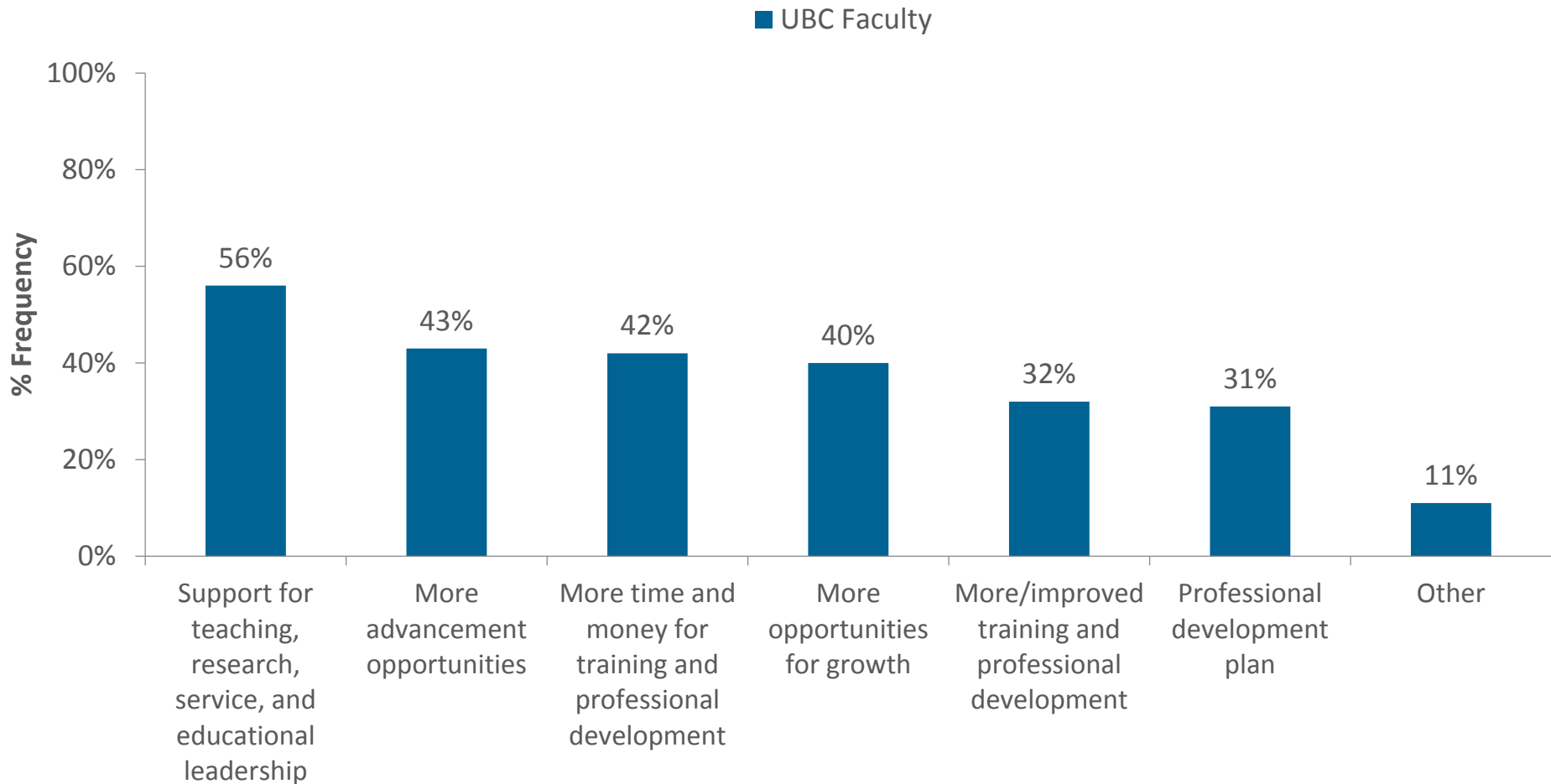


PROFESSIONAL GROWTH (KEY DRIVER #1) - FACULTY



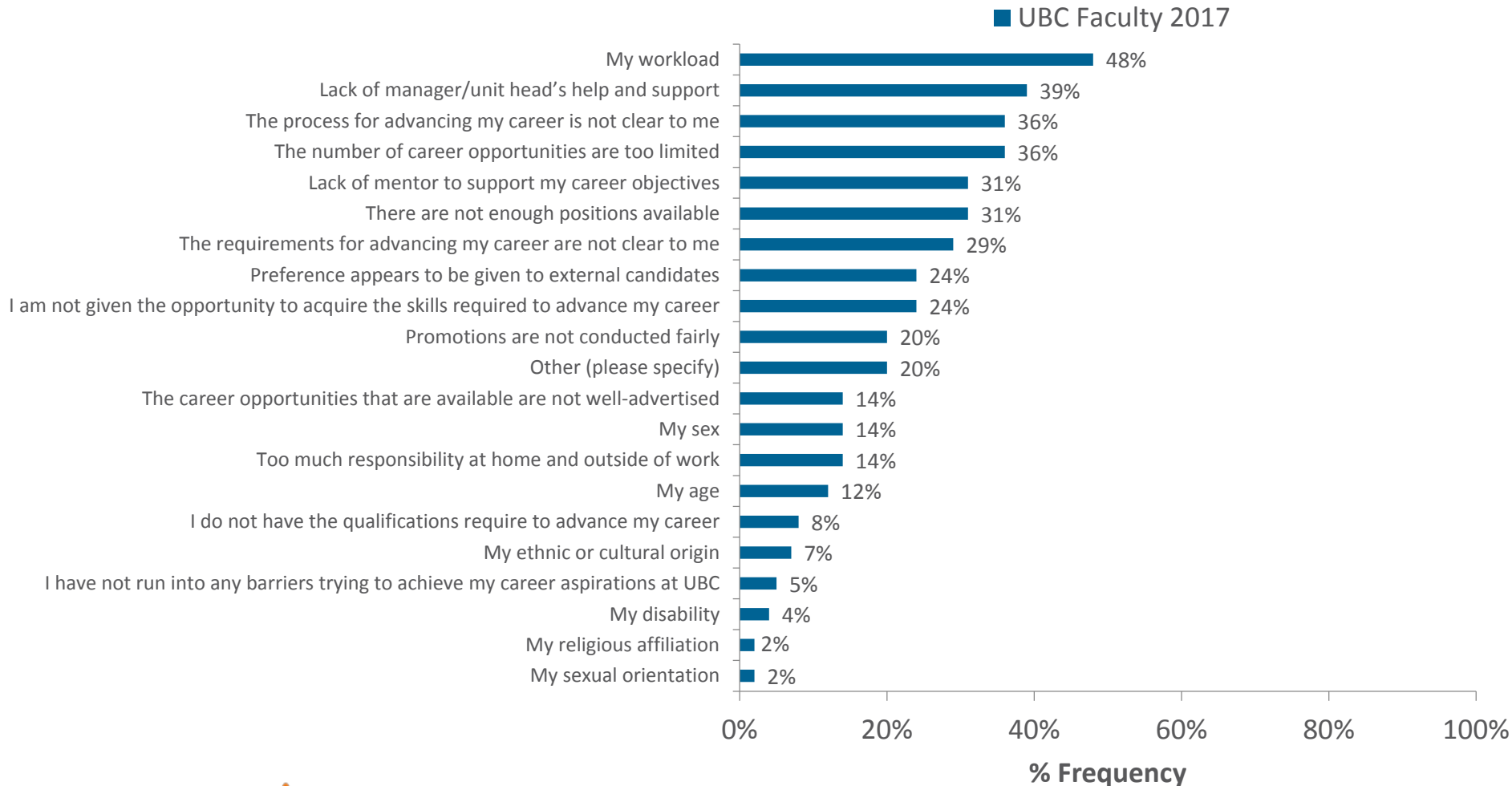
677 respondents selected a theme for this comment

How could UBC improve professional growth opportunities?

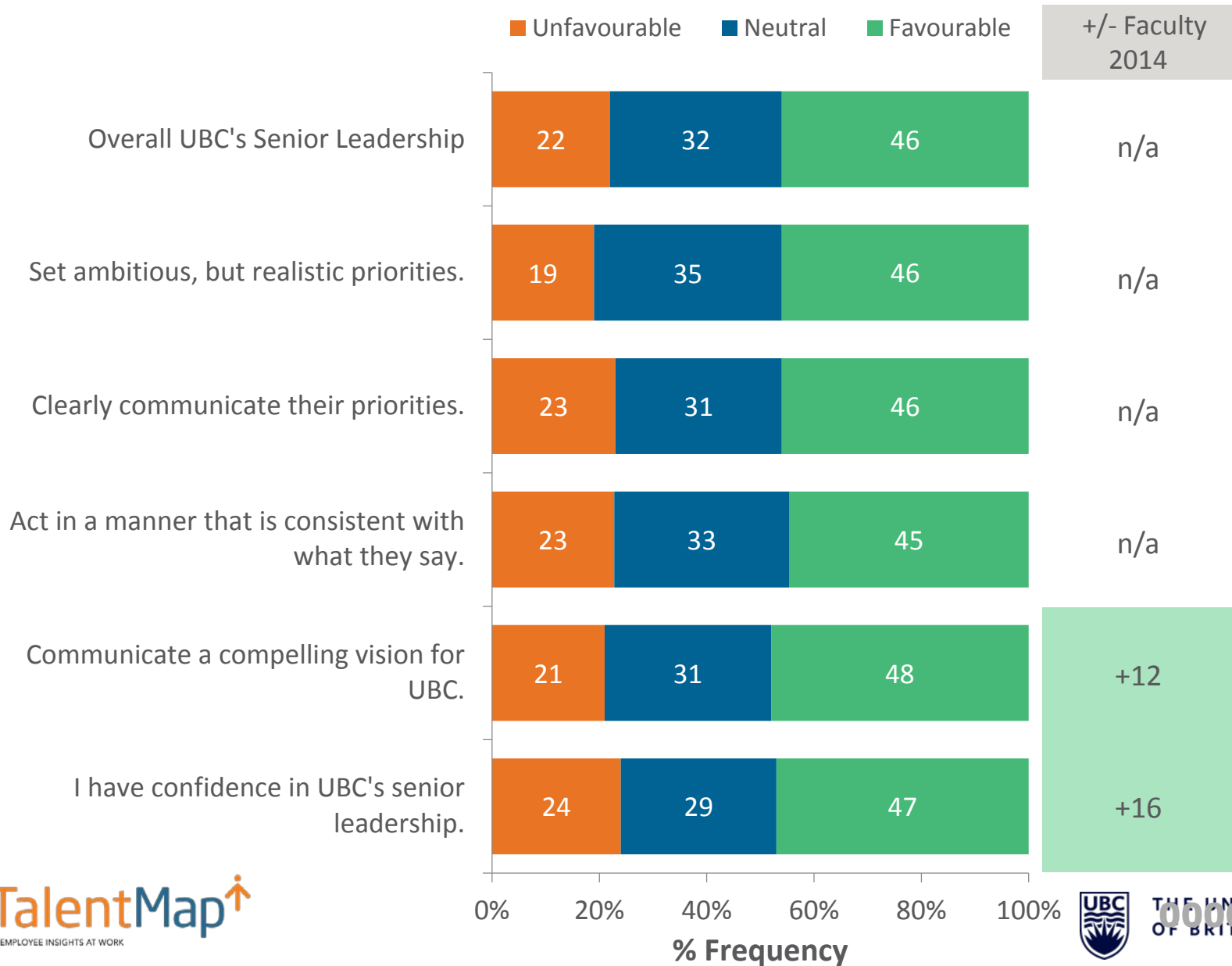


490 respondents selected a theme for this comment

Which of the following issues are barriers to you in achieving your career aspirations at UBC?

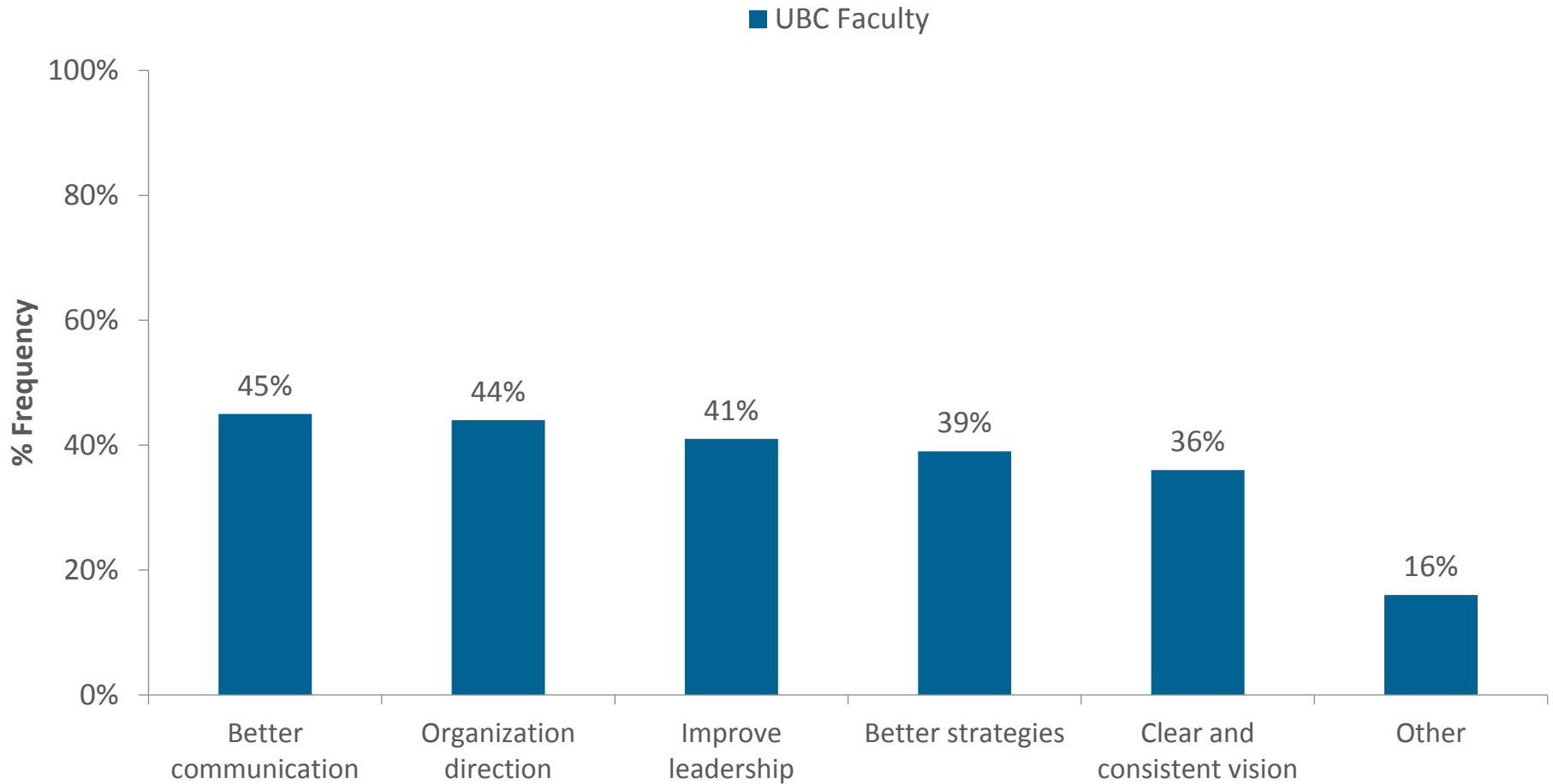


UBC'S SENIOR LEADERSHIP (KEY DRIVER #2) - FACULTY

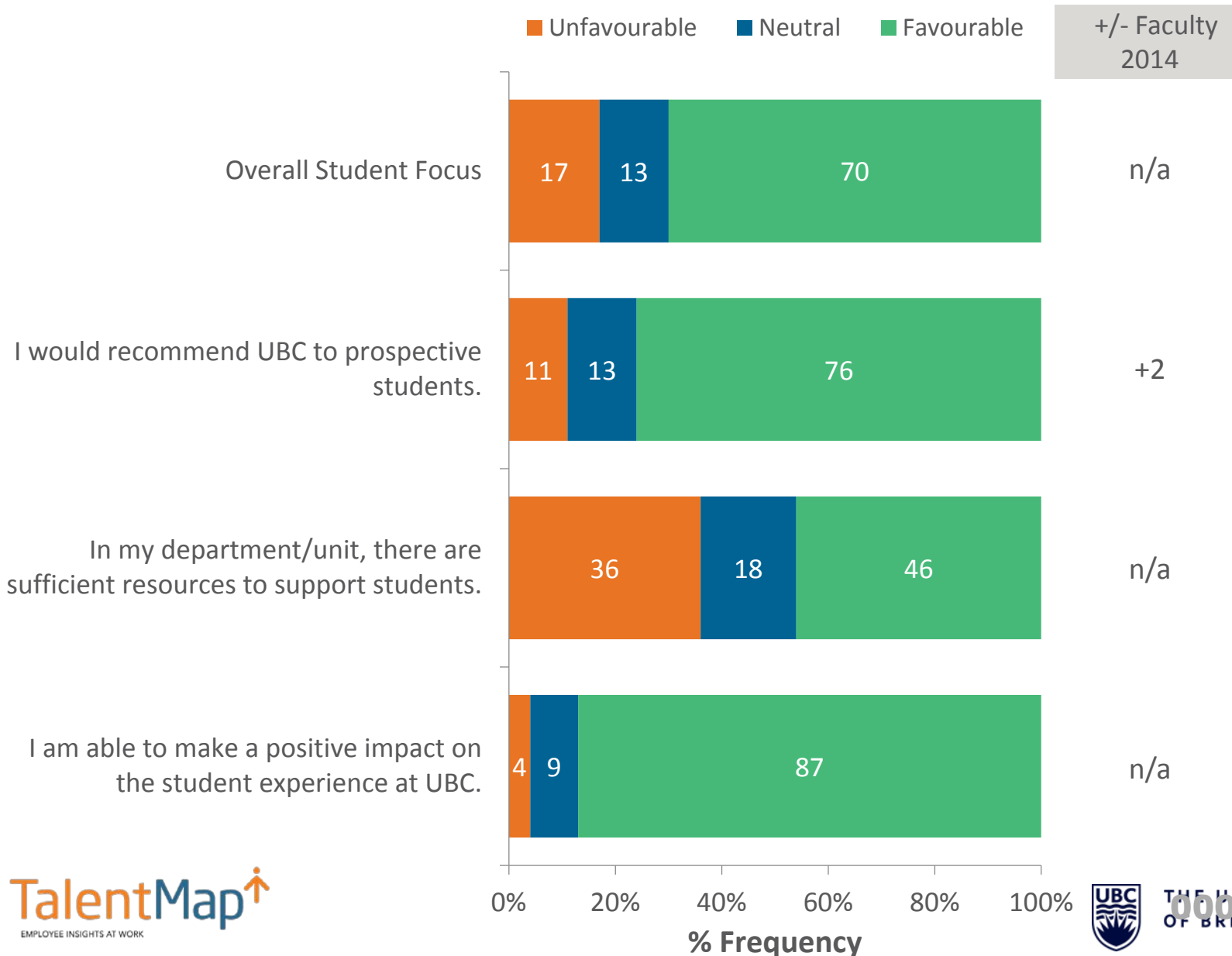


433 respondents selected a theme for this comment

How could UBC improve its senior leadership?

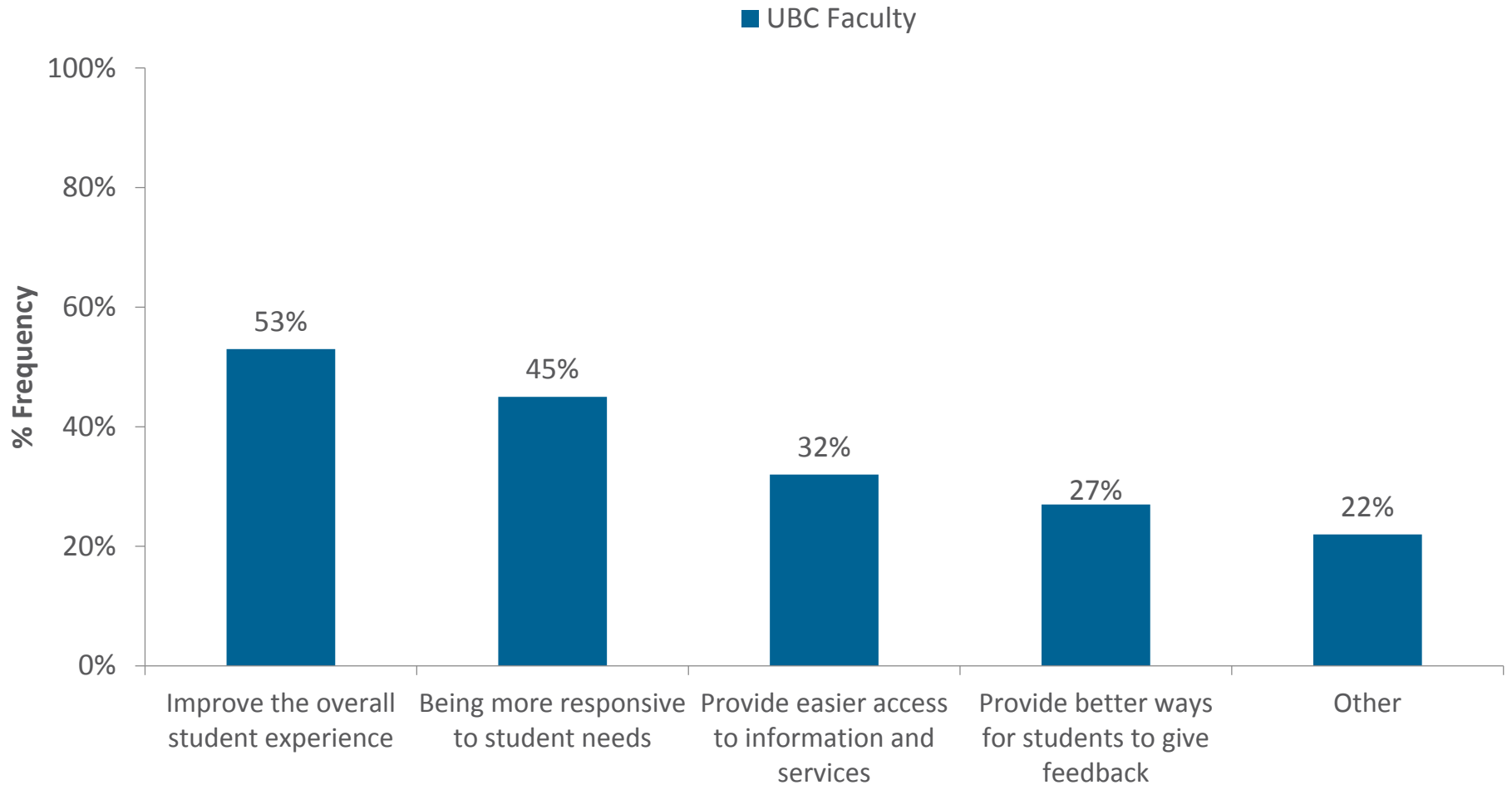


STUDENT FOCUS (KEY DRIVER #3) - FACULTY



511 respondents selected a theme for this comment

How could UBC improve its focus on students?



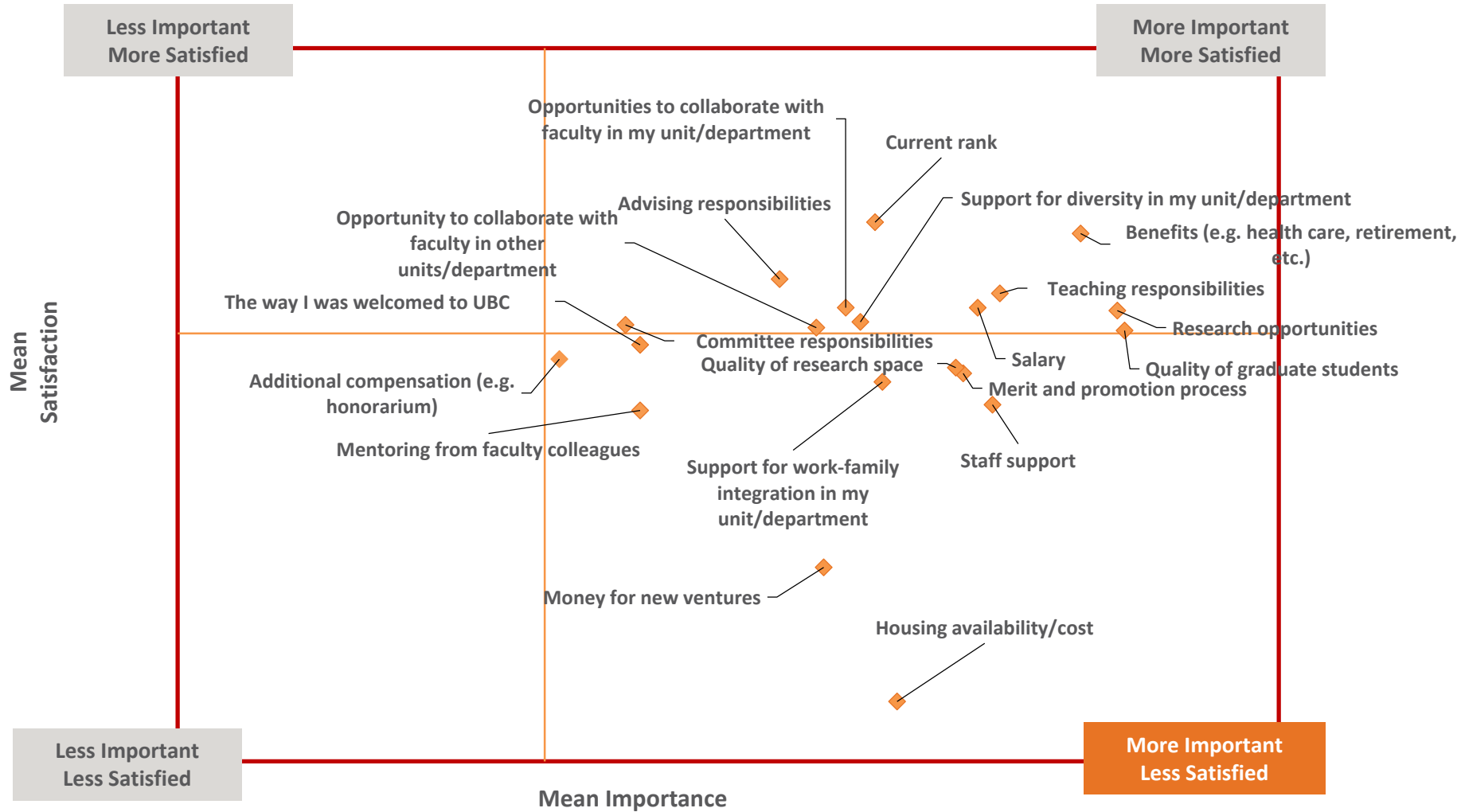
- Improving satisfaction should be focused on dimensions exhibiting a combination of **low performance scores and high importance**
- Focusing on the lower dimension scores exclusively may not fully address what is needed to target and improve satisfaction

• Note: The midpoint has been set at a mean score of 3.0 (Somewhat Satisfied/Somewhat Important).

Scale used : **Not at all important/satisfied = 1** | **Not too important/satisfied = 2** | **Somewhat important/satisfied = 3** | **Very important/satisfied = 4**

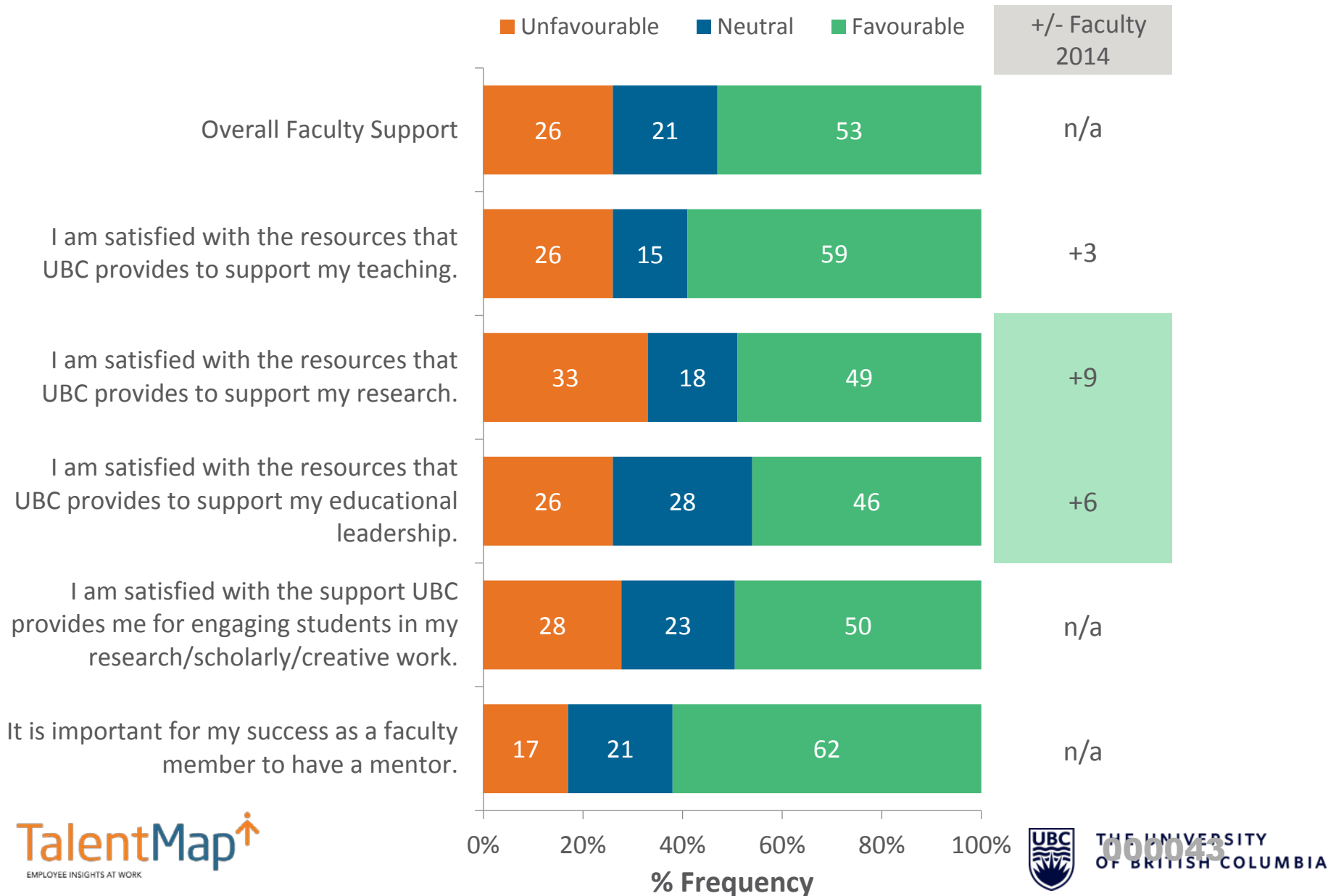


FACULTY IMPORTANCE-SATISFACTION MATRIX



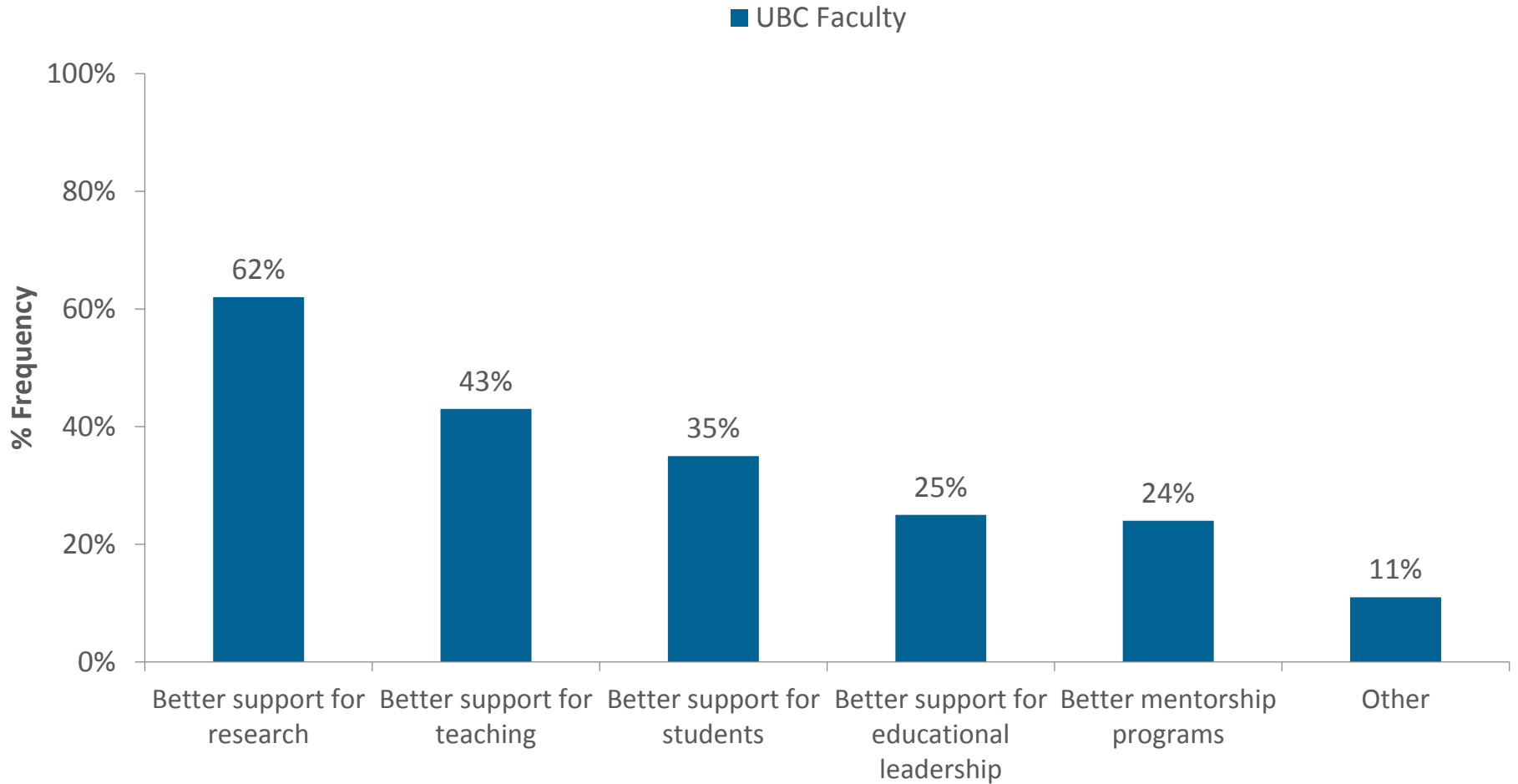
2017 SURVEY RESULTS (FACULTY)

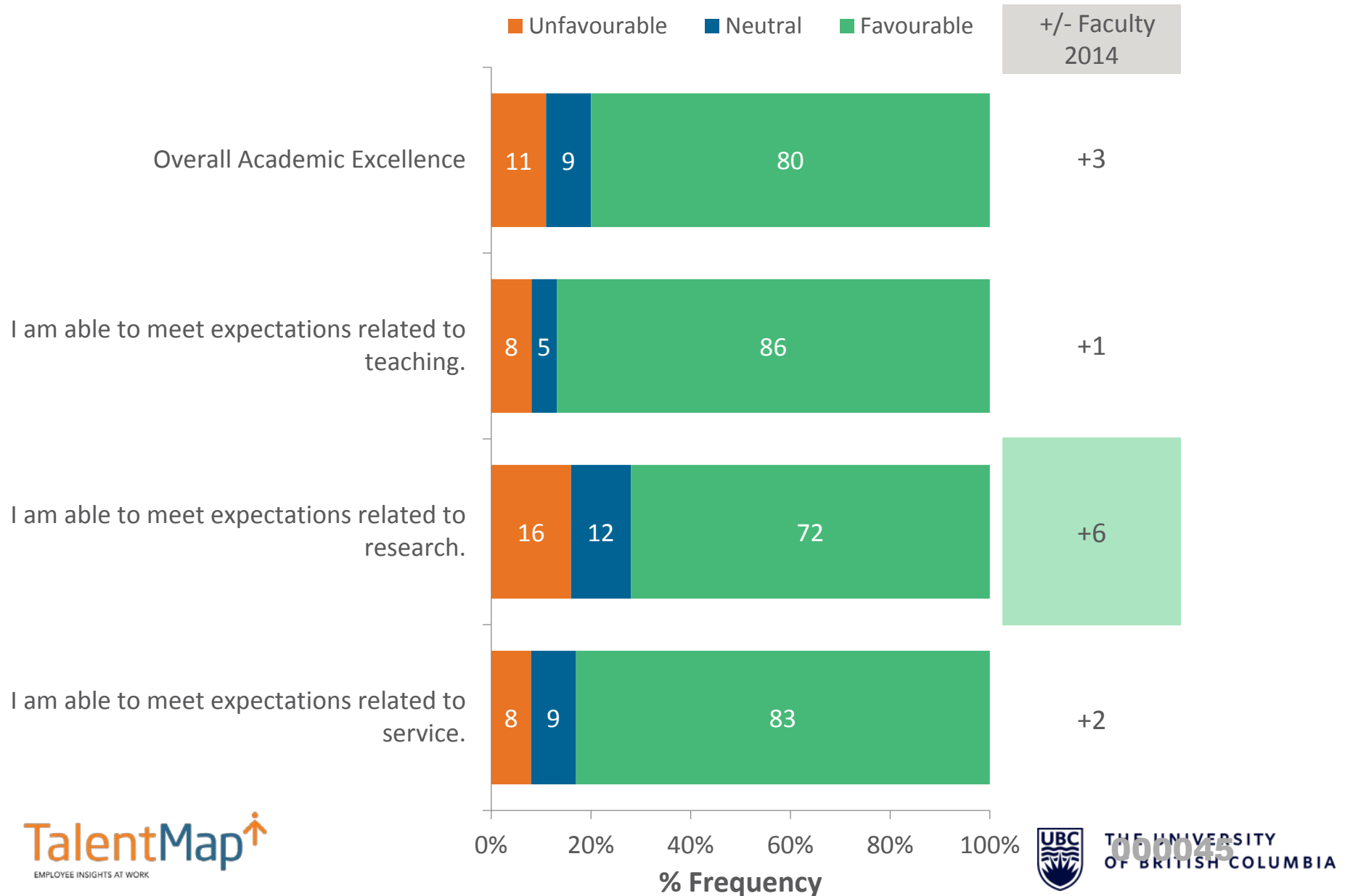




619 respondents selected a theme for this comment

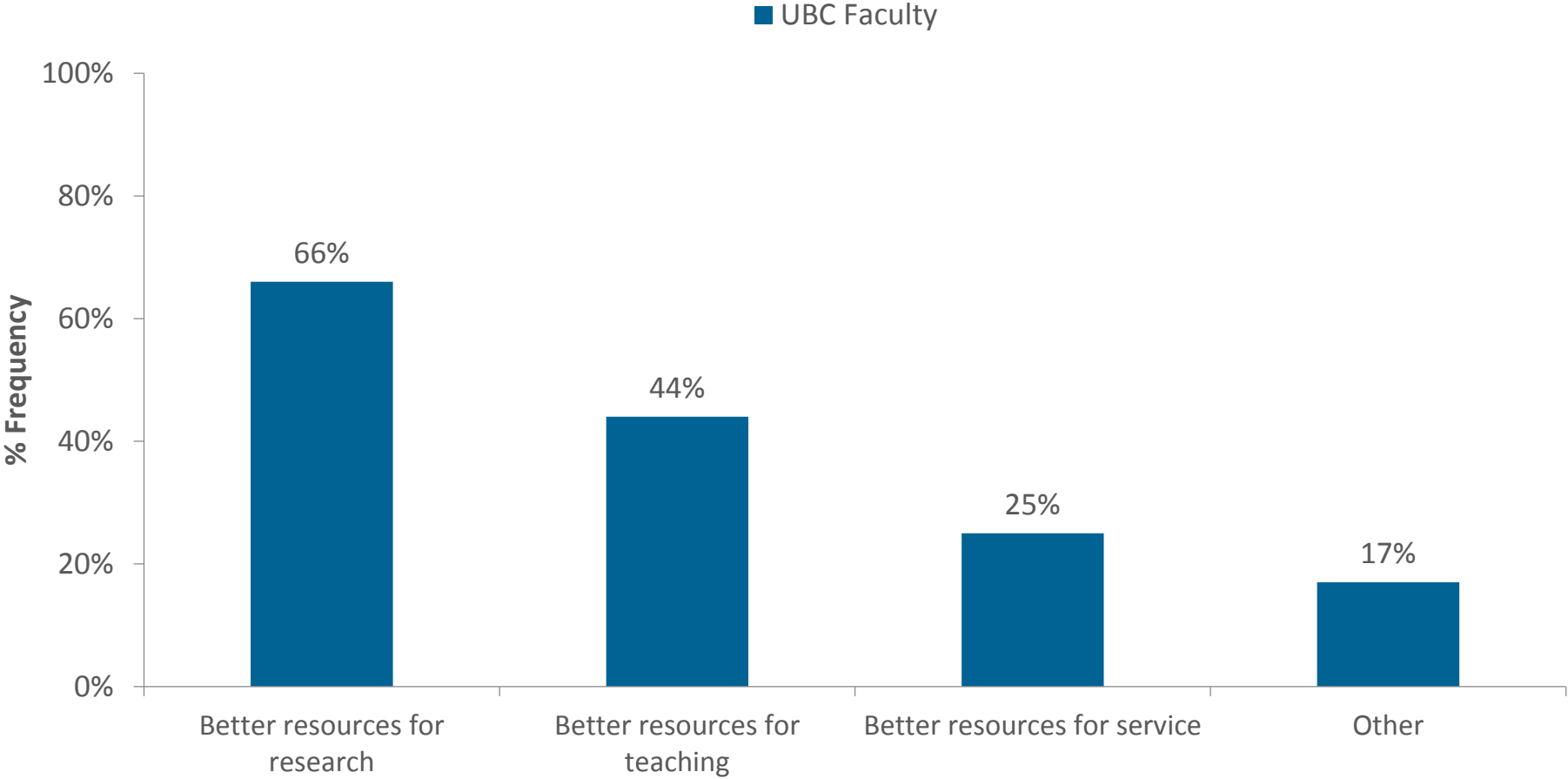
How could UBC improve Faculty Support?



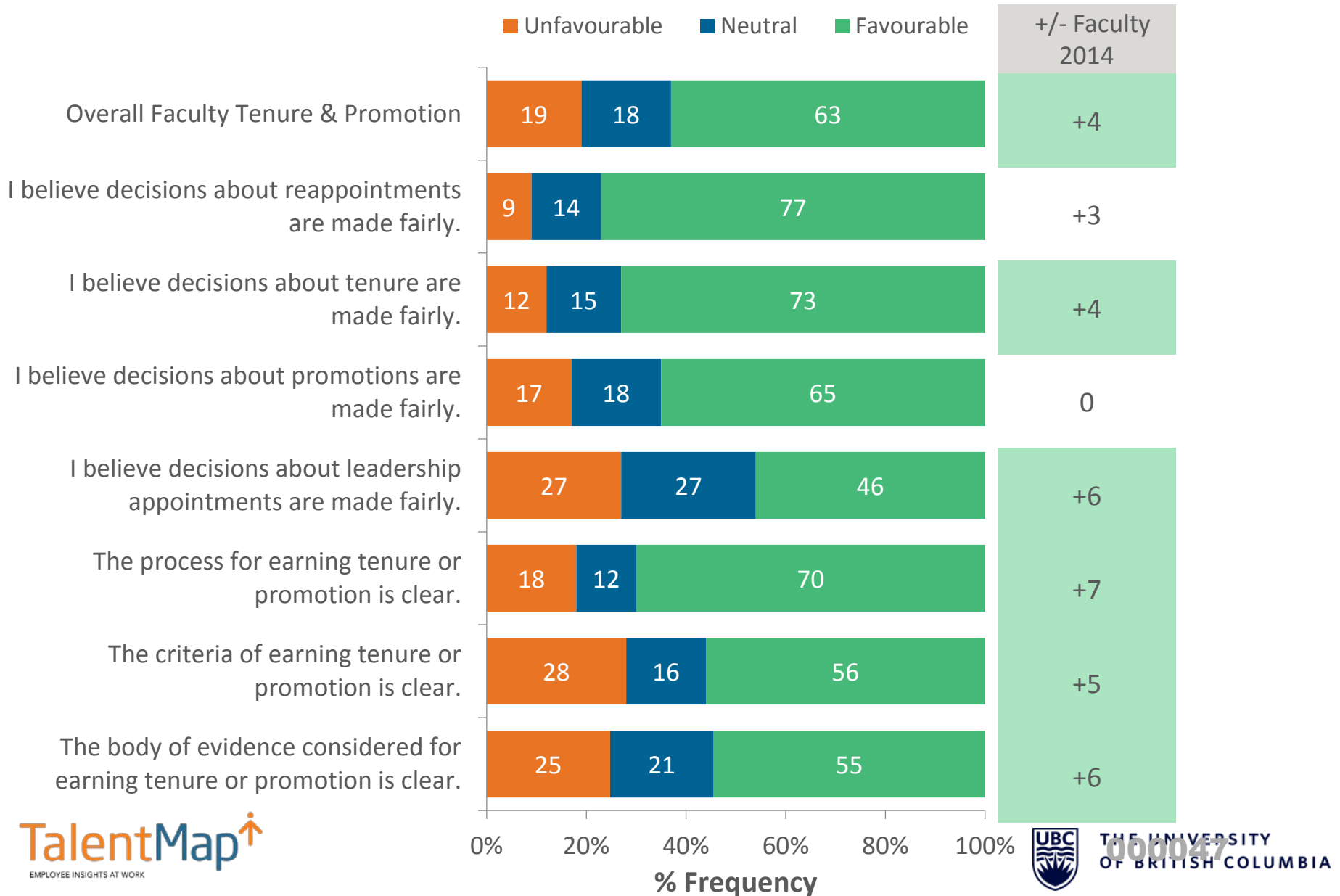


446 respondents selected a theme for this comment

How could UBC improve Academic Excellence?

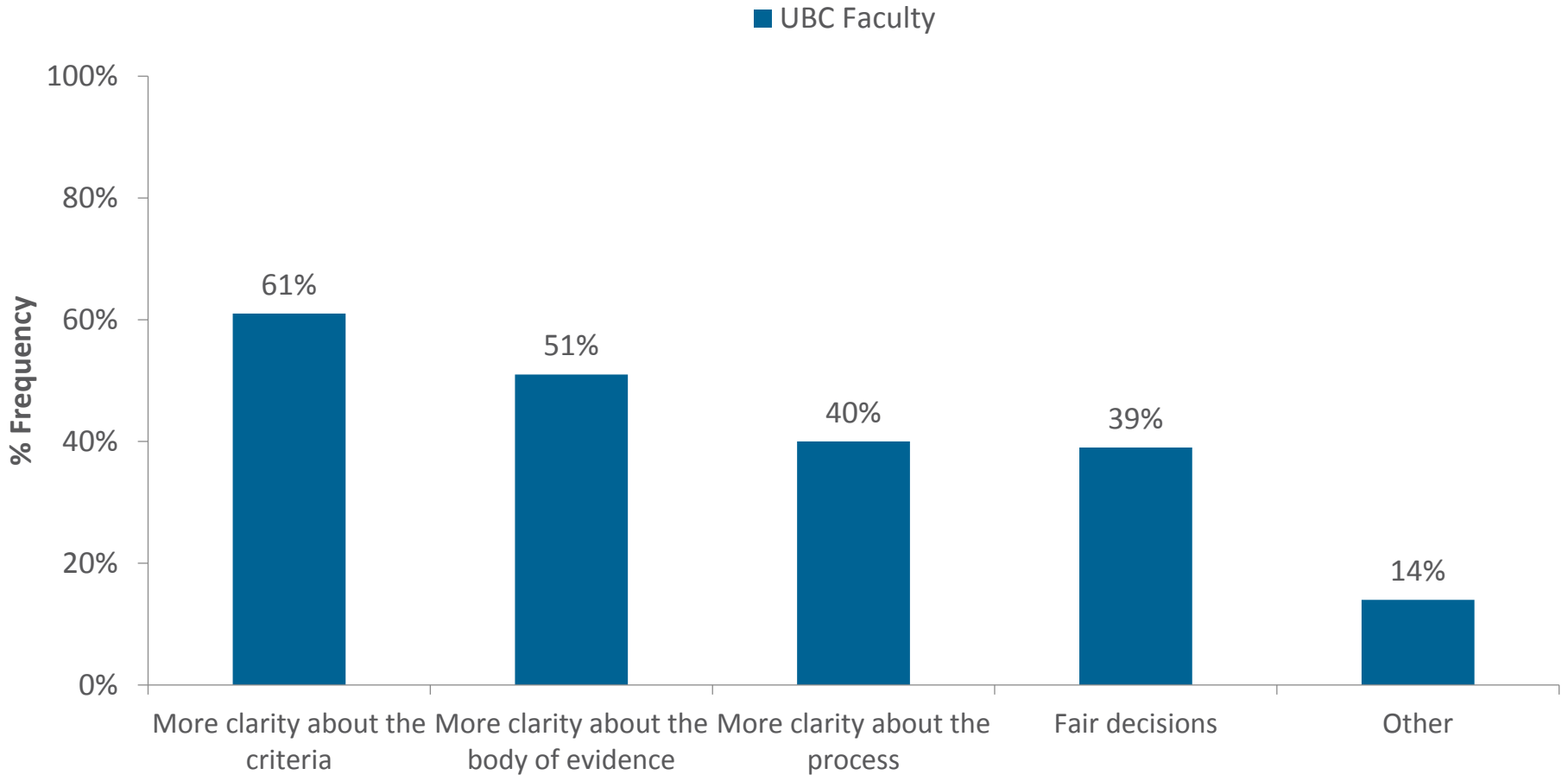


FACULTY TENURE & PROMOTION



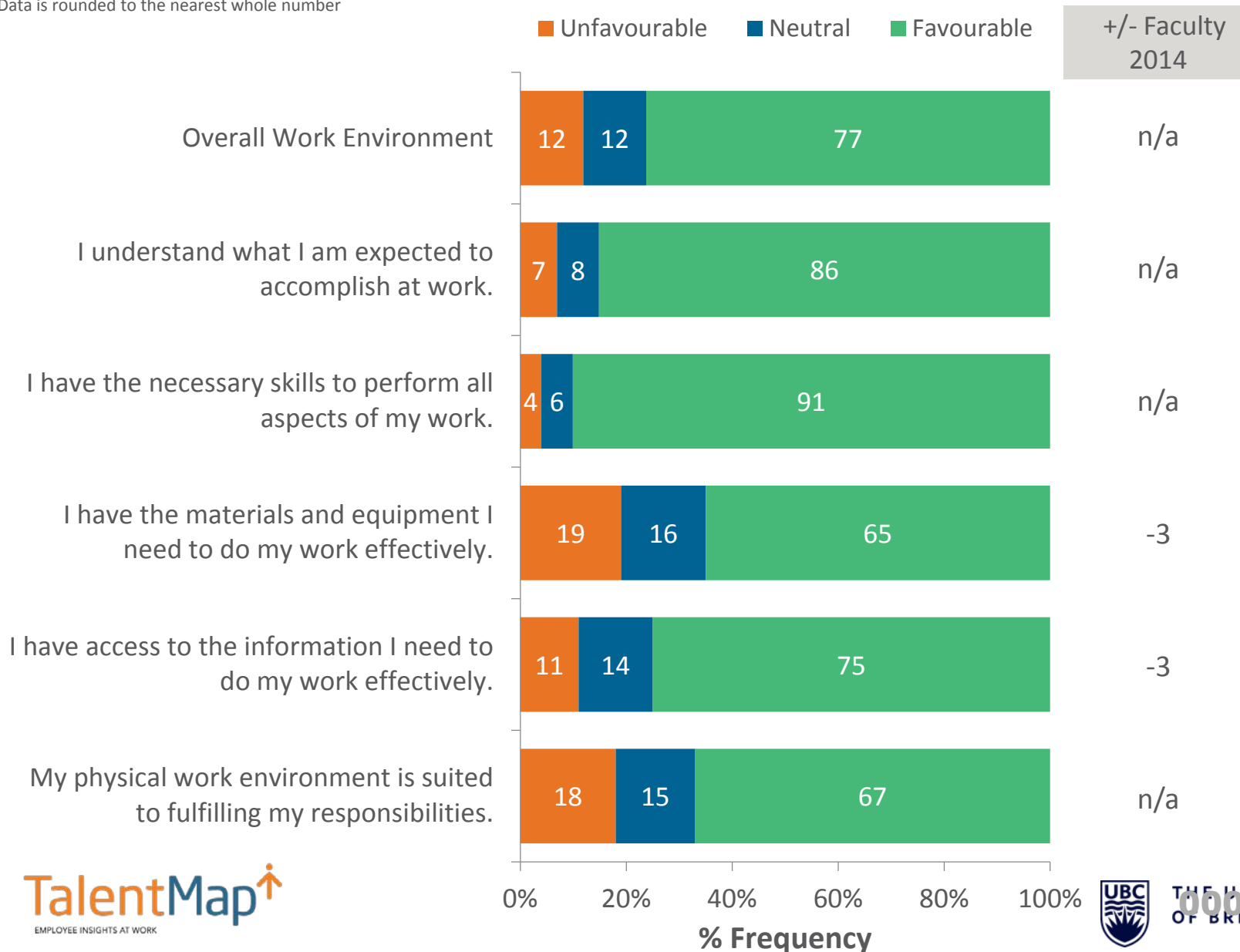
455 respondents selected a theme for this comment

How could UBC improve Faculty Tenure & Promotion?



WORK ENVIRONMENT

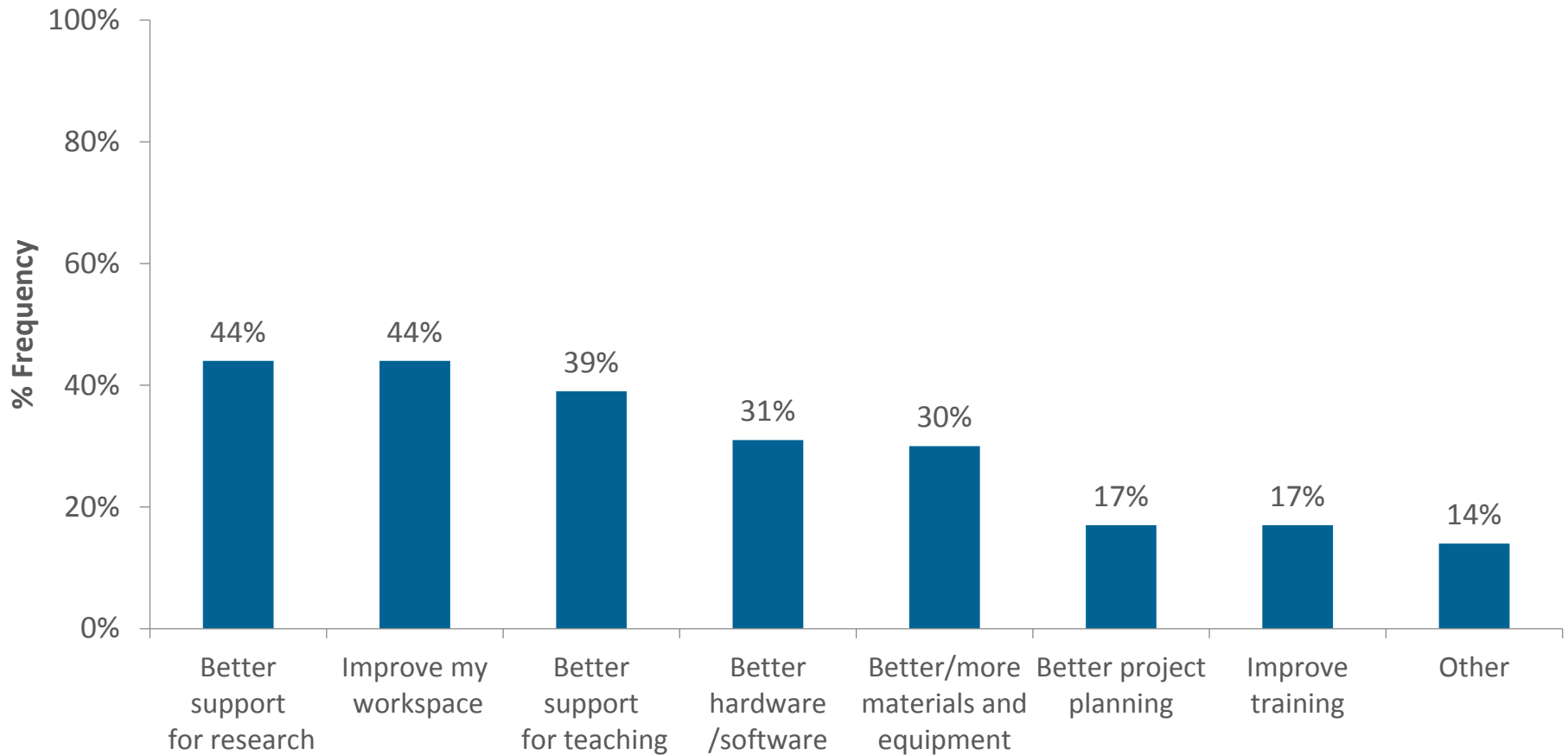
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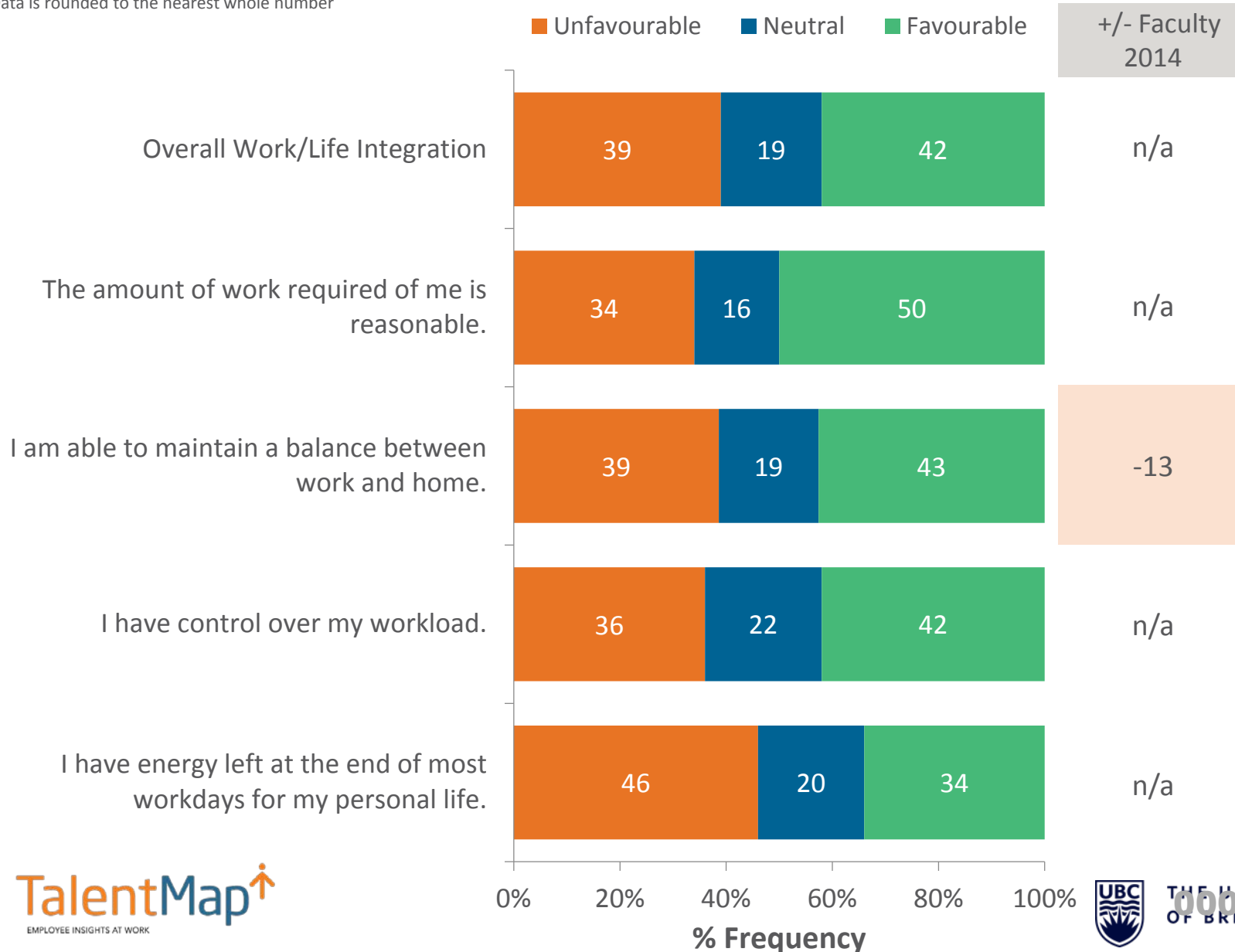
814 respondents selected a theme for this comment

How could UBC improve your work environment?

■ UBC Faculty

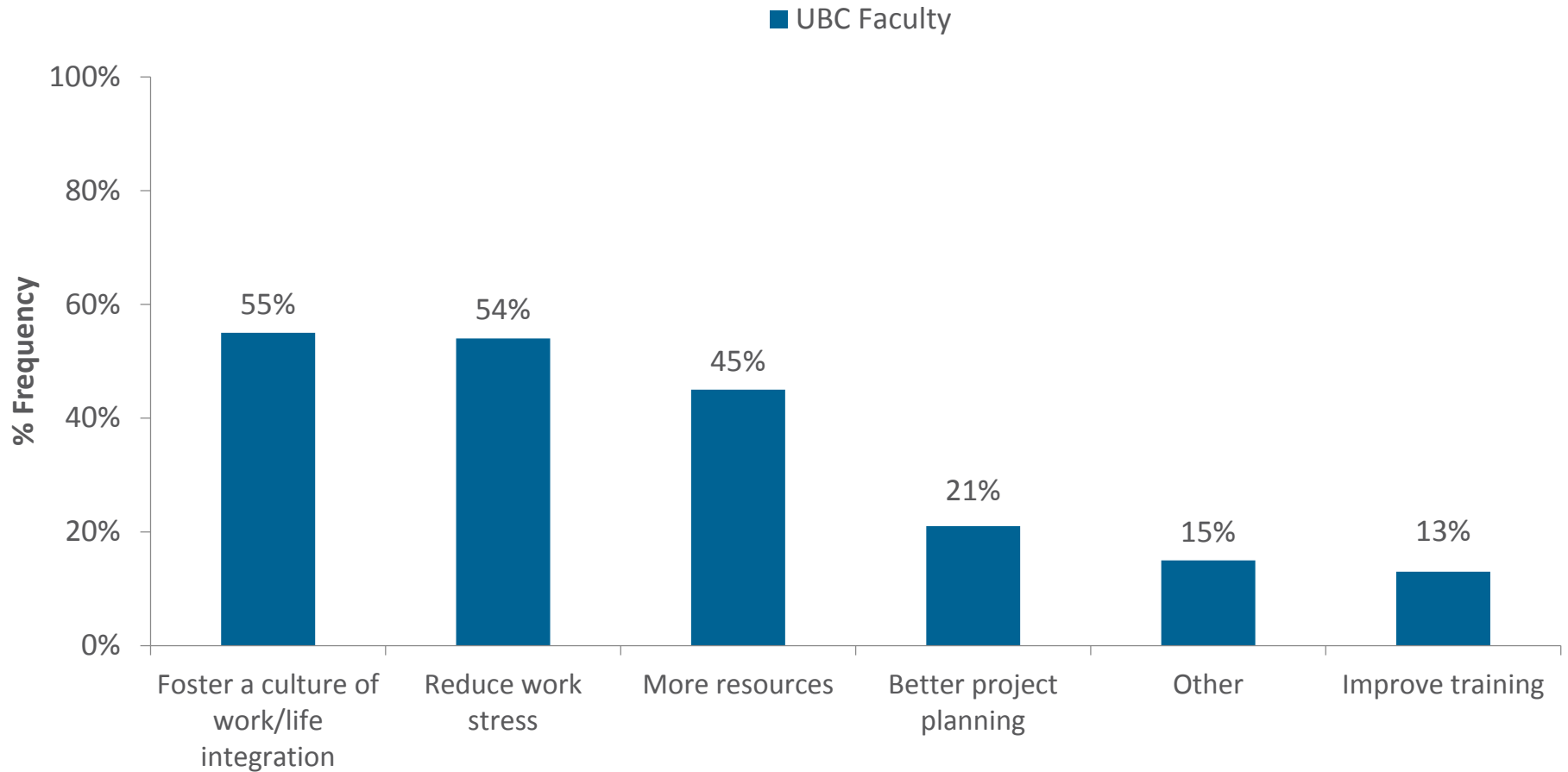


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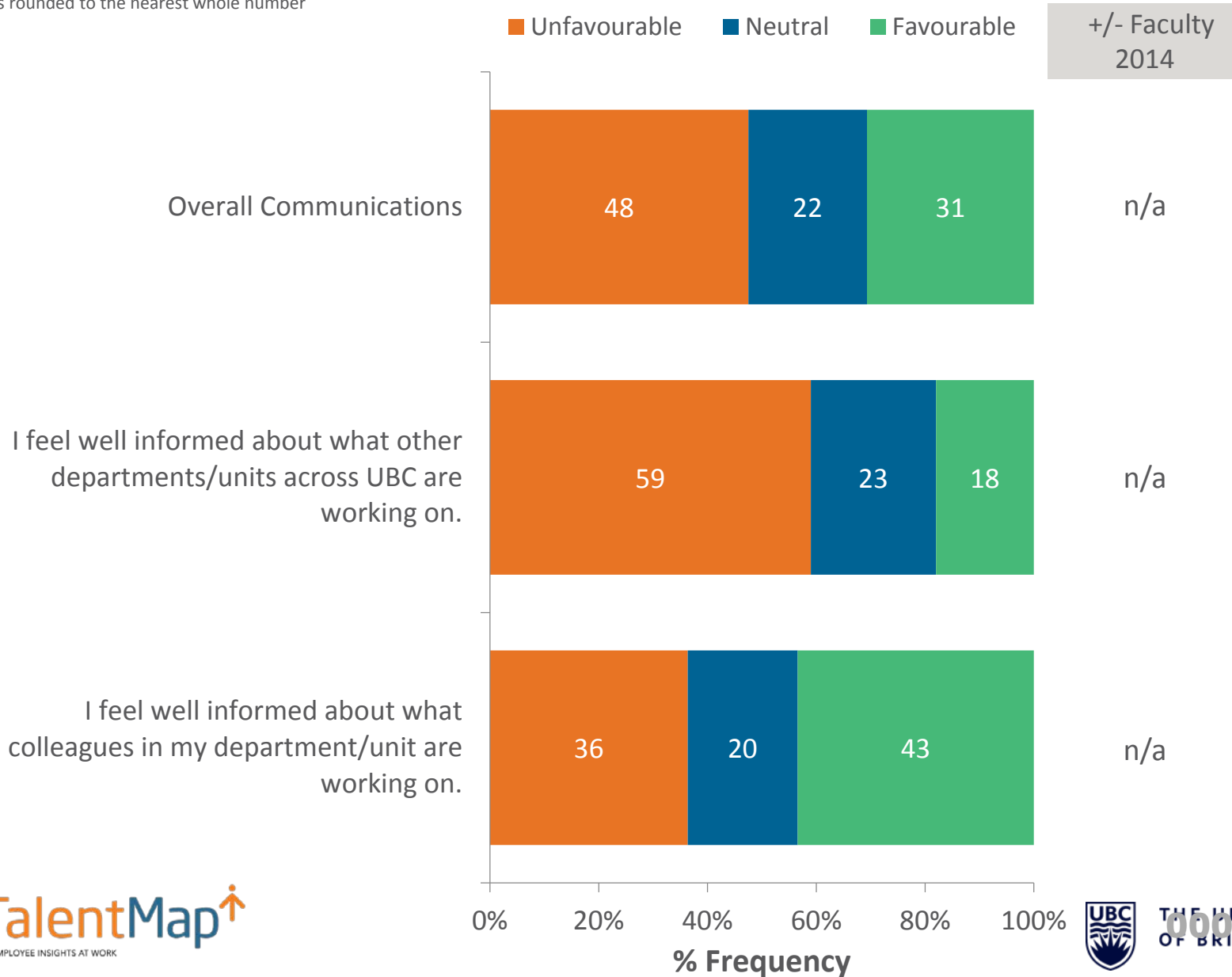


712 respondents selected a theme for this comment

How could UBC better support your work/life integration?

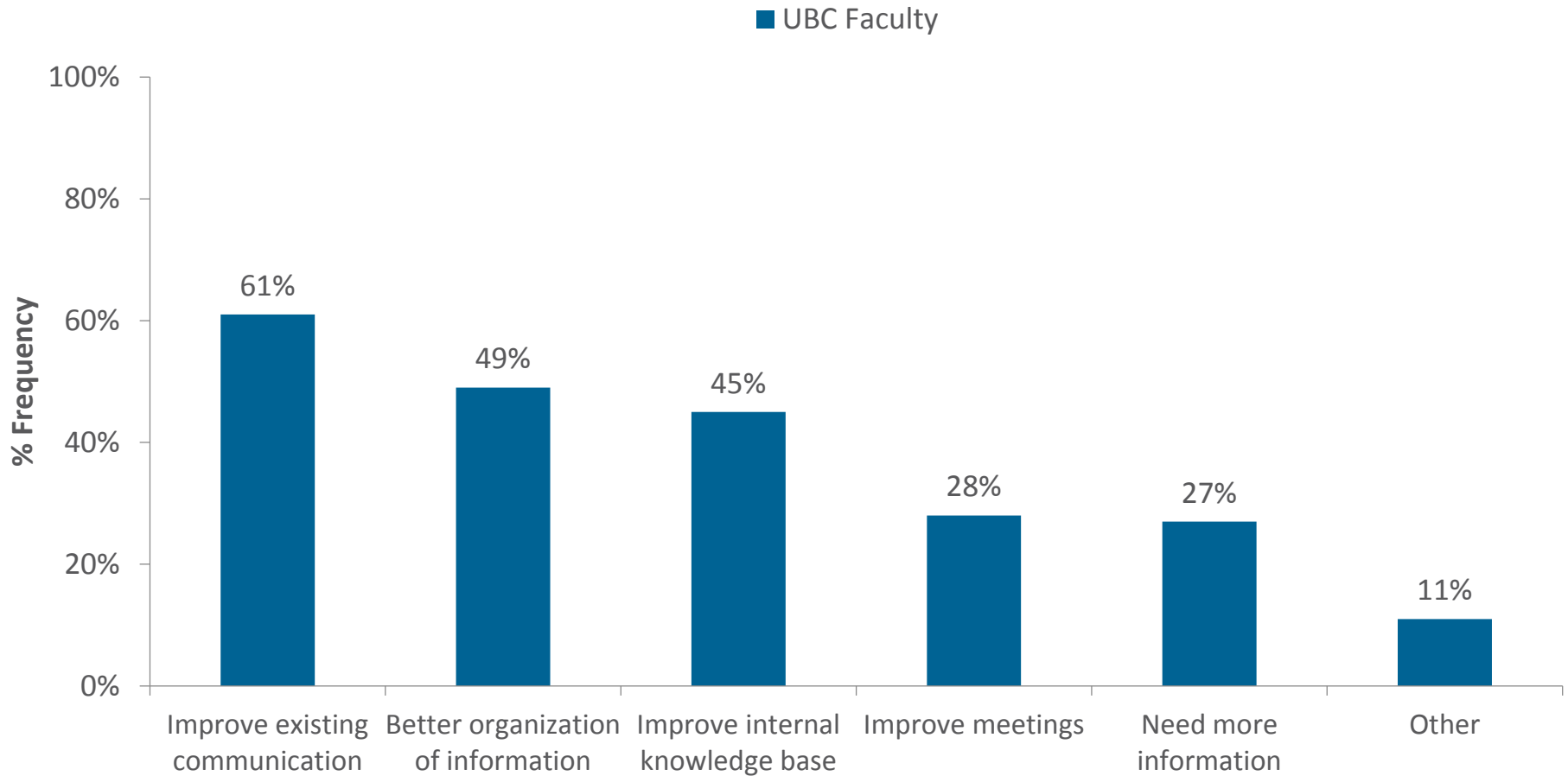


Data is rounded to the nearest whole number

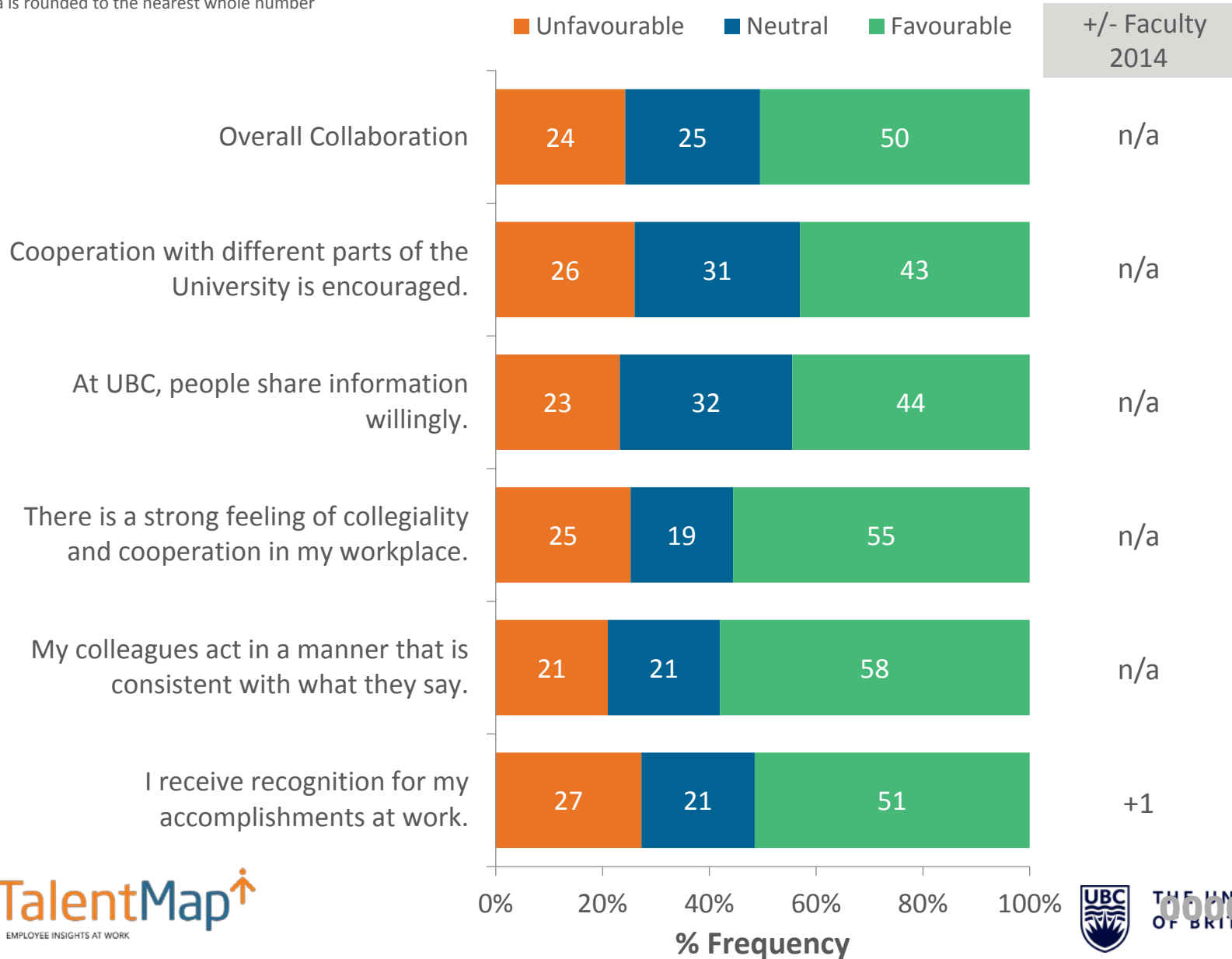


582 respondents selected a theme for this comment

How could communication be improved at UBC?

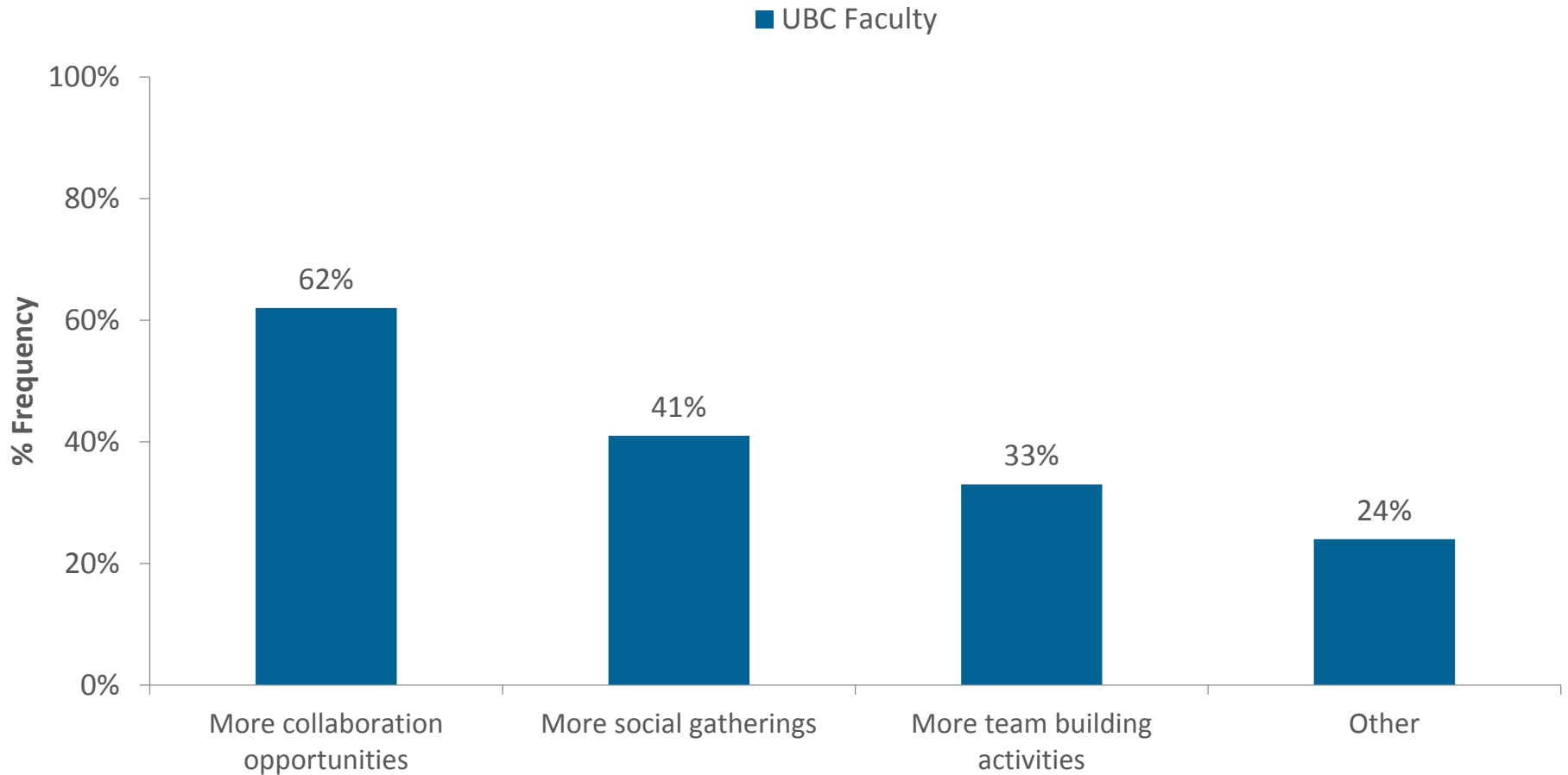


Data is rounded to the nearest whole number

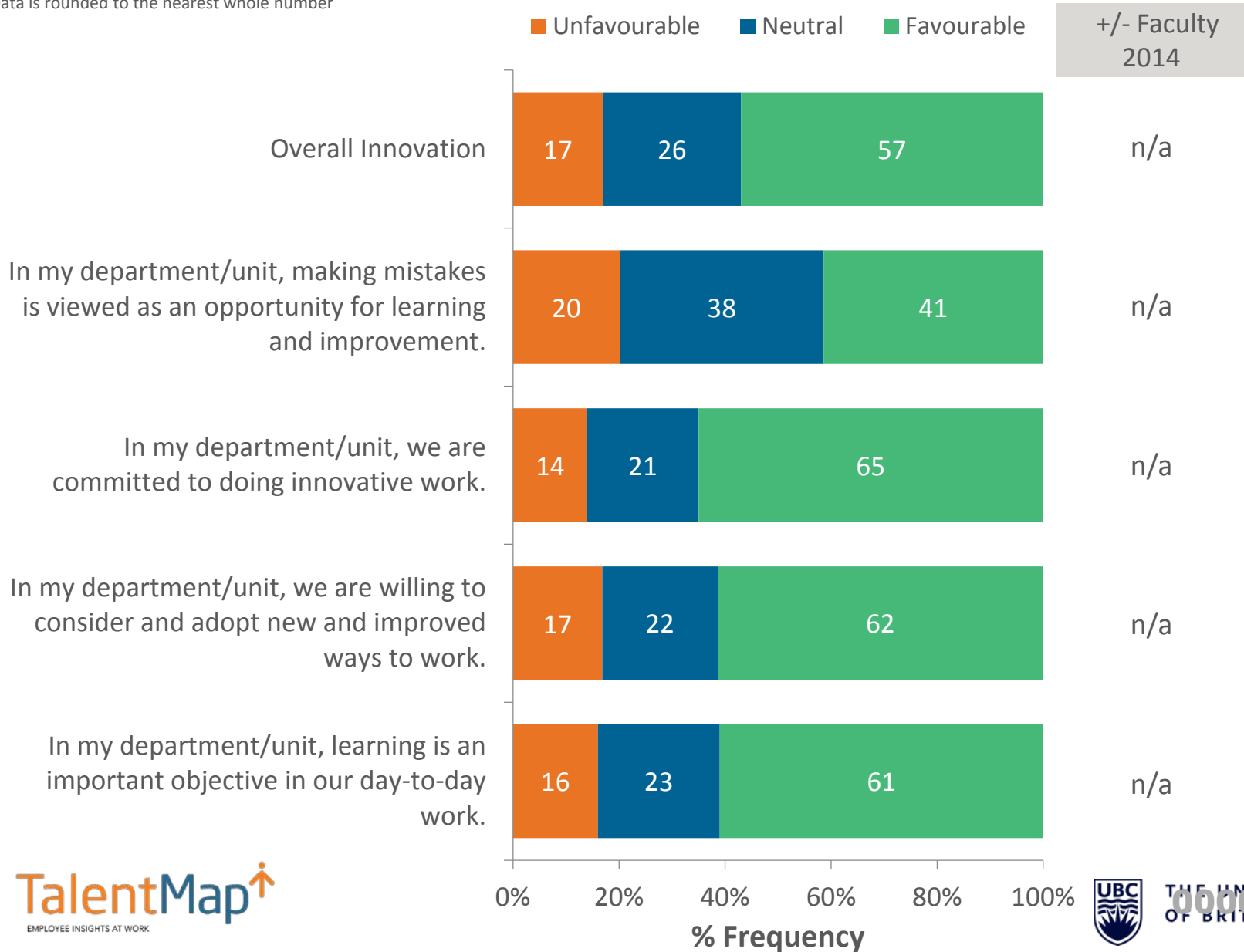


525 respondents selected a theme for this comment

How could UBC improve collaboration?

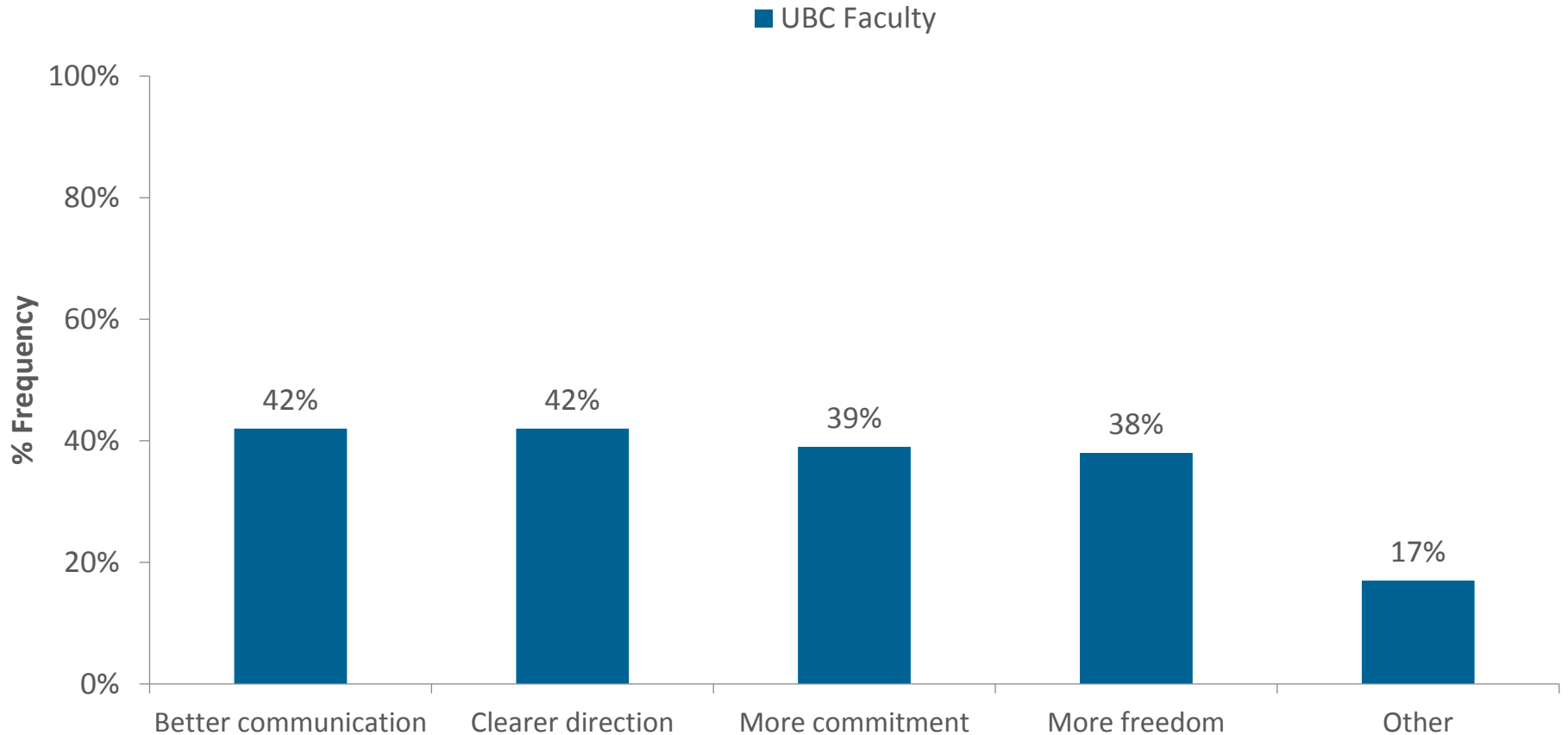


Data is rounded to the nearest whole number



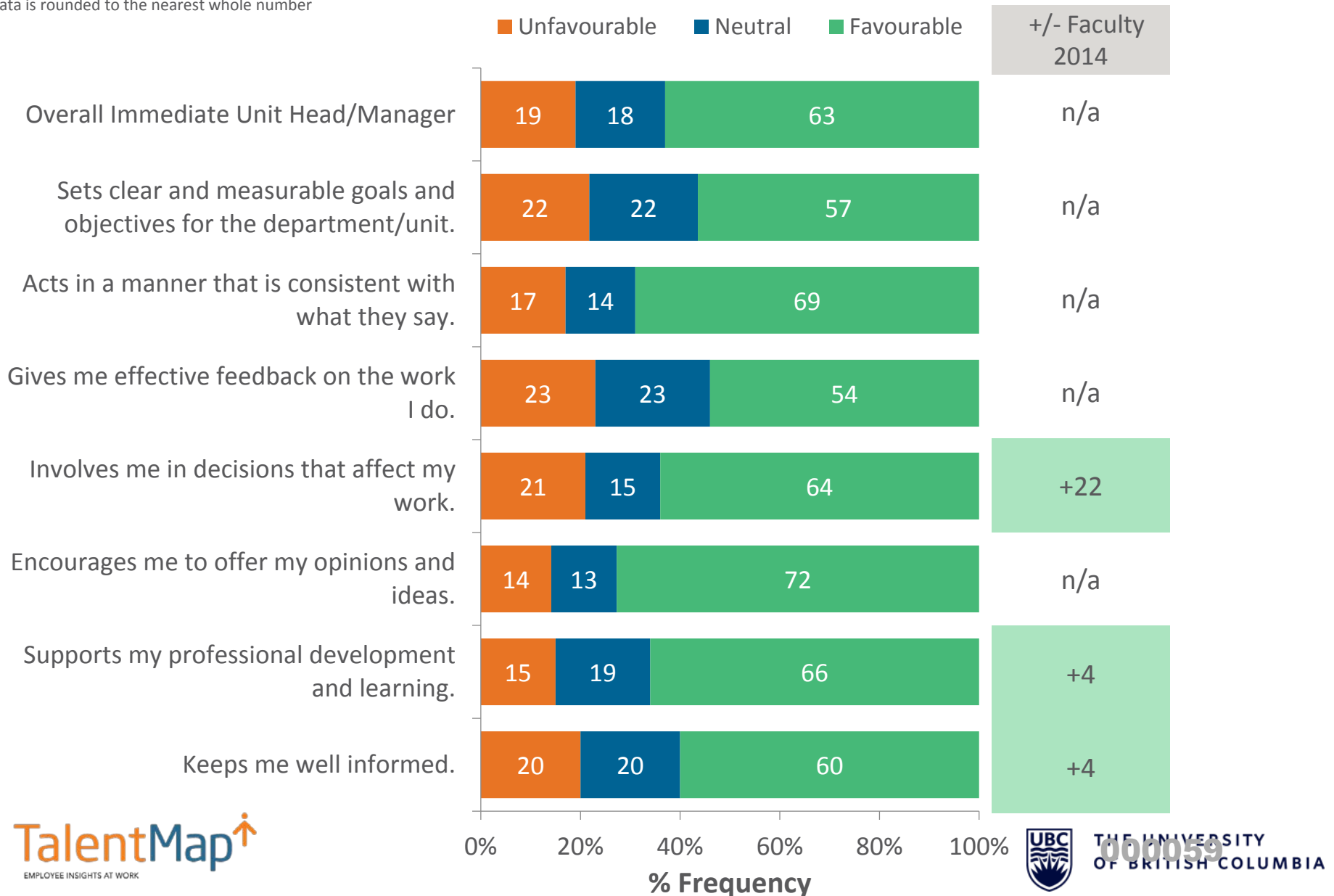
428 respondents selected a theme for this comment

How could UBC improve innovation?



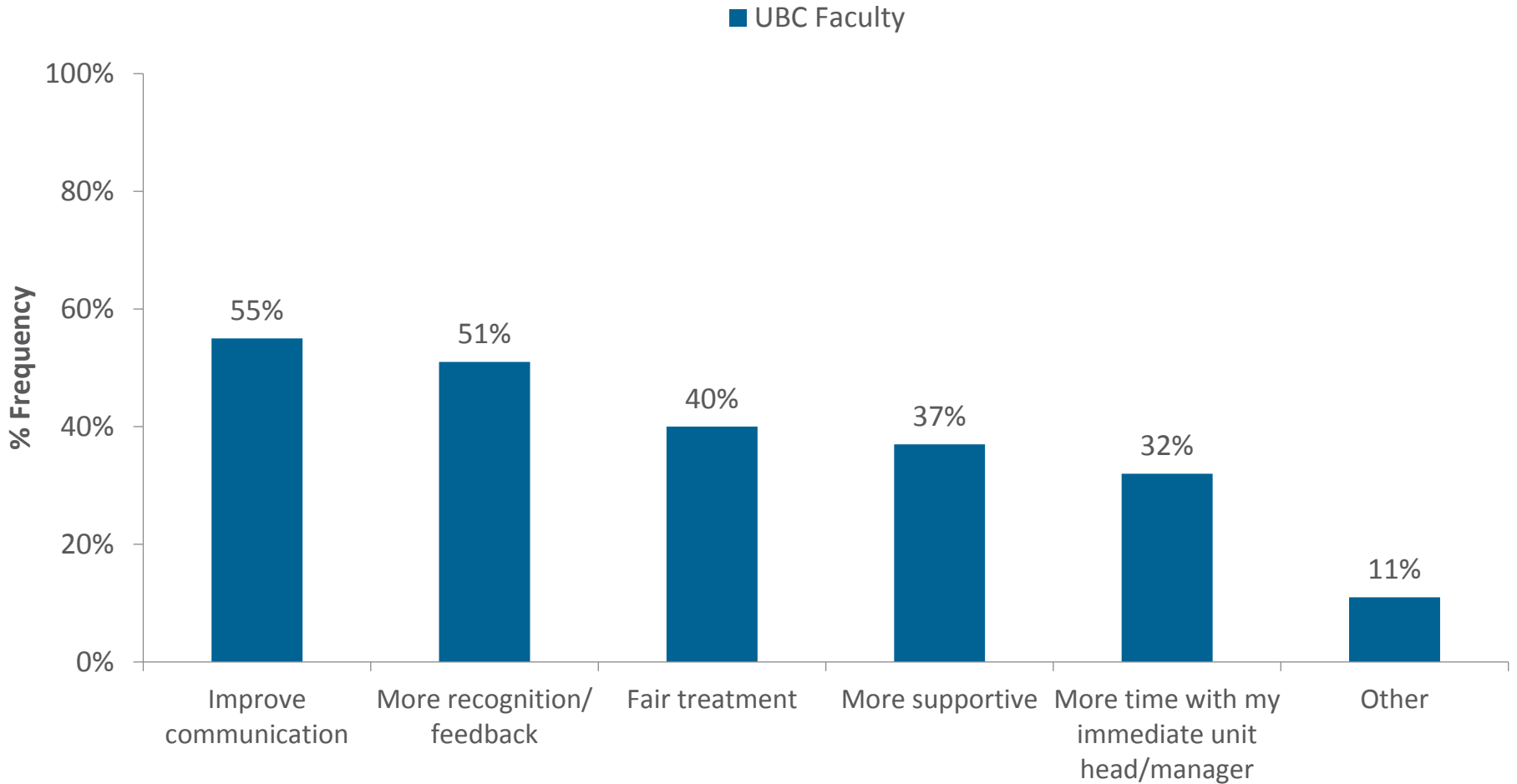
IMMEDIATE UNIT HEAD/MANAGER

Data is rounded to the nearest whole number

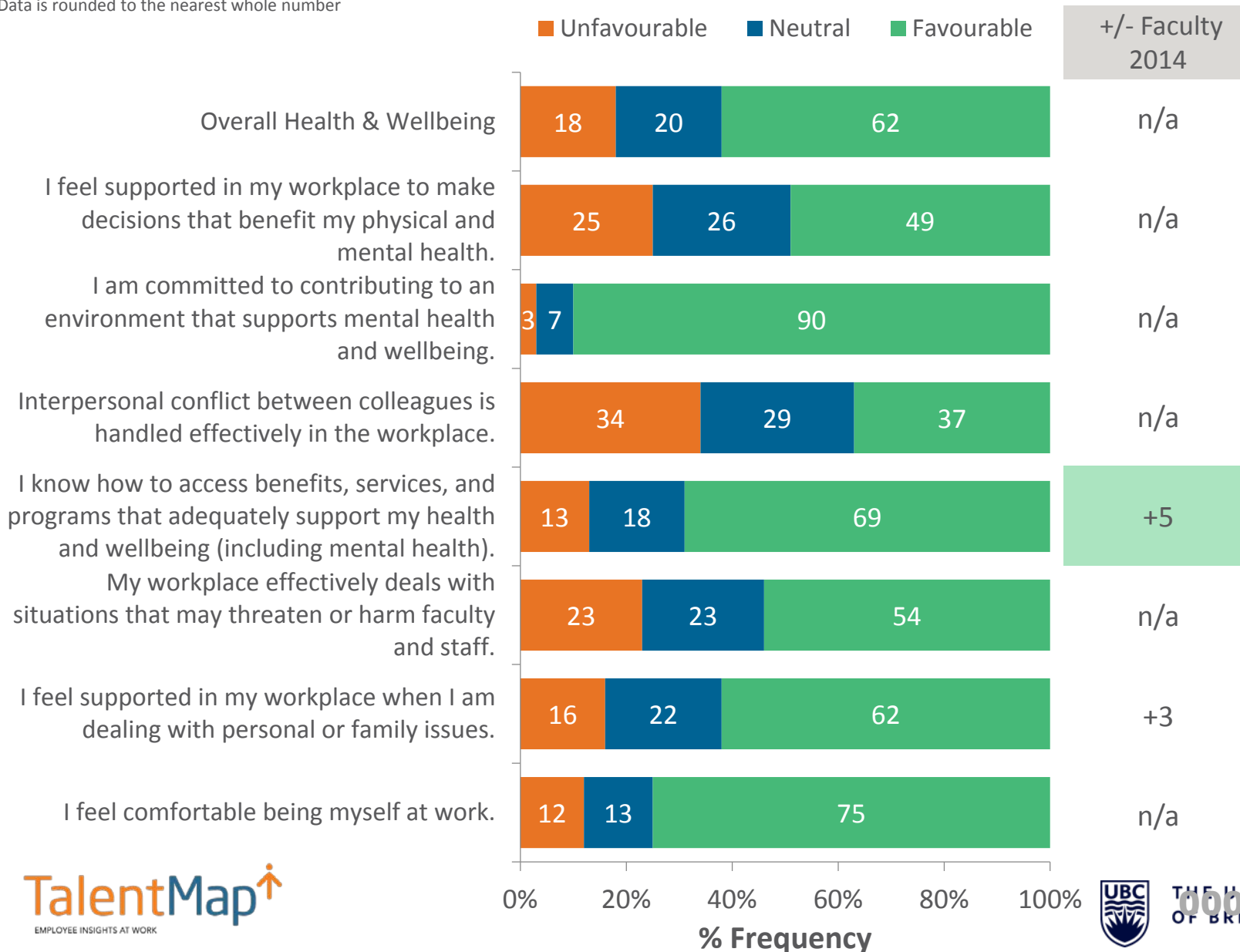


456 respondents selected a theme for this comment

How could you and your immediate unit head/manager improve your work relationship?



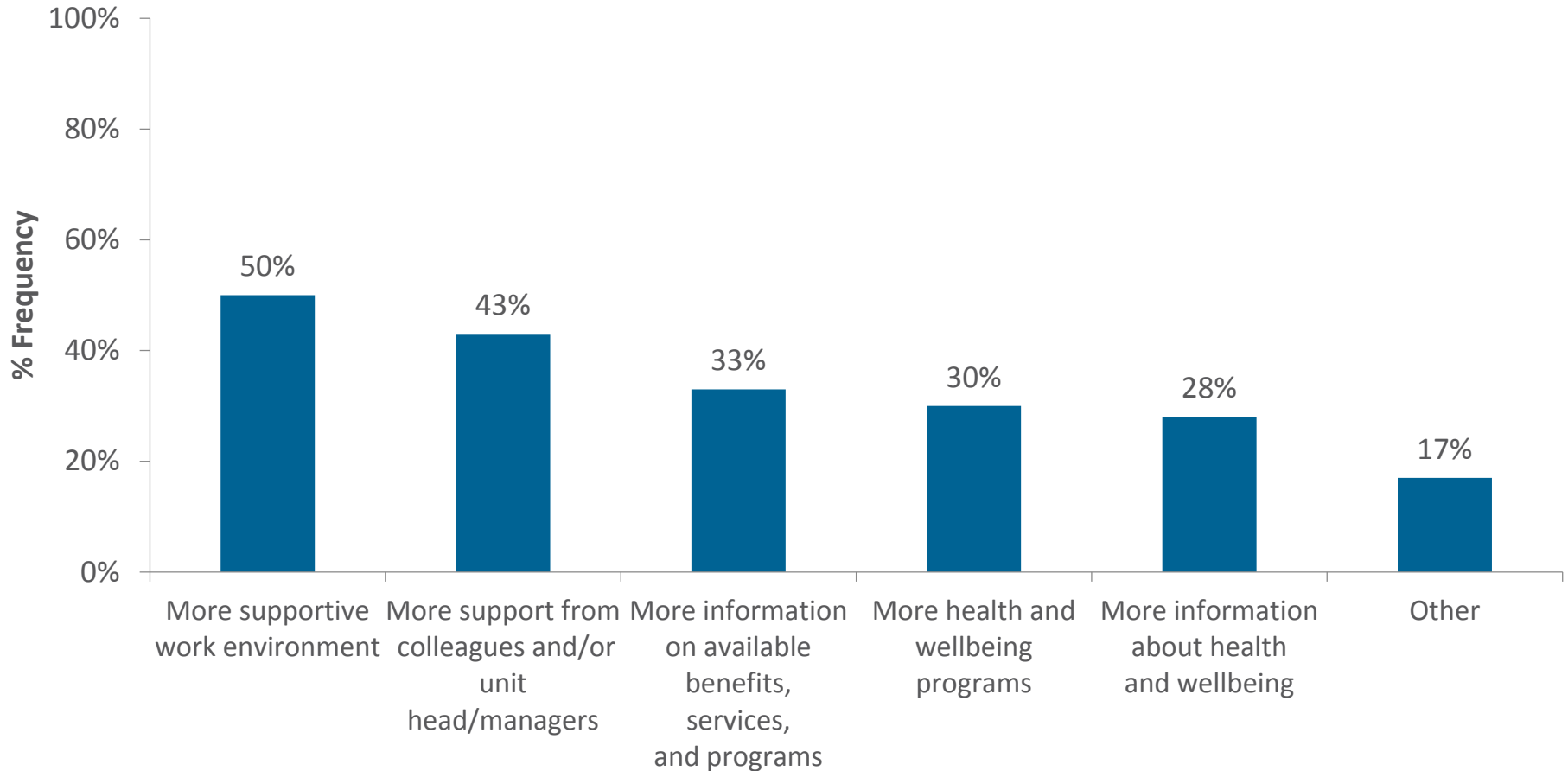
Data is rounded to the nearest whole number



397 respondents selected a theme for this comment

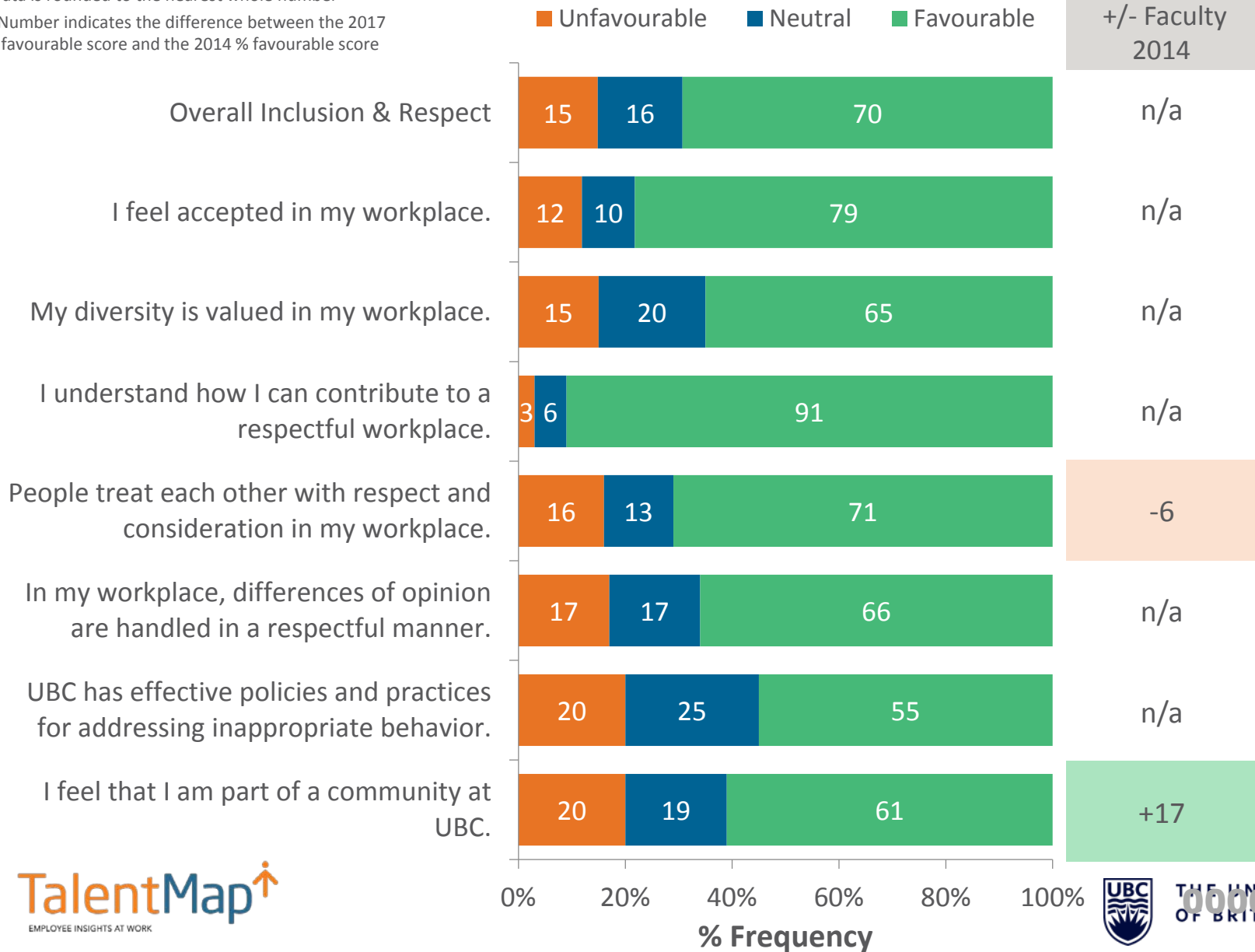
How could UBC improve its focus on health and wellbeing (including mental health)?

■ UBC Faculty



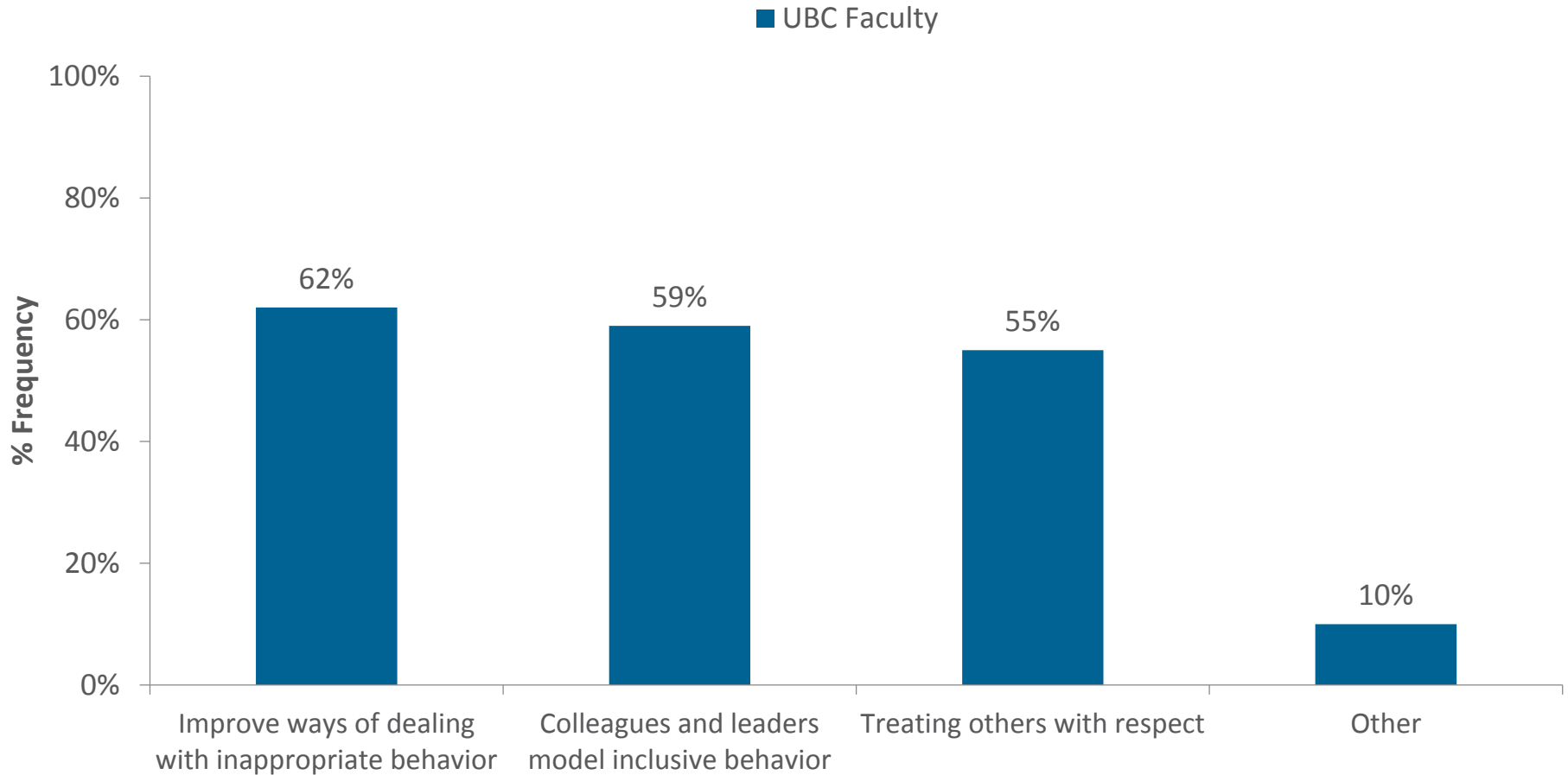
INCLUSION & RESPECT

Data is rounded to the nearest whole number
 * Number indicates the difference between the 2017 % favourable score and the 2014 % favourable score



378 respondents selected a theme for this comment

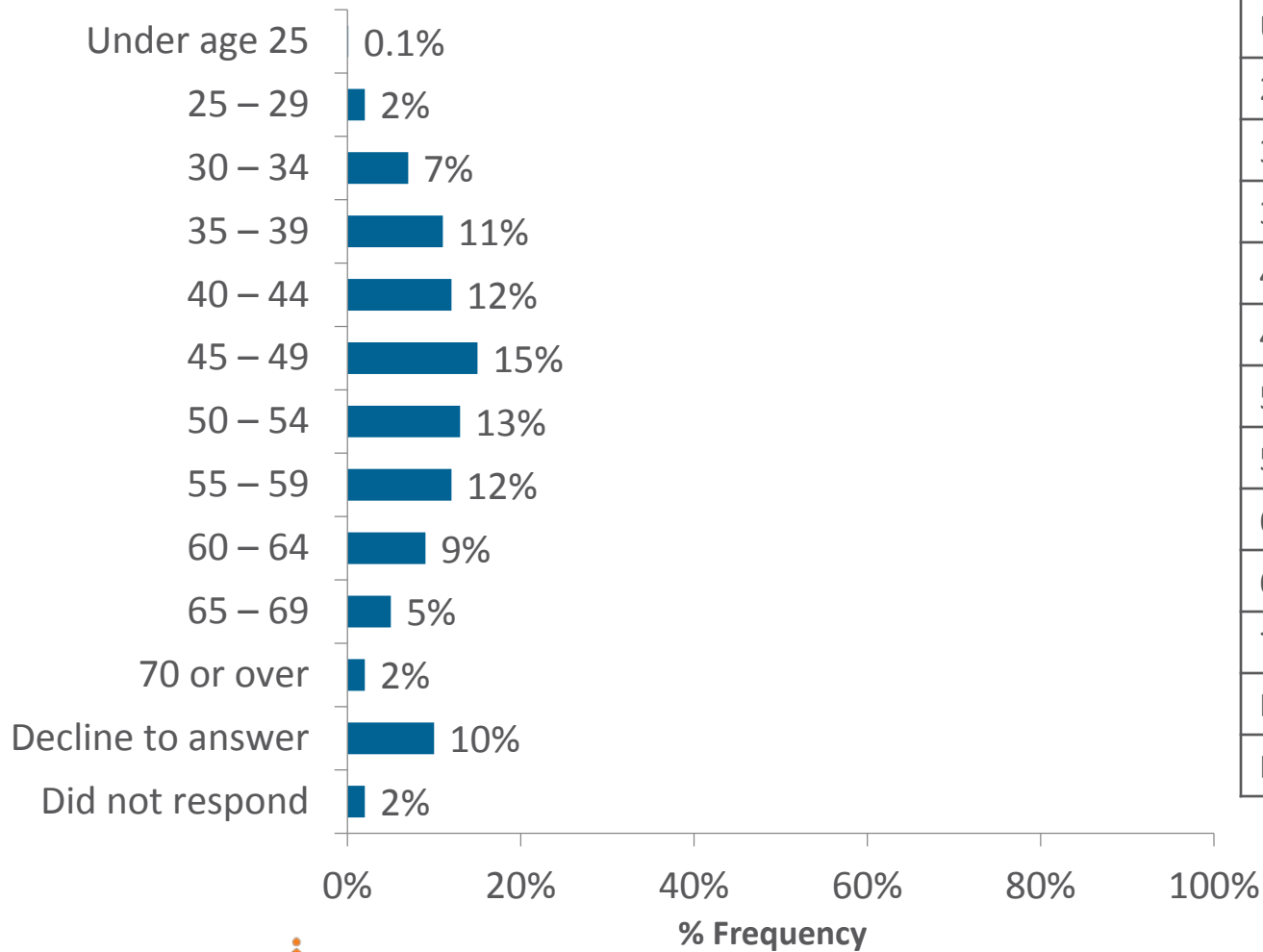
How could inclusion and respect be improved at UBC?



DEMOGRAPHICS

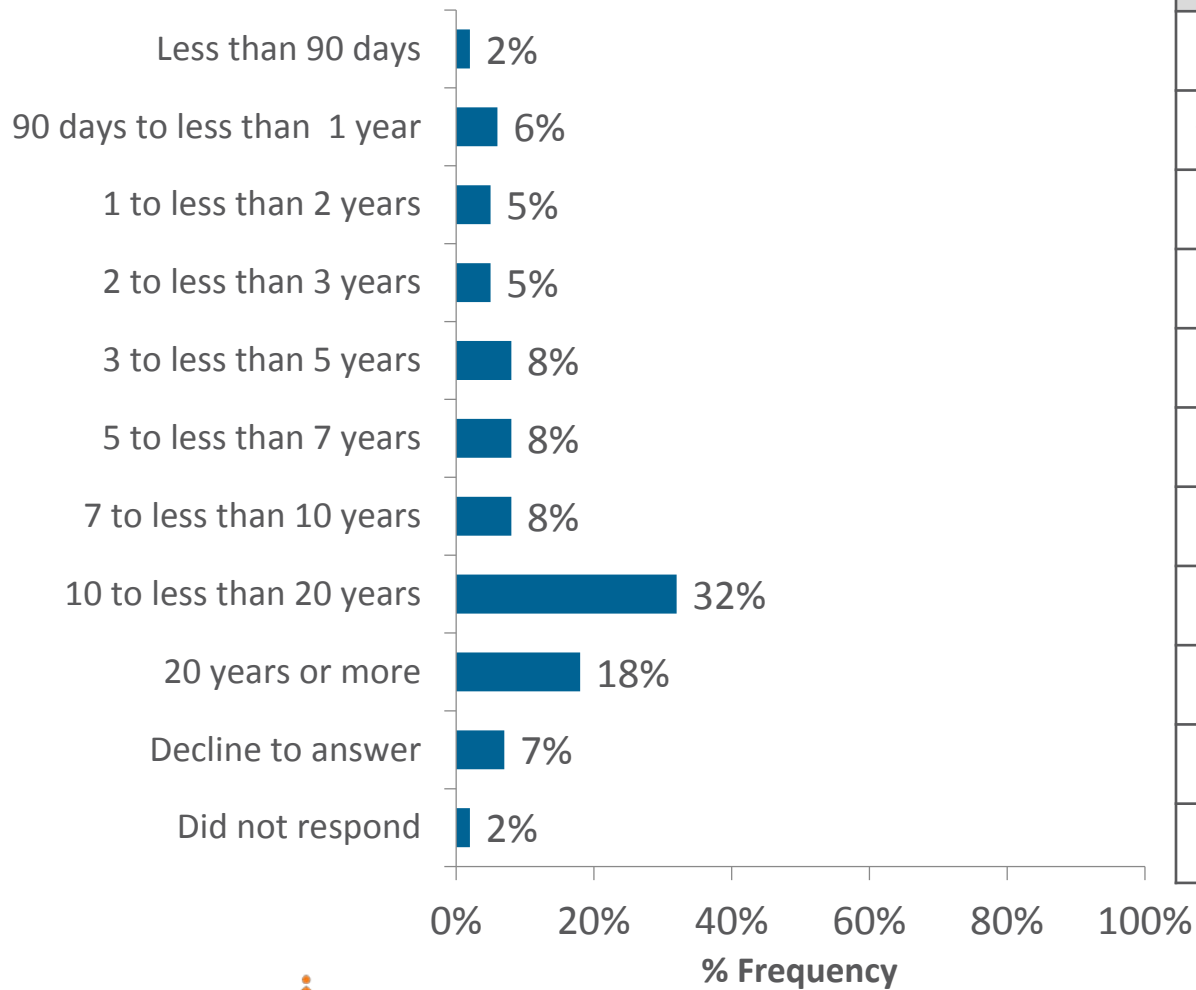


■ UBC Faculty



| Value | Count |
|-------------------|-------|
| Under age 25 | 2 |
| 25 – 29 | 23 |
| 30 – 34 | 99 |
| 35 – 39 | 155 |
| 40 – 44 | 168 |
| 45 – 49 | 208 |
| 50 – 54 | 177 |
| 55 – 59 | 174 |
| 60 – 64 | 132 |
| 65 – 69 | 69 |
| 70 or over | 30 |
| Decline to answer | 145 |
| Did not respond | 33 |

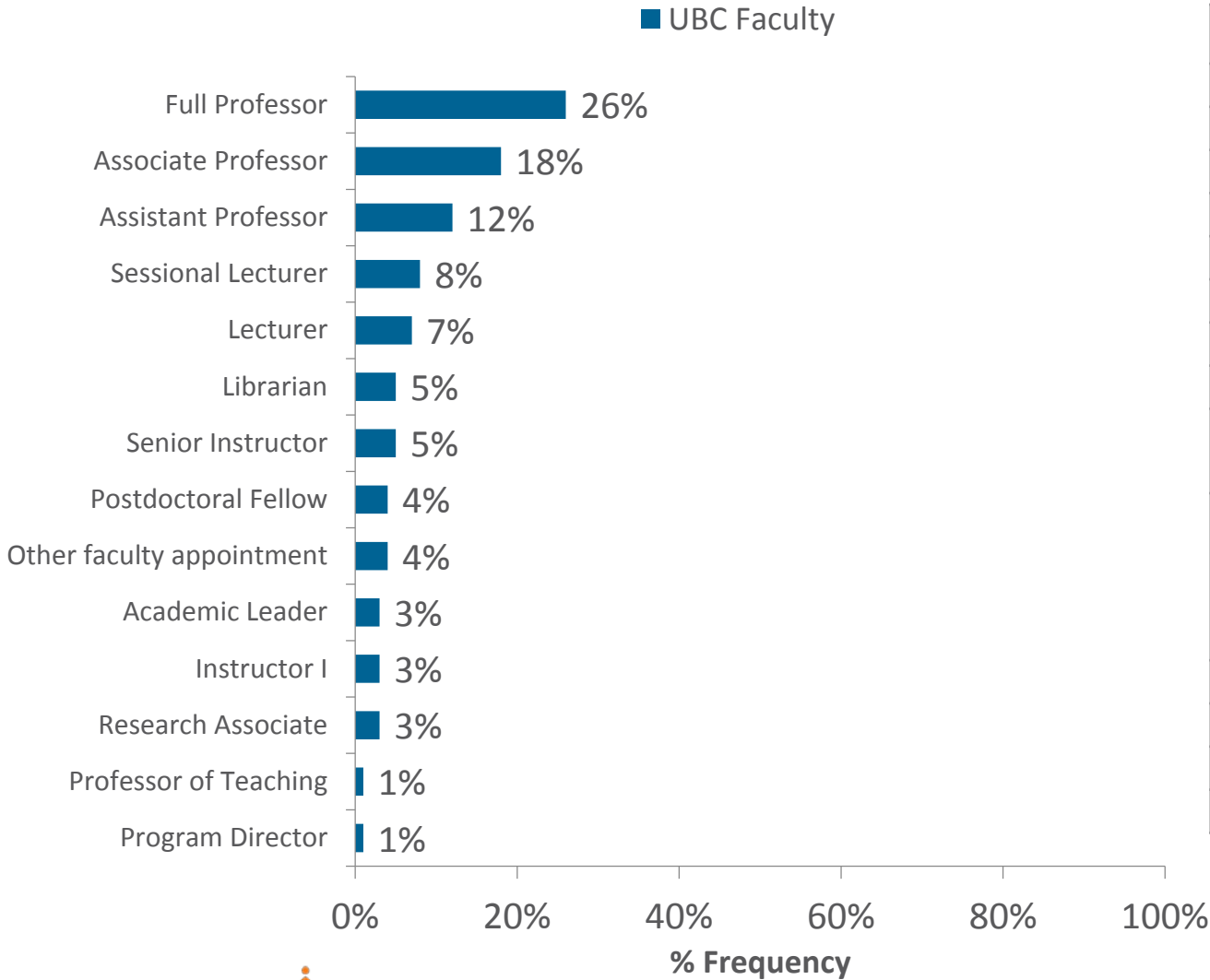
■ UBC Faculty



| Value | Count |
|-----------------------------|-------|
| Less than 90 days | 23 |
| 90 days to less than 1 year | 79 |
| 1 to less than 2 years | 64 |
| 2 to less than 3 years | 69 |
| 3 to less than 5 years | 109 |
| 5 to less than 7 years | 112 |
| 7 to less than 10 years | 120 |
| 10 to less than 20 years | 451 |
| 20 years or more | 250 |
| Decline to answer | 104 |
| Did not respond | 34 |

FACULTY – EMPLOYMENT CATEGORY PROFILE

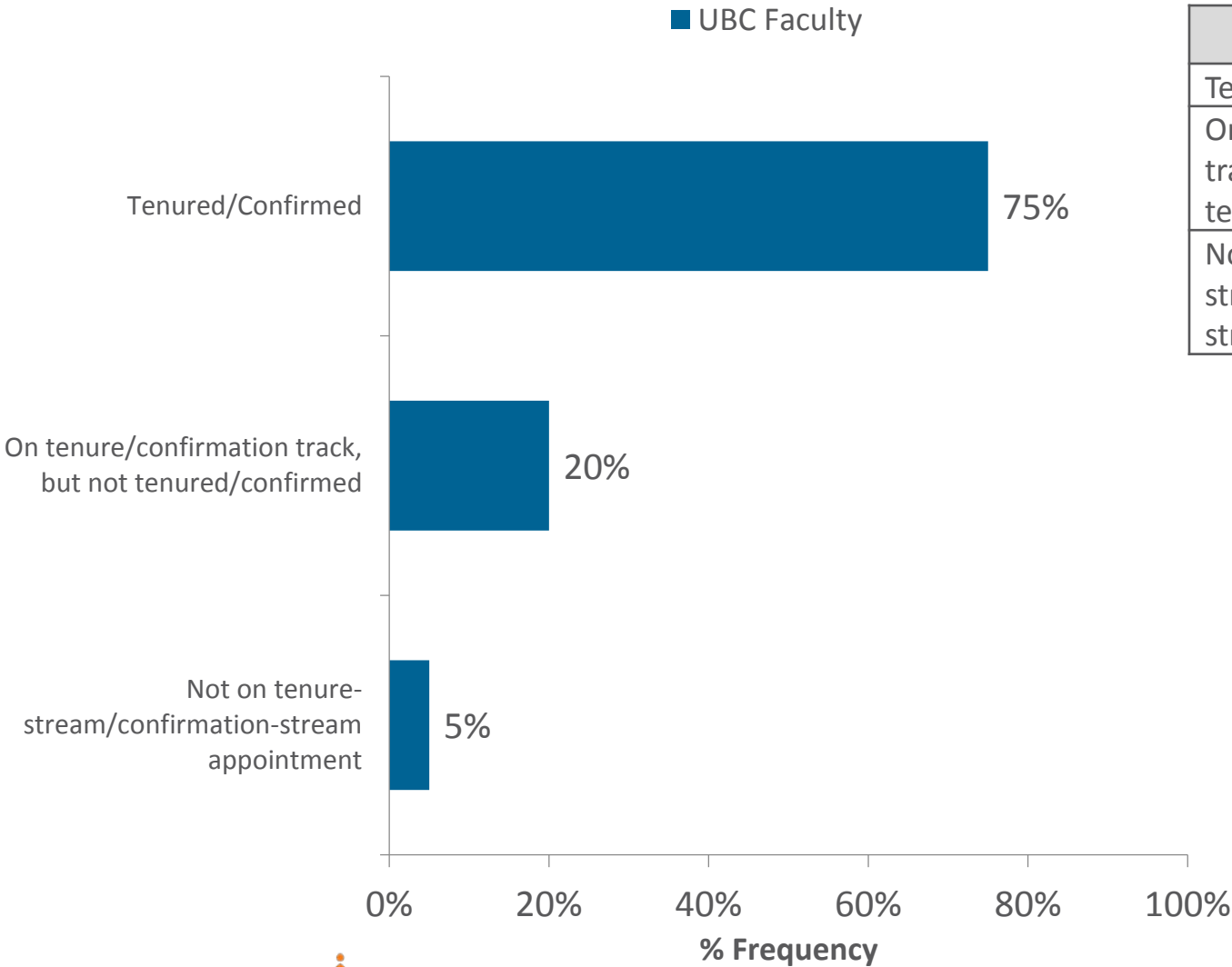
Note: This question was only completed by tenure-stream faculty



| Value | Count |
|---|-------|
| Full Professor | 372 |
| Associate Professor | 259 |
| Assistant Professor | 166 |
| Sessional Lecturer | 112 |
| Lecturer | 102 |
| Librarian | 65 |
| Senior Instructor | 64 |
| Postdoctoral Fellow | 60 |
| Other faculty appointment | 56 |
| Academic Leader (Dean, Associate Dean, Department Head, etc.) | 48 |
| Instructor I | 44 |
| Research Associate | 41 |
| Professor of Teaching | 14 |
| Program Director | 12 |

FACULTY – TENURE/CONFIRMATION STATUS PROFILE

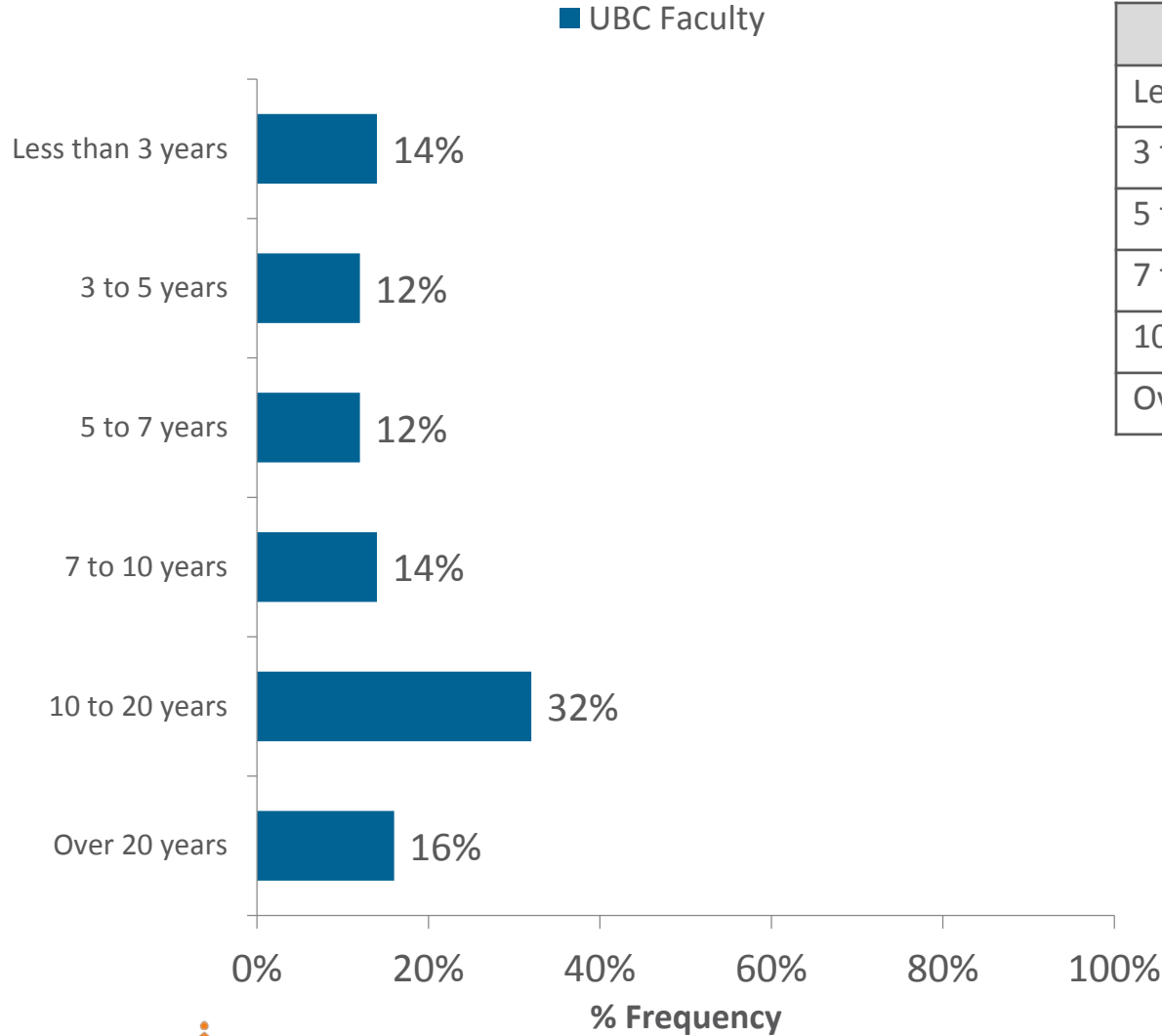
Note: This question was only completed by tenure-stream faculty



| Value | Count |
|---|-------|
| Tenured/Confirmed | 372 |
| On tenure/confirmation track, but not tenured/confirmed | 259 |
| Not on tenure-stream/confirmation-stream appointment | 166 |

FACULTY – WHEN RECEIVED TENURE/CONFIRMATION PROFILE

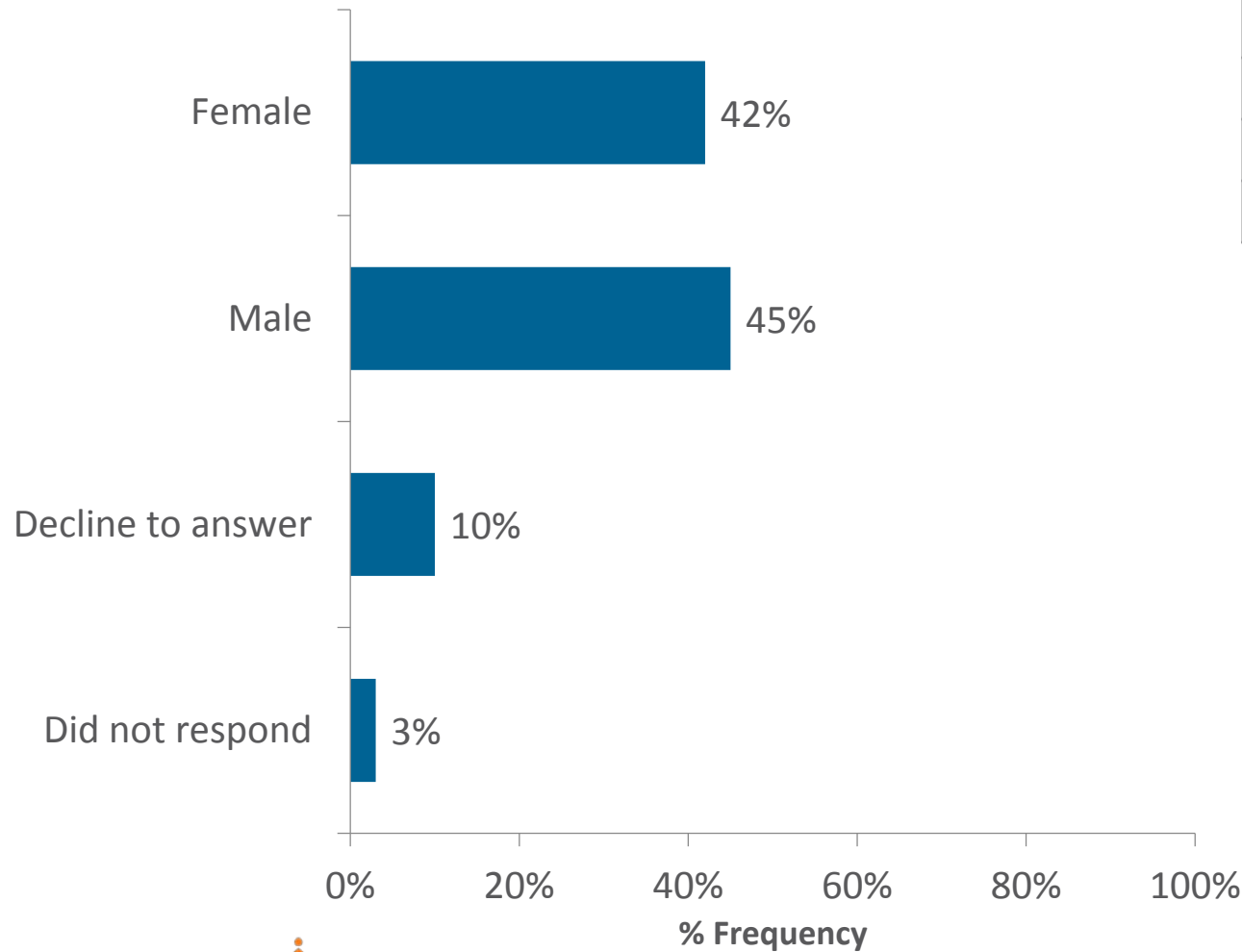
Note: This question was only completed by tenure-stream faculty



| Value | Count |
|-------------------|-------|
| Less than 3 years | 107 |
| 3 to 5 years | 92 |
| 5 to 7 years | 91 |
| 7 to 10 years | 101 |
| 10 to 20 years | 236 |
| Over 20 years | 120 |

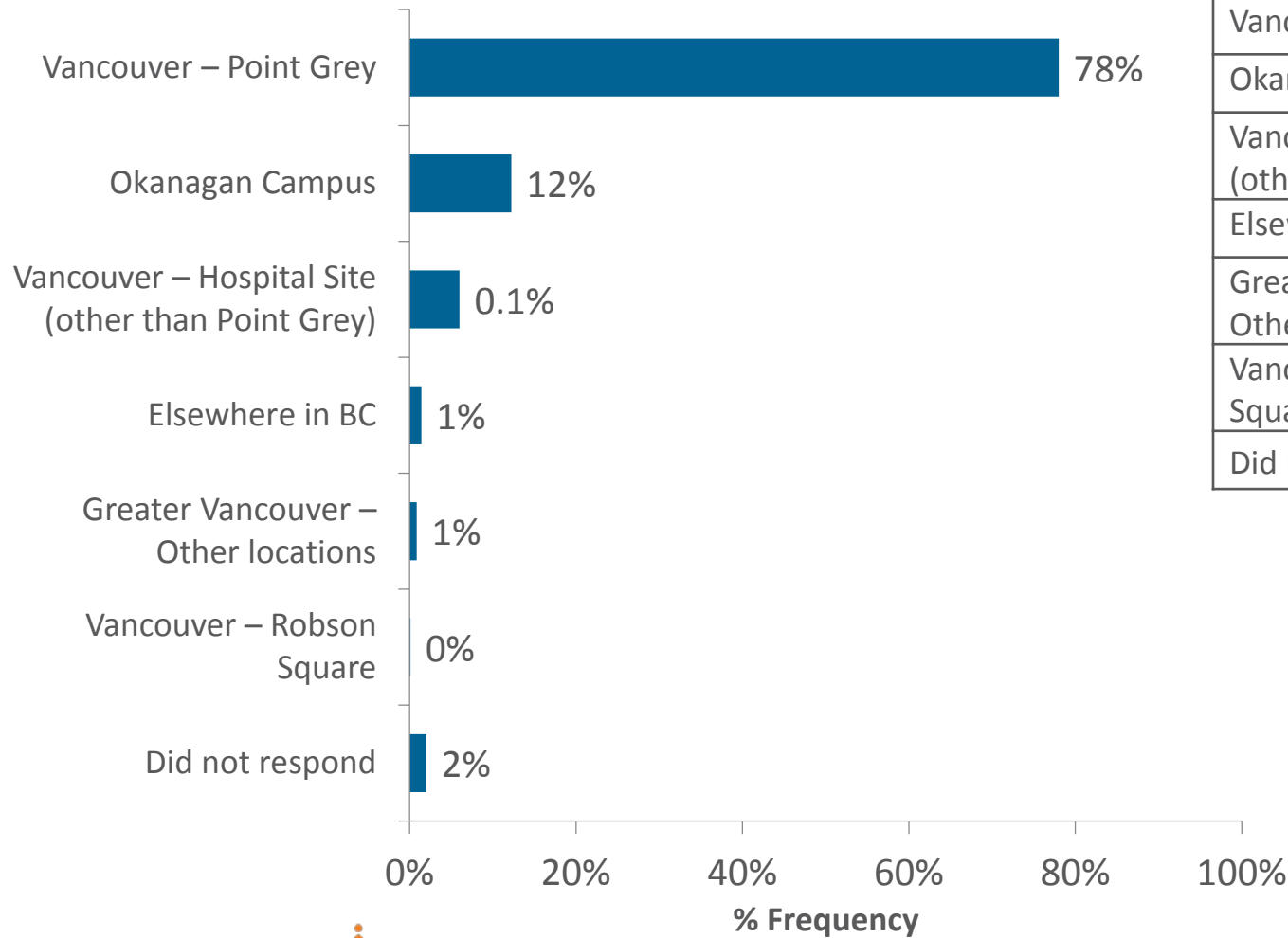
For the purpose of employment equity, do you consider yourself male or female?

■ UBC Faculty



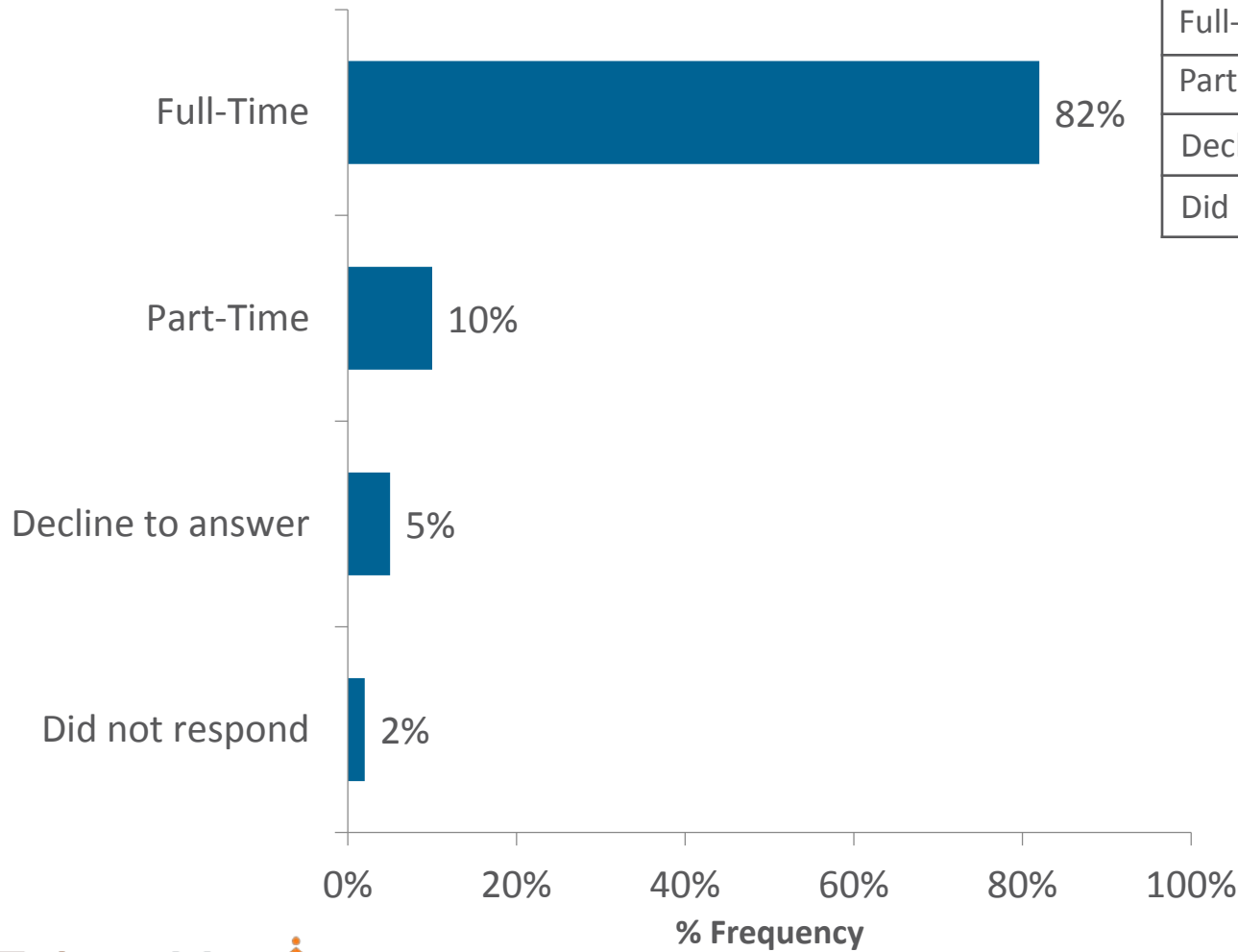
| Value | Count |
|-------------------|-------|
| Female | 593 |
| Male | 631 |
| Decline to answer | 146 |
| Did not respond | 45 |

■ UBC Faculty



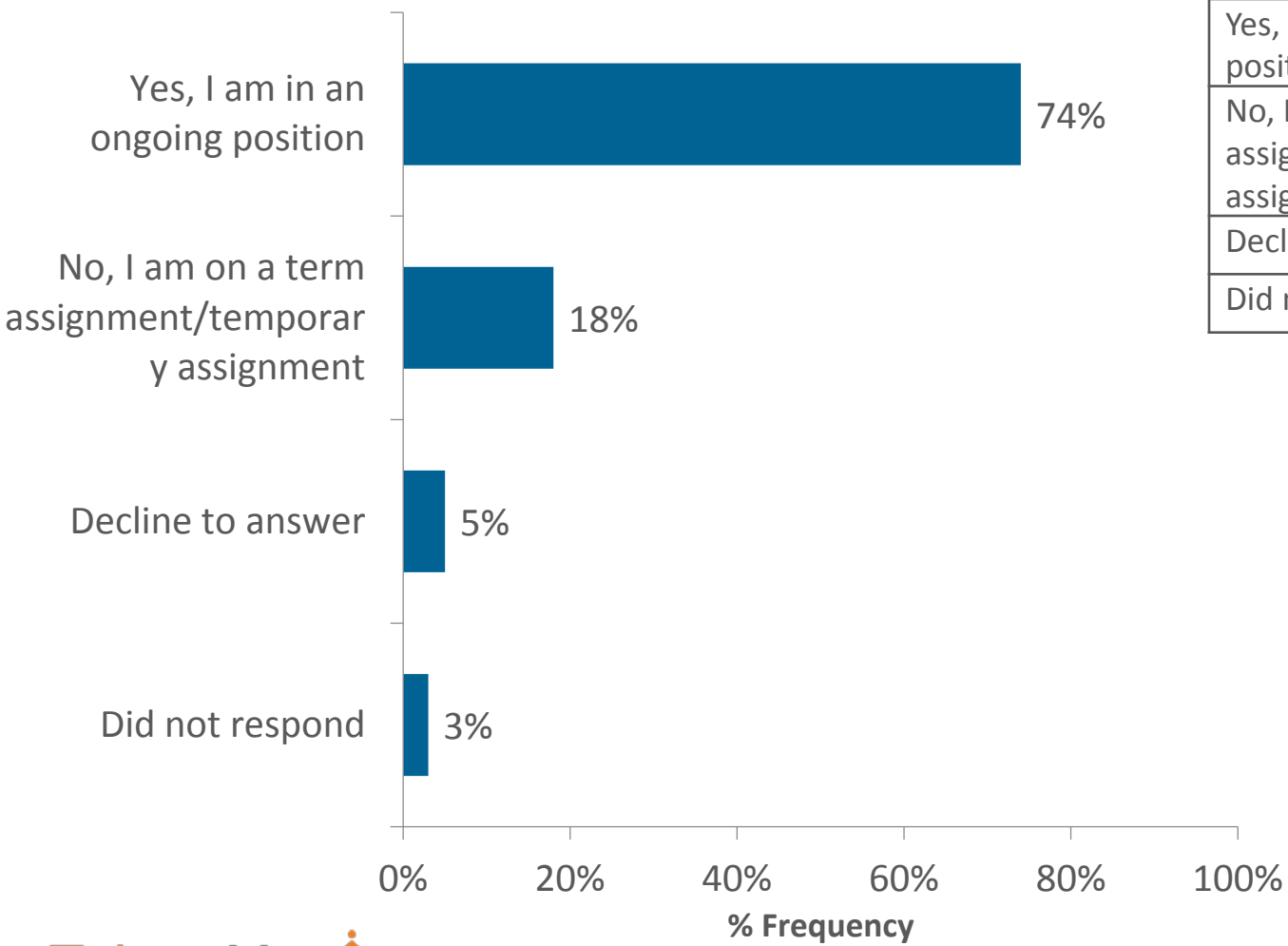
| Value | Count |
|---|-------|
| Vancouver – Point Grey | 1100 |
| Okanagan Campus | 173 |
| Vancouver – Hospital Site (other than Point Grey) | 81 |
| Elsewhere in BC | 20 |
| Greater Vancouver – Other locations | 12 |
| Vancouver – Robson Square | 2 |
| Did not respond | 27 |

■ UBC Faculty



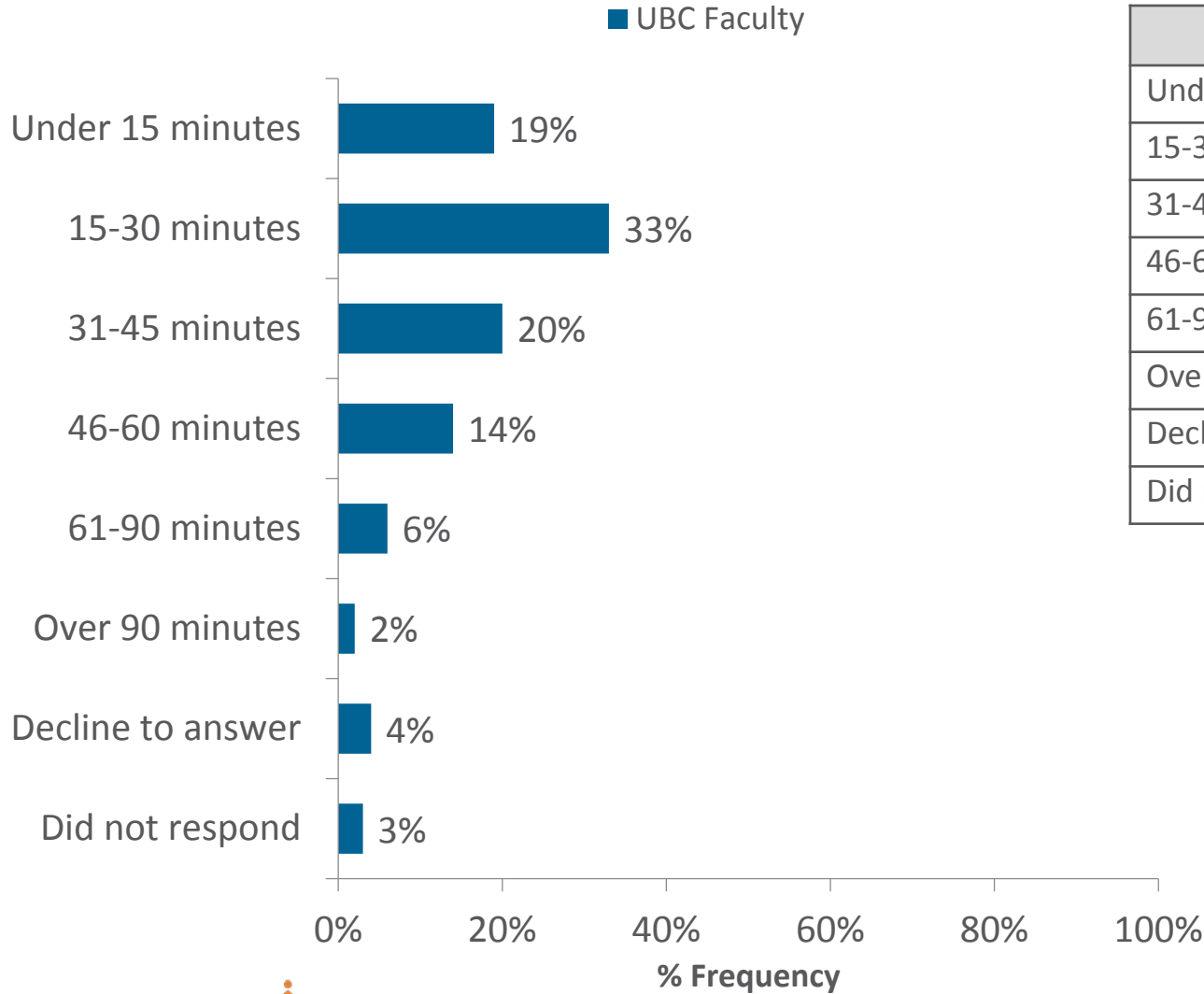
| Value | Count |
|-------------------|-------|
| Full-Time | 1167 |
| Part-Time | 141 |
| Decline to answer | 73 |
| Did not respond | 34 |

■ UBC Faculty



| Value | Count |
|--|-------|
| Yes, I am in an ongoing position | 1048 |
| No, I am on a term assignment/temporary assignment | 253 |
| Decline to answer | 76 |
| Did not respond | 38 |

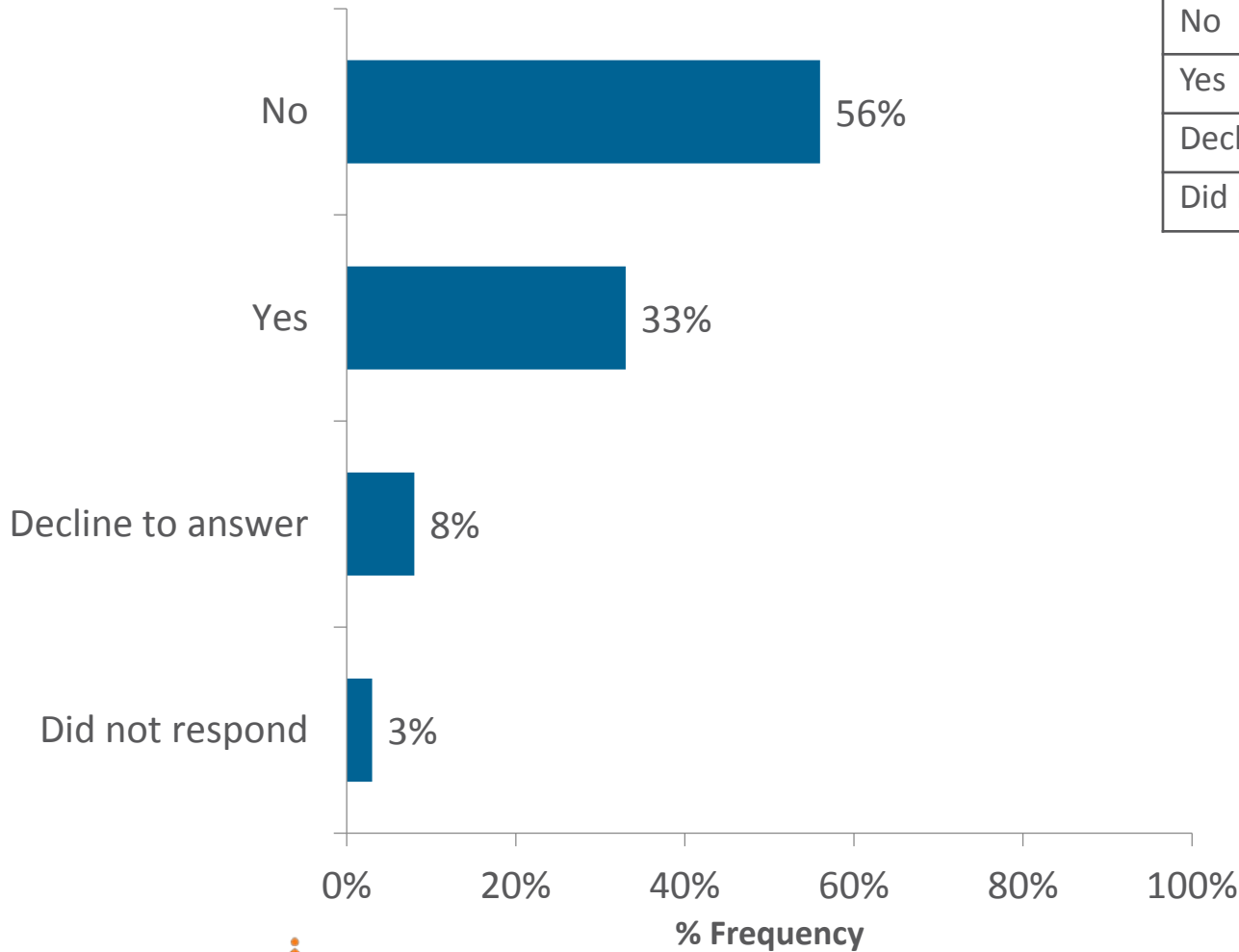
On average, how long is your one-way commute to work?



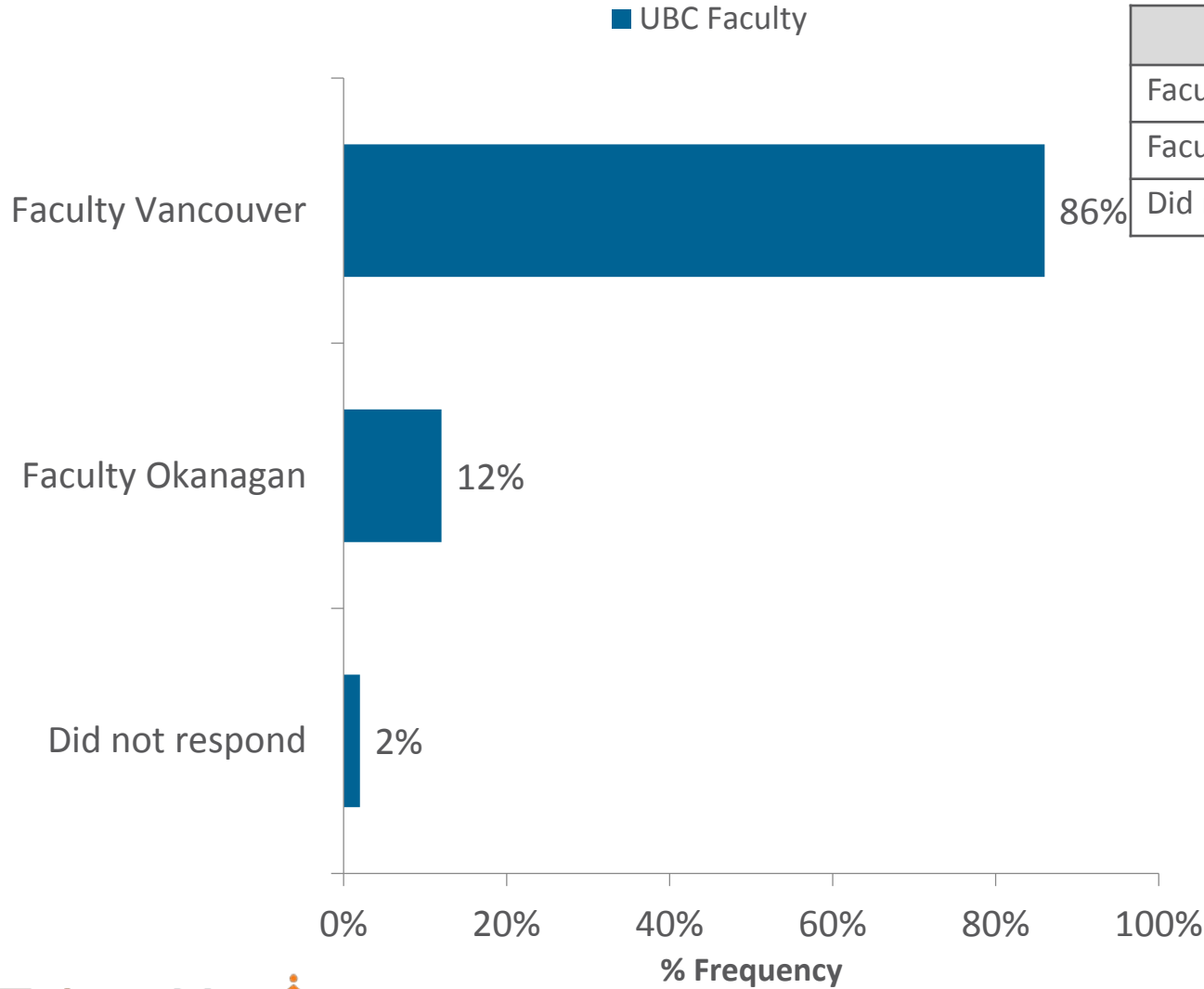
| Value | Count |
|-------------------|-------|
| Under 15 minutes | 265 |
| 15-30 minutes | 463 |
| 31-45 minutes | 280 |
| 46-60 minutes | 192 |
| 61-90 minutes | 91 |
| Over 90 minutes | 33 |
| Decline to answer | 53 |
| Did not respond | 38 |

Do you have faculty or staff reporting to you?

■ UBC Faculty



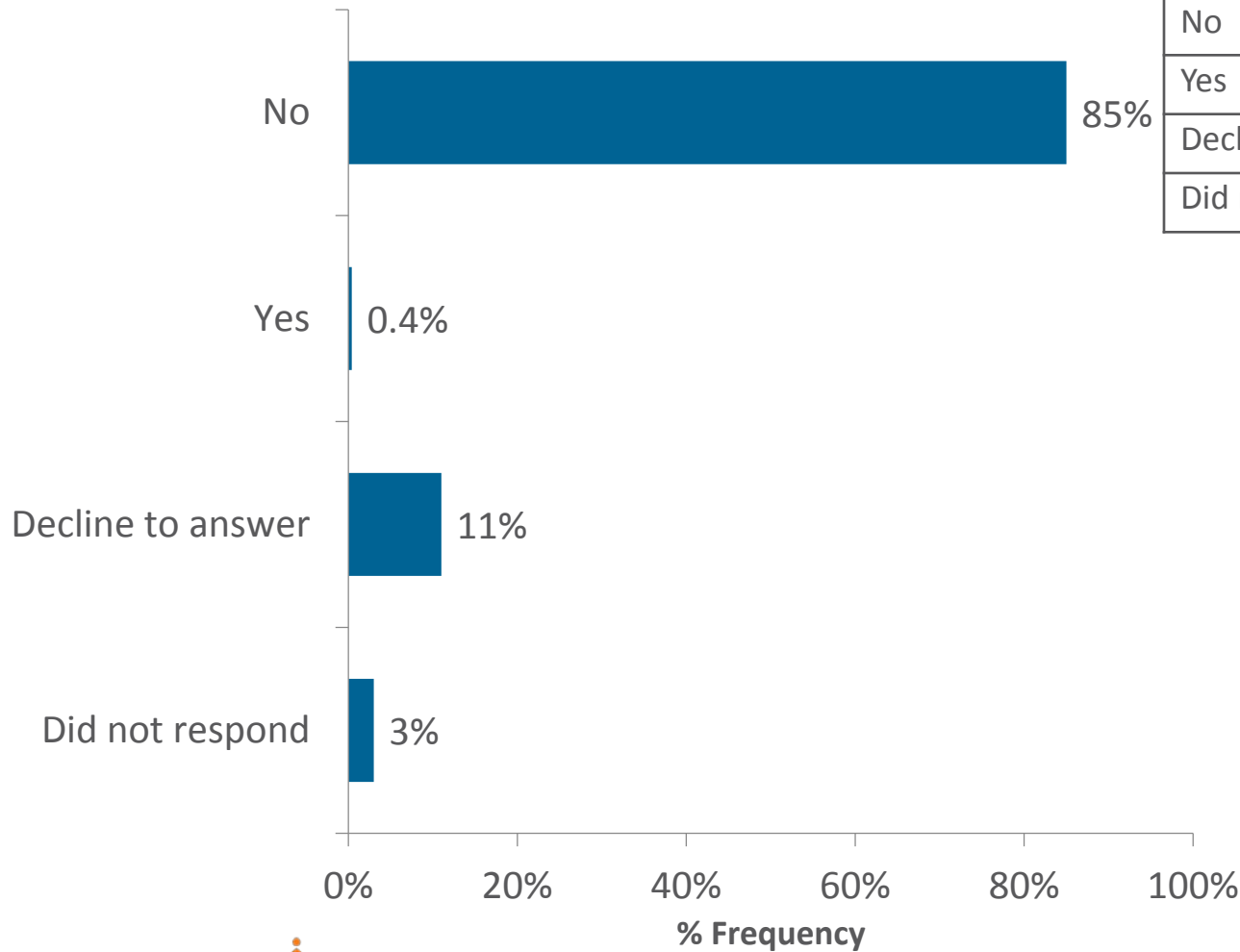
| Value | Count |
|-------------------|-------|
| No | 796 |
| Yes | 468 |
| Decline to answer | 113 |
| Did not respond | 38 |



| Value | Count |
|-------------------|-------|
| Faculty Vancouver | 1215 |
| Faculty Okanagan | 173 |
| Did not respond | 27 |

Do you self-identify as a person who is Trans, Transgender, Gender non-conforming, or an analogous term?

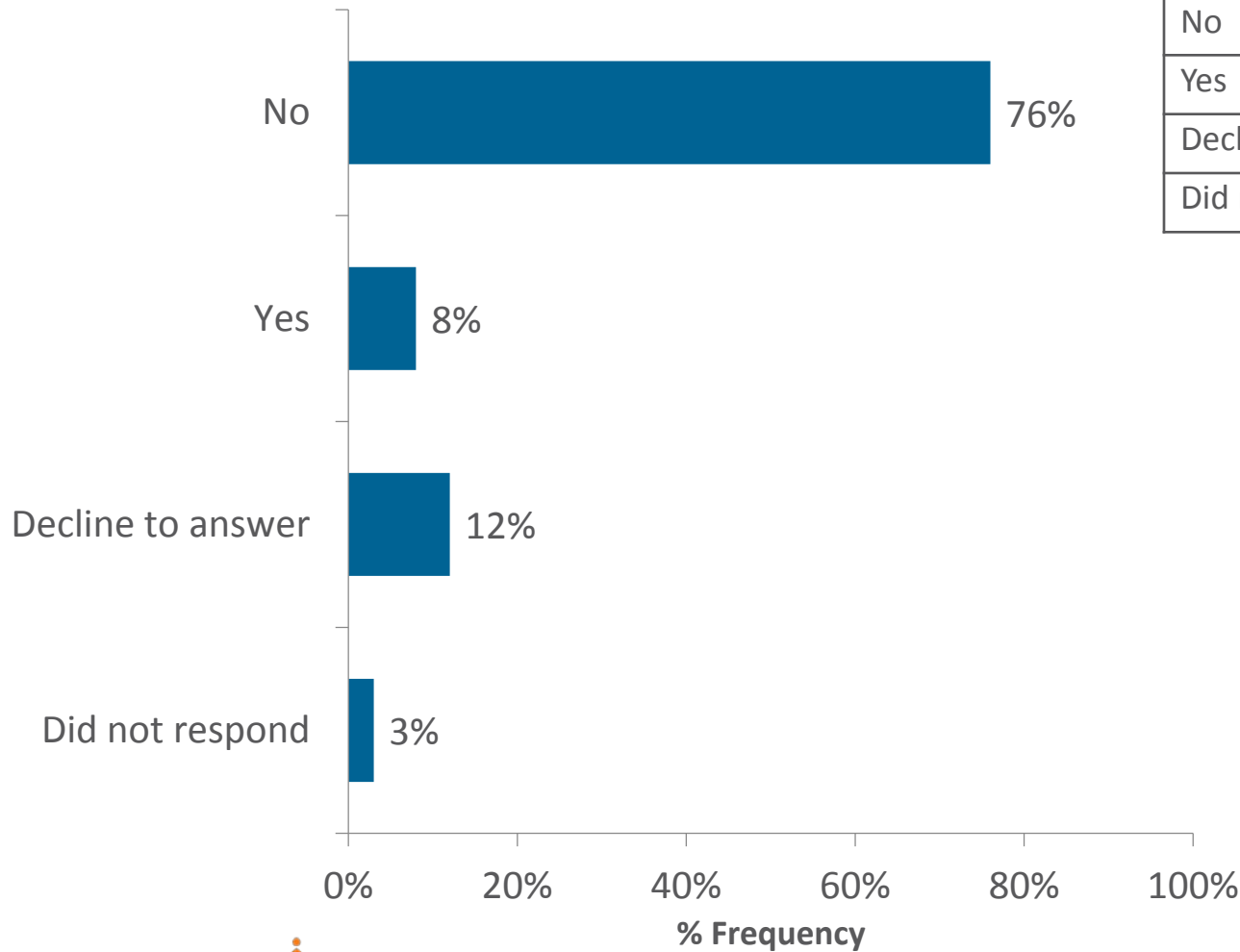
■ UBC Faculty



| Value | Count |
|-------------------|-------|
| No | 1202 |
| Yes | 6 |
| Decline to answer | 162 |
| Did not respond | 45 |

Do you self-identify as a person who is Lesbian, Gay, Bisexual, Queer, Two-Spirited, or an analogous term?

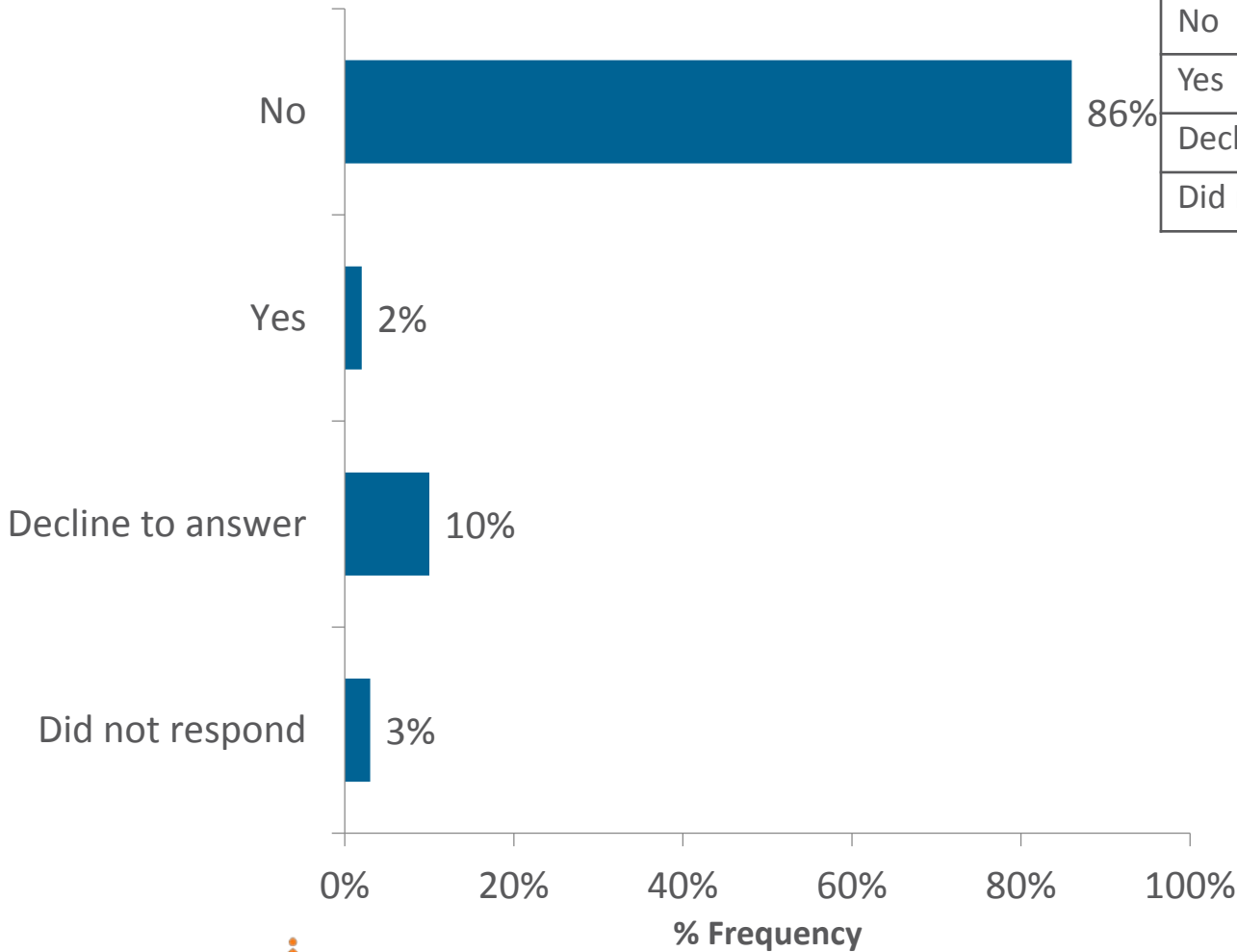
■ UBC Faculty



| Value | Count |
|-------------------|-------|
| No | 1082 |
| Yes | 113 |
| Decline to answer | 175 |
| Did not respond | 45 |

For the purpose of employment equity, do you consider yourself an Aboriginal Person?

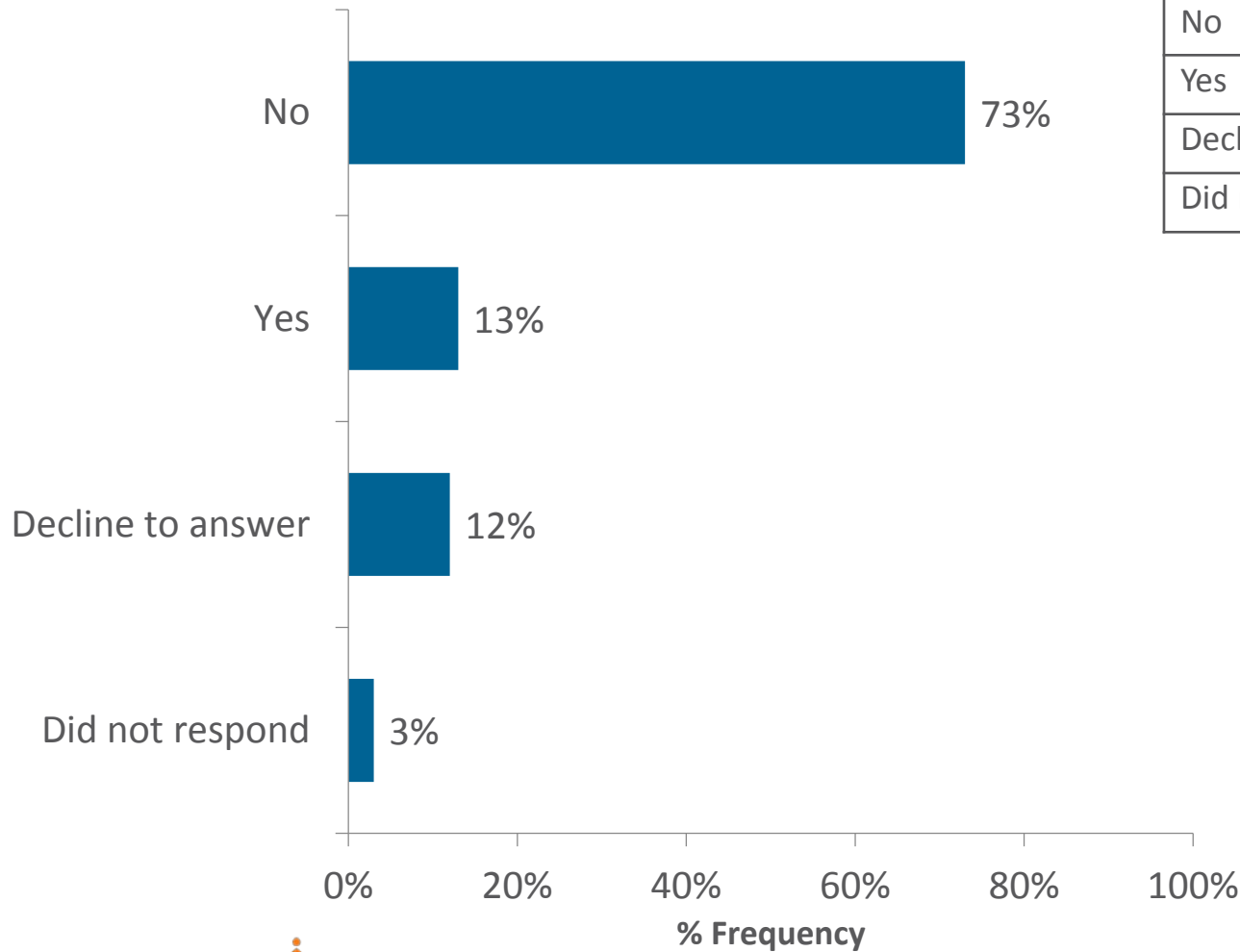
■ UBC Faculty



| Value | Count |
|-------------------|-------|
| No | 1212 |
| Yes | 22 |
| Decline to answer | 136 |
| Did not respond | 45 |

For the purpose of employment equity, do you self-identify as a racialized person?

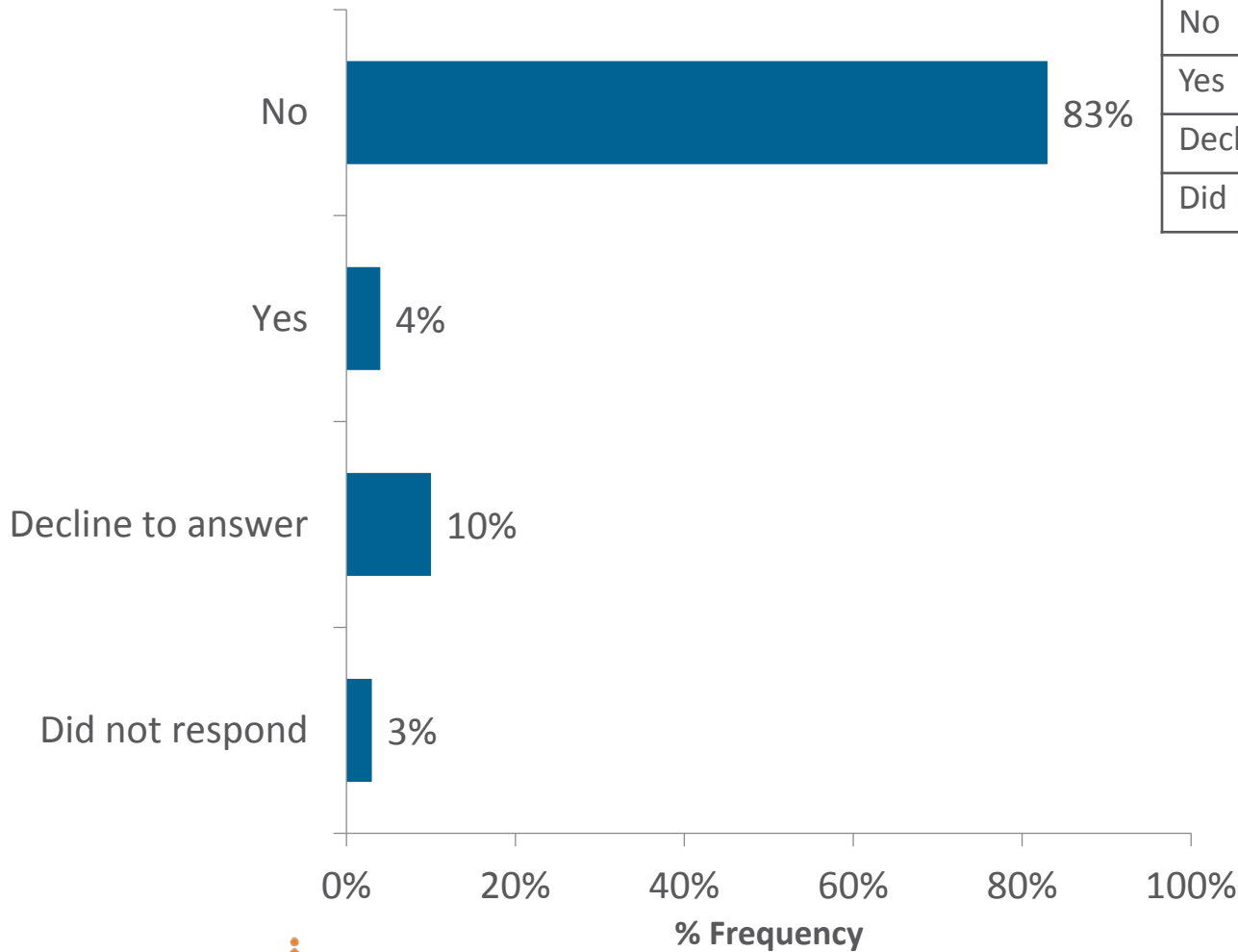
■ UBC Faculty



| Value | Count |
|-------------------|-------|
| No | 1027 |
| Yes | 177 |
| Decline to answer | 166 |
| Did not respond | 45 |

For the purpose of employment equity, do you consider yourself a person with a disability?

■ UBC Faculty



| Value | Count |
|-------------------|-------|
| No | 1177 |
| Yes | 58 |
| Decline to answer | 135 |
| Did not respond | 45 |

Thank you! Questions...

Norm Baillie-David, SVP. Engagement
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604-822-3979





EMPLOYEE INSIGHTS AT WORK

WORKPLACE EXPERIENCES SURVEY STAFF RESULTS

January 2018



**THE UNIVERSITY
OF BRITISH COLUMBIA**



000084

STAFF OVERALL RESULTS

TREND ANALYSIS..... 5

WHAT IS ENGAGEMENT AND WHY DOES IT MATTER..... 9

PARTICIPATION RATES..... 15

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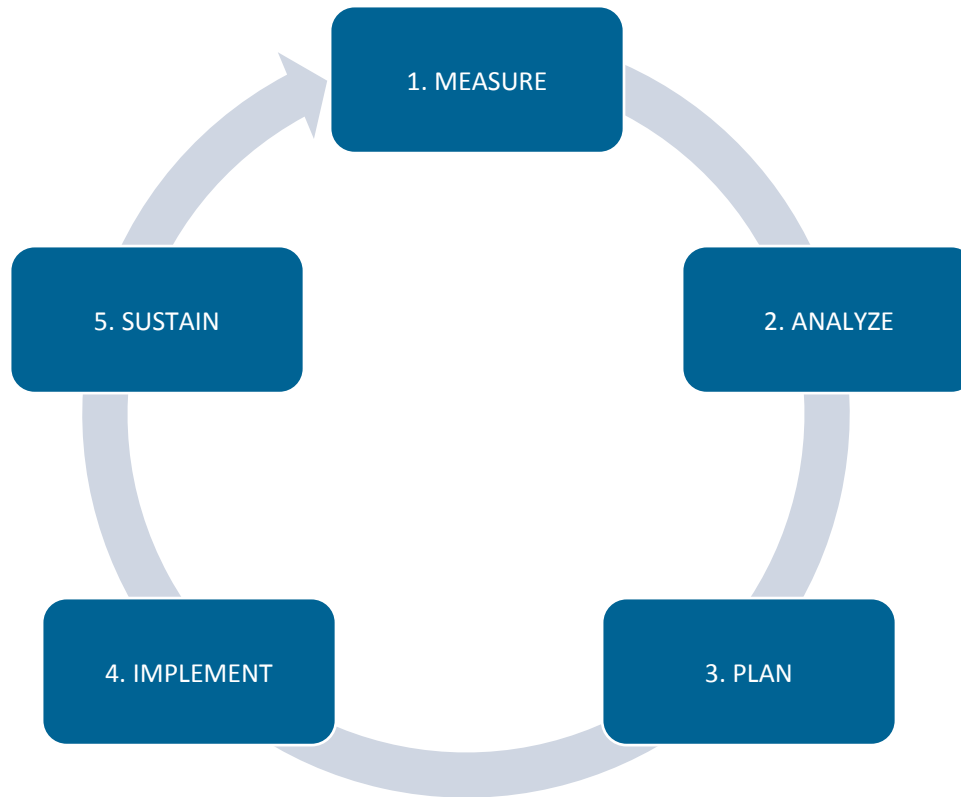
DRIVERS OF ENGAGEMENT (STAFF)..... 29

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DEMOGRAPHICS (STAFF)..... 58

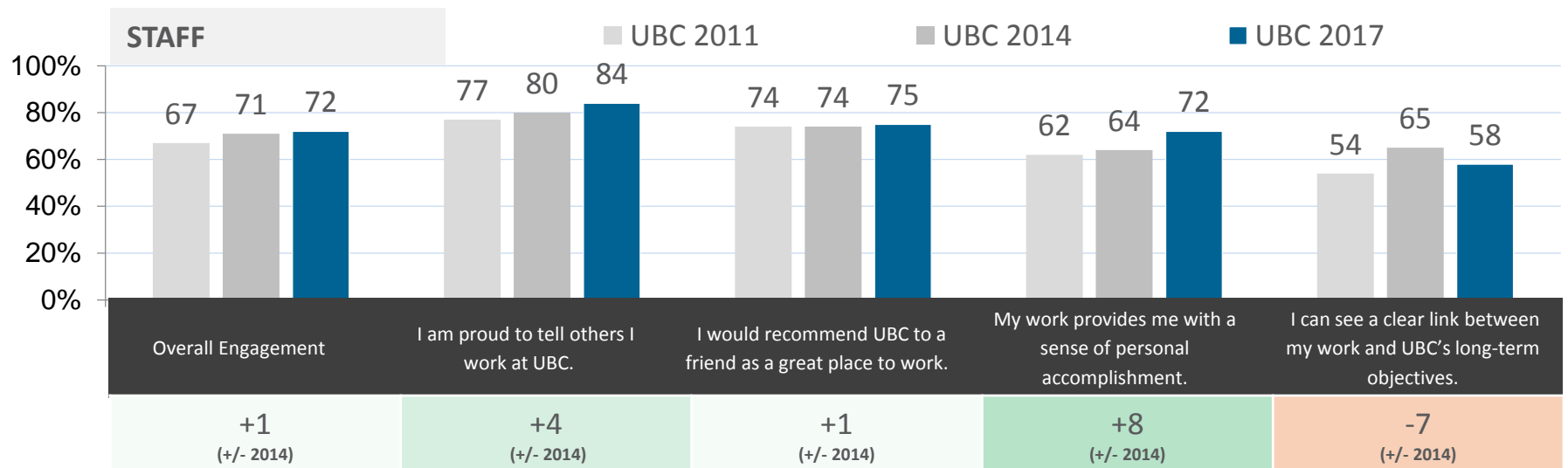
- The fourth UBC Workplace Experiences Survey (WES) was conducted in November 2017
- The survey is intended to:
 - Give faculty and staff the opportunity to provide quantitative and qualitative feedback about their workplace experience
 - Identify trends, areas of strength, and areas of opportunity at the UBC-wide and individual Faculty/staff levels
 - Compare 2017 results to the WES conducted in 2014 and 2011, where possible
 - Compare 2017 results to other relevant benchmarks

The Workplace Experiences Survey is an initial step in creating better workplace experiences at UBC.

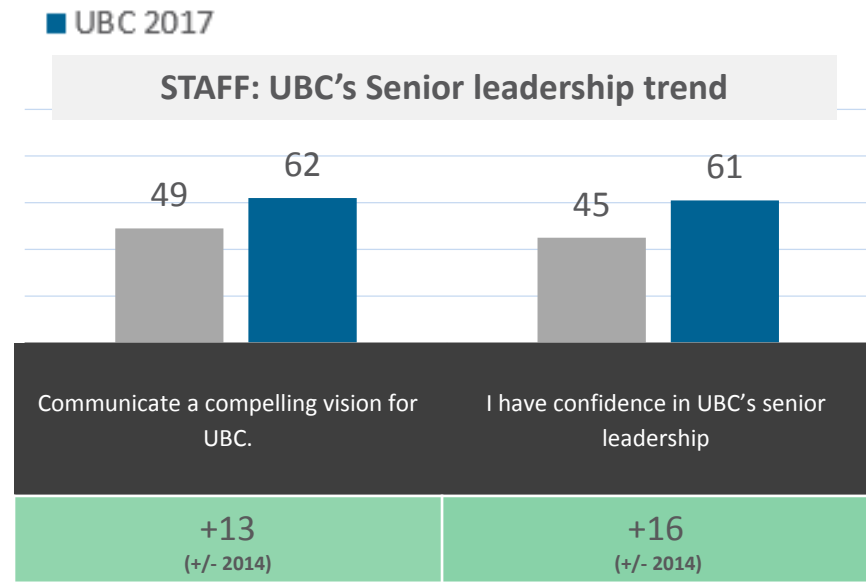
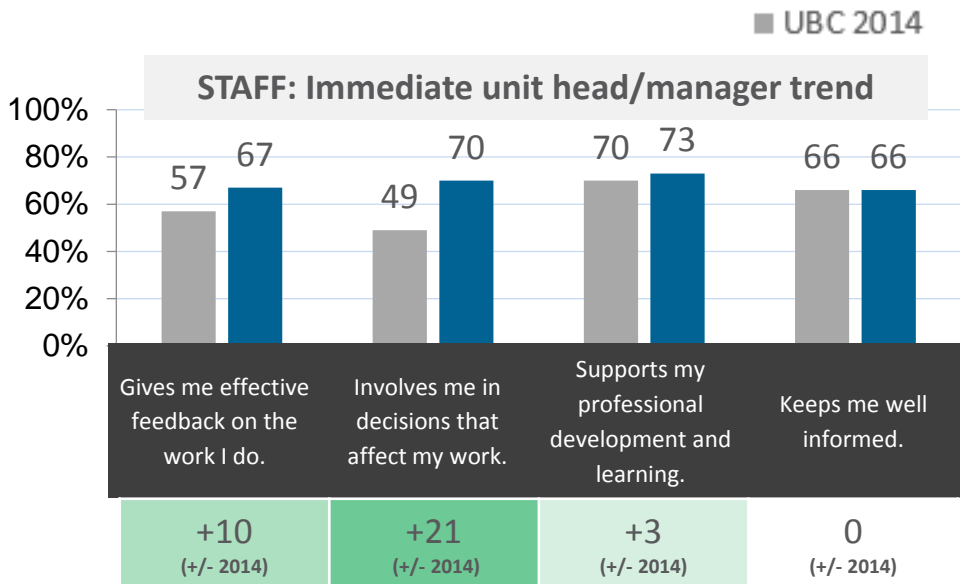


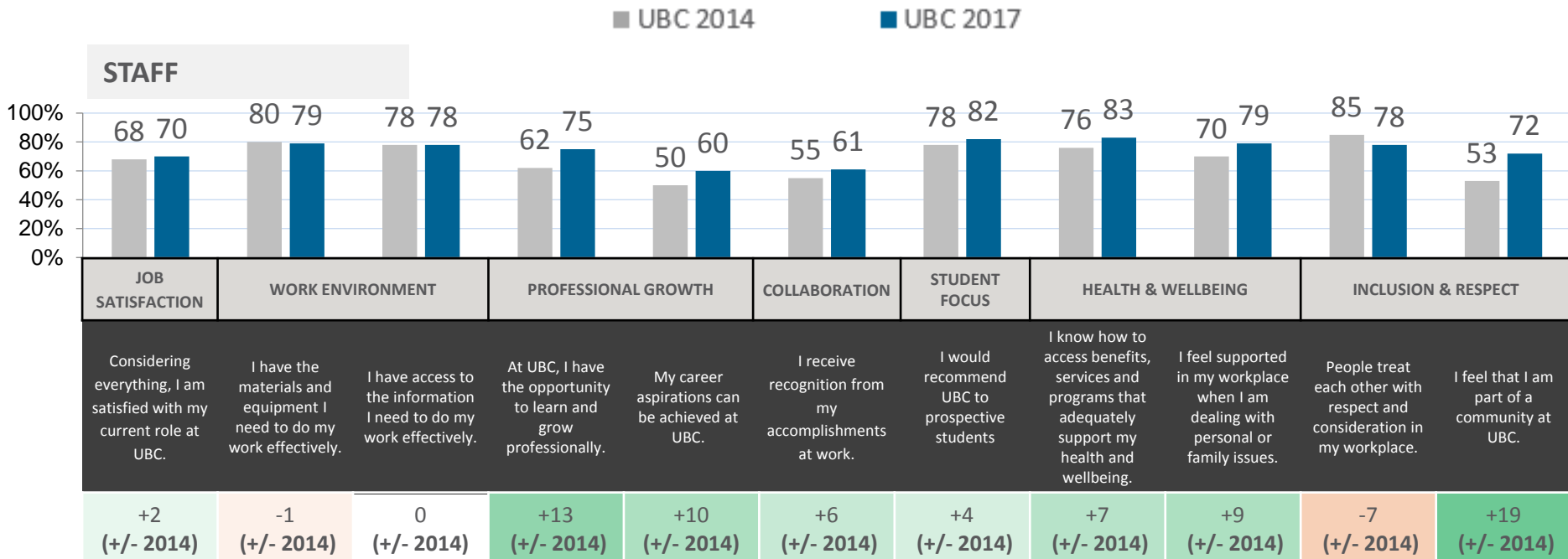
TREND ANALYSIS





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





What is Engagement and Why Does It Matter



- 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.

Engaging Workplace



Engaged Attitudes



Engaged Behaviours



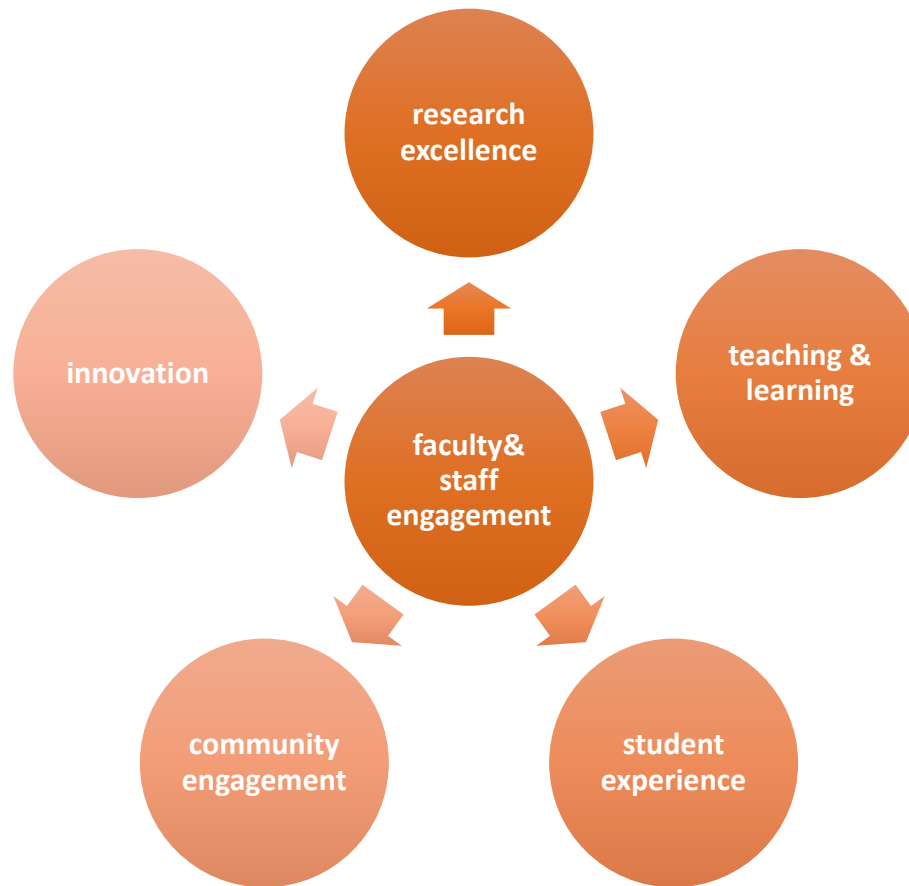
UBC Results

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

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

Discretionary Effort
Persistent
Helpful
Collaborative
Takes Initiative
Ambassador

Research Excellence
Teaching & Learning
Student Experience
Innovation
Community Engagement
Retention



No data or reports will be provided unless there are at least ten (10) respondents.





Overall TalentMap Benchmark:

Number of Respondents: 260,222 (95% Canadian organizations)

Sample Sectors: Public, Education, Financial, Healthcare, Industry (**construction, industrial, engineering, energy, and transportation & logistics sectors**), Municipality, Not-for-profit, Technology, Hospitality.

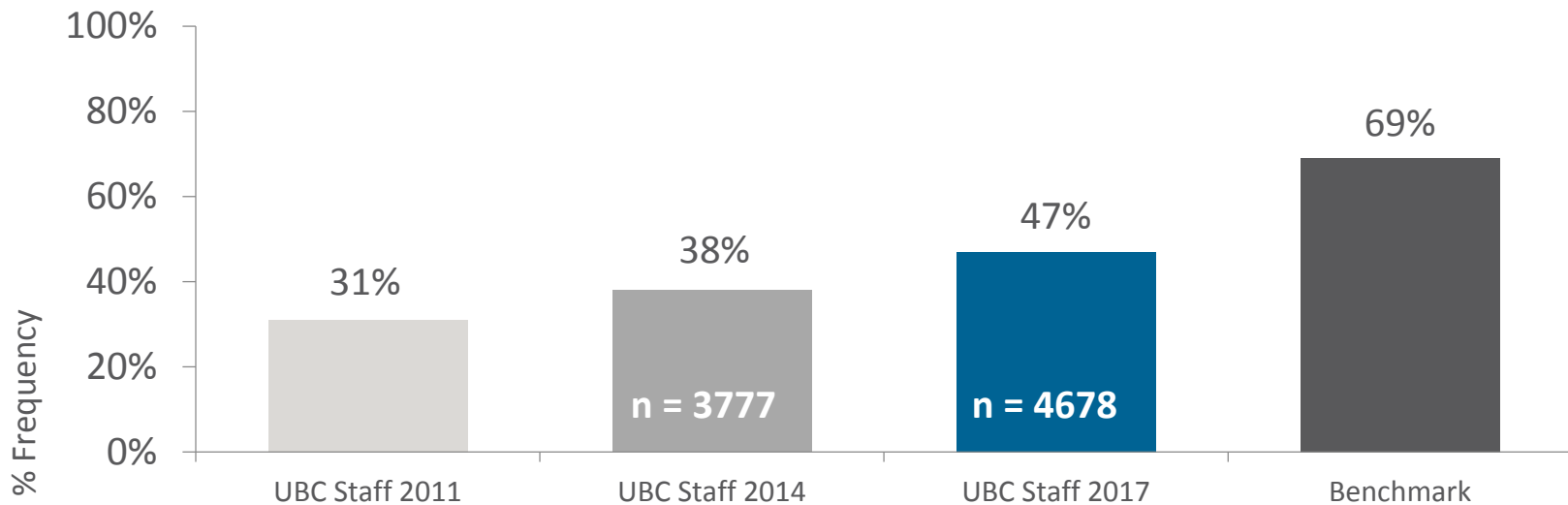
Sample Organizations: Carleton University, Saskatchewan Polytechnic, McMaster University, Cambrian College of Applied Arts and Technology, St. Lawrence College, Great West Life, Alberta Health Services, City of Edmonton, Stantec, Edmonton Police Service, Canadian Medical Association.

PARTICIPATION RATES



Your survey period – November 1 to November 21, 2017

Response Rate



Non-response bias, simply stated, is the likelihood that those who do not respond to a survey, as a group, may hold different views than those who did respond. The lower the response rate, the higher the potential for non-response bias. Non-response is a particular issue in surveys of employees, because when satisfaction or engagement with the organization is very low, more employees tend not to believe the survey will result in positive change, and therefore decline to answer. As a result, those employees who do answer, as a group, tend to be more engaged than those who didn't answer, and the result is that the survey results are positively biased. Experience shows that the likelihood and extent of non-response bias is negligible with response rates exceeding 60% (as a rule of thumb only). When there are more than 40% of employees not responding, one must take care in interpreting results because some degree of non-response bias may be present.

Non-response bias cannot be directly measured, since there is, by definition, no information from those who didn't respond. The best we can do is be aware of its existence, and more importantly, be sure to consult with groups with low levels of participation to "validate" survey results for their group. We will discuss the potential for non-response bias when discussing the response rate slides.



| STAFF + CAMPUS | Final Count | Employee Count | Response Rate |
|-------------------|-------------|----------------|---------------|
| Staff - Okanagan | 339 | 653 | 52% |
| Staff - Vancouver | 4247 | 9342 | 45% |
| Total | 4678 | 9995 | 47% |

2017 SURVEY RESULTS – HIGHLIGHTS



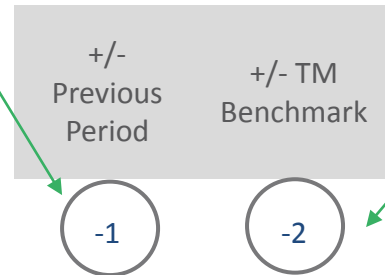
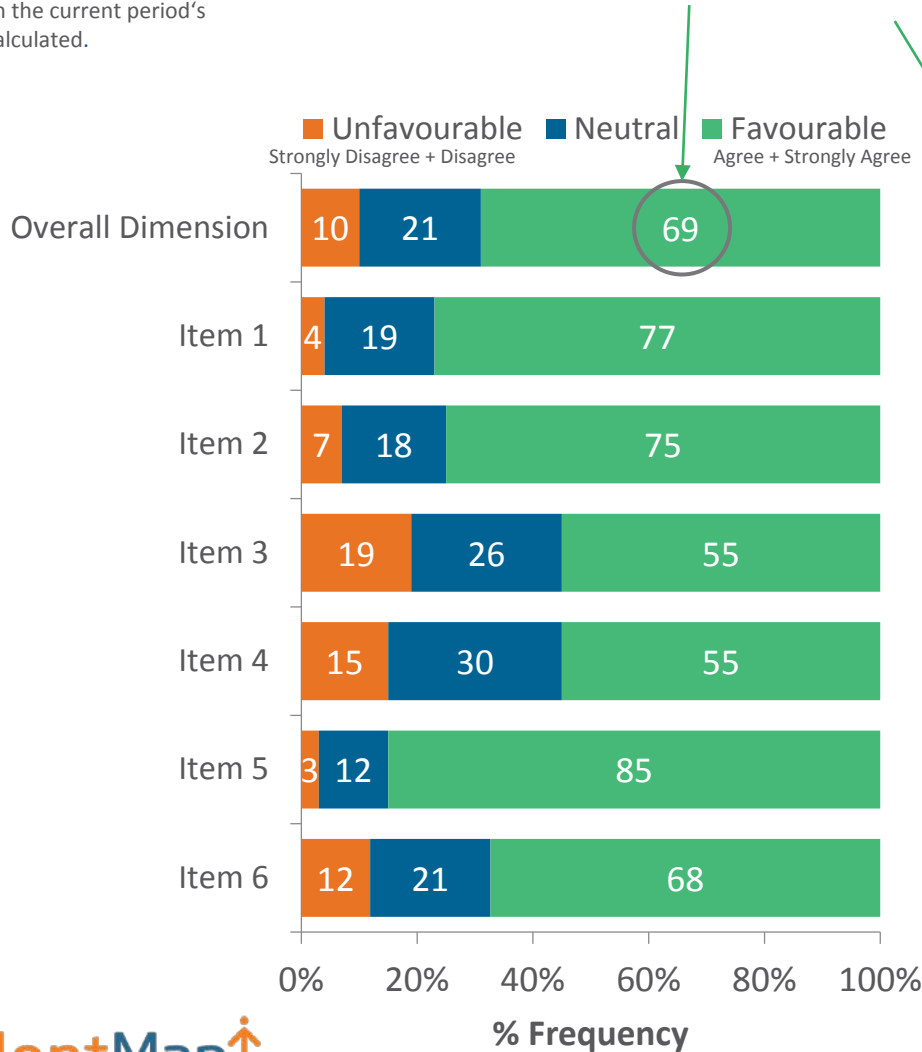
UNDERSTANDING THIS REPORT

Note: Previous period % favourable scores have been recalculated (removing the not applicable responses) to correspond with the way in which the current period's scores are calculated.

Unless otherwise stated, the overall dimension score is the mean (average) of all items

UBC's current period % favourable score that is greater (+) or lower (-) than UBC's previous period % favourable score for that item

UBC's % favourable score that is greater (+) or lower (-) than the benchmark's % favourable score for that item



| +/- Previous Period | +/- TM Benchmark |
|---------------------|------------------|
| -1 | -2 |
| +6 | 0 |
| +2 | +5 |
| -10 | -12 |
| 0 | +3 |
| -4 | -6 |
| n/a | +3 |

Note: Differences that are statistically meaningful for this group are highlighted in green (positive) and orange (negative).

Indicates that previous period for the item is unavailable for comparison

TalentMap calculated an engagement score for UBC based on answers to the following six engagement questions:

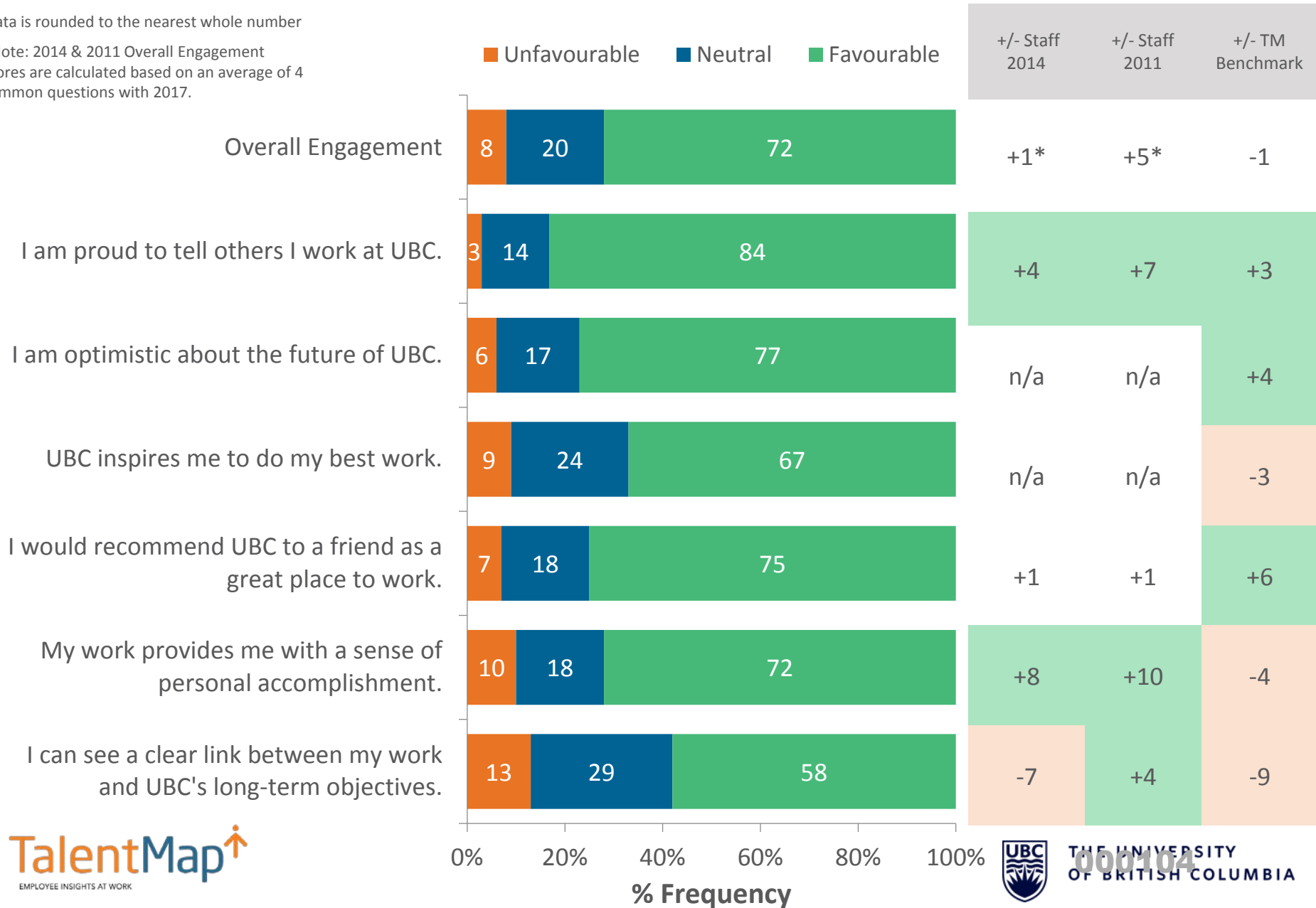
Read each statement and indicate your level of agreement.

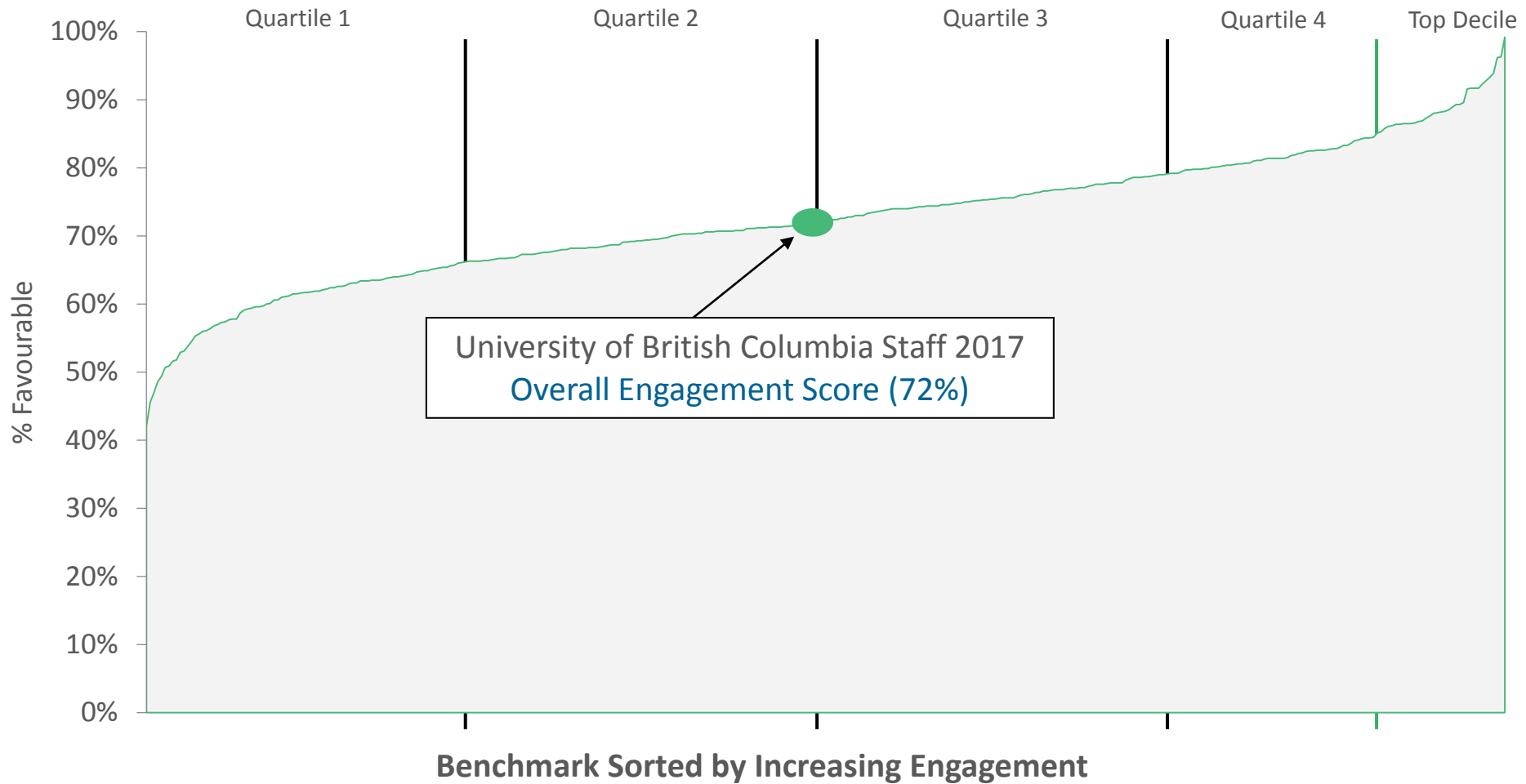
| | Strongly Disagree | Disagree | Neither Agree Nor Disagree | Agree | Strongly Agree |
|---|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| a. I am proud to tell others I work for my organization. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. I am optimistic about the future of my organization. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. My organization inspires me to do my best work. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. I would recommend my organization to a friend as a great place to work. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. My job provides me with a sense of personal accomplishment. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. I can see a clear link between my work and my organization's long-term objectives. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

ENGAGEMENT SCORES - STAFF

Data is rounded to the nearest whole number

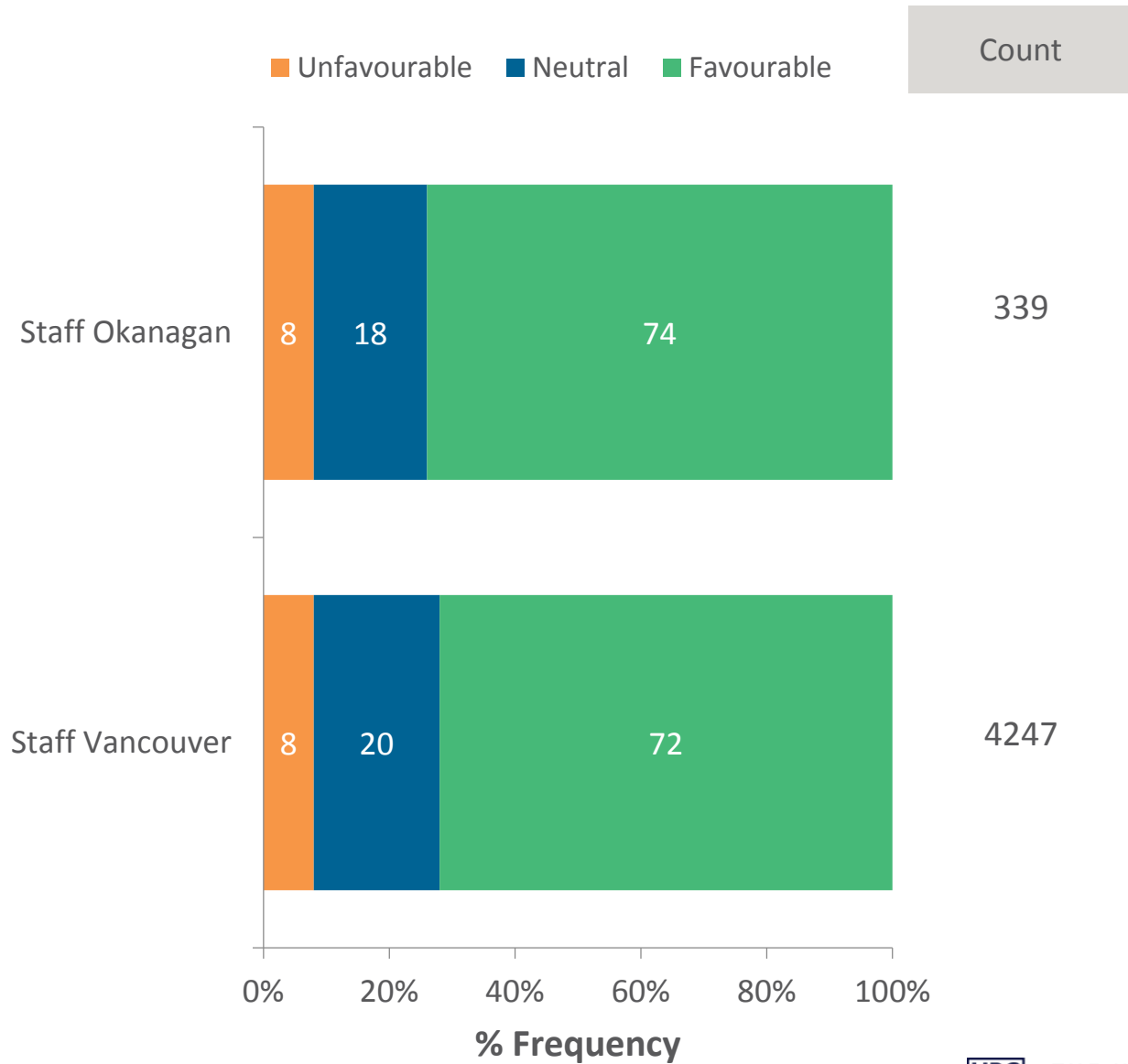
*Note: 2014 & 2011 Overall Engagement scores are calculated based on an average of 4 common questions with 2017.





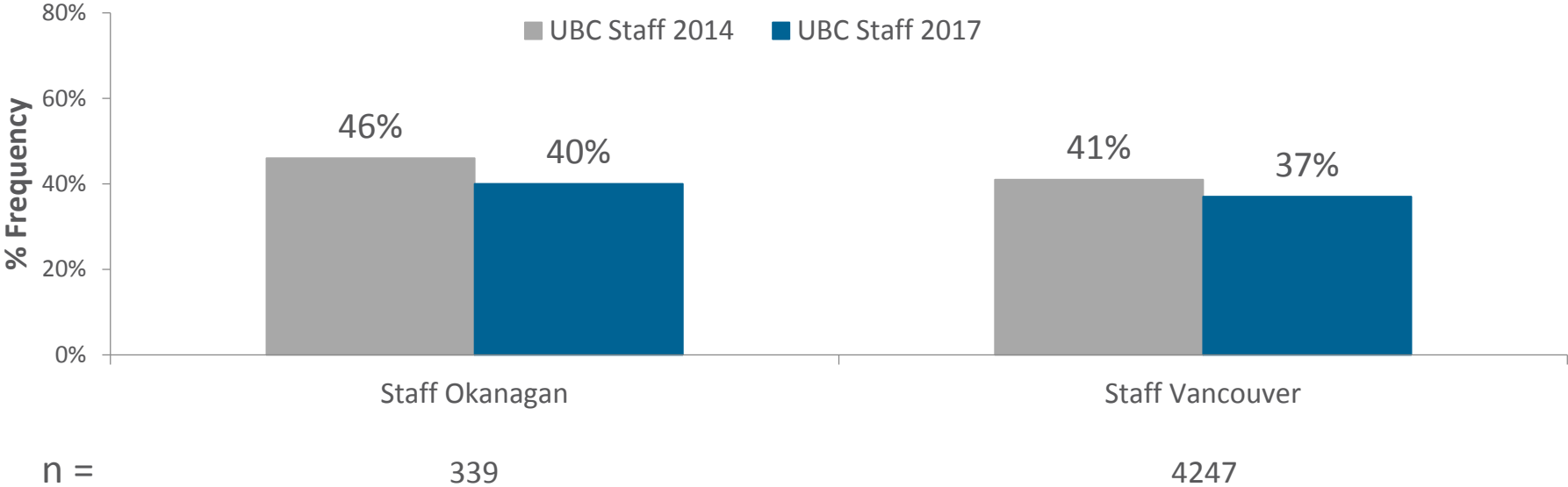
| MINIMUM | MEDIAN | TOP QUARTILE | TOP DECILE | MAXIMUM |
|---------|--------|--------------|------------|---------|
| 42% | 72% | 79% | 84% | 99% |

ENGAGEMENT SCORE BREAKDOWNS



THINKING OF LEAVING (%YES)

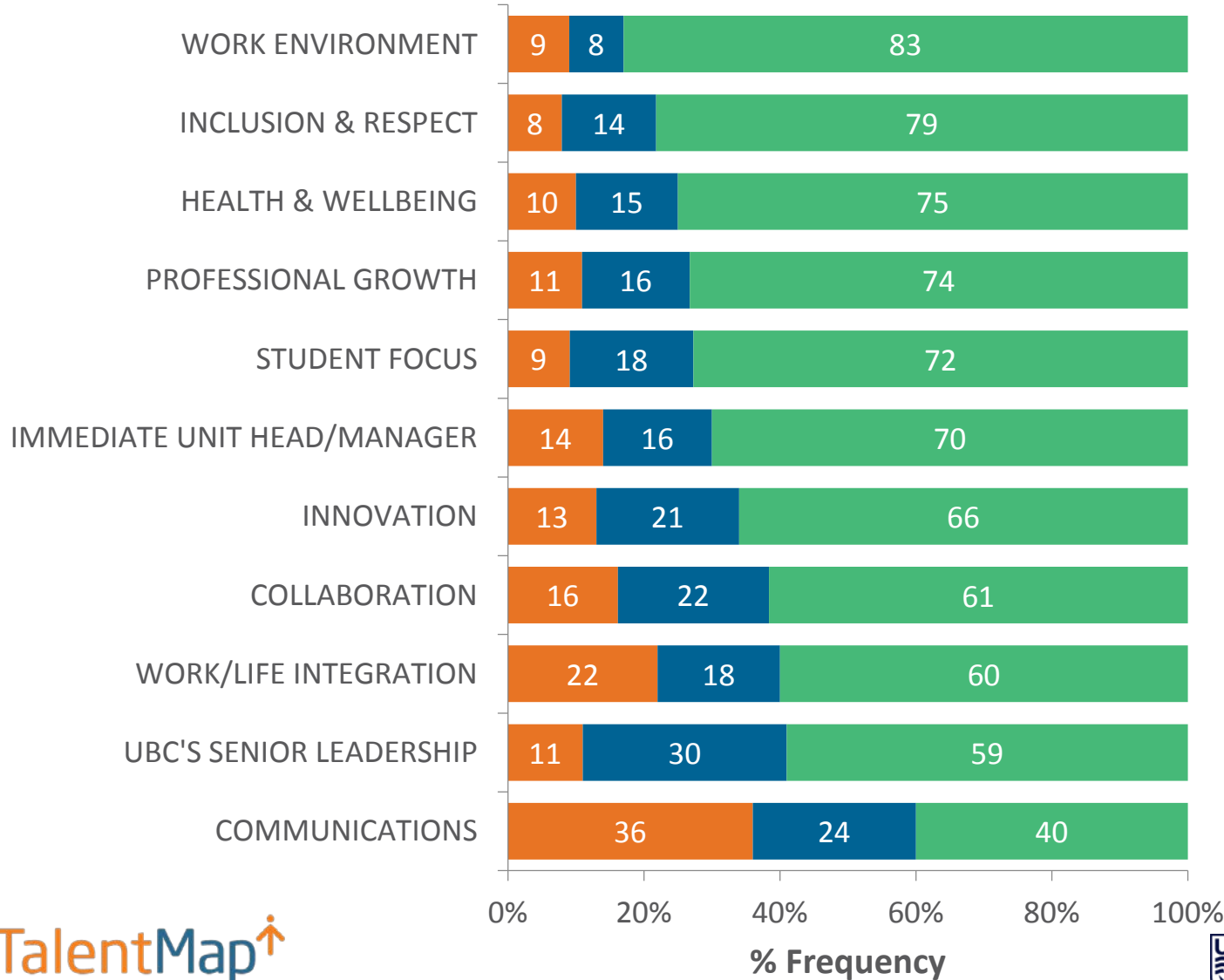
In the past 3 years, I have actively searched for a job outside of UBC (% Yes)



SURVEY SCORES BY MAIN SURVEY ATTRIBUTES

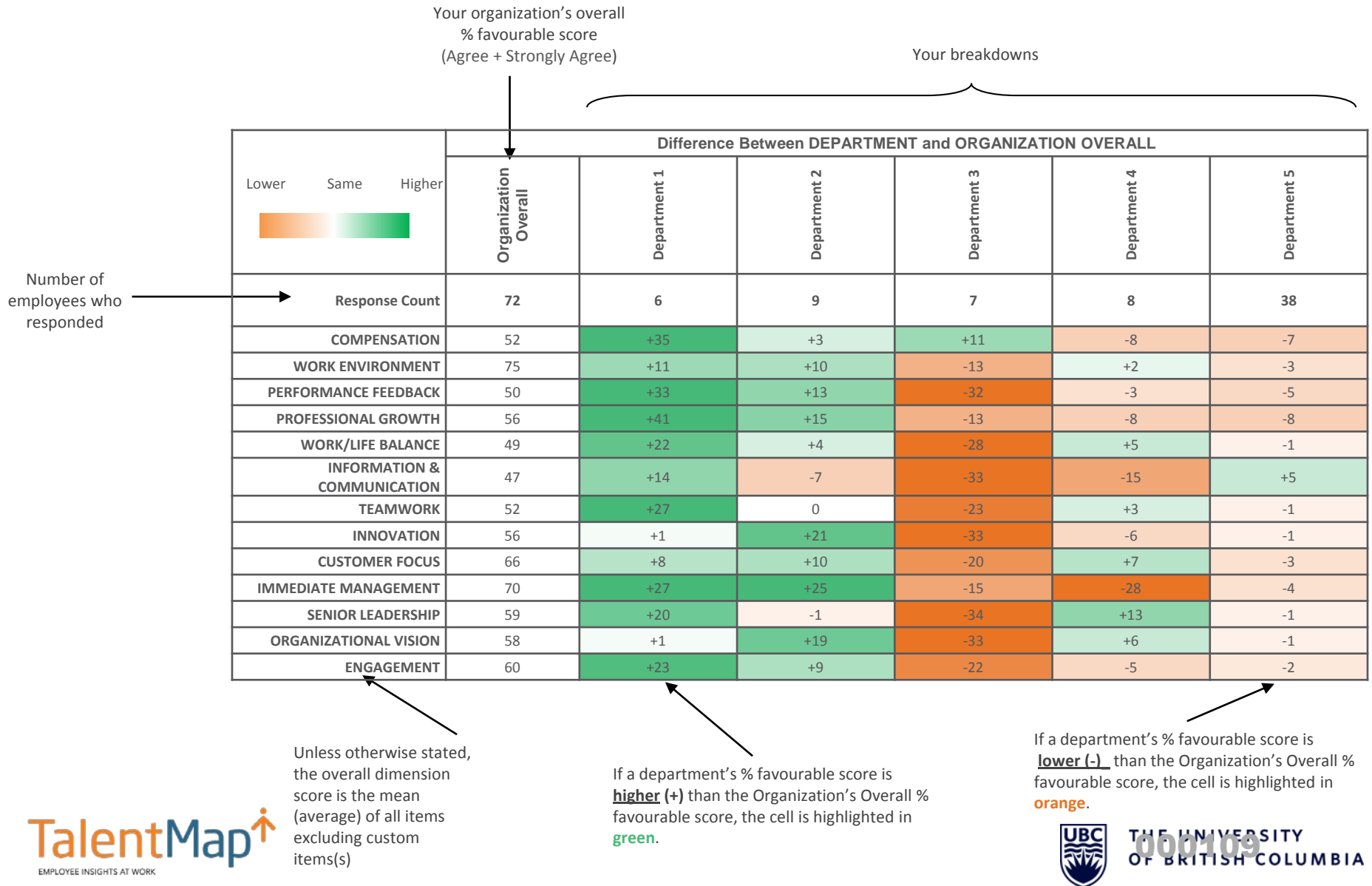
Data is rounded to the nearest whole number


Unfavourable Neutral Favourable



UNDERSTANDING YOUR HEATMAP

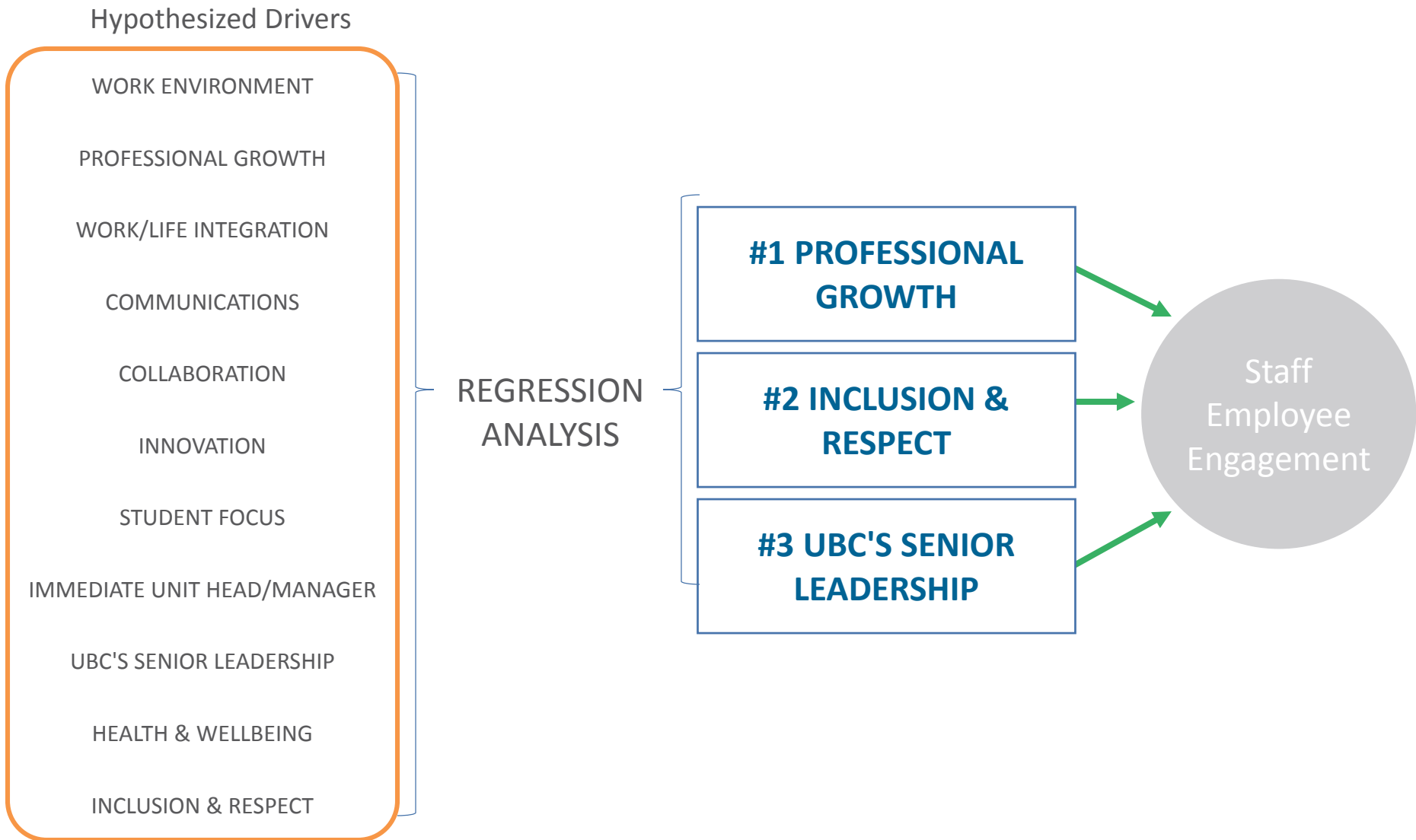
The heatmap shows the % favourable difference between each **department** and the **organization overall** on each of the survey dimensions.

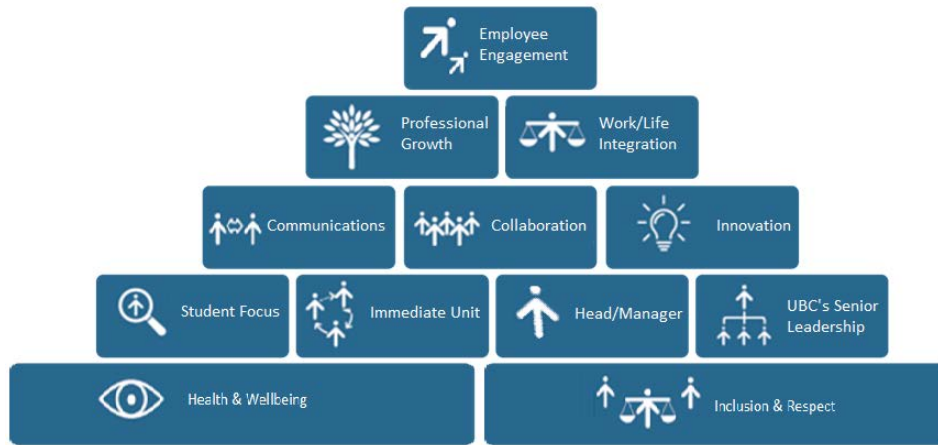


| <div style="display: flex; justify-content: space-around; align-items: center;"> Lower Same Higher </div>  | Difference Between CAMPUS and UBC Staff Overall | | |
|--|---|------------------|-------------------|
| | UBC Staff Overall | Staff - Okanagan | Staff - Vancouver |
| Response Count | 4678 | 339 | 4247 |
| WORK ENVIRONMENT | 83 | +1 | 0 |
| PROFESSIONAL GROWTH | 74 | 0 | 0 |
| WORK/LIFE INTEGRATION | 60 | -1 | 0 |
| COMMUNICATIONS | 40 | +3 | -1 |
| COLLABORATION | 61 | +1 | +1 |
| INNOVATION | 66 | +1 | +1 |
| STUDENT FOCUS | 72 | -1 | +1 |
| IMMEDIATE UNIT HEAD/MANAGER | 70 | +3 | 0 |
| UBC'S SENIOR LEADERSHIP | 59 | +3 | 0 |
| HEALTH & WELLBEING | 75 | -1 | 0 |
| INCLUSION & RESPECT | 79 | -1 | 0 |
| ENGAGEMENT | 72 | +2 | 0 |

DRIVERS OF ENGAGEMENT (STAFF)





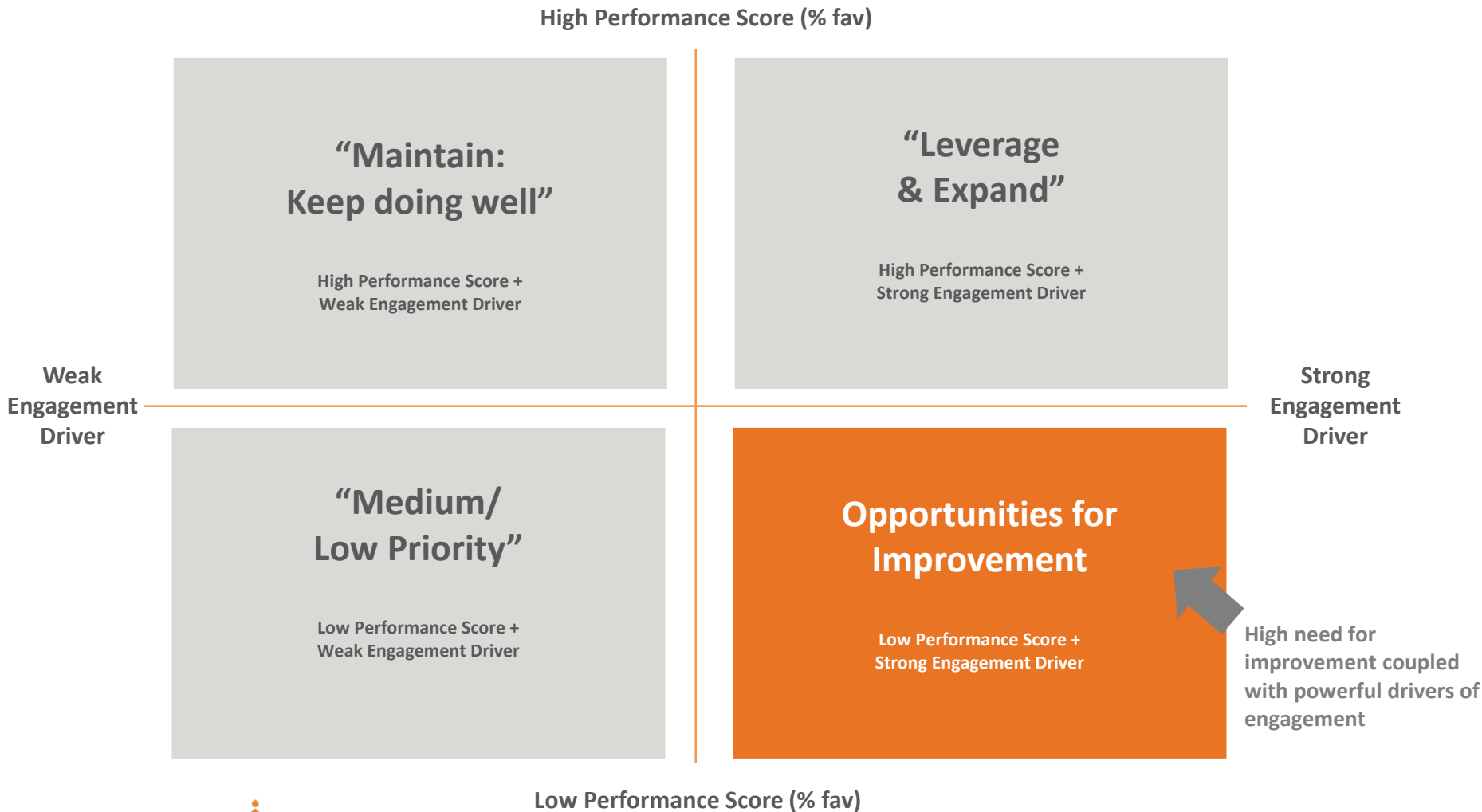


- ❖ An index is created for each of the 11 dimensions (an average score for all of the items included in that dimension).
- ❖ We examine the correlation between each of the 11 dimensions and the engagement dimension.
- ❖ Beta scores typically range on a scale of -1 to +1. These two extremes have the highest influence on engagement; while a Beta score of 0 indicates no influence.
- ❖ We call those survey dimensions with the highest statistical correlation “drivers” of engagement.

Note: RWA (Relative Weight Analysis) is an approach used to evaluate the relative importance of predictor variables when dealing with correlated predictors. This technique accounts for potential multi-collinearity between predictors. Relative weights for each of the predictors represent the percentage of variance in the dependent variable explained by each predictor *considering both its direct effect on the dependent variable and its joint effect with the other predictors*. Relative weights are reported as percentages ranging from 0 to 100%. We call those survey dimensions with the largest relative weights “drivers” of engagement.

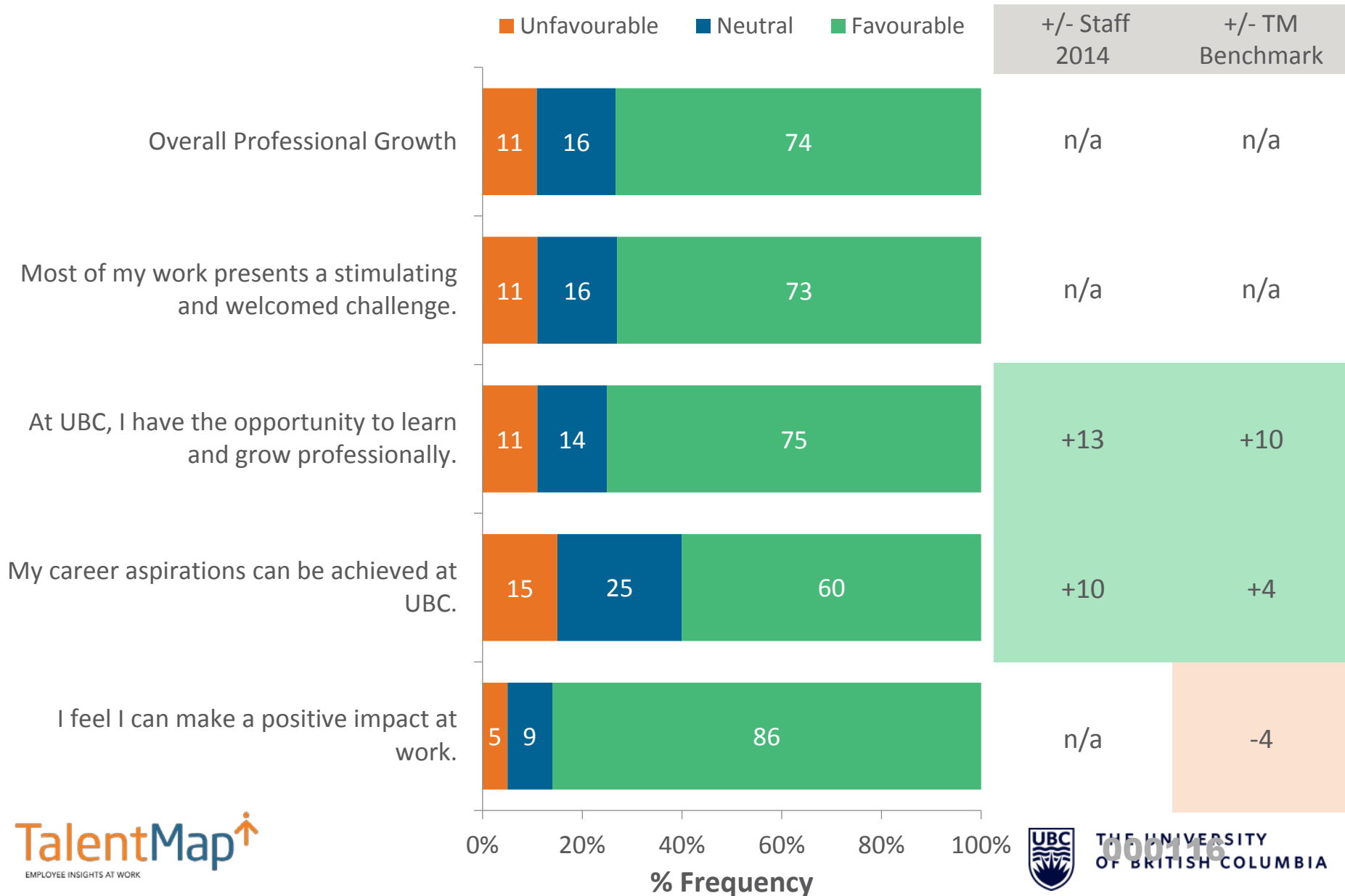
| Survey Dimension | BETA COEFFICIENT (Impact on Engagement) | RELATIVE WEIGHT* |
|--------------------------------|---|------------------|
| Professional Growth | 0.390 | 22.10% |
| Inclusion & Respect | 0.176 | 11.20% |
| UBC's Senior Leadership | 0.172 | 11.50% |
| Student Focus | 0.167 | 12.30% |
| Collaboration | 0.036 | 8.40% |
| Health & Wellbeing | 0.030 | 8.20% |
| Work Environment | 0.030 | 5.80% |
| Communications | 0.020 | 4.70% |
| Innovation | 0.015 | 7.50% |
| Work/Life Integration | 0.014 | 2.60% |
| Immediate Unit Head/Manager | 0.000 | 5.90% |

- 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



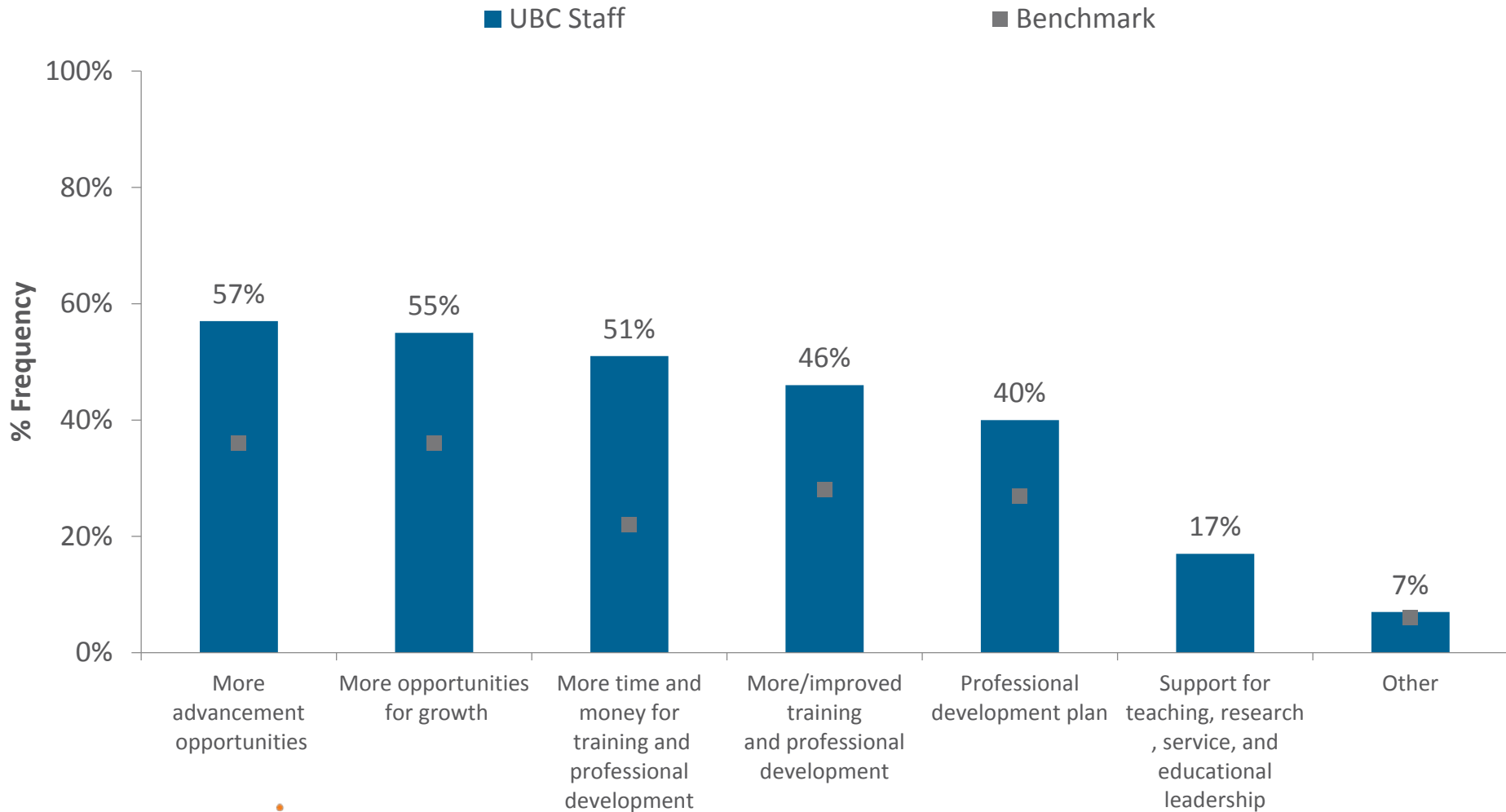


PROFESSIONAL GROWTH (KEY DRIVER #1) - STAFF



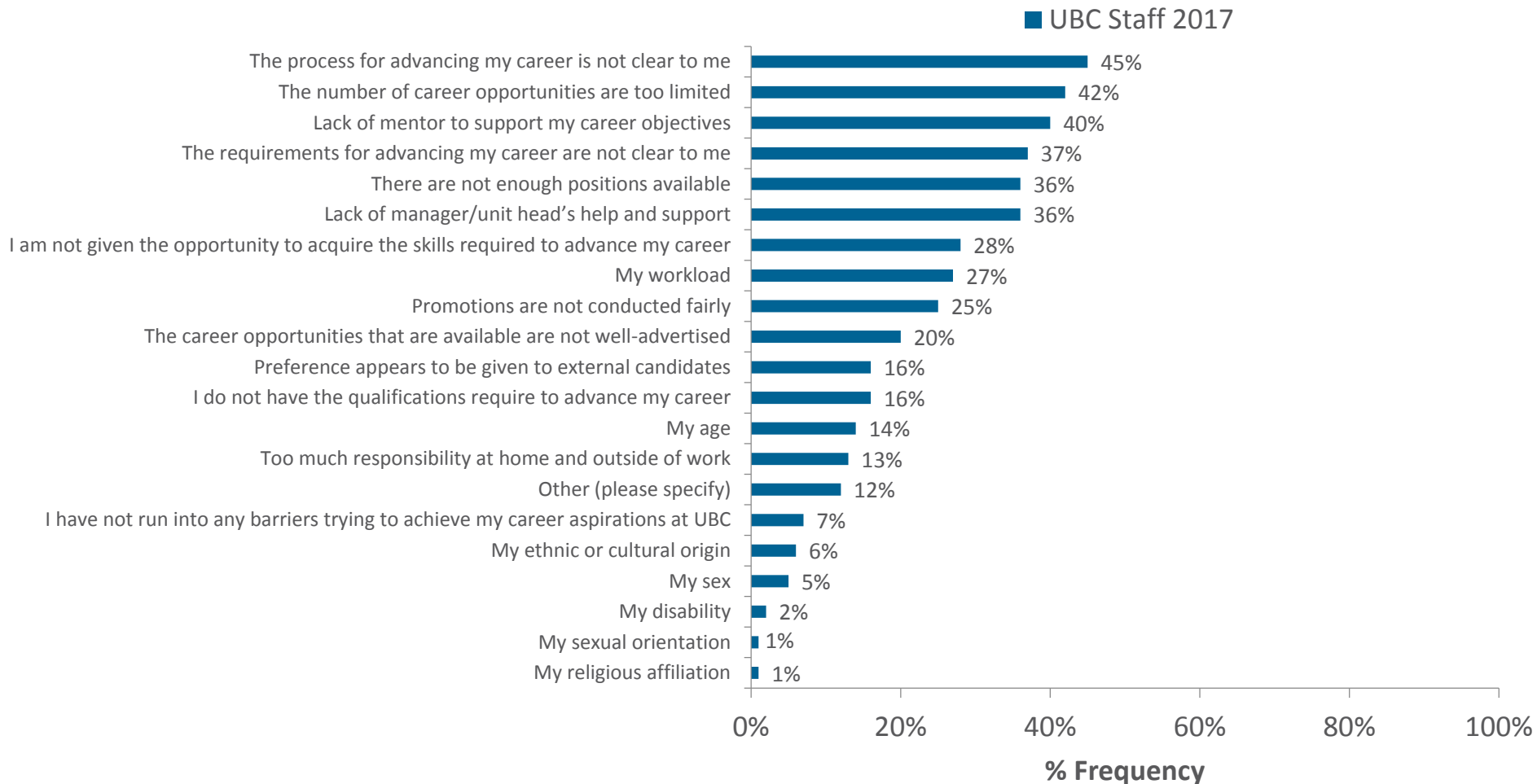
2568 respondents selected a theme for this comment

How could UBC improve professional growth opportunities?

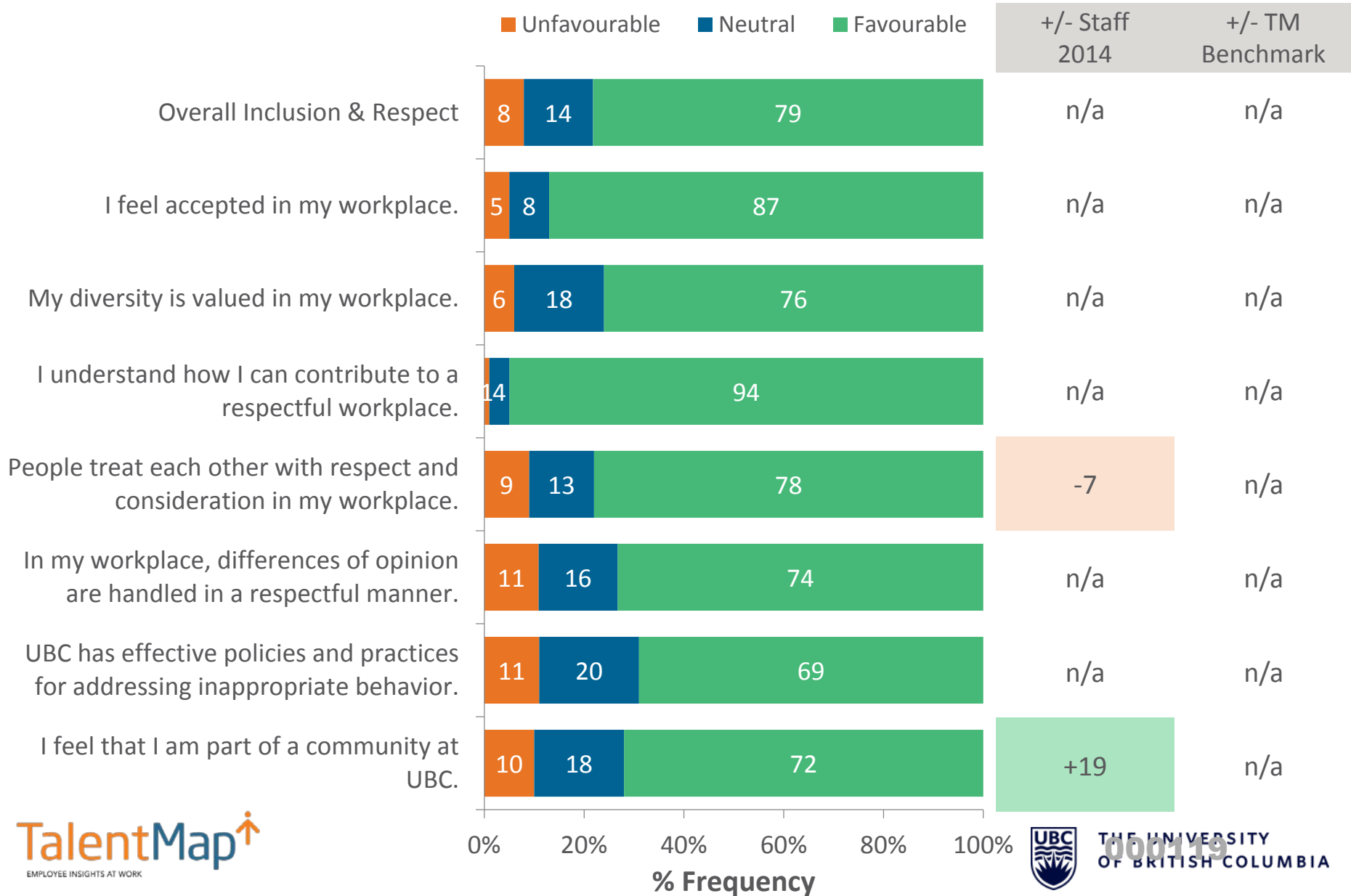


1729 respondents selected a theme for this comment

Which of the following issues are barriers to you in achieving your career aspirations at UBC?



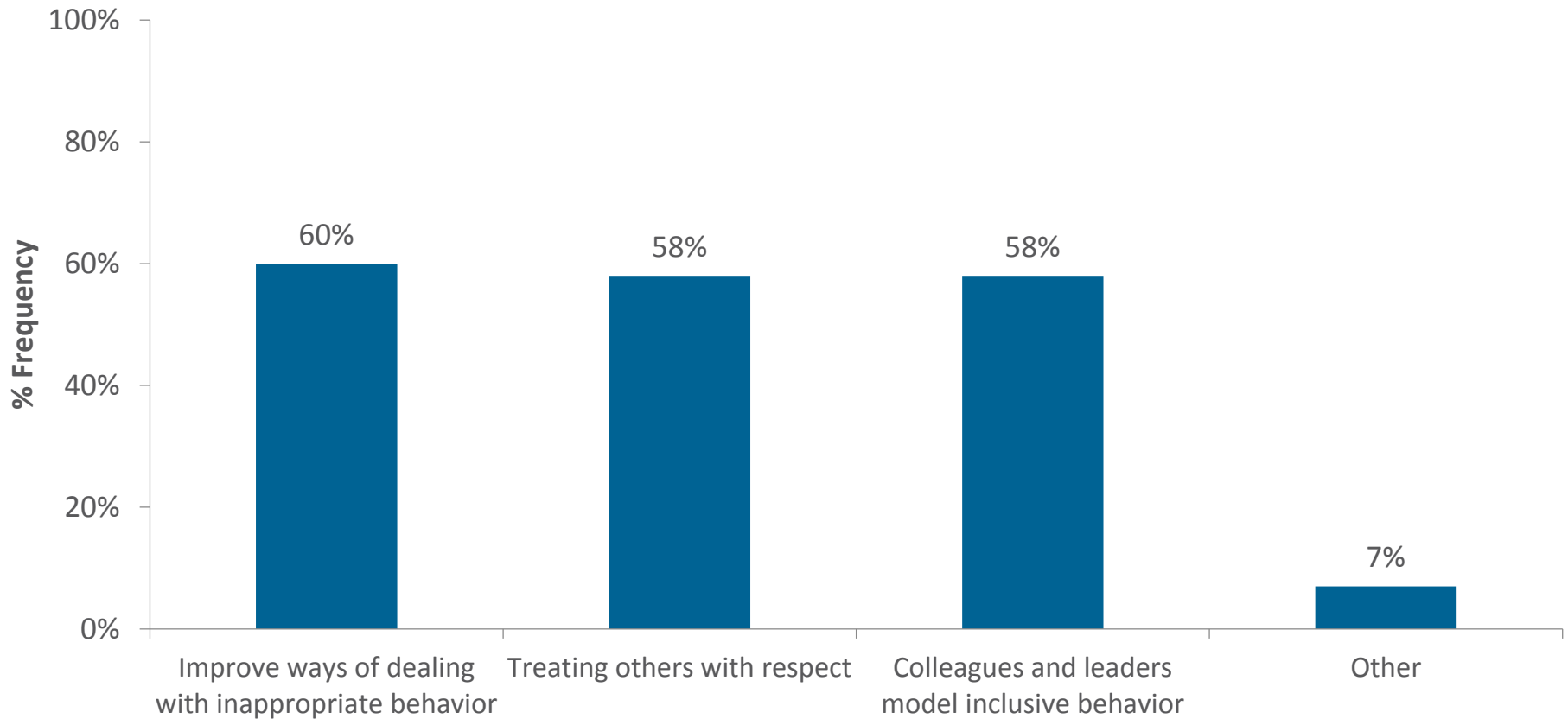
INCLUSION & RESPECT (KEY DRIVER #2) - STAFF



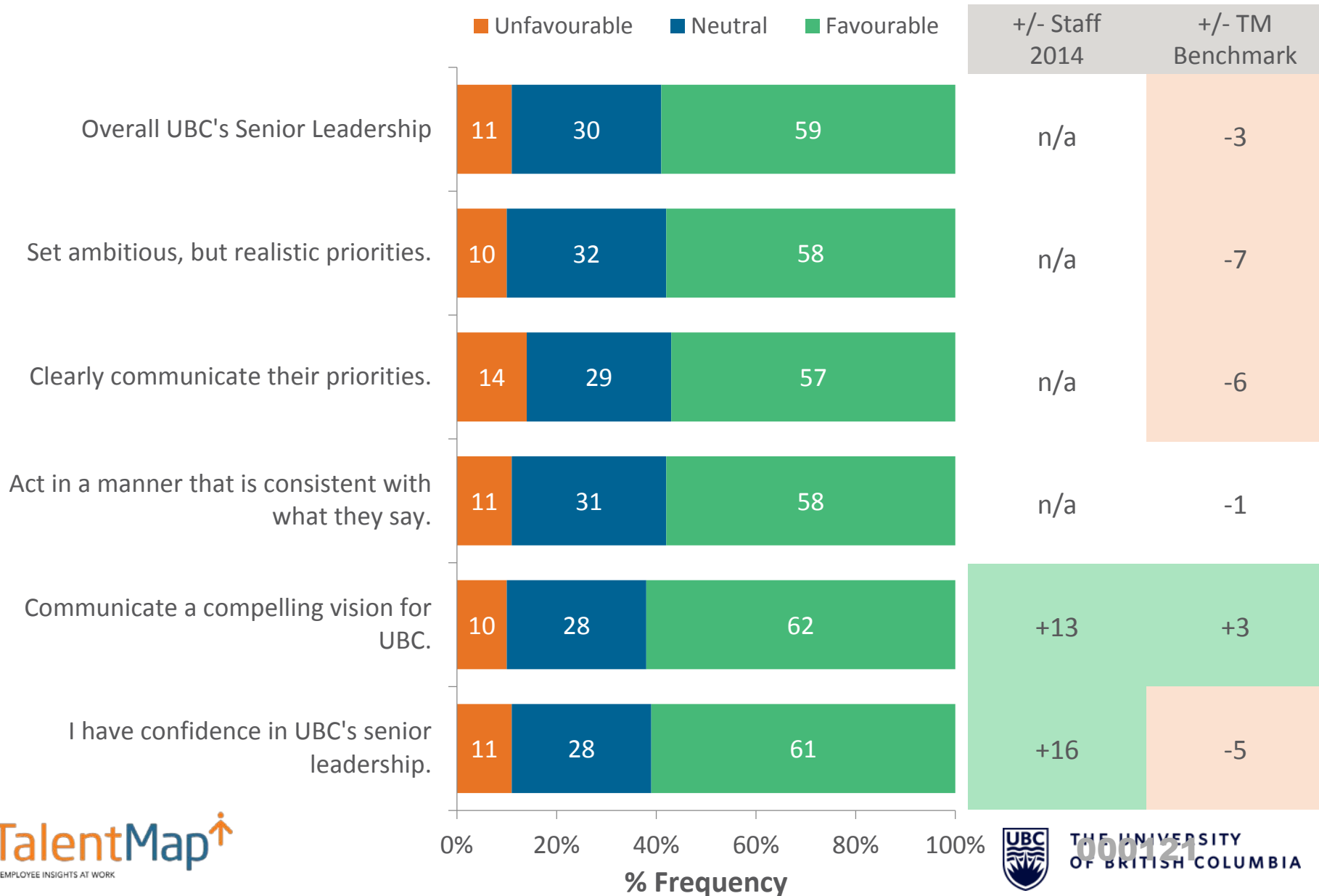
1404 respondents selected a theme for this comment

How could inclusion and respect be improved at UBC?

■ UBC Staff

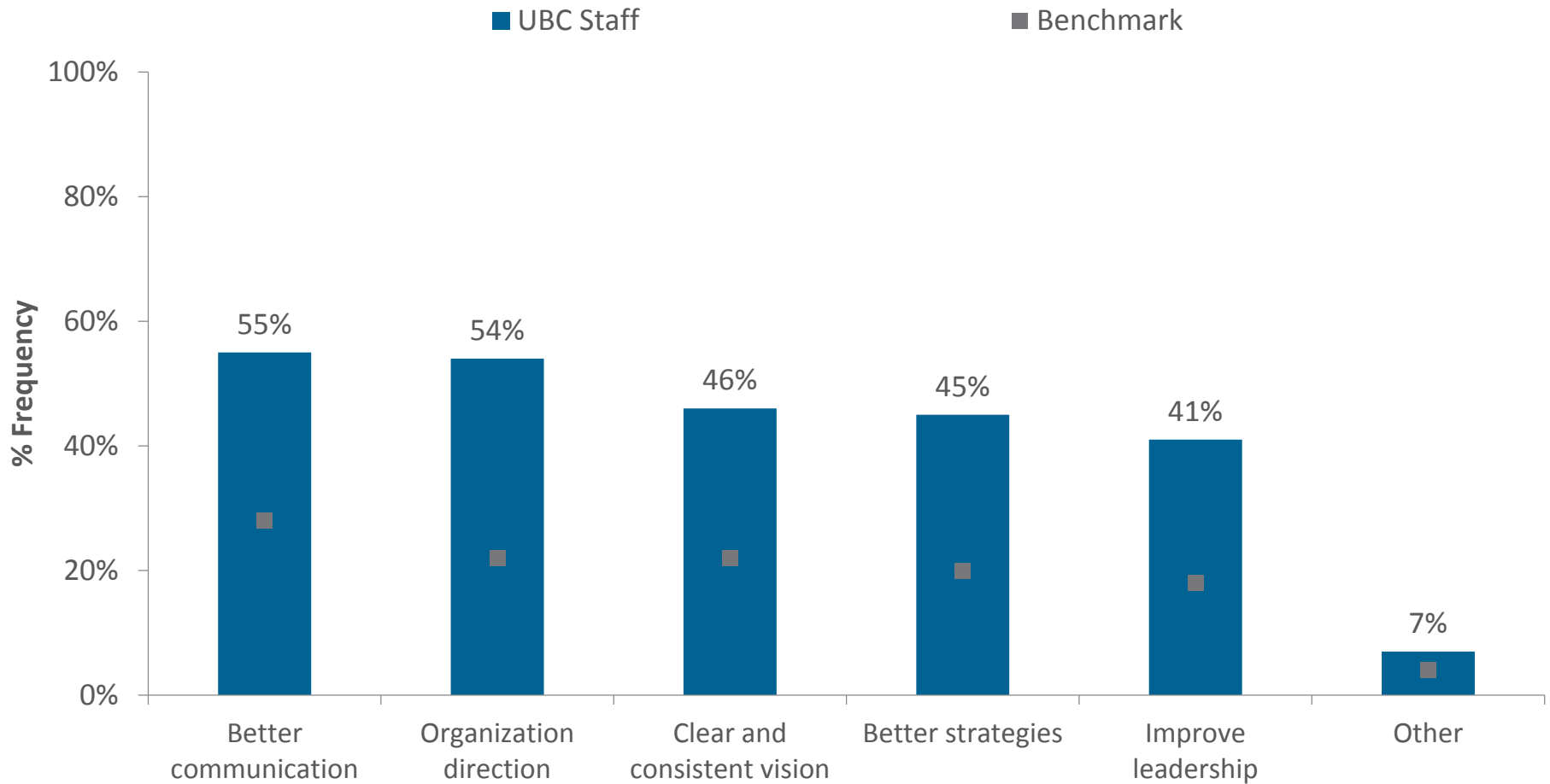


UBC'S SENIOR LEADERSHIP (DRIVER #3) - STAFF



1545 respondents selected a theme for this comment

How could UBC improve its senior leadership?

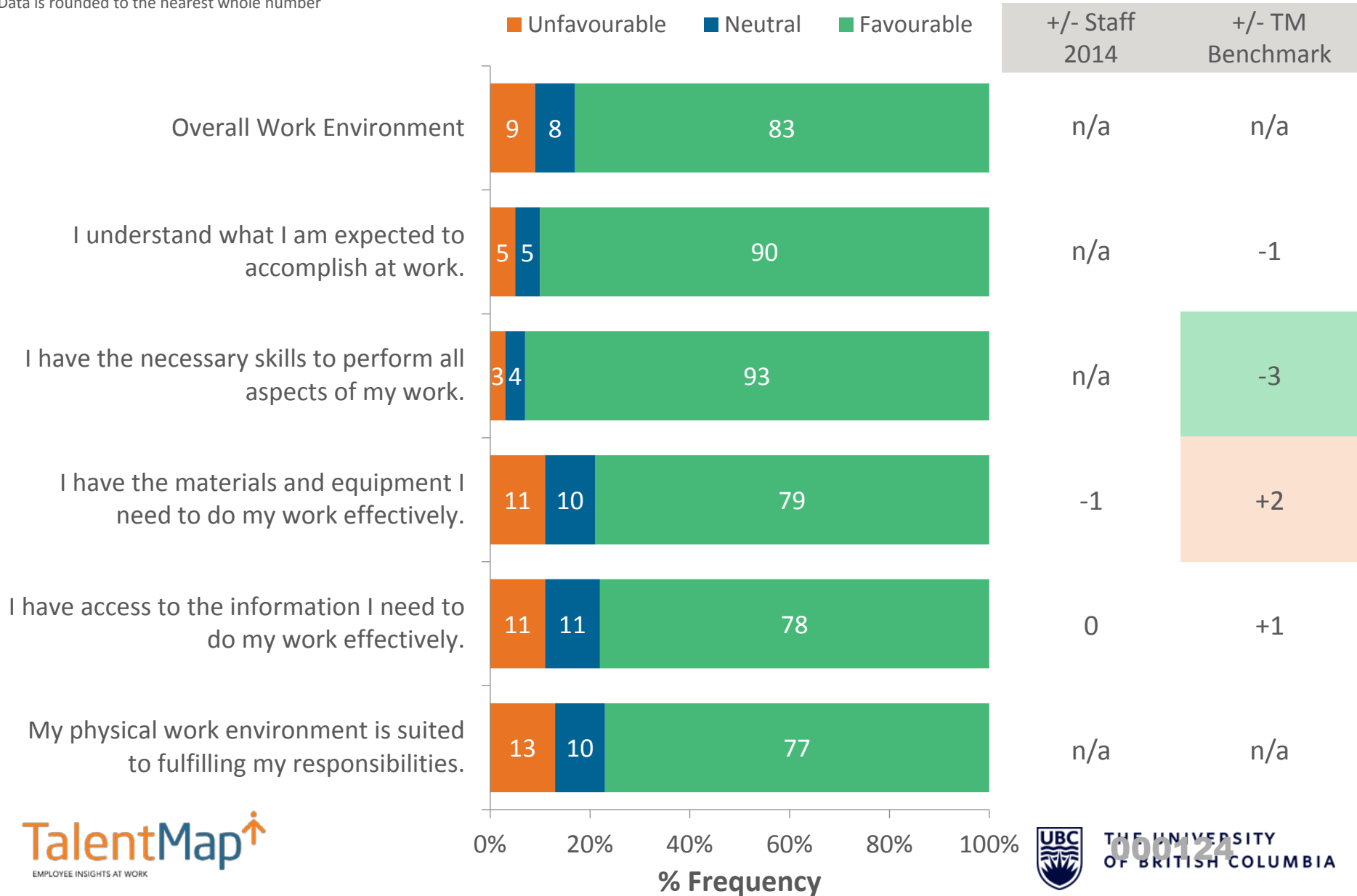


2017 SURVEY RESULTS (STAFF)



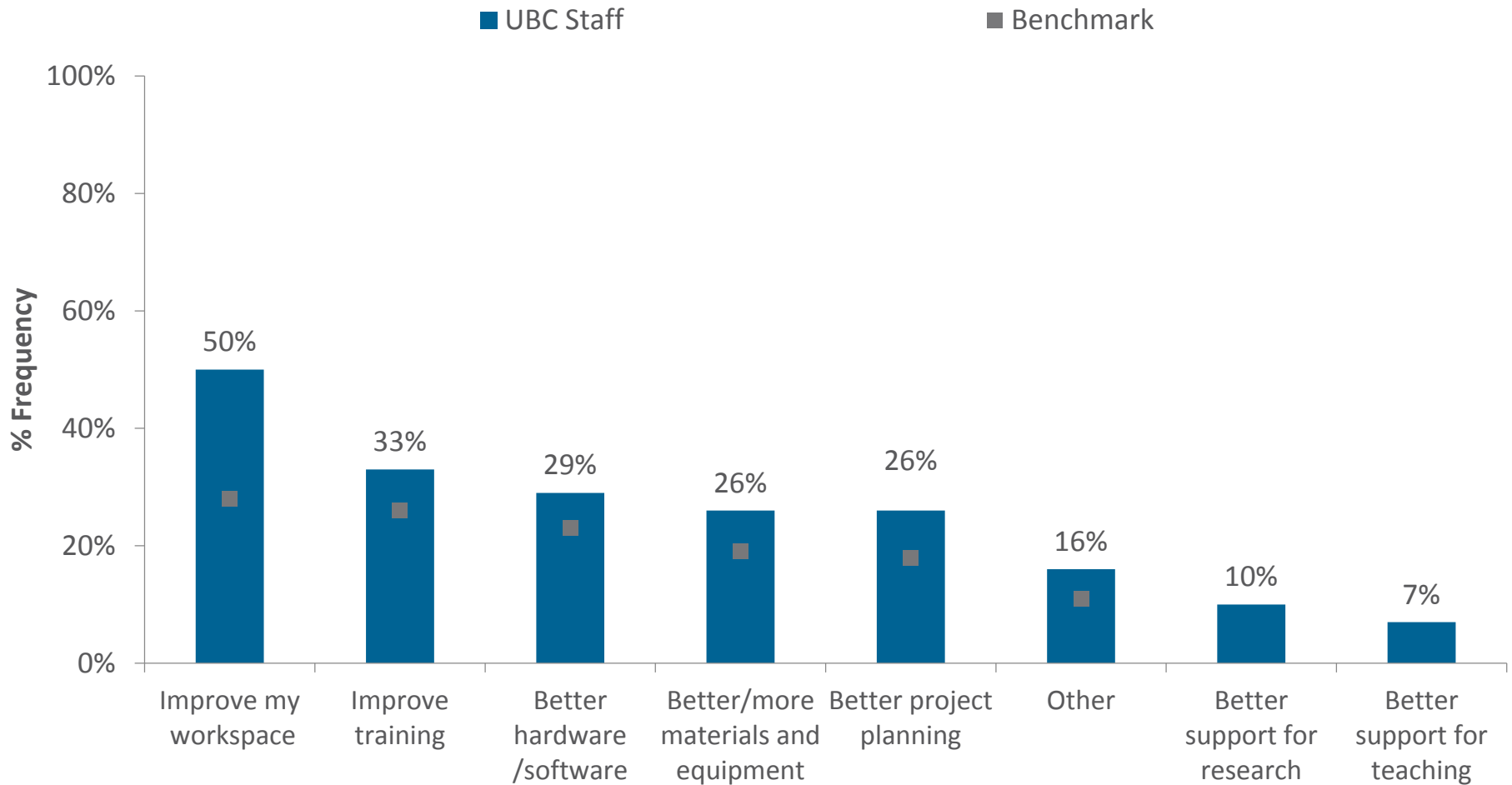
WORK ENVIRONMENT

Data is rounded to the nearest whole number



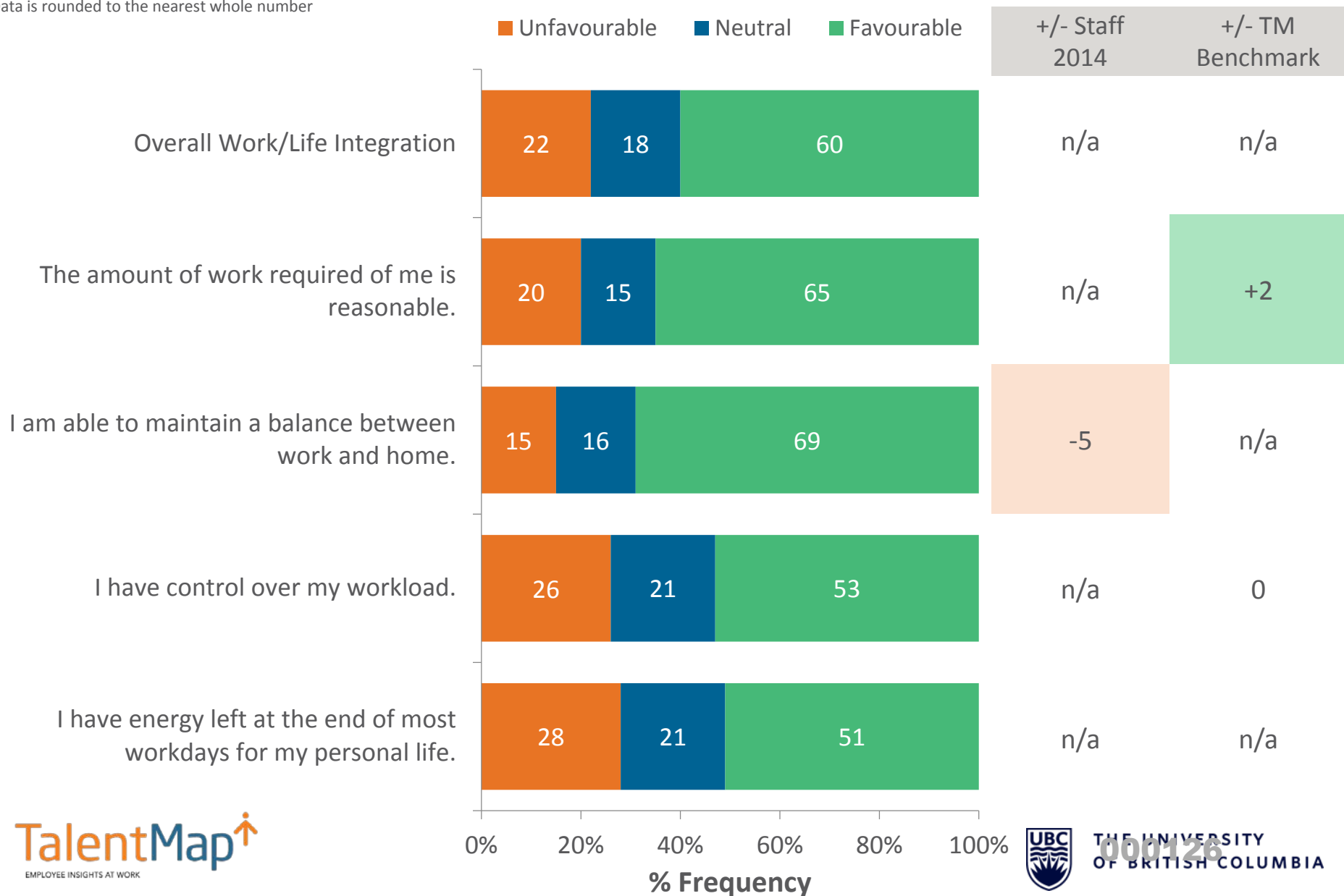
2877 respondents selected a theme for this comment

How could UBC improve your work environment?



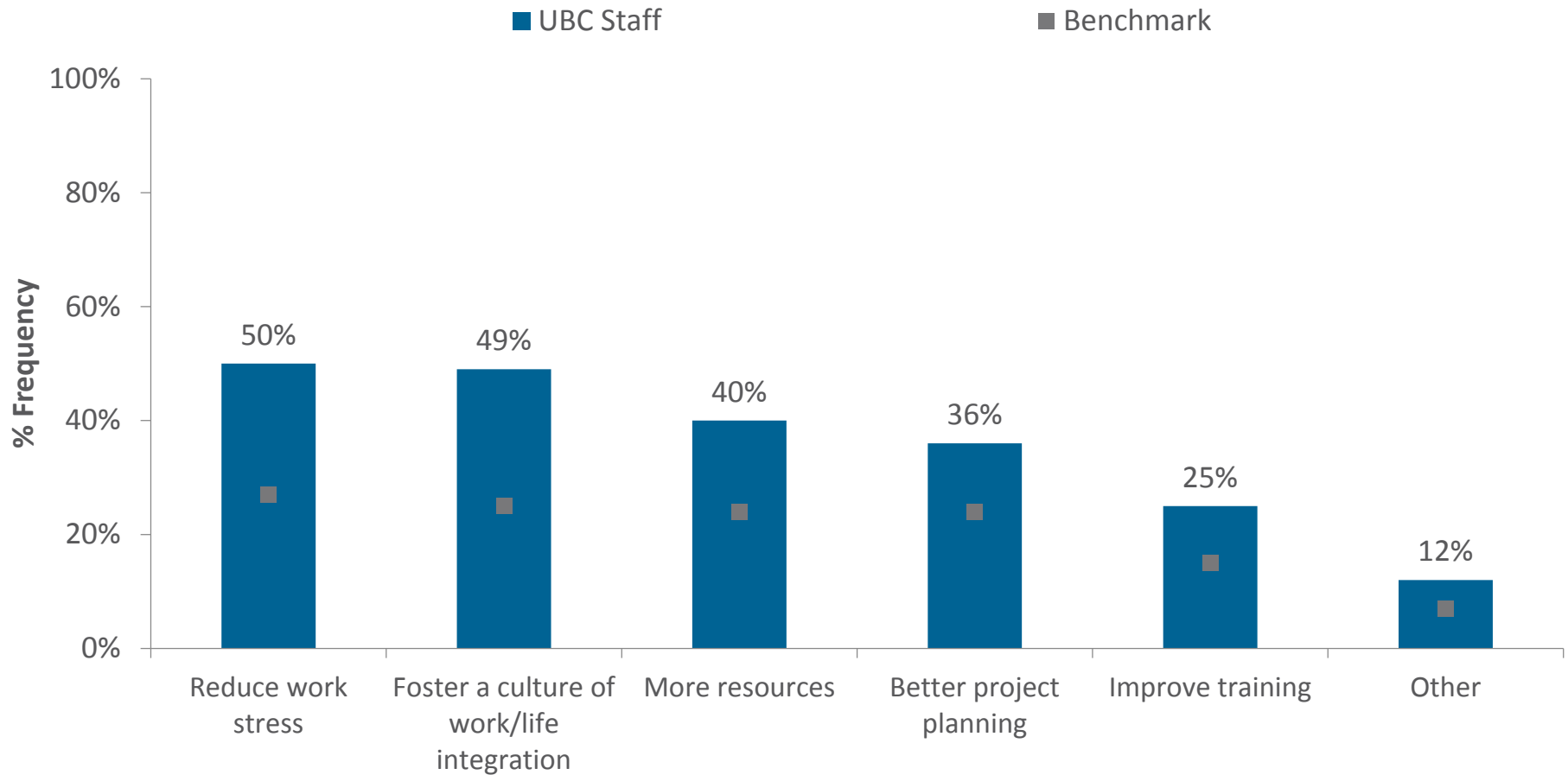
WORK/LIFE INTEGRATION

Data is rounded to the nearest whole number

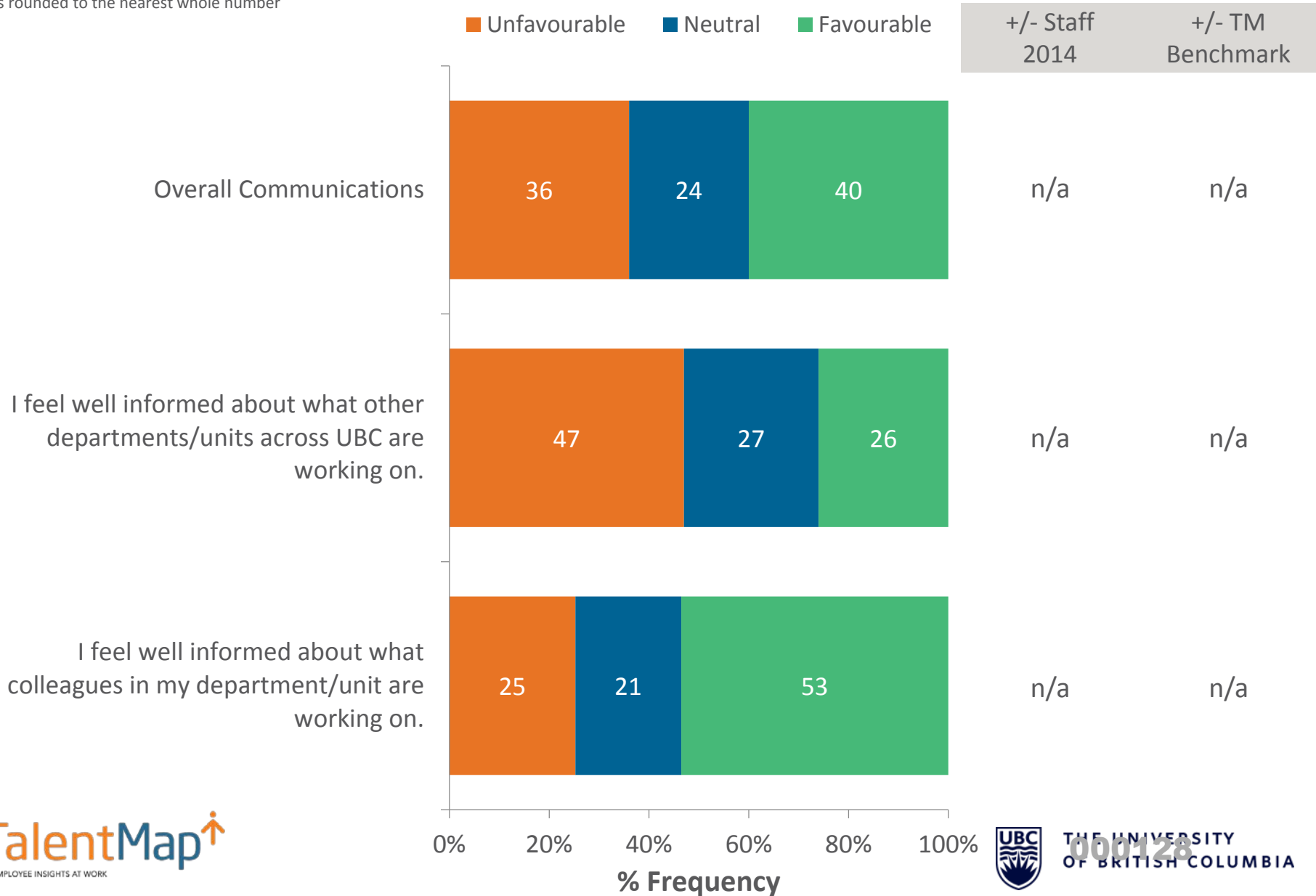


2521 respondents selected a theme for this comment

How could UBC better support your work/life integration?

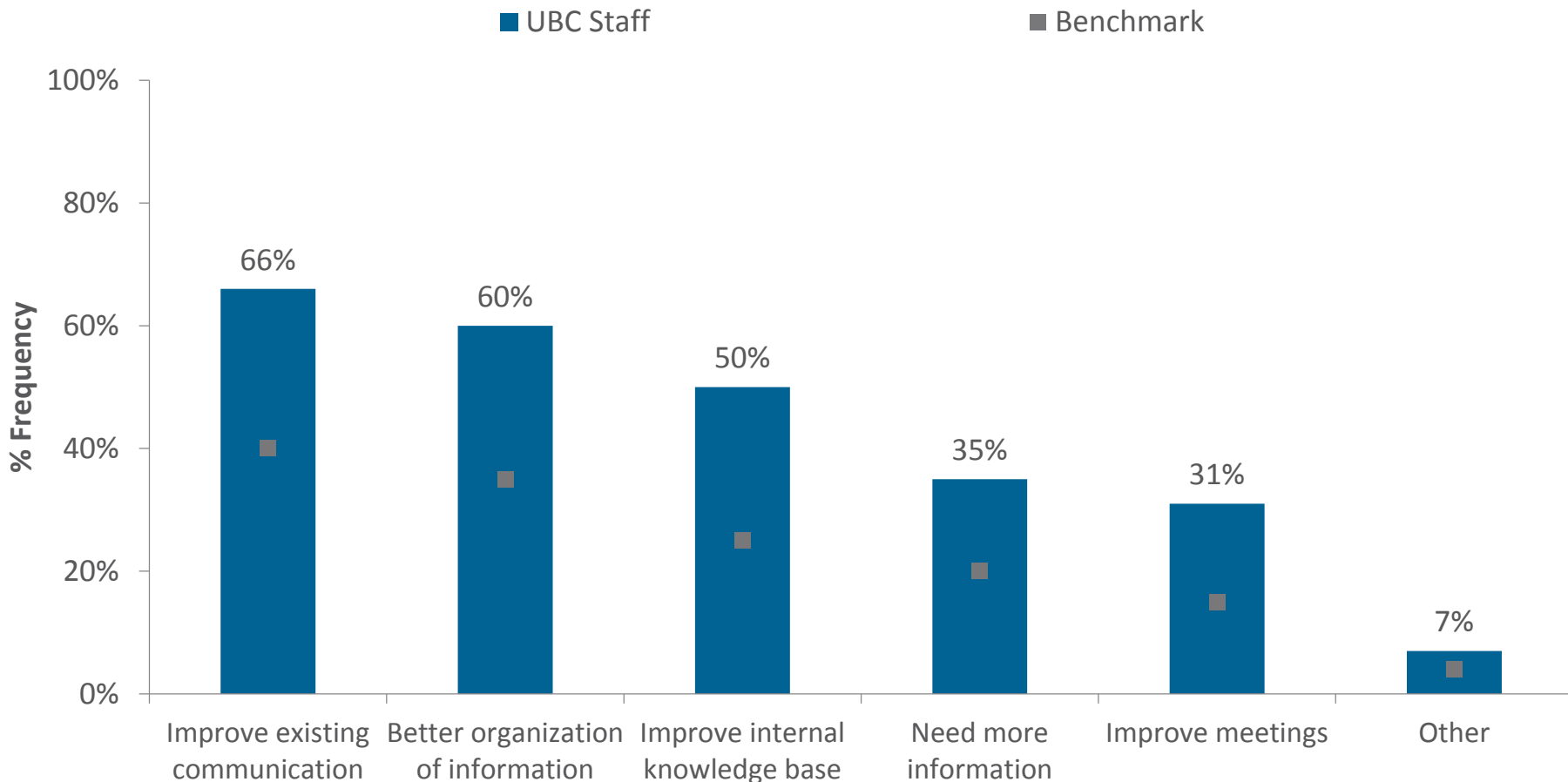


Data is rounded to the nearest whole number



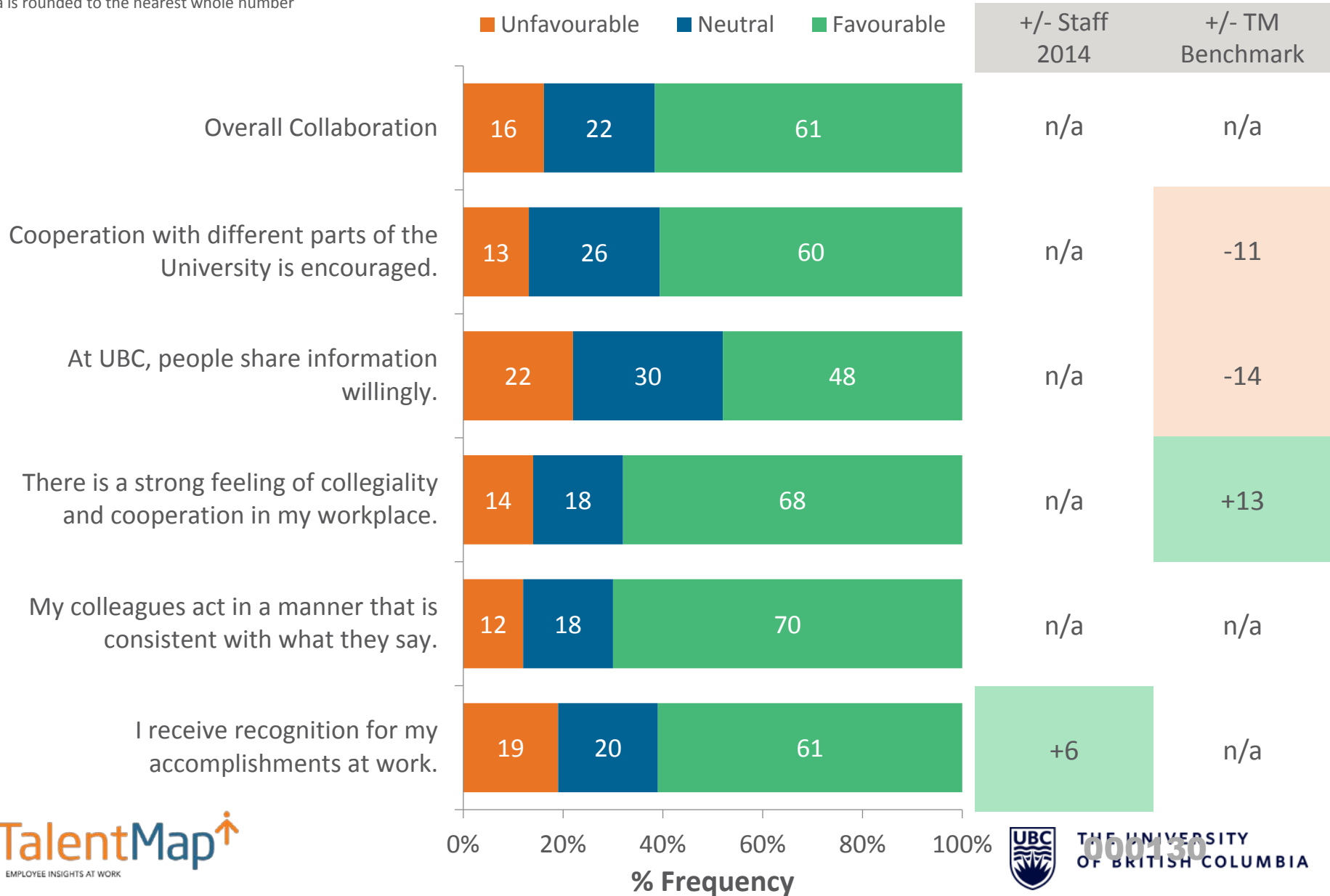
2415 respondents selected a theme for this comment

How could communication be improved at UBC?



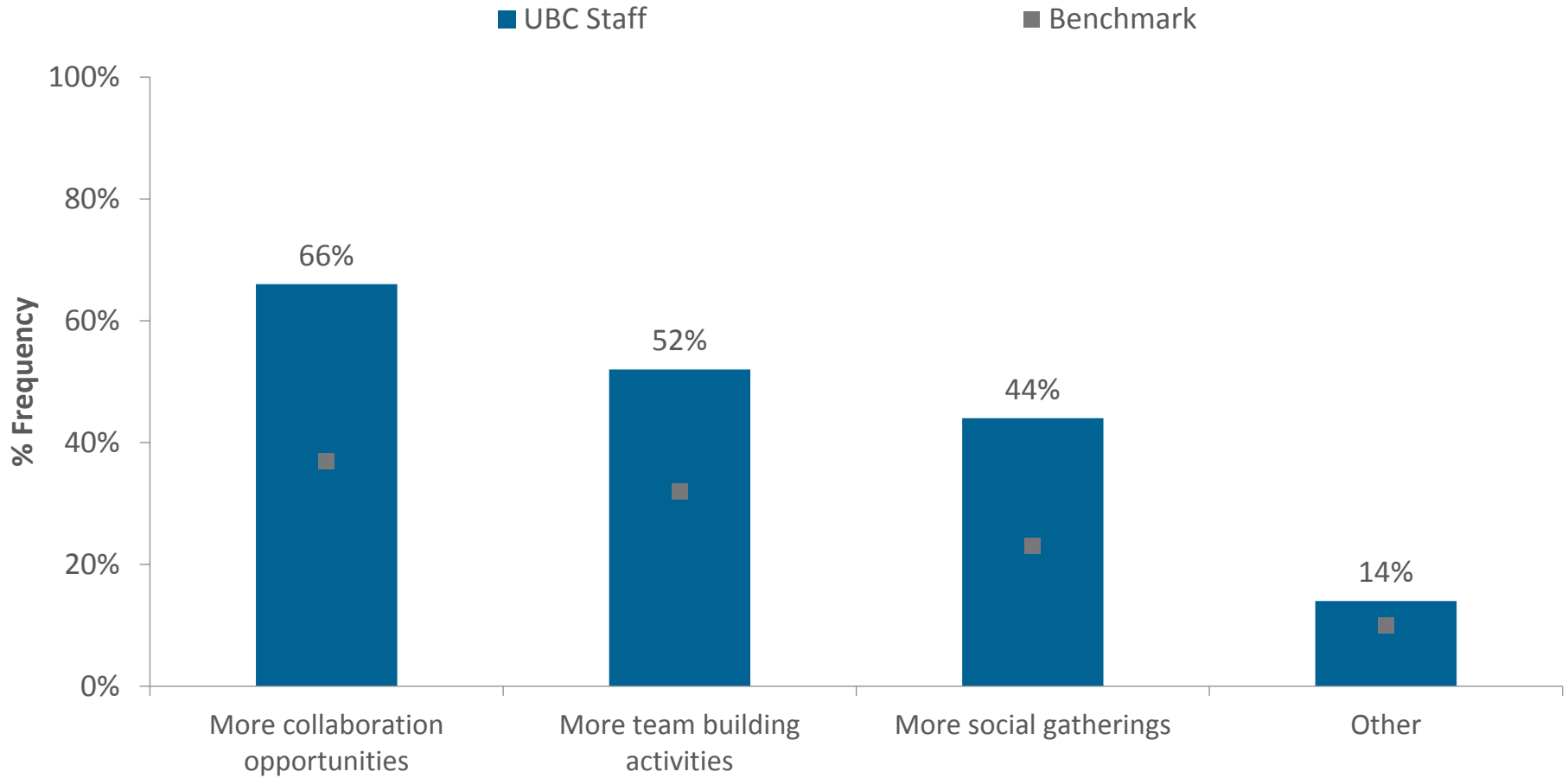
COLLABORATION

Data is rounded to the nearest whole number

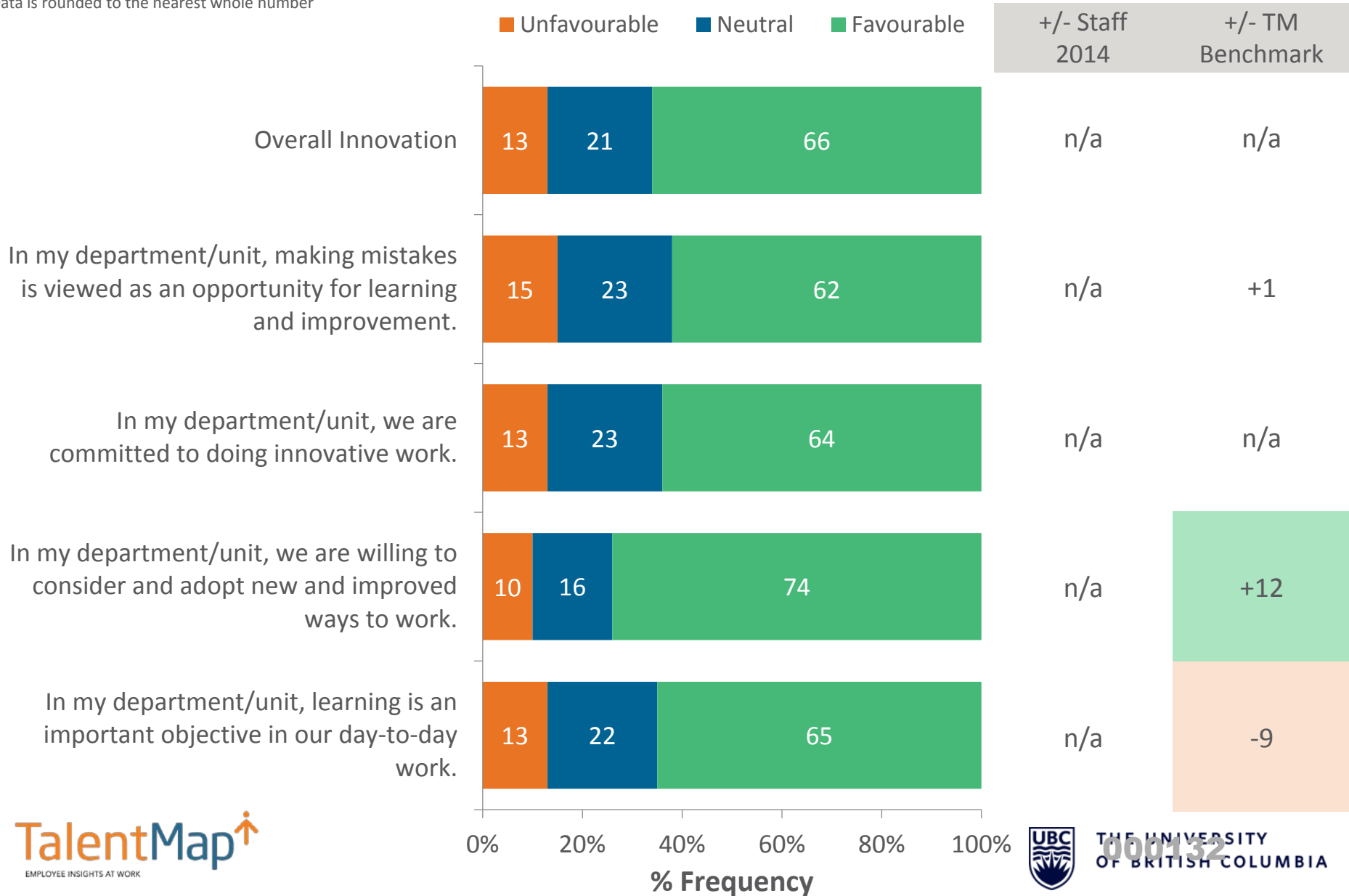


2053 respondents selected a theme for this comment

How could UBC improve collaboration?

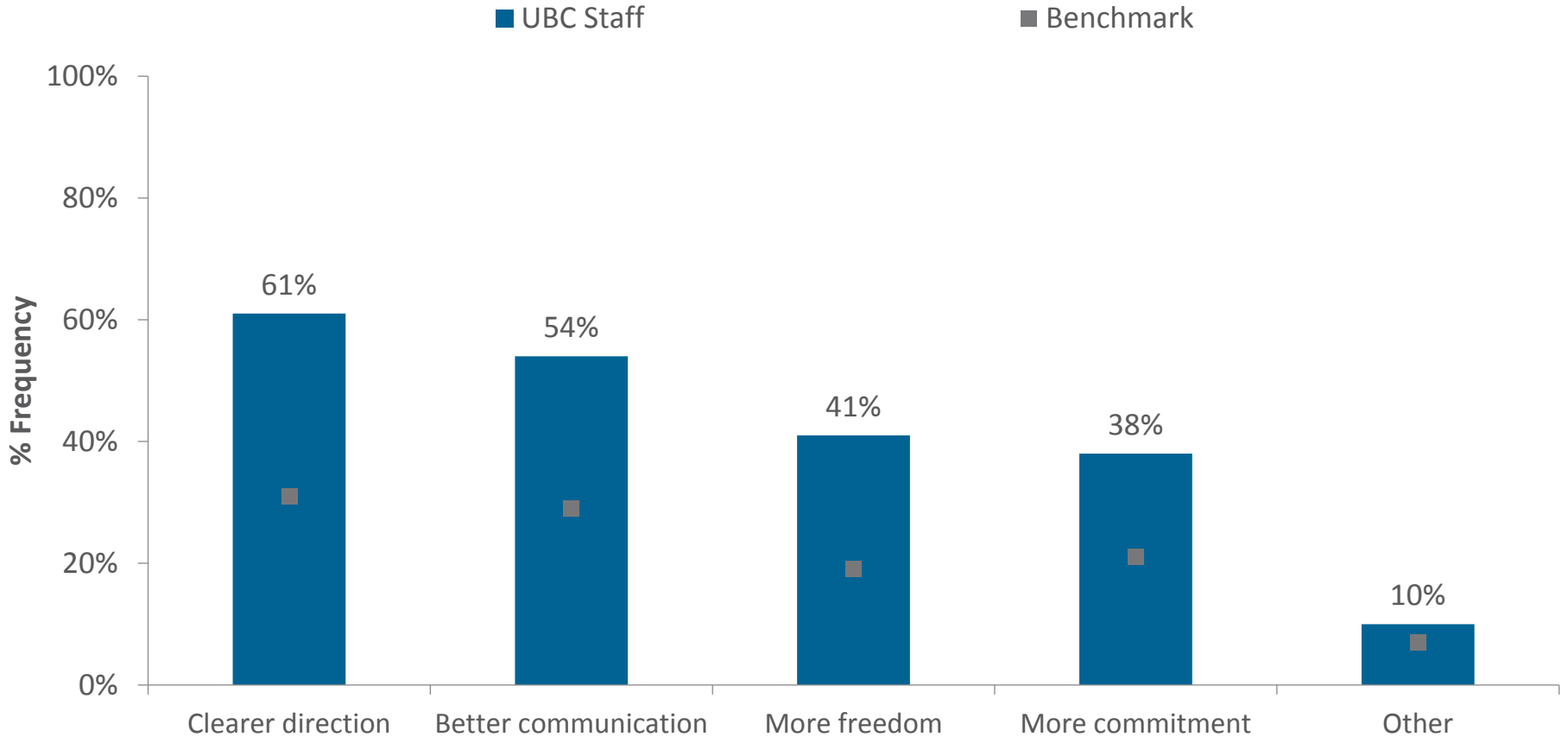


Data is rounded to the nearest whole number

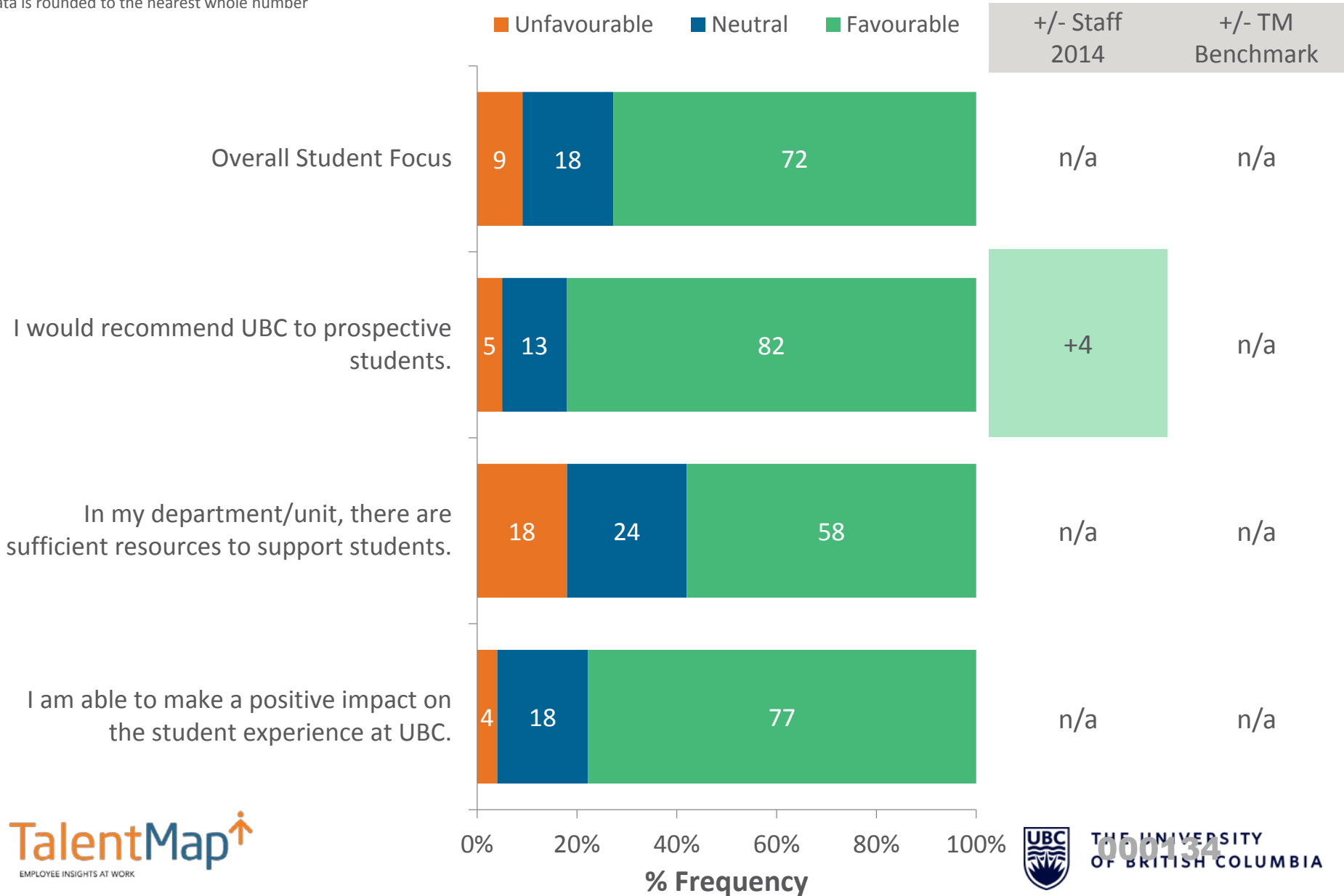


1823 respondents selected a theme for this comment

How could UBC improve innovation?

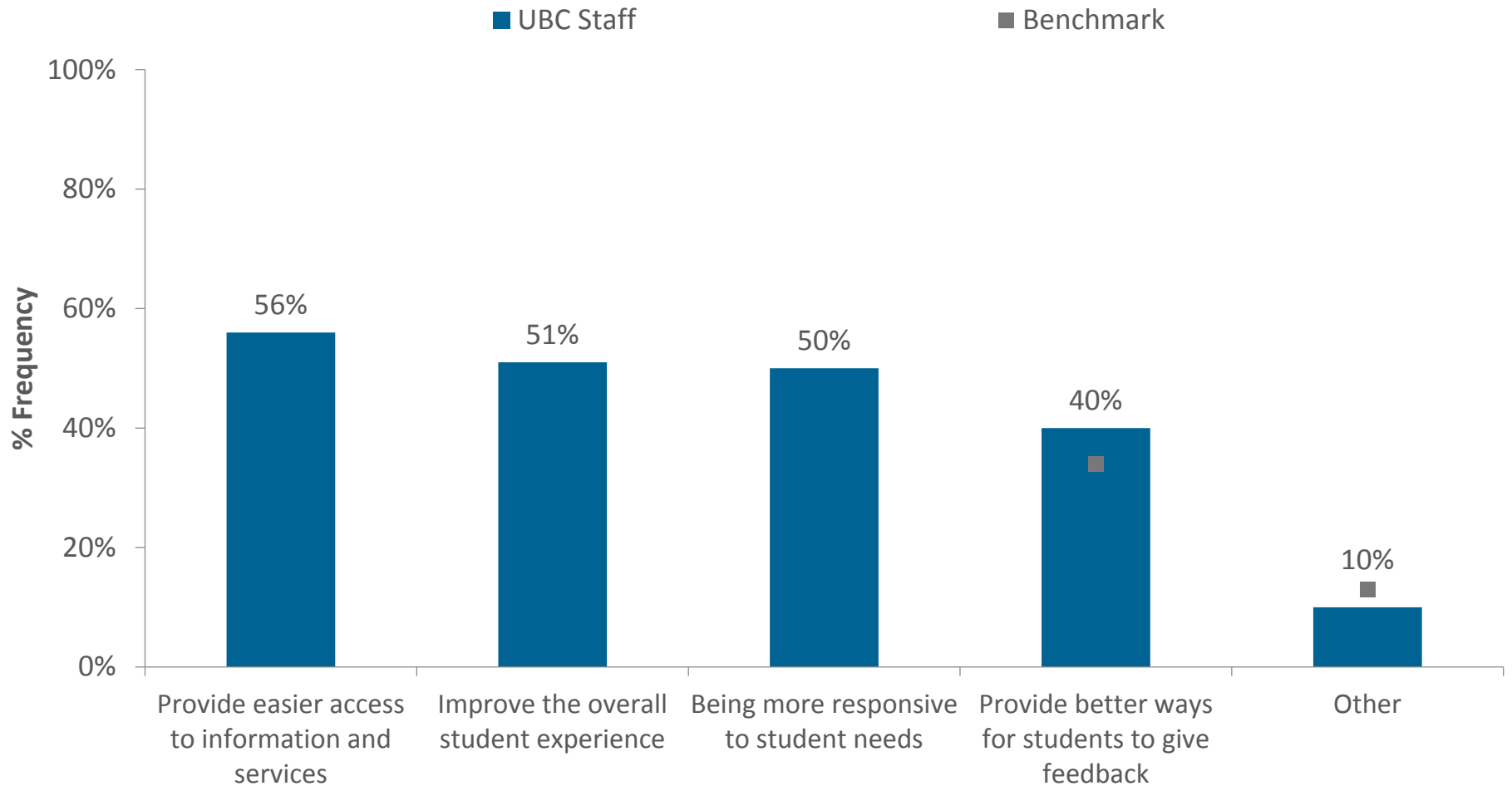


Data is rounded to the nearest whole number



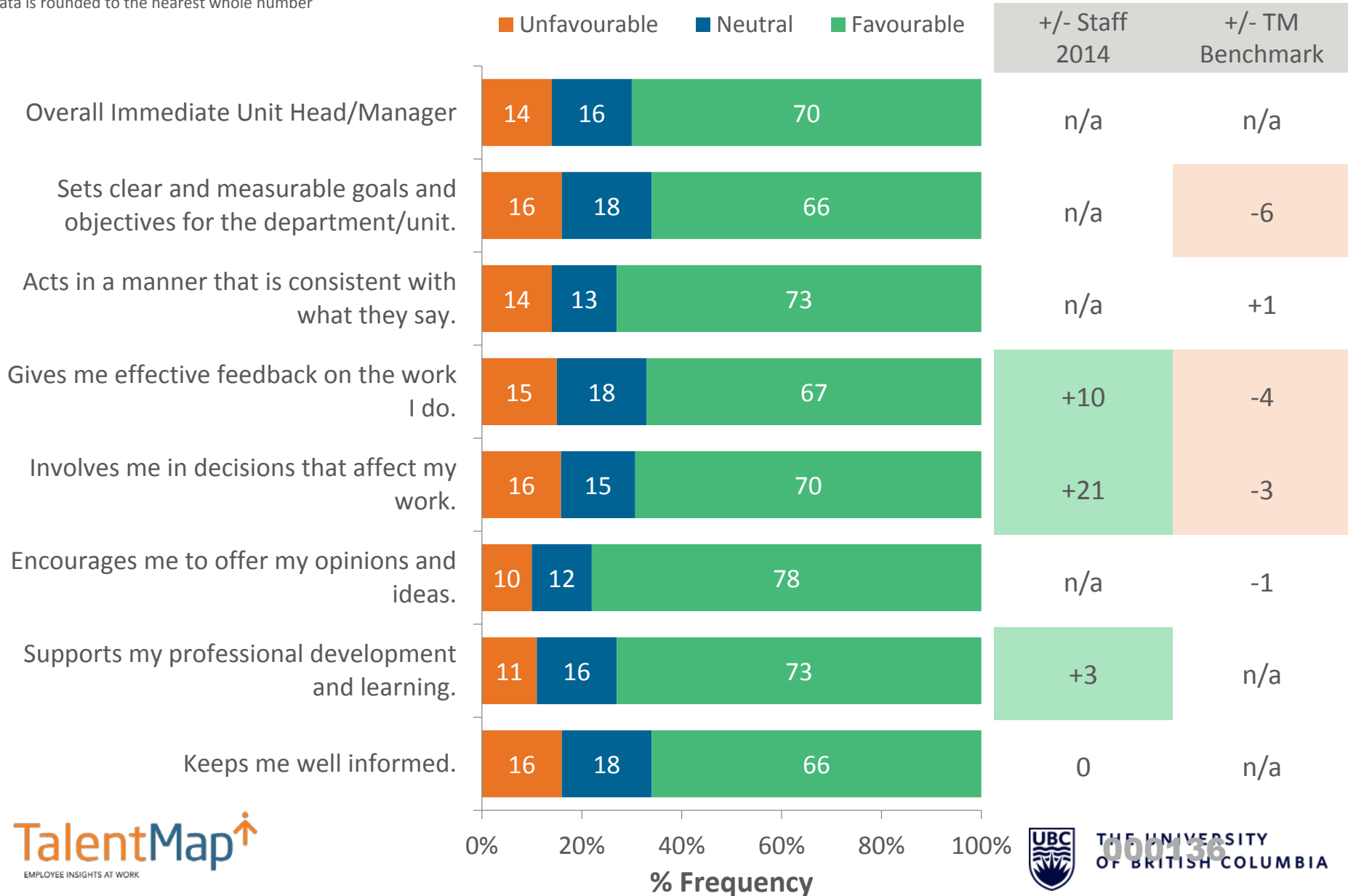
1511 respondents selected a theme for this comment

How could UBC improve its focus on students?



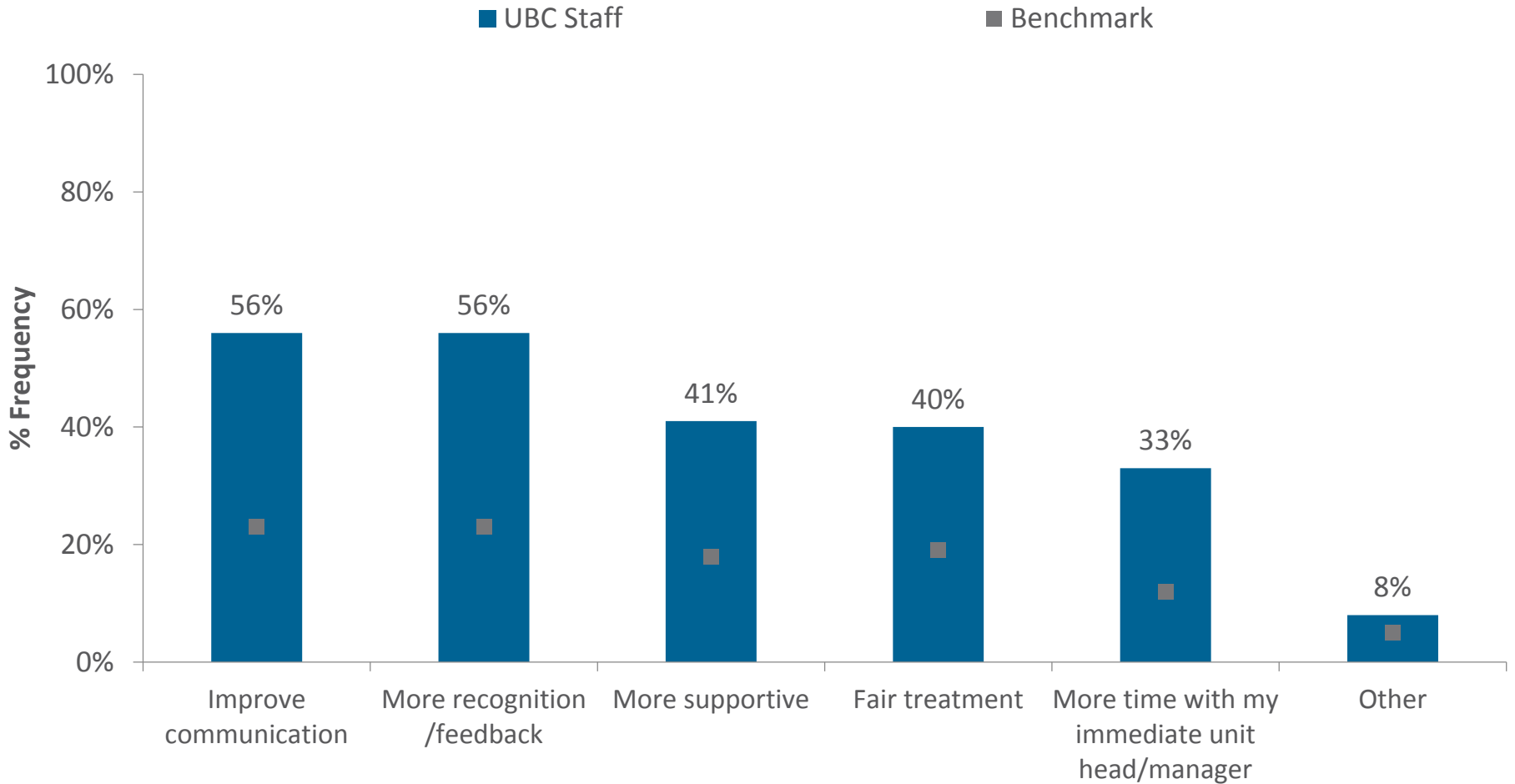
IMMEDIATE UNIT HEAD/MANAGER

Data is rounded to the nearest whole number

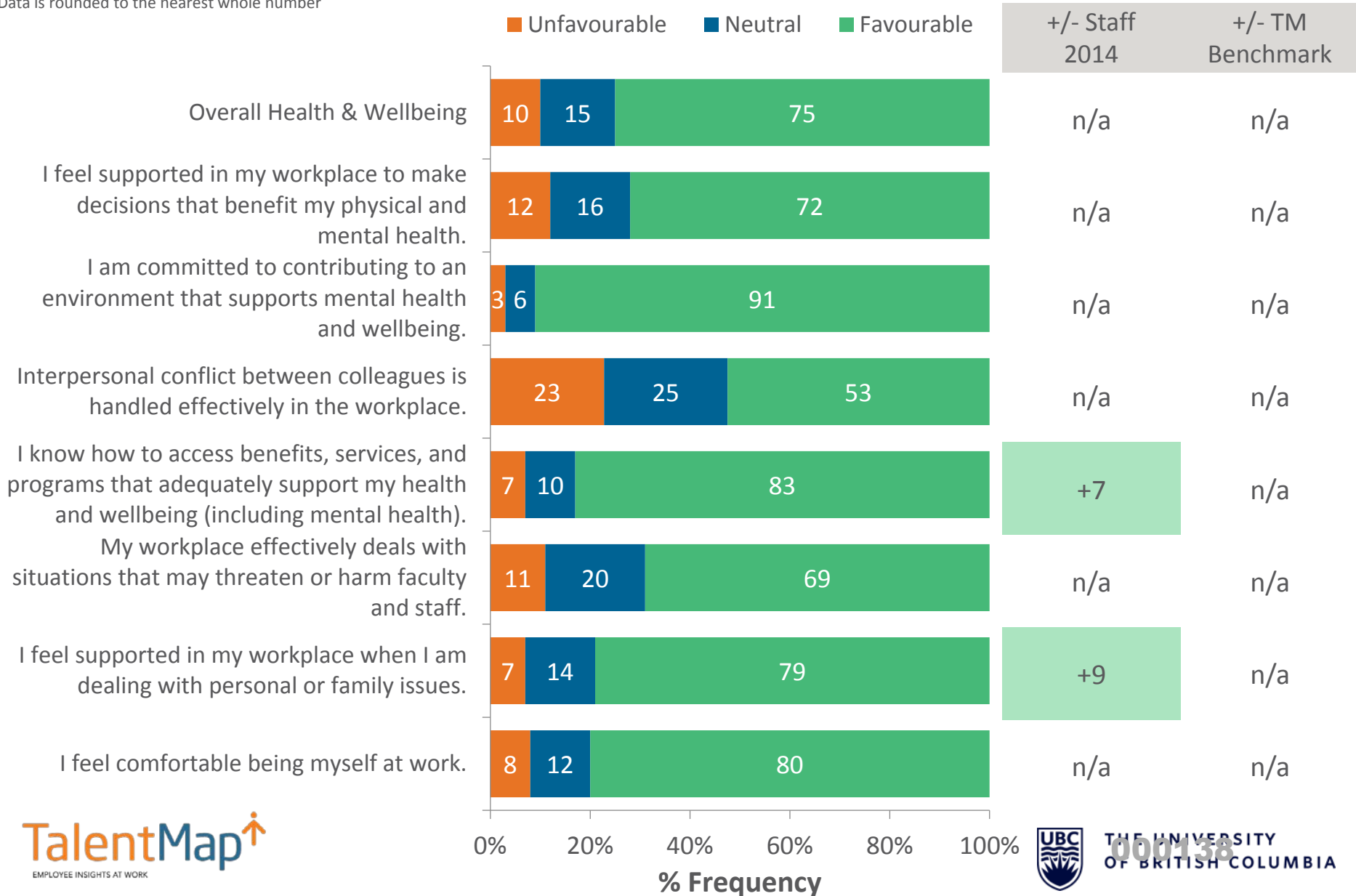


1810 respondents selected a theme for this comment

How could you and your immediate unit head/manager improve your work relationship?



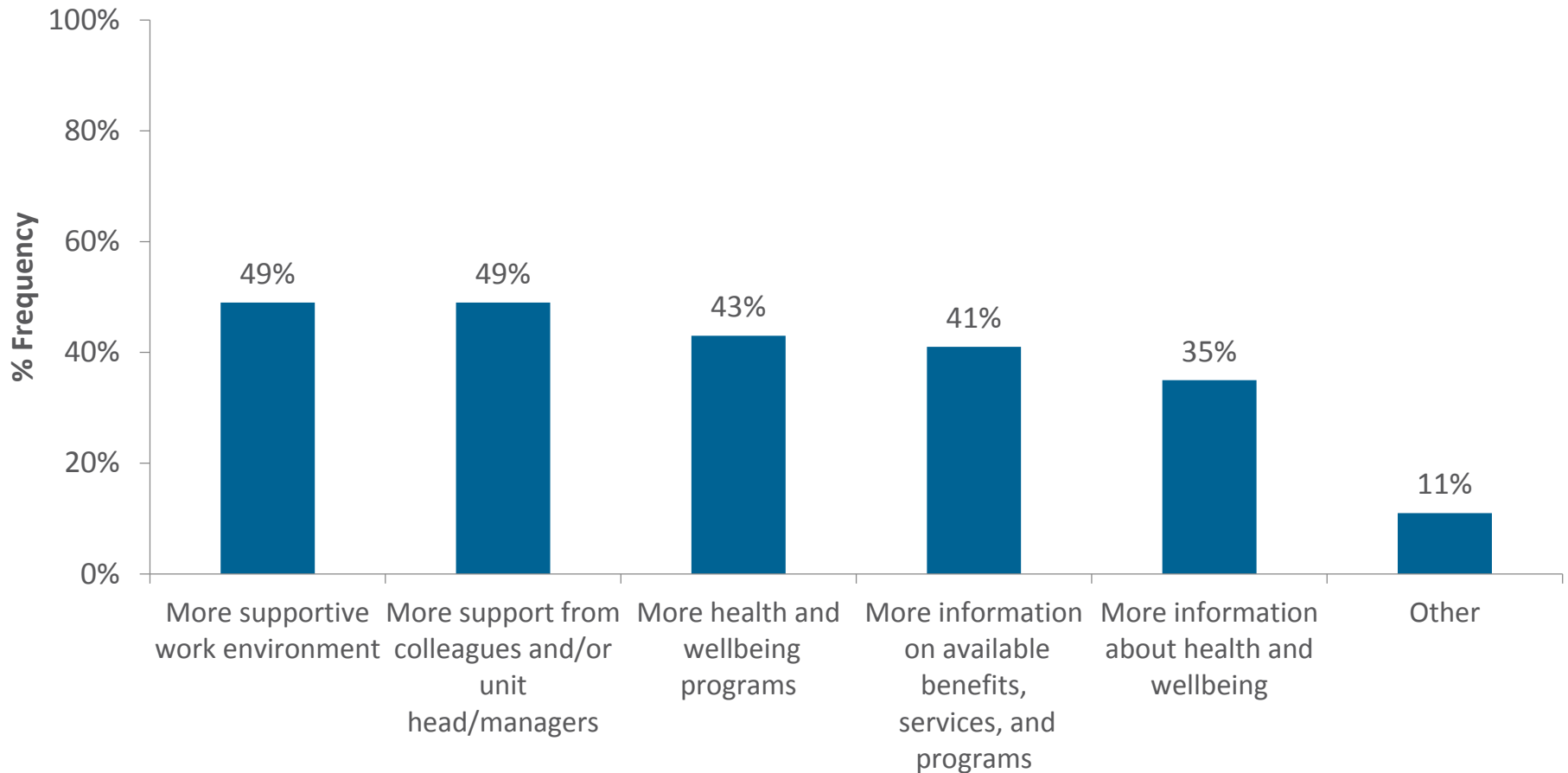
Data is rounded to the nearest whole number



1492 respondents selected a theme for this comment

How could UBC improve its focus on health and wellbeing (including mental health)?

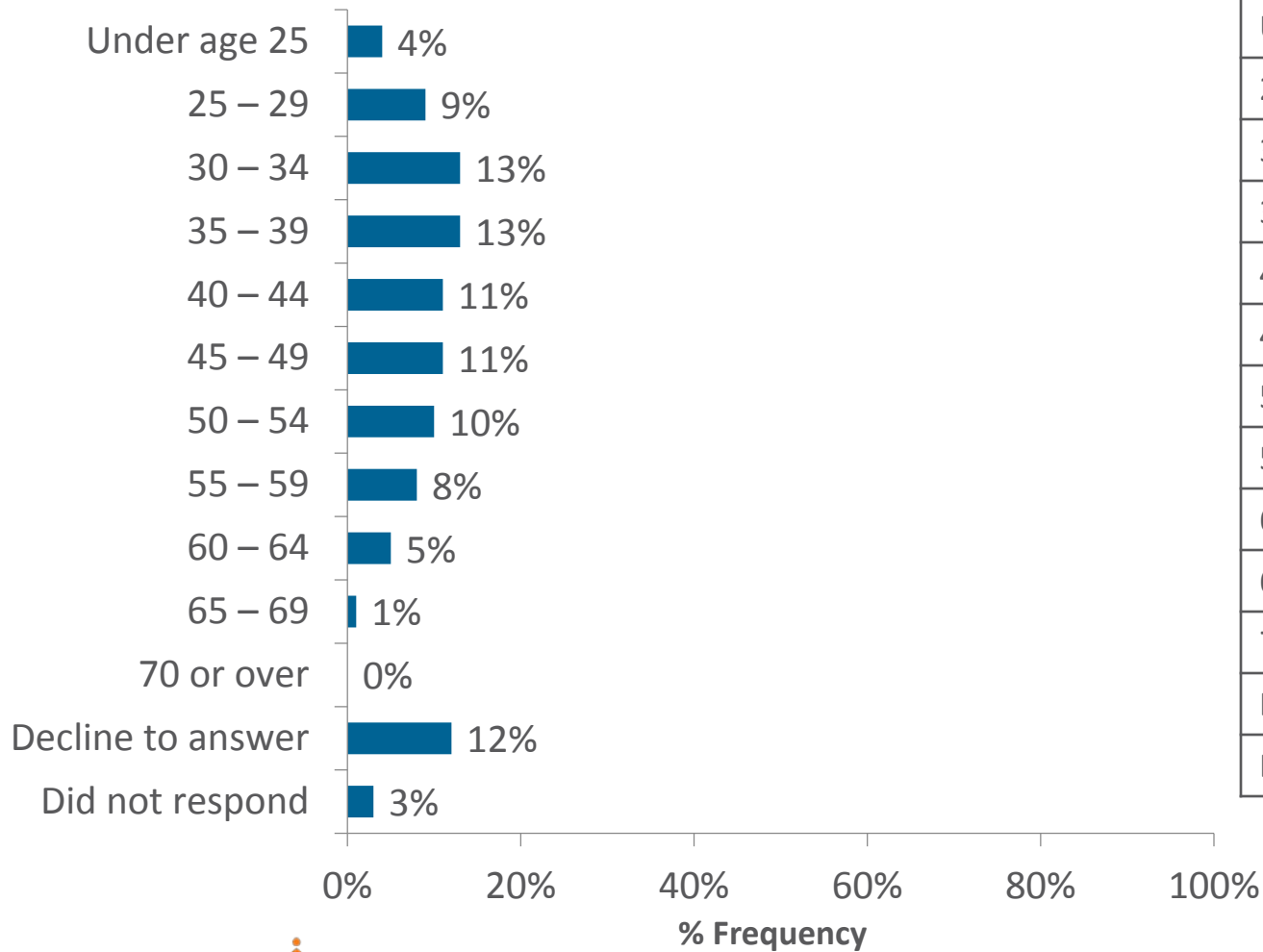
■ UBC Staff



DEMOGRAPHICS



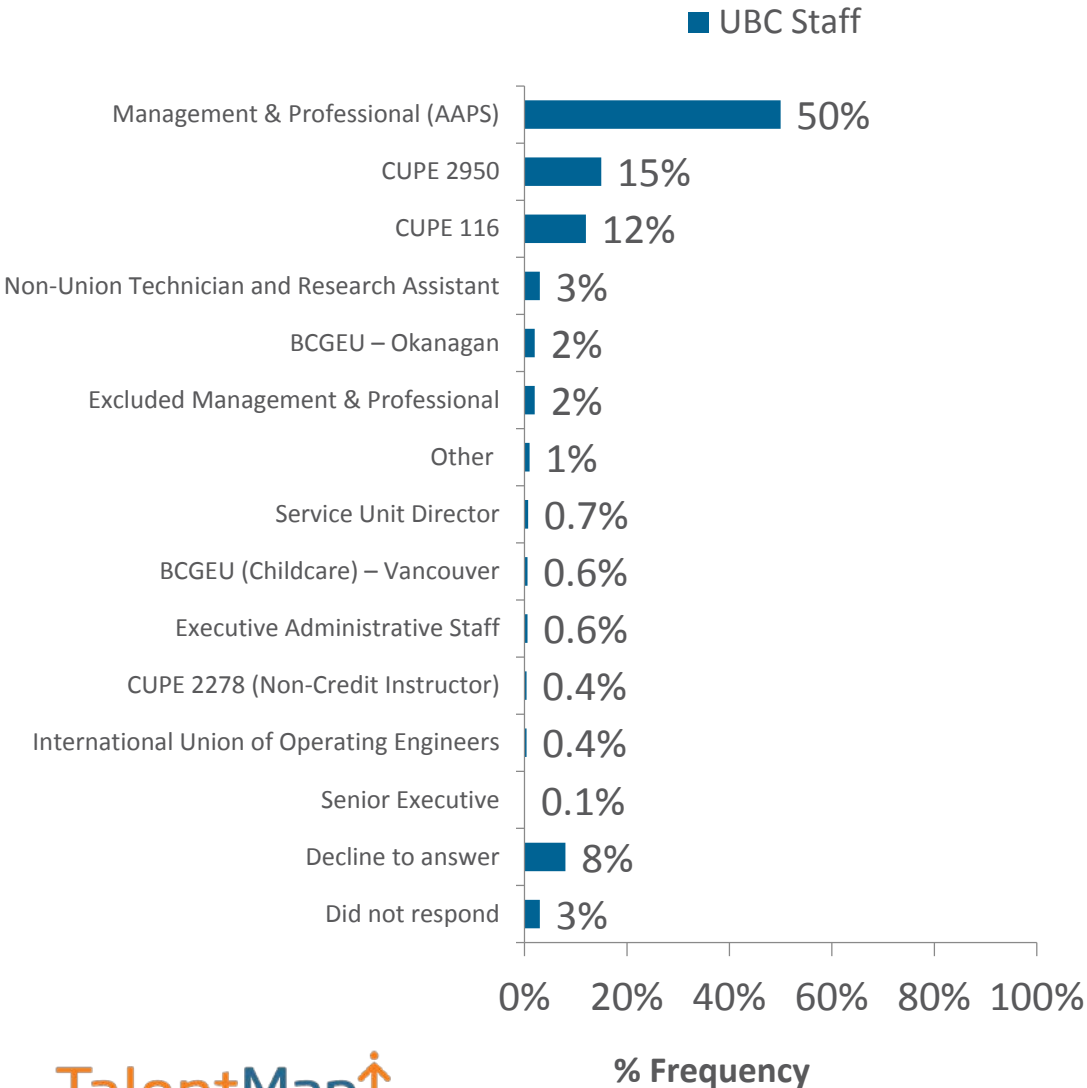
■ UBC Staff



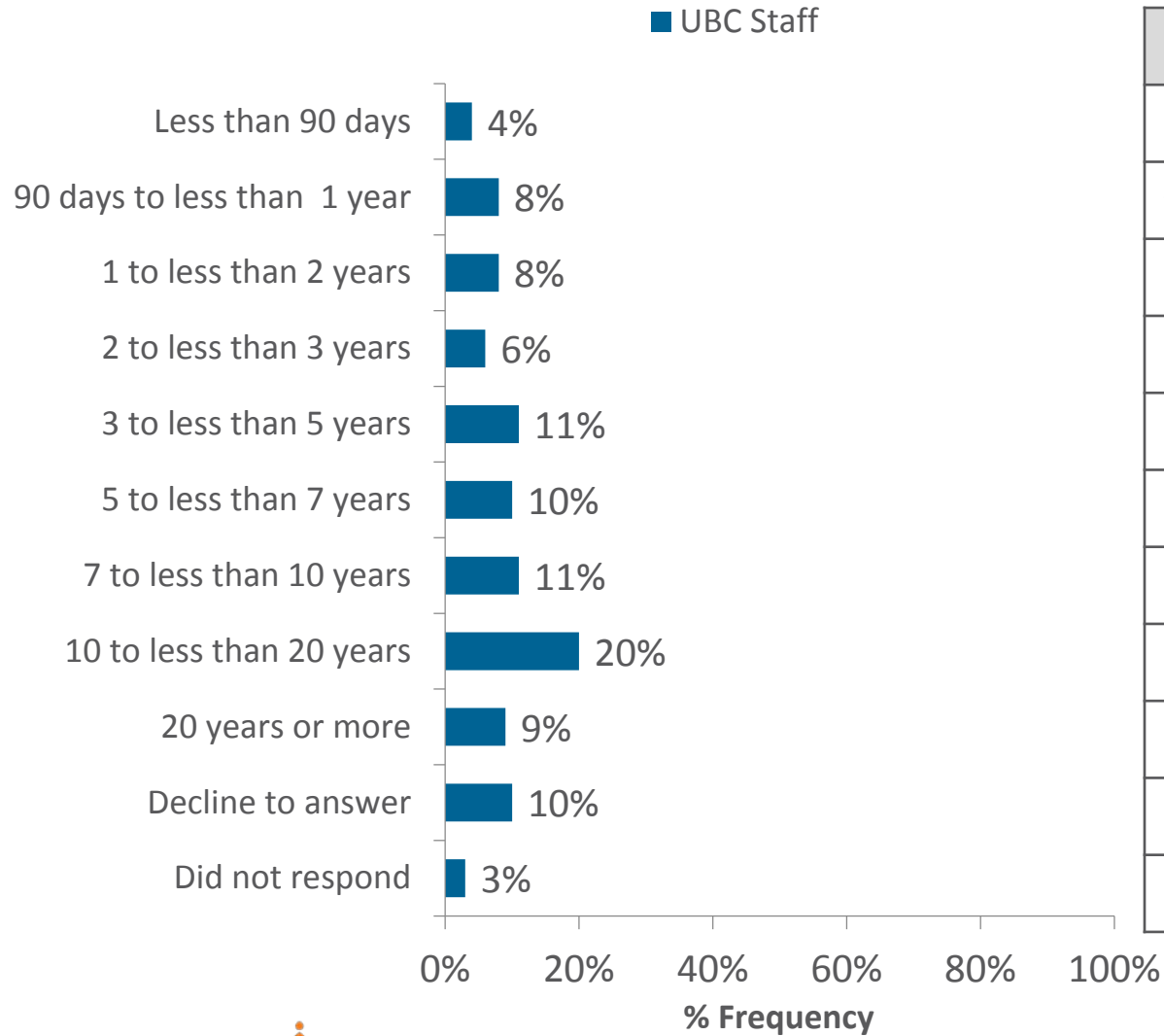
| Value | Count |
|-------------------|-------|
| Under age 25 | 164 |
| 25 – 29 | 433 |
| 30 – 34 | 602 |
| 35 – 39 | 614 |
| 40 – 44 | 535 |
| 45 – 49 | 529 |
| 50 – 54 | 463 |
| 55 – 59 | 370 |
| 60 – 64 | 234 |
| 65 – 69 | 56 |
| 70 or over | 4 |
| Decline to answer | 552 |
| Did not respond | 122 |

EMPLOYMENT GROUP PROFILE

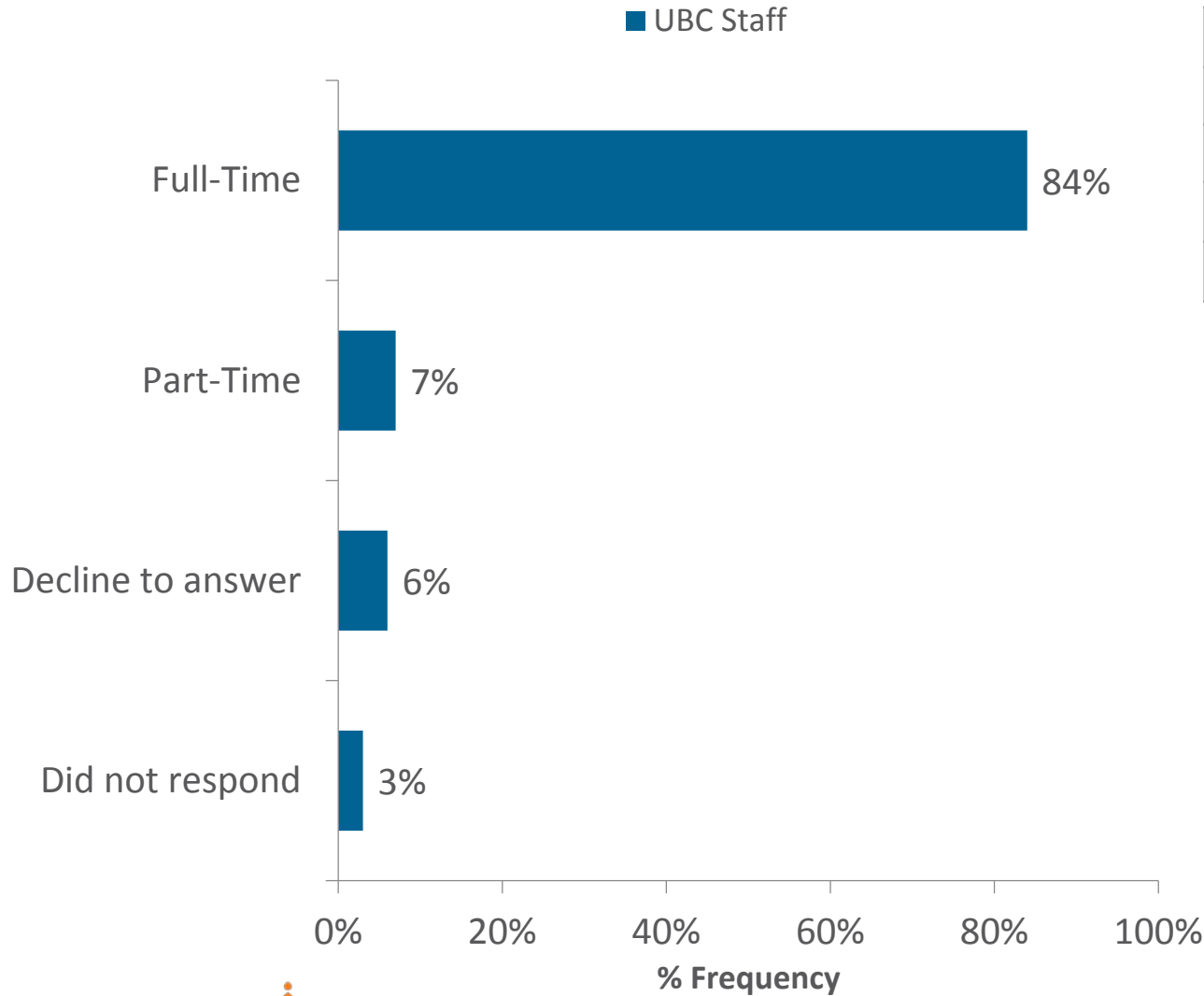
Note: This question was only completed by Staff.



| Value | Count |
|---|-------|
| Management & Professional (AAPS) | 2347 |
| CUPE 2950 | 717 |
| CUPE 116 | 558 |
| Non-Union Technician and Research Assistant | 133 |
| BCGEU – Okanagan | 110 |
| Excluded Management & Professional | 84 |
| Other | 62 |
| Service Unit Director | 32 |
| BCGEU (Childcare) – Vancouver | 29 |
| Executive Administrative Staff | 29 |
| CUPE 2278 (Non-Credit Instructor) | 18 |
| International Union of Operating Engineers | 18 |
| Senior Executive | 5 |
| Decline to answer | 392 |
| Did not respond | 144 |

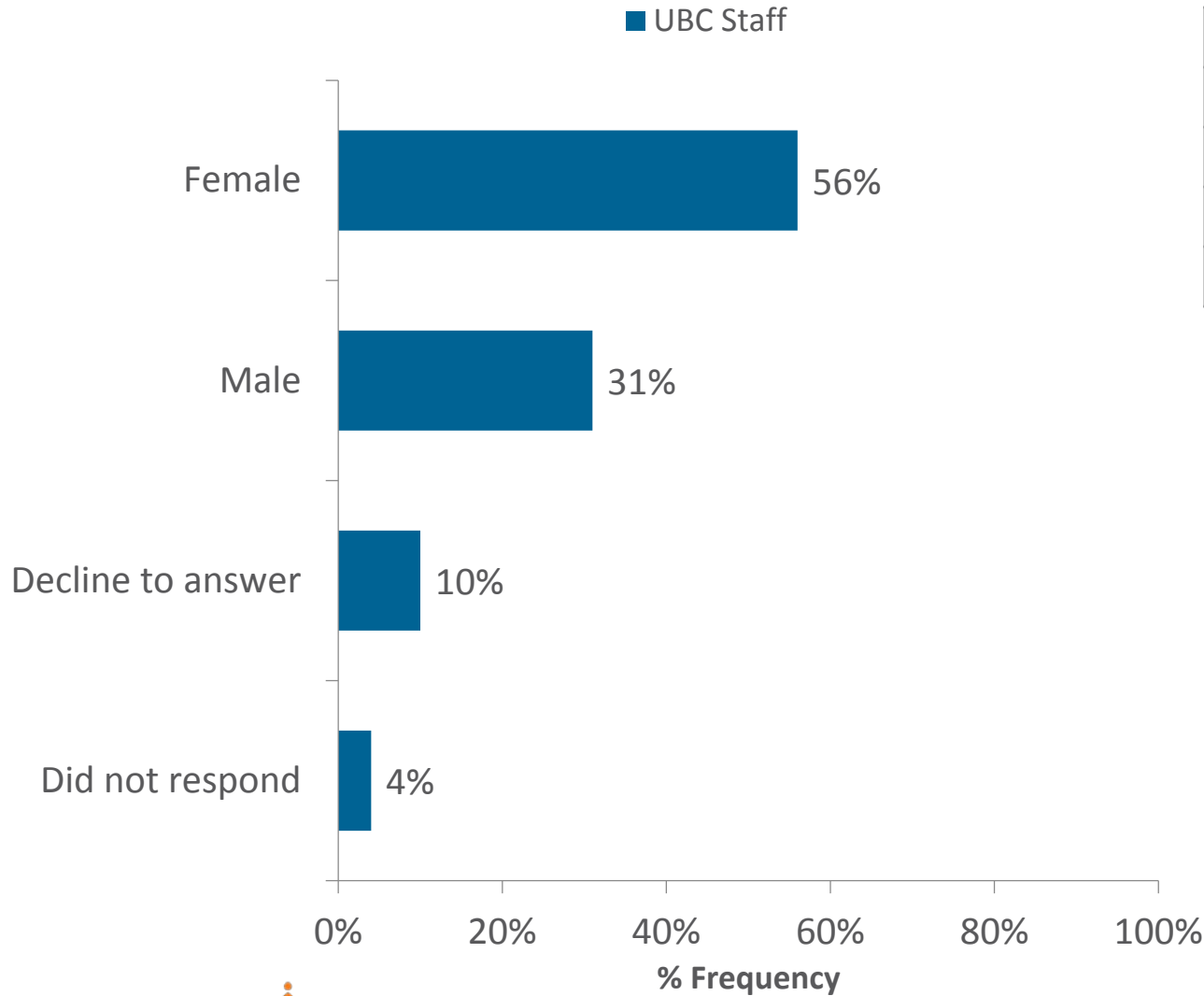


| Value | Count |
|-----------------------------|-------|
| Less than 90 days | 177 |
| 90 days to less than 1 year | 381 |
| 1 to less than 2 years | 384 |
| 2 to less than 3 years | 285 |
| 3 to less than 5 years | 517 |
| 5 to less than 7 years | 479 |
| 7 to less than 10 years | 535 |
| 10 to less than 20 years | 946 |
| 20 years or more | 404 |
| Decline to answer | 445 |
| Did not respond | 125 |



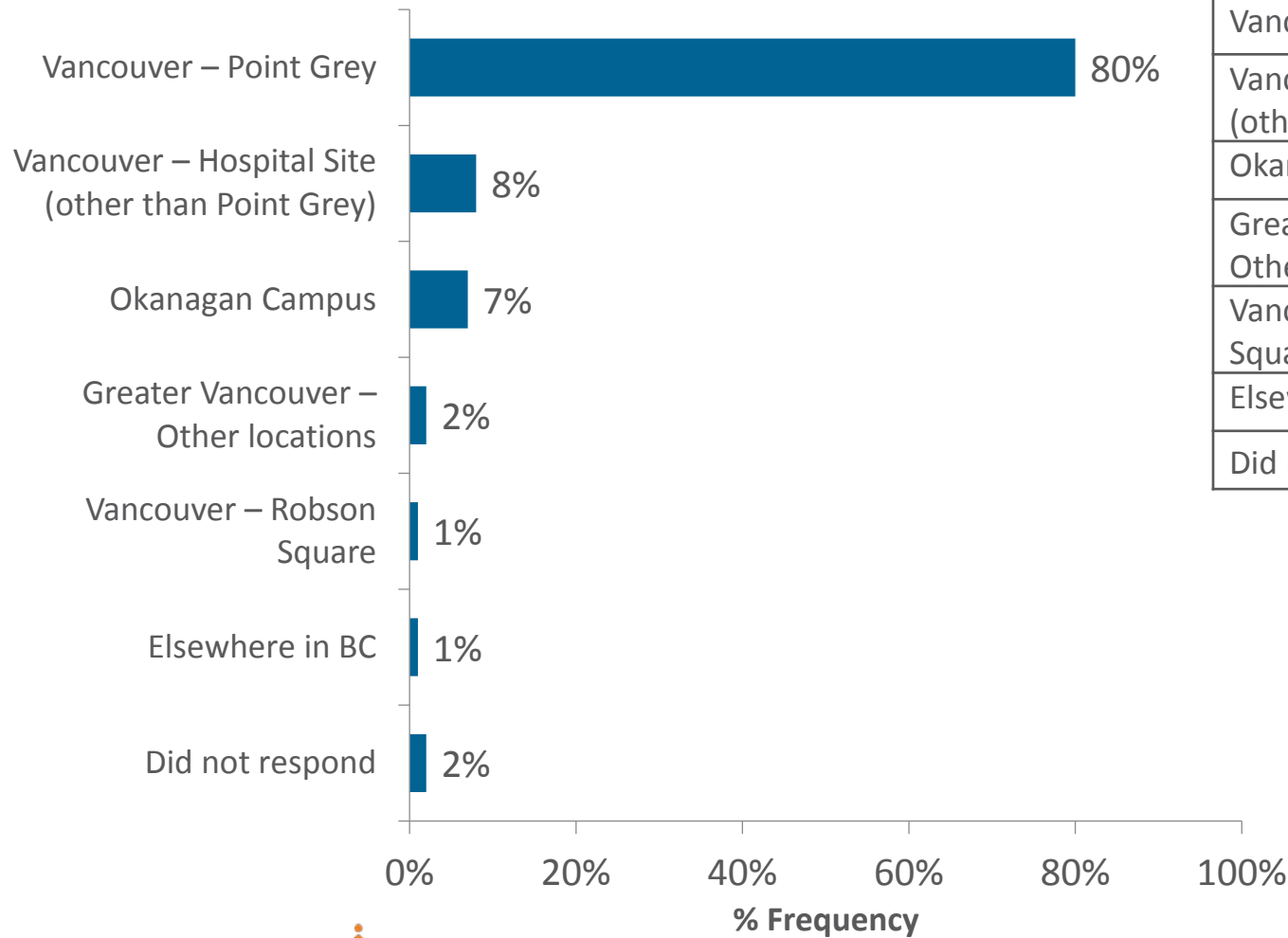
| Value | Count |
|-------------------|-------|
| Full-Time | 3931 |
| Part-Time | 323 |
| Decline to answer | 300 |
| Did not respond | 124 |

For the purpose of employment equity, do you consider yourself male or female?



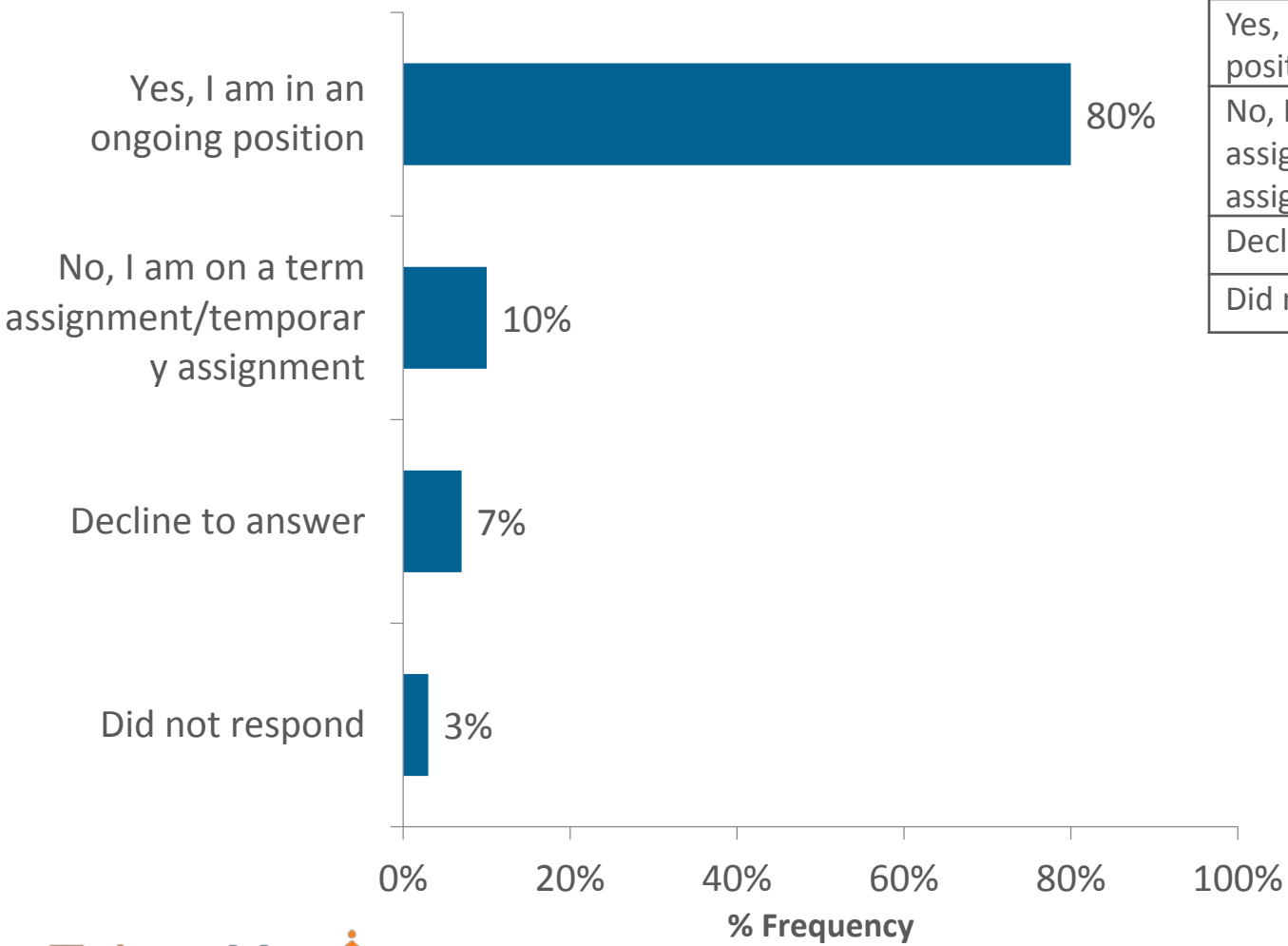
| Value | Count |
|-------------------|-------|
| Female | 2609 |
| Male | 1427 |
| Decline to answer | 471 |
| Did not respond | 171 |

■ UBC Staff



| Value | Count |
|---|-------|
| Vancouver – Point Grey | 3728 |
| Vancouver – Hospital Site (other than Point Grey) | 353 |
| Okanagan Campus | 339 |
| Greater Vancouver – Other locations | 79 |
| Vancouver – Robson Square | 47 |
| Elsewhere in BC | 40 |
| Did not respond | 92 |

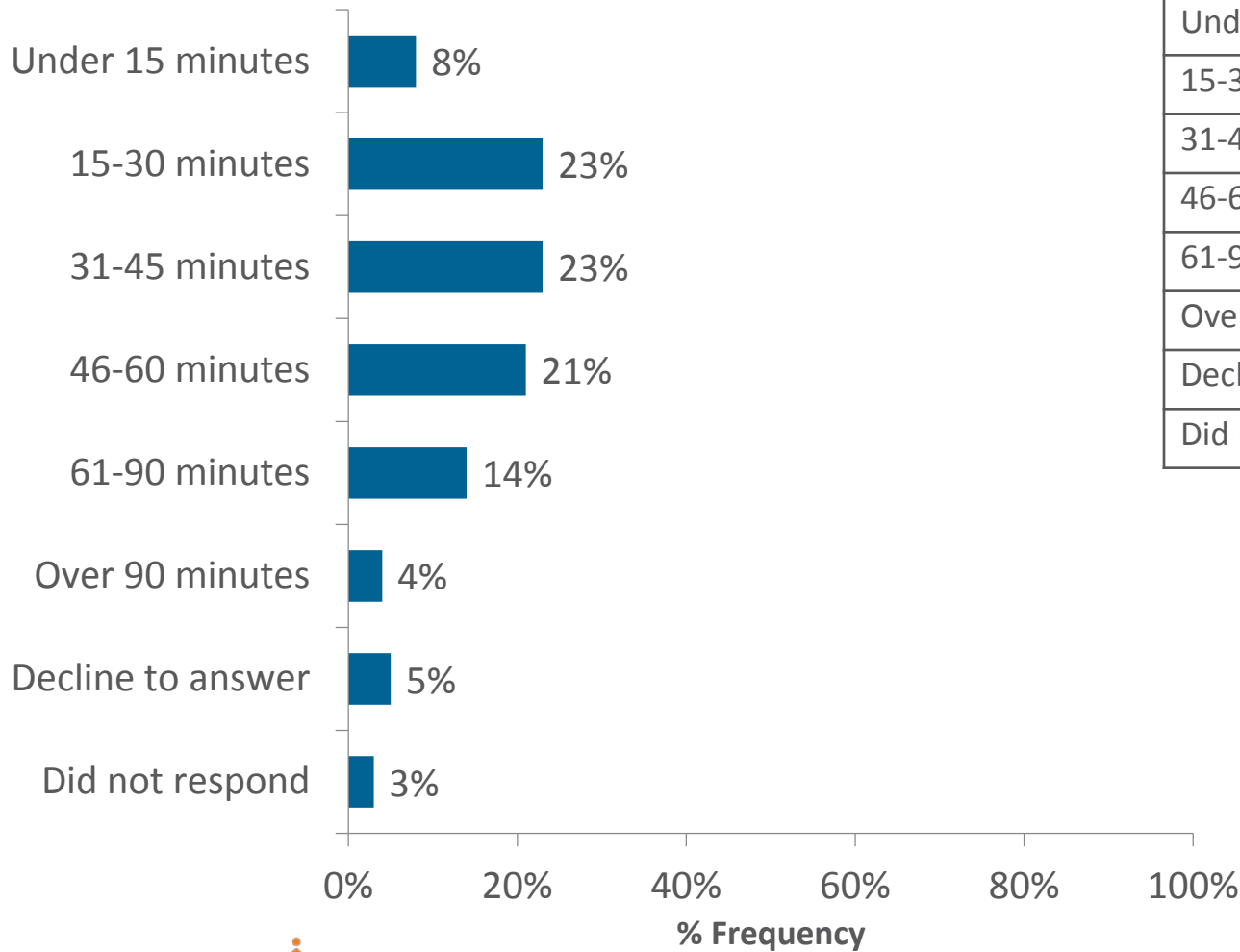
■ UBC Staff



| Value | Count |
|--|-------|
| Yes, I am in an ongoing position | 3763 |
| No, I am on a term assignment/temporary assignment | 469 |
| Decline to answer | 315 |
| Did not respond | 131 |

On average, how long is your one-way commute to work?

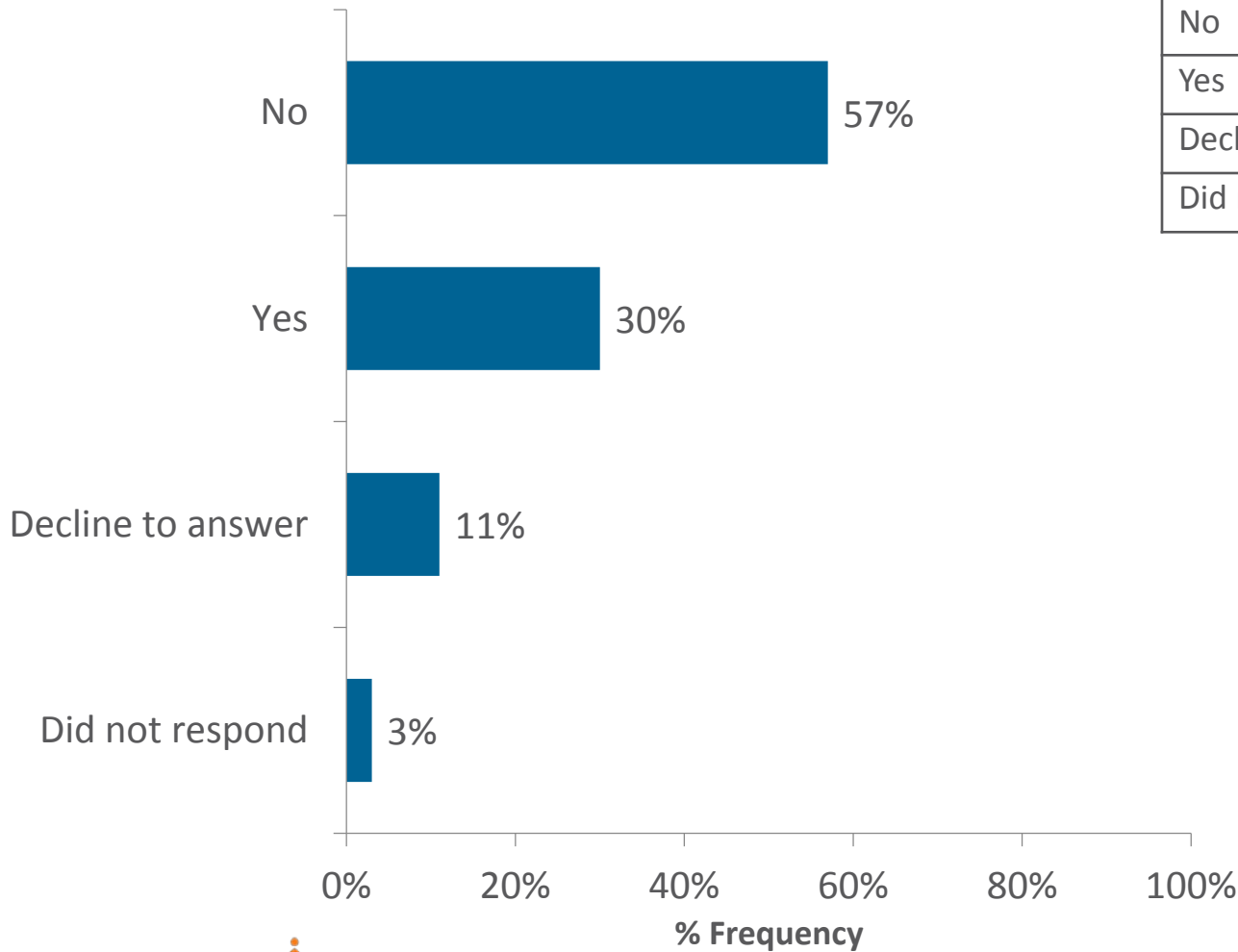
■ UBC Staff



| Value | Count |
|-------------------|-------|
| Under 15 minutes | 383 |
| 15-30 minutes | 1070 |
| 31-45 minutes | 1054 |
| 46-60 minutes | 969 |
| 61-90 minutes | 637 |
| Over 90 minutes | 183 |
| Decline to answer | 251 |
| Did not respond | 131 |

Do you have faculty or staff reporting to you?

■ UBC Staff



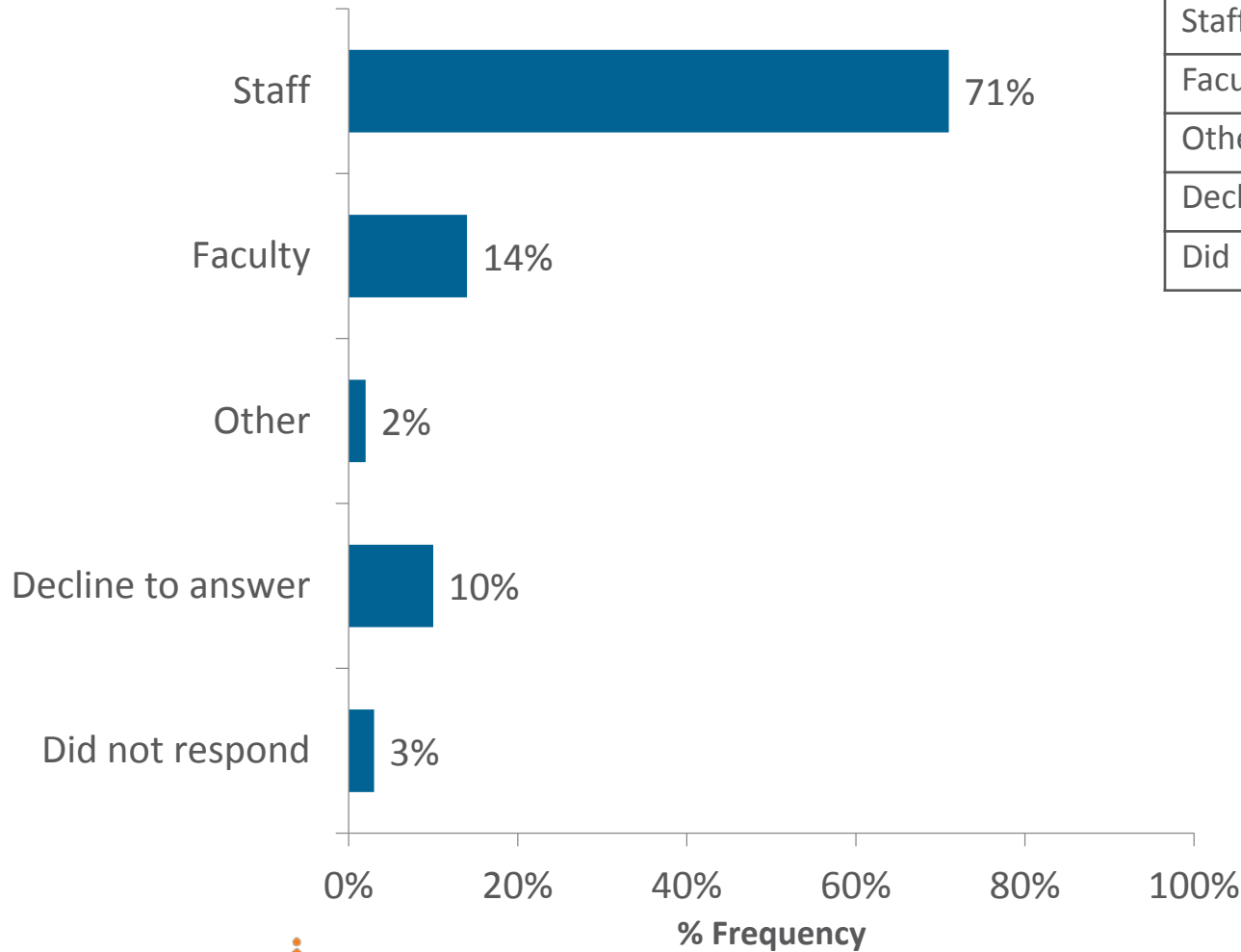
| Value | Count |
|-------------------|-------|
| No | 2656 |
| Yes | 1382 |
| Decline to answer | 507 |
| Did not respond | 133 |

IMMEDIATE UNIT HEAD/MANAGER PROFILE

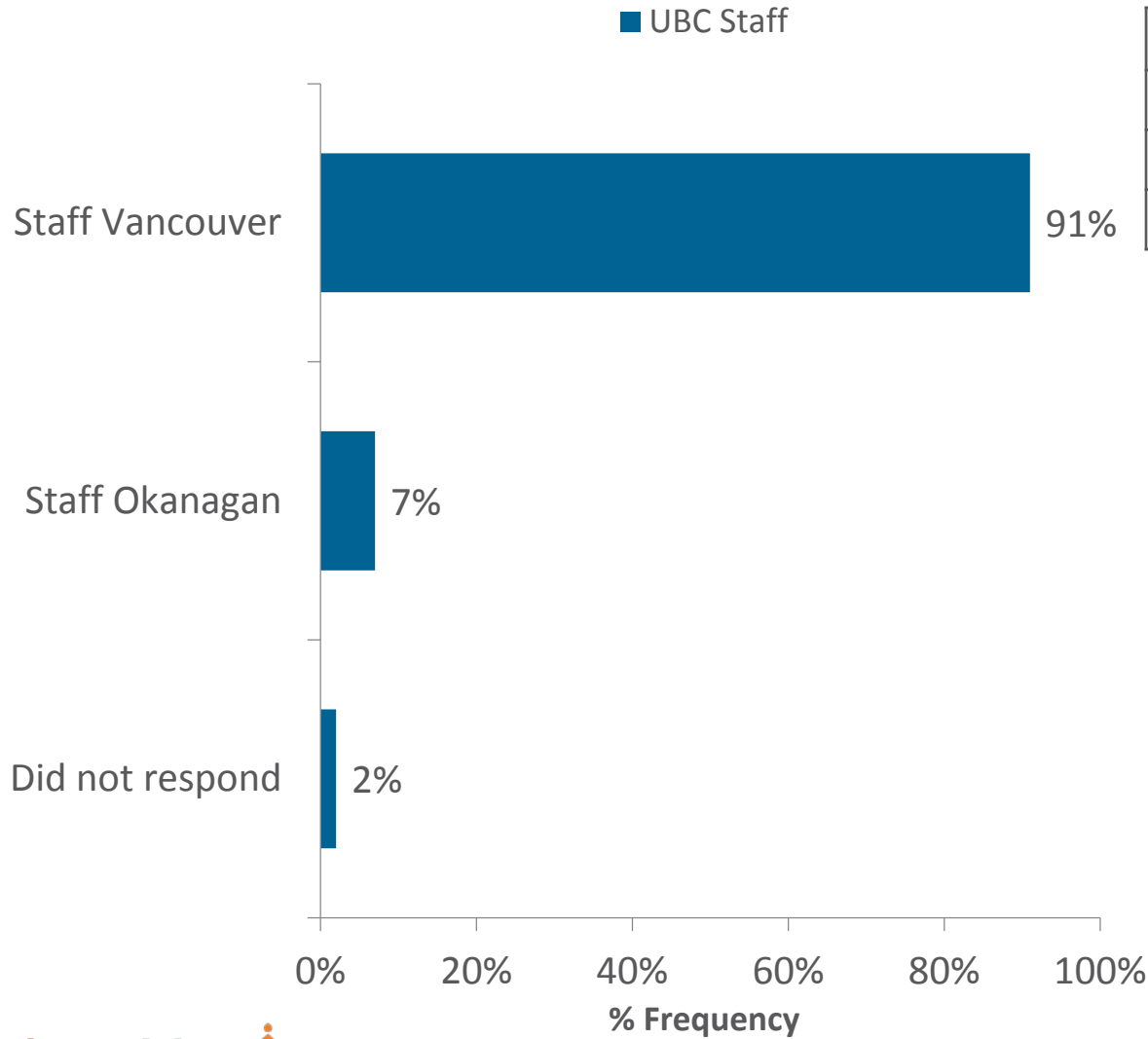
Note: This question was only completed by Staff

My immediate unit head/manager is:

■ UBC Staff



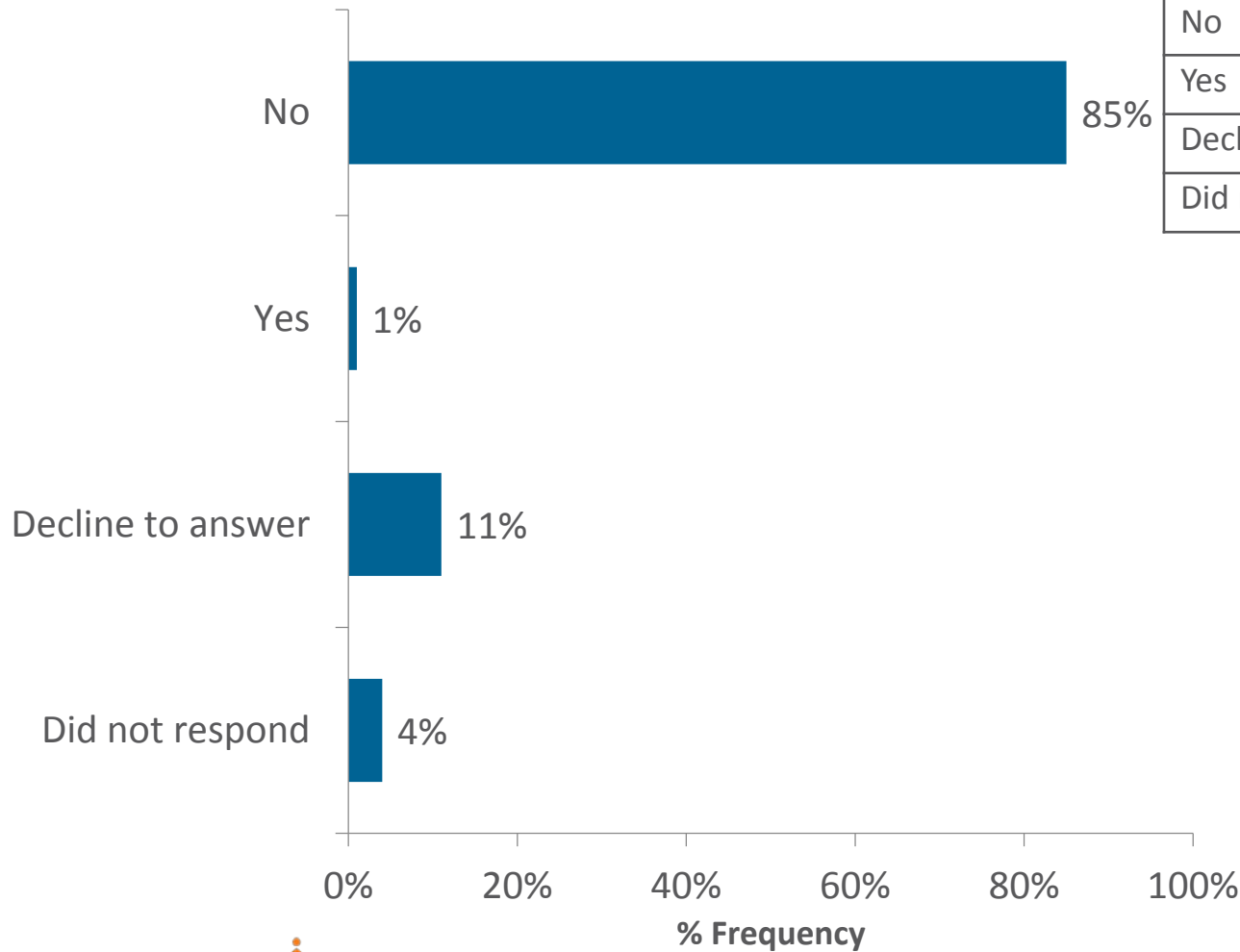
| Value | Count |
|-------------------|-------|
| Staff | 3298 |
| Faculty | 667 |
| Other | 111 |
| Decline to answer | 454 |
| Did not respond | 148 |



| Value | Count |
|-----------------|-------|
| Staff Vancouver | 4247 |
| Staff Okanagan | 339 |
| Did not respond | 92 |

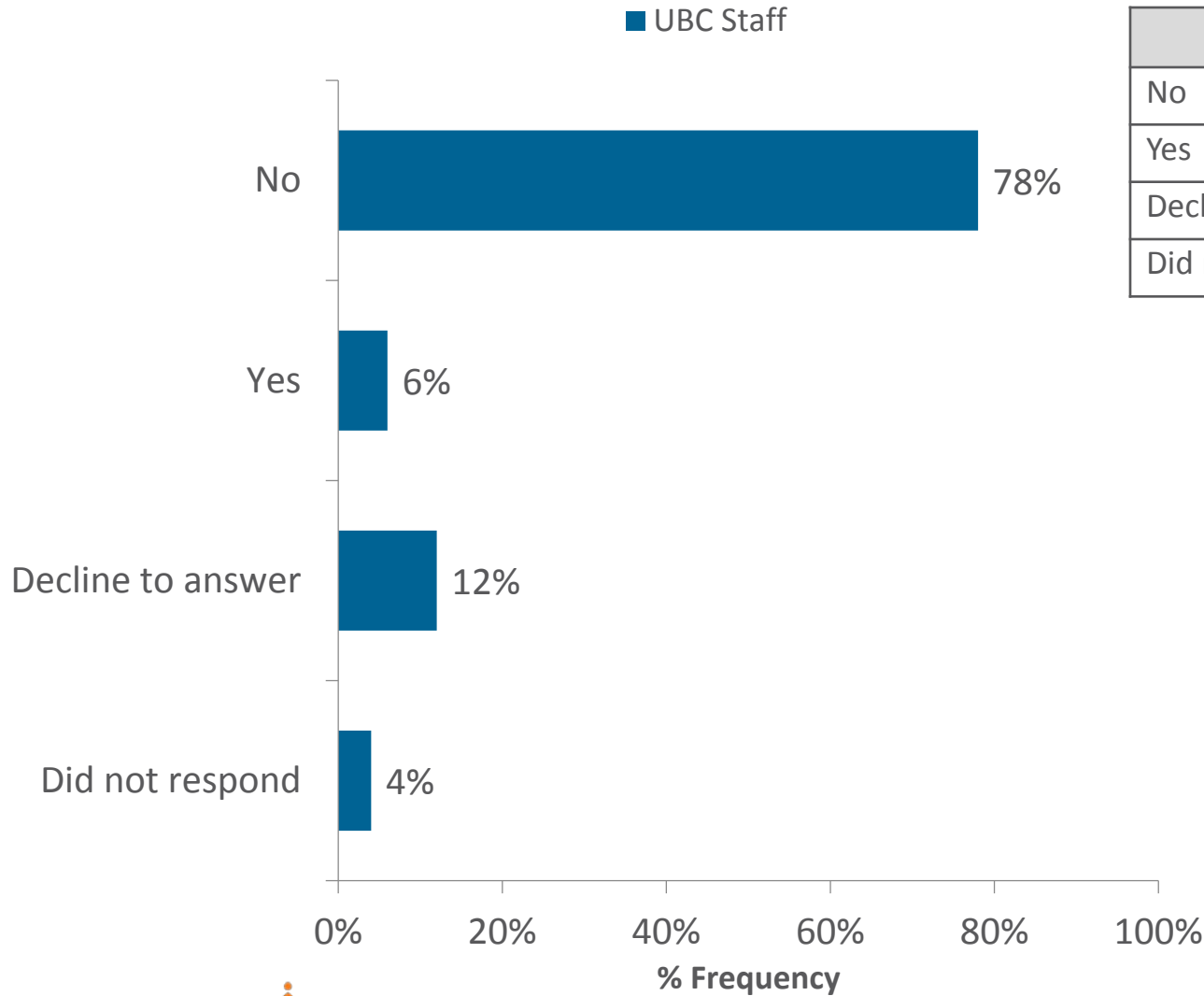
Do you self-identify as a person who is Trans, Transgender, Gender non-conforming, or an analogous term?

■ UBC Staff



| Value | Count |
|-------------------|-------|
| No | 3967 |
| Yes | 40 |
| Decline to answer | 501 |
| Did not respond | 170 |

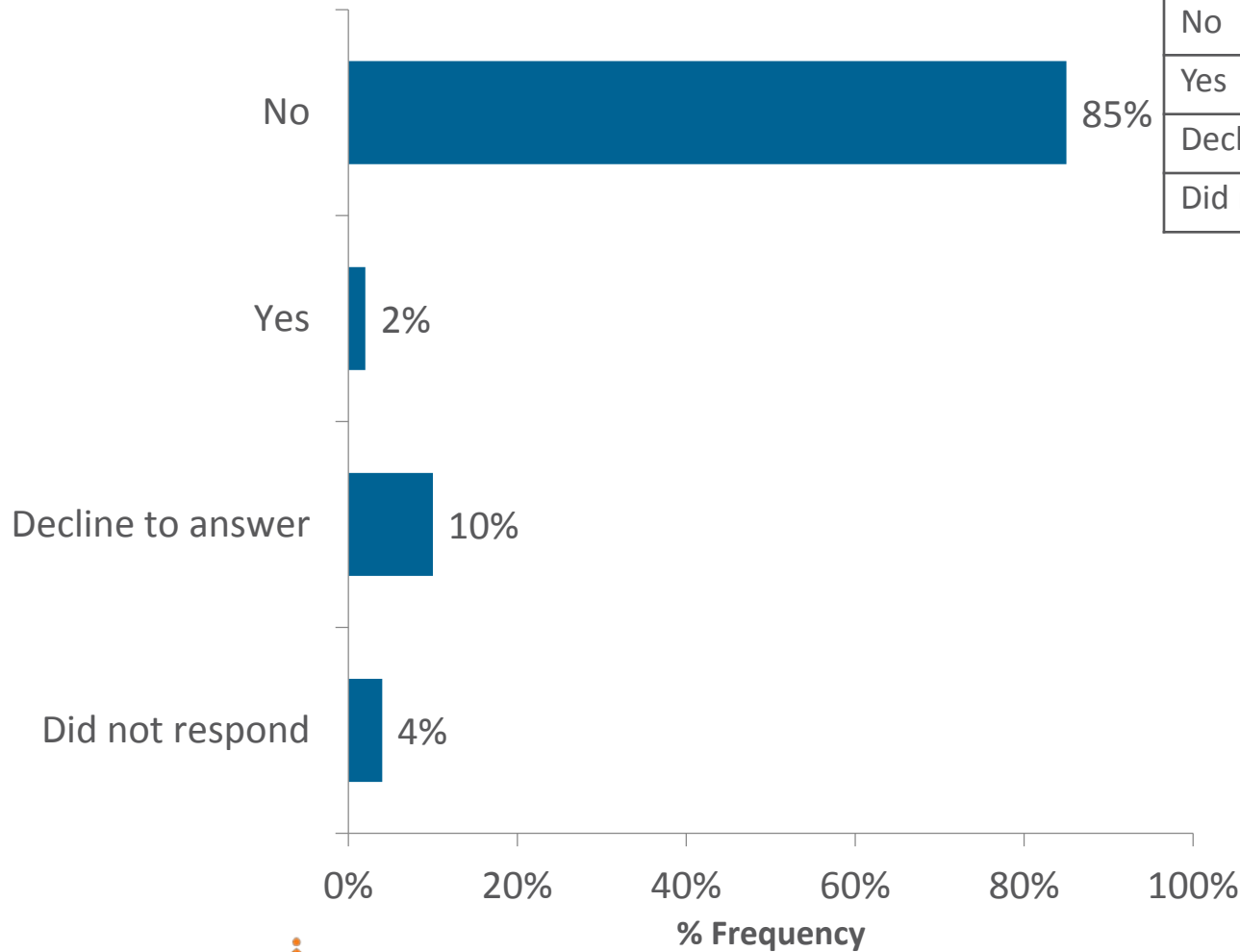
Do you self-identify as a person who is Lesbian, Gay, Bisexual, Queer, Two-Spirited, or an analogous term?



| Value | Count |
|-------------------|-------|
| No | 3665 |
| Yes | 293 |
| Decline to answer | 550 |
| Did not respond | 170 |

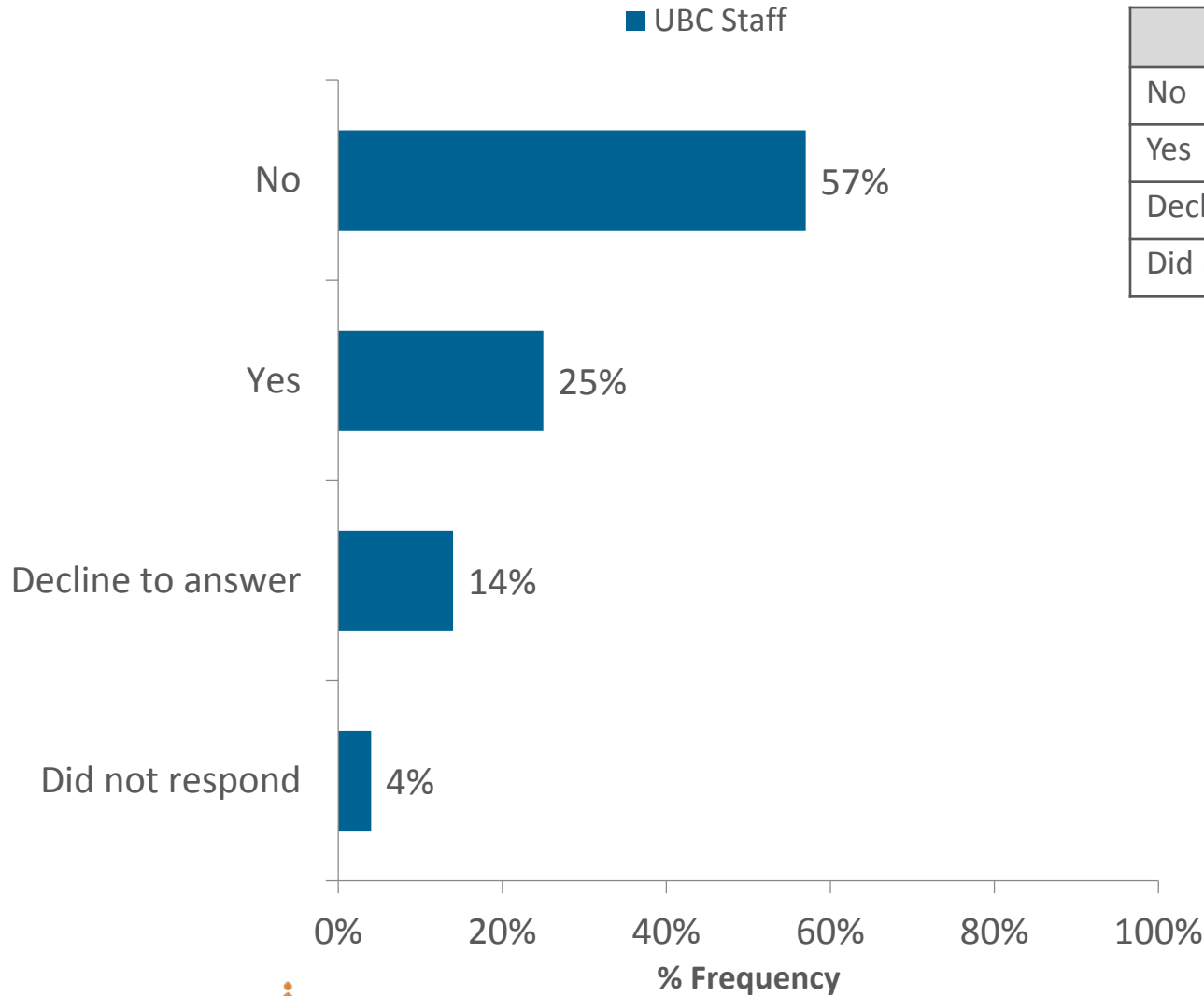
For the purpose of employment equity, do you consider yourself an Aboriginal Person?

■ UBC Staff



| Value | Count |
|-------------------|-------|
| No | 3972 |
| Yes | 75 |
| Decline to answer | 461 |
| Did not respond | 170 |

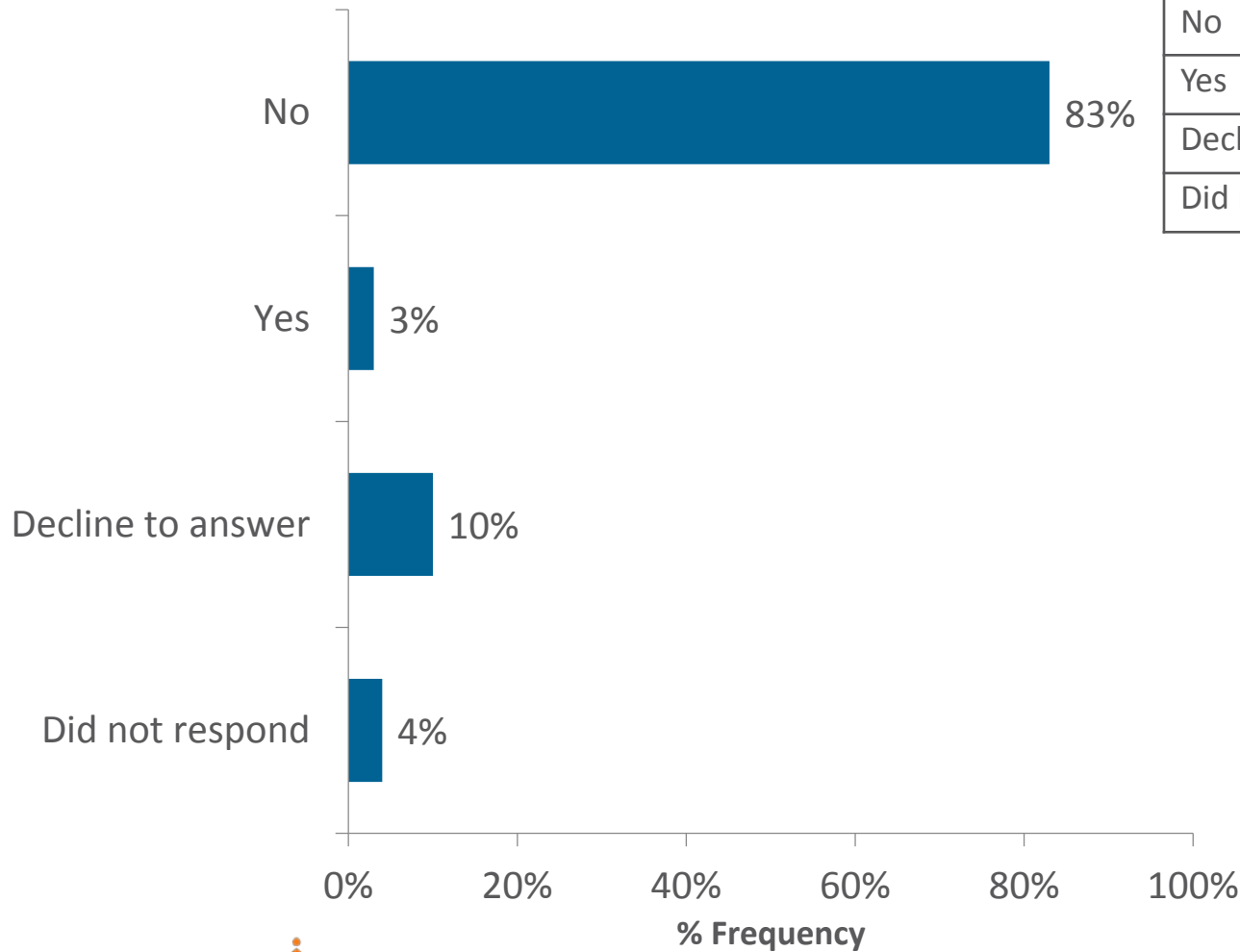
For the purpose of employment equity, do you self-identify as a racialized person?



| Value | Count |
|-------------------|-------|
| No | 2679 |
| Yes | 1171 |
| Decline to answer | 656 |
| Did not respond | 172 |

For the purpose of employment equity, do you consider yourself a person with a disability?

■ University of British Columbia



| Value | Count |
|-------------------|-------|
| No | 5035 |
| Yes | 211 |
| Decline to answer | 630 |
| Did not respond | 217 |

Thank you! Questions...

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