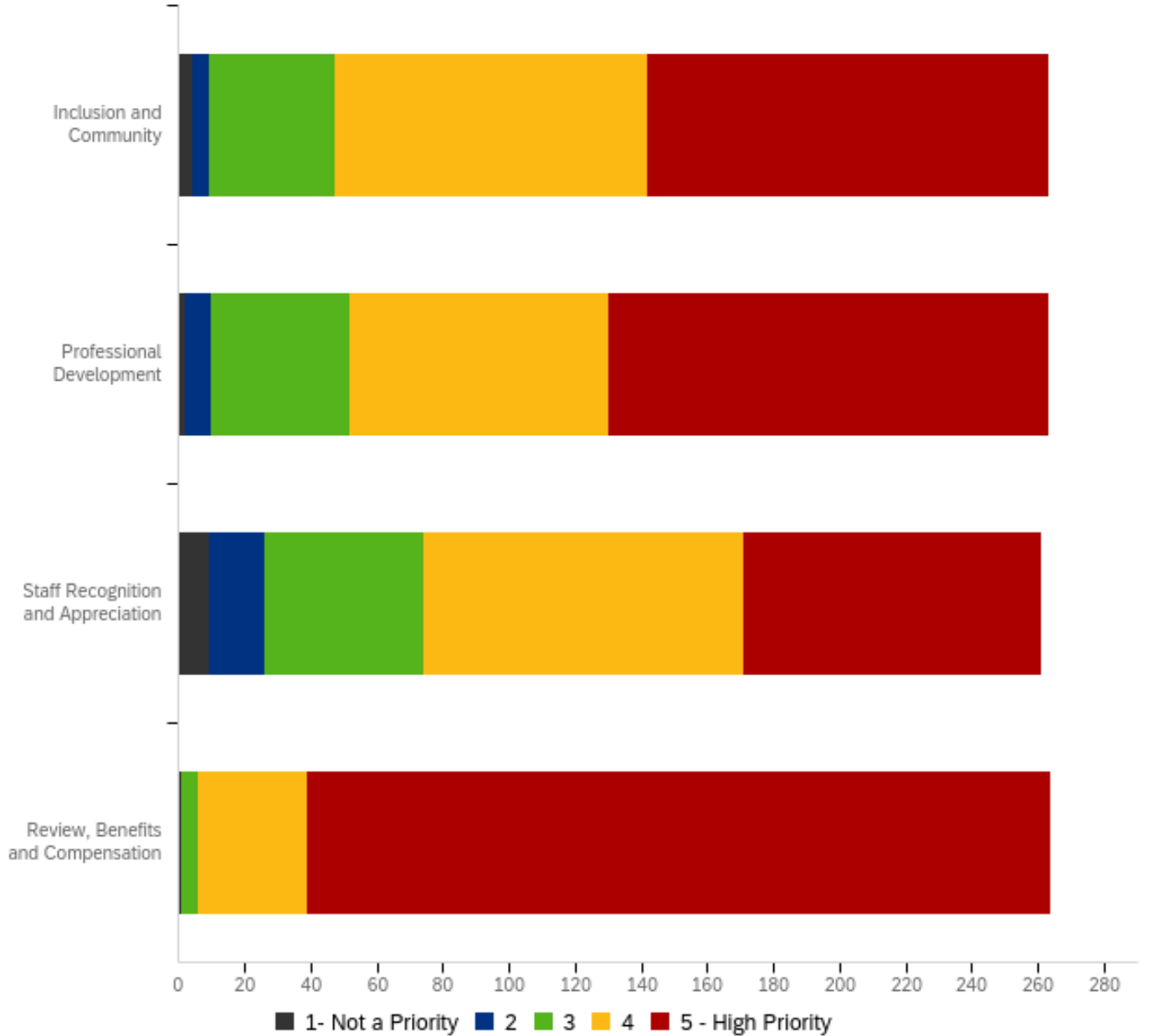


2022 Staff Voices Survey Summary by Committee

How important are each of these areas to you?



#	Question	1- Not a Priority	2	3	4	5 - High Priority	Total					
4	Review, Benefits and Compensation	0.38%	1	0.00%	0	1.89%	5	12.50%	33	85.23%	225	264
3	Staff Recognition and Appreciation	3.45%	9	6.51%	17	18.39%	48	37.16%	97	34.48%	90	261
2	Professional Development	0.76%	2	3.04%	8	15.97%	42	29.66%	78	50.57%	133	263
1	Inclusion and Community	1.52%	4	1.90%	5	14.45%	38	36.12%	95	46.01%	121	263

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Inclusion and Community	1.00	5.00	4.23	0.87	0.76	263
2	Professional Development	1.00	5.00	4.26	0.89	0.79	263
3	Staff Recognition and Appreciation	1.00	5.00	3.93	1.05	1.09	261
4	Review, Benefits and Compensation	1.00	5.00	4.82	0.48	0.23	264

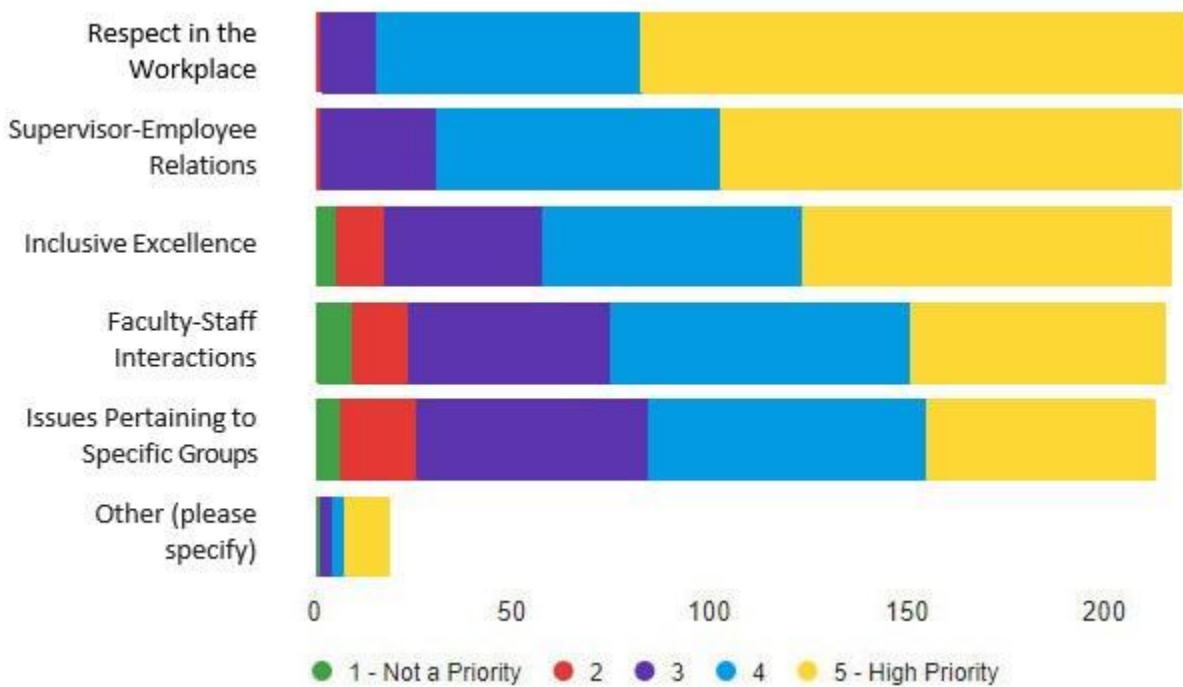
What priorities or concerns do you have that are not encompassed above?

- A need for improved communication across the university
- Transparency around decision-making, better change management, better inclusion of staff in the decision making process
- Adjusting to flexible work in terms of equity, workload expectations, and how to team/community build in a hybrid space
- Staff wellness; consideration of staff as whole people
- Work-life balance and sustainable workload
- Staff and faculty relations, particularly around faculty treatment of staff and general collegiality
- Career ladders, equitable opportunity for promotion
- Even though they noted that it was covered in the previous question, many staff still expressed concerns around compensation, job titles, and lack of clarity in SU's pay structures

Inclusion and Community

Quantitative Results

What aspects of inclusion and community are most important to you?



Percentage Results

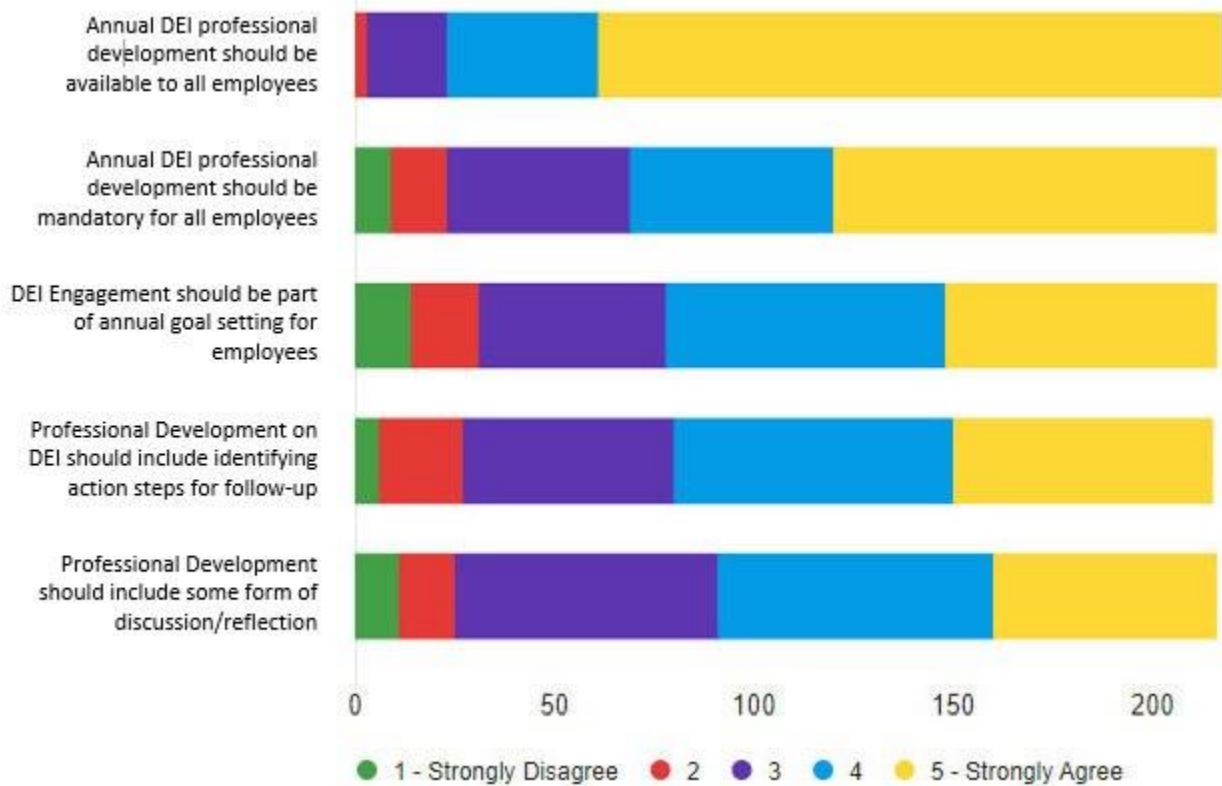
	No Priority	Low Priority	Neutral	High Priority	Very High Priority
Respect in the Workplace	0*	6	93		
Supervisor-Employee Relations	0*	13	86		
Inclusive Excellence	8	19	74		
Faculty Staff Interactions	11	24	66		

*less than 0.5 percent

Summary of Graph:

Respect in the Workplace and Supervisor-Employee Relations both average out to very high priority, and it is noteworthy that less than 0.5% of staff rated these topics as not a priority.

DEI Engagement



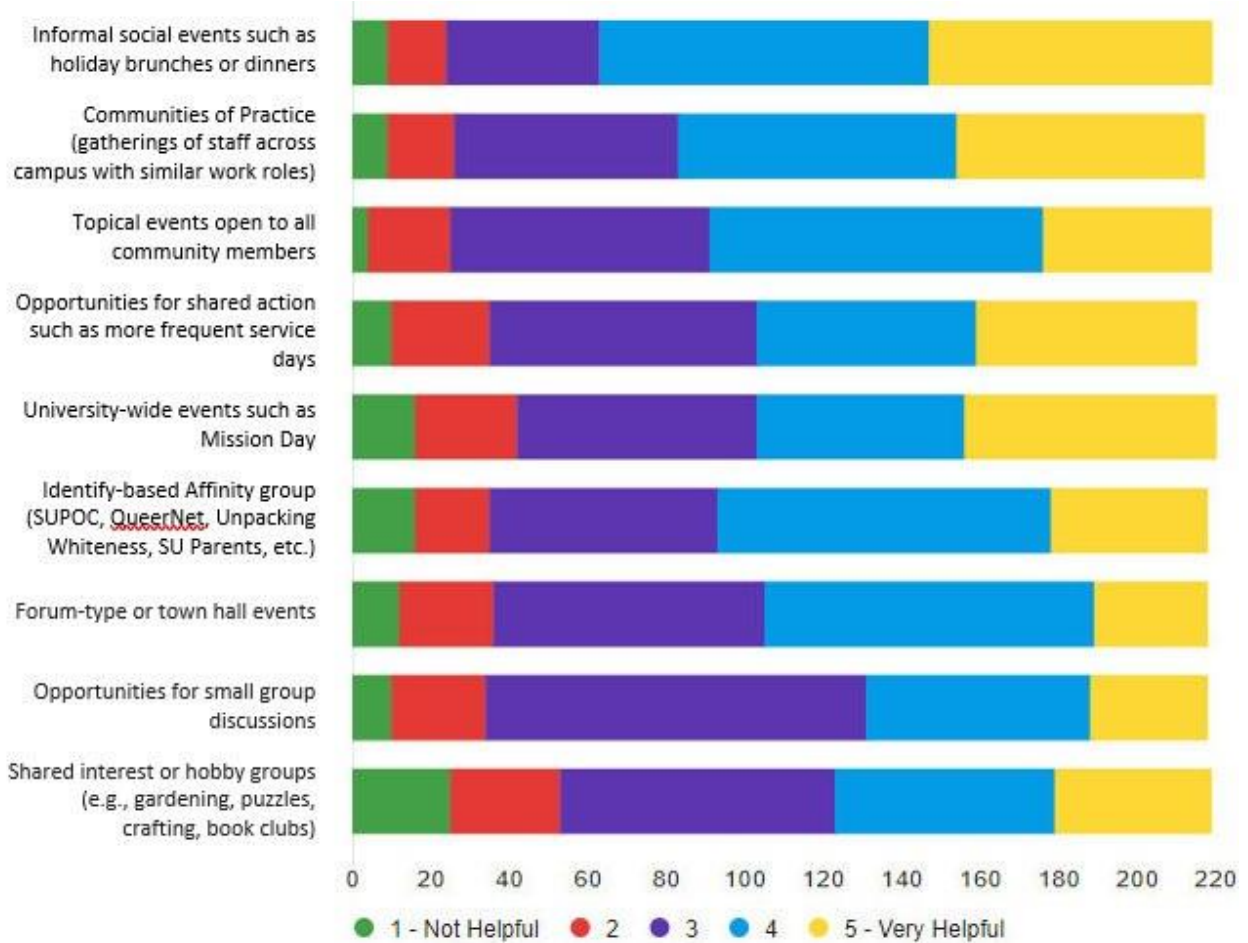
Percentage Results

DEI Professional Development should be:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Available annually?	1	9	89		
Mandatory annually?	11	21	68		
Part of annual goal setting?	14	22	64		
Identify action steps for follow-up?	13	25	63		
Include some form of discussion with others	12	31	58		

Summary of Graph:

- 89% of respondents strongly agreed/agreed that DEI professional development should be available annually while only 1% strongly disagreed/disagreed.
- Staff support mandatory DEI professional development by a factor of 6 to 1.
- Staff support the other potential features of DEI professional development by a factor of 5 to 1.

To what degree do the following activities help increase your sense of community.



Percentage Results

To what degree do the following activities help increase your sense of community?	Not Helpful	Little Helpful	Neutral	Helpful	Very Helpful
Informal social events such as holiday brunches or dinners	11	18	71		
Communities of Practice (gatherings of staff with similar work roles)	12	26	62		
Topical events open to all community members	12	30	58		
Opportunities for shared action such as more frequent service days	16	27	57		
University-wide events such as Mission Day	19	28	53		
Identify-based Affinity groups	16	32	52		
Forum-type or town hall events	17	32	52		

Opportunities for small group discussions	16	40	44
Shared interest or hobby groups (e.g., gardening, puzzles, crafting, book clubs)	24	32	44

Summary of Graph:

- Staff showed significant interest in all the activities listed, which provide a variety of opportunities for staff involvement.
- Informal Social Events rated especially high and deserve to be continued and enhanced.
- Communities of Practice are noteworthy because they rated quite high even though they are more job-focused than social, and S.U. has no current program for them. This area especially merits development.

Qualitative Response Summary

In what ways could Seattle University be more inclusive and community driven?

Respect – across and within groups. What constitutes “respect”?

- Respect from administration – language used, listening to staff
- Respect from faculty - “inherent power inequity”, disparity and “othering”,

Diversity, Equity and Inclusion (DEI)

Staff desire opportunities for faculty, staff and students to engage in this work at every level to create a climate of belonging, including:

- Affinity groups
- LGBTQ+
- *“Required and/or incentivized ongoing engagement – doing so at different levels based on individual ‘baseline’;”*
- *“Opportunities for leadership to reflect on white culture and power structures being centered as the norm at SU”*
- *“We need to critically examine all of our systems and actually and consistently implement the things we talk about”*

Professional development – the need to engage on individual and collective levels

- Time given for folks to participate
- Budget for folks to participate
- Equitable access for staff to participate in opportunities as it is for faculty

Campus wide events - opportunities for us to get together/collaborate as faculty and staff and in certain cases, include students as well to build a stronger sense of community

- Being mindful of hybrid schedules and when and in what mode events are offered
- Casual, small opportunities as well as larger scale opportunities

Silos

Staff are concerned about separations or silos both between staff and faculty and between departments of the University.

"In my experience, there are too many silos at SU, especially between staff and faculty.... The common denominator seems to be lack of communication and understanding between department, divisions, etc.... "

Are there particular DEI professional development opportunities you would like to see on campus?

Speakers & Events

- Speakers who relate their own personal experience from diverse backgrounds.
- Various speakers and events throughout the year rather than just a few major events.

Participation by everyone is important, including faculty and managers.

- *"I would love to see annual efforts to bring the campus together... and an expectation that EVERYONE - faculty especially - need to show up in person."*
- *"Managers need these trainings. Managers need these trainings. Managers need these trainings."*

Appropriate Development, addressing both common and different needs.

There was a strong theme that DEI training needs to have both: common training that is shared by everyone, and varieties of training that meet the needs of different people.

- *"My opinion is that this needs to be two-fold: 1) First we need a mandatory training... that sets a baseline for inclusivity.... 2) We need on going professional development to provide opportunities that meet people where they are."*
- *"A menu of options for professional development to meet each employee's particular needs, experience, and identity.... Also some annual event that everyone can attend so as to share some common ground."*

Consistent Development

Staff expressed a need for development that is consistent, ongoing, and sustained over time.

- *"I would like to see more consistent efforts to address DEI so that it does not always feel "new".*
- *"I would suggested changing "annual" to "ongoing," as "annual" to me in this context seems like a one-off/check the box approach and it should actually be integrated and ongoing. I would like to see this coordinated as a monthly series that involves both active and passive engagement opportunities for folx to be able to participate based on their availability and needs in these areas."*

Features that were mentioned as needed for DEI training:

- Need for everyone to participate in training.
- The value of discussion and personal interaction in training.
- The value of hybrid opportunities for staff who are not always on campus.
- Training as part of annual review.
- Credit or certification for training.
- Awareness that staff already struggle with too little time and too much work.

- Do not burden BIPOC people with the responsibilities for training.
- Honest in how DEI topics are addressed: *“There is a big silence when it comes to DEI. People are scared of talking for different reasons. Some of them lost hope, they are quiet to keep their job. Some of them are scared to speak up due to considering it noisy.”*

Specific Topics that were named

- Gender diversity and inclusive language were most frequently mentioned as topics for training.
- Racism was a running theme throughout many comments.
- Other topics named included ageism, whiteness, accessibility, classism and homelessness.

What other events, groups, or activities would you like to see on campus to increase the sense of community?

Summary of qualitative data: Staff shared a desire for more campus-wide events and opportunities to join groups that help facilitate relationships with colleagues. Some staff also indicated that they were not interested due to personal or work reasons.

Campus Wide Events

Many staff expressed the desire for campus-wide events that include the following components:

- Included both staff and faculty to help build relationships and opportunities to collaborate
- Were hybrid in structure so that staff who work remotely and staff who are still uncomfortable attending large in-person events can participate
- Staff were given permission and encouraged by supervisors/managers to participate in these events. This is critical for staff whose work schedules historically have prevented them from attending events (non-exempt staff, for example)
- Suggested events could be DEI related, campus forums/town halls, social events, celebrations, etc.

Group Activities

Staff expressed interest for the creation of resourced groups that staff can participate in to build connections:

- Affinity groups that allow staff to gather around shared identities
- Communities of Practice groups so staff/faculty who do similar work can share resources and build connections
- Shared interest groups for staff/faculty who share interests or hobbies can build community with one another

Repeated Themes regarding Community & Inclusion

Some themes appeared frequently across all the responses regarding community & inclusion.

Hybrid Work / Remote Work / COVID Safety

Staff ask the University to continue adjusting to new work realities that affect how staff may be able to participate in activities, especially:

- Hybrid schedules where only a portion of staff are on campus at any particular time.
- Ongoing contagion concerns regarding events that include large numbers in enclosed spaces.

Communication

Better information about what is going on.

Communication in advance of decisions.

Lack of information or coordination between different departments or organizations.

Lack of Time

Lack of time arises in multiple ways:

- Overwork: Staff feel so overloaded that they are unable to participate in ways they want.

"[You] have no idea what it is like to go to work every day knowing you will not be able to get all of your work done."

- Priorities for Time: Staff express great frustration when the University names priorities, but then treats that work as extra or optional.
- Restriction on Time: Even when staff have time and energy, they find themselves blocked by scheduling practices that do not allow them to participate in desired events.

Interest in Diversity, Equity & Inclusion (DEI)

Even in questions that weren't specifically about DEI activities, staff expressed interest in DEI as an essential part of the University's mission and a vital element for building community.

Relations between Staff & Faculty

Even though staff-faculty interaction was not a primary focus of this section, this theme arose in responses to every question.

- For inclusion generally, staff expressed desire for more respect from faculty.
- Regarding DEI development, staff expressed that faculty participate equally.
- Regarding campus community, staff expressed desire for more interaction with faculty.
- *"I see a lot of room for more collaboration between faculty and staff and inclusion of academically-oriented staff (for instance, advisors) when conversations are happening about the curriculum.... There is no need for there to be such a bright line between faculty and staff when decisions are being made or important issues discussed."*

LGBTQ+ Inclusion / Gender Diversity / Use of Pronouns

- Staff repeatedly asked for more attention and training so that gender diverse people are respected, especially regarding pronouns.
- The University needs both policy and training that ensure that any person's expressed choice of pronouns is respected in every interaction.

Manager Training

- Staff repeatedly advocate for manager training. Just within this section of the survey, employees named needs to have trained managers regarding DEI concerns, use of pronouns, work schedules, faculty management of staff, and respectful language and conduct toward staff.

- There is also an expressed desire from staff who are managers that they would receive training as new managers about expectations for how to conduct themselves as managers.

Practicing What We Preach

Staff believe in the University's mission, values, and directions, they want the University to follow through in acting on those values, and they want to be heard when they encounter situations where practice does not match values.

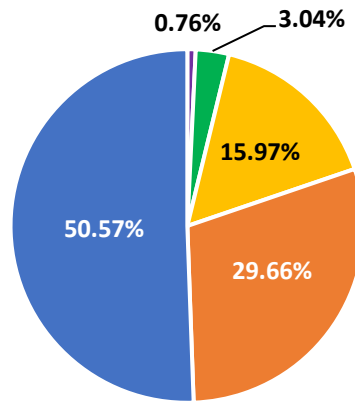
- *"I've been at SU for over 15 years and have watched us move away from an "us" and "we" culture to an "us" and "them" culture. Current leadership doesn't appear to value the community in the same way and it is directly impacting retention and satisfaction of staff (and one could argue, students and faculty as well.)"*
- *"Are you actually ****ing kidding me right now? Most of us are doing the work of two and 3 people thanks to budget cuts and reorgs.... You want everyone to believe the same things and spend time waving flags and making everyone feel good about how progressive we all are. Stop with the posturing. Give us higher salaries, hire more people to do the work and let us DO OUR JOBS."*
- *"Act, don't talk. So much jargon!"*
- *"Practicing what we preach - cura personalis."*

Professional Development

Quantitative Results

How important is Professional Development to you?

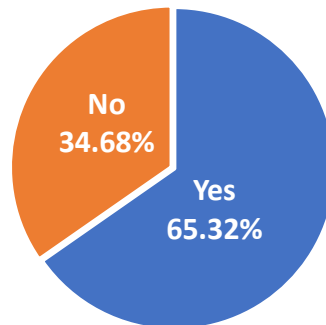
n=263



■ Not a Priority ■ Low Priority ■ Neutral ■ Moderate Priority ■ High Priority

Have you been given the opportunity to participate in Professional Development in the last year?

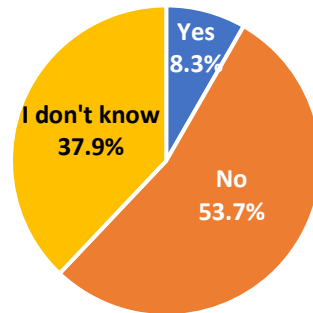
n=222



■ Yes ■ No

Does your office/department have Professional Development funds available to you?

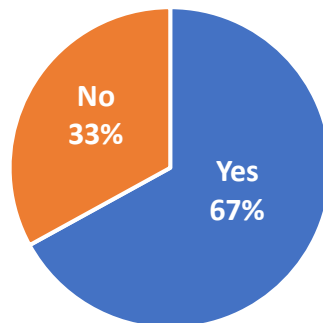
n=216



■ Yes ■ No ■ I don't know

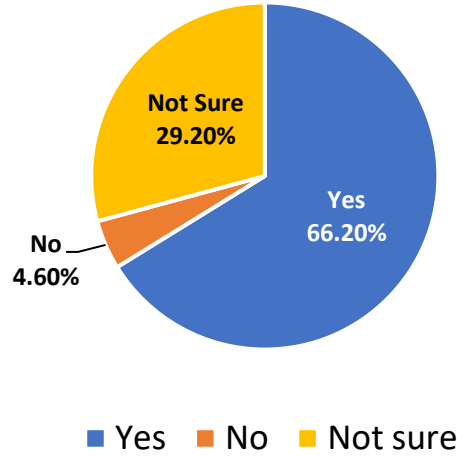
Do you feel you have time or the ability to use work time for Professional Development?

n=215

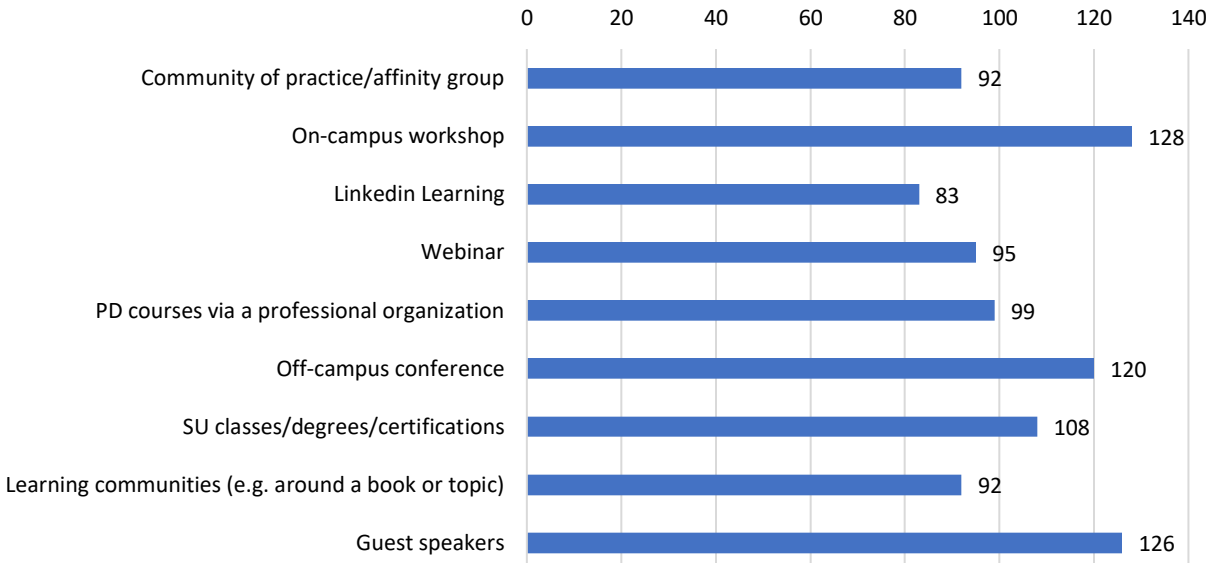


■ Yes ■ No

Do you have access to LinkedIn Learning through Seattle U?
n=216



Preferred Formats for PD Opportunities





Qualitative Response Summary

What barriers prevent you from participating in Professional Development?

Summary of Top Three Barriers:

1. Lack of / Unaware of opportunities
2. Financial constraints
3. Time / Workload constraints"

What types (content) of professional development topics would you be interested in engaging with?

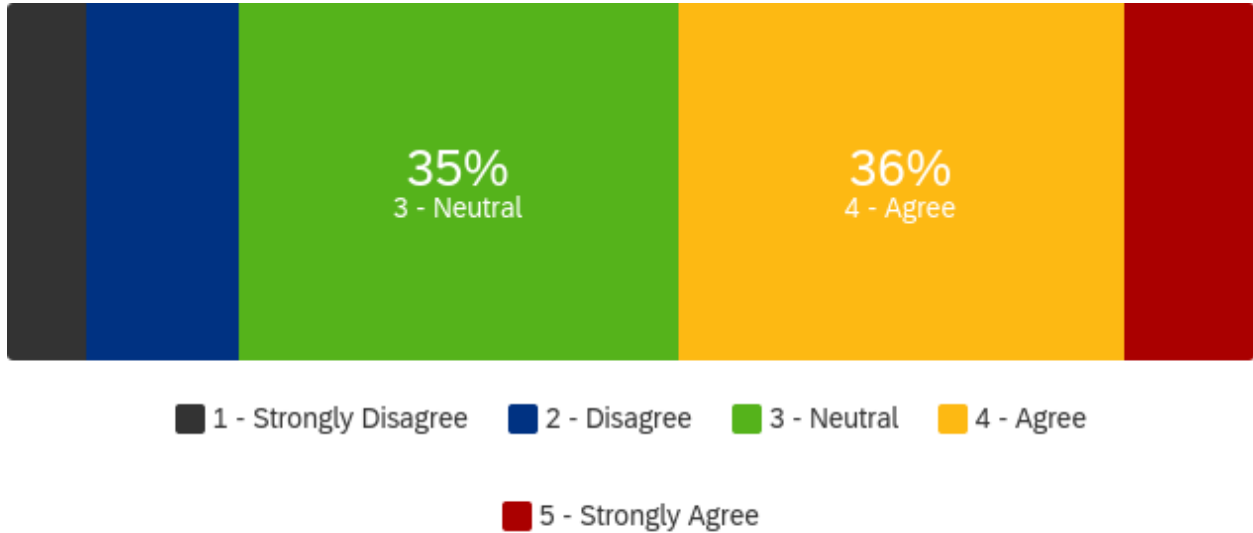
Summary of Top Four Desired Areas of Professional Development:

1. Field-Specific / Role-Specific Development (e.g. via professional associations)
2. Leadership / Supervisory Skill-Building
3. Technology / Software Skill-Building (including SU-specific systems)
4. DEIJ-related topics"

Recognition and Appreciation

Quantitative Results

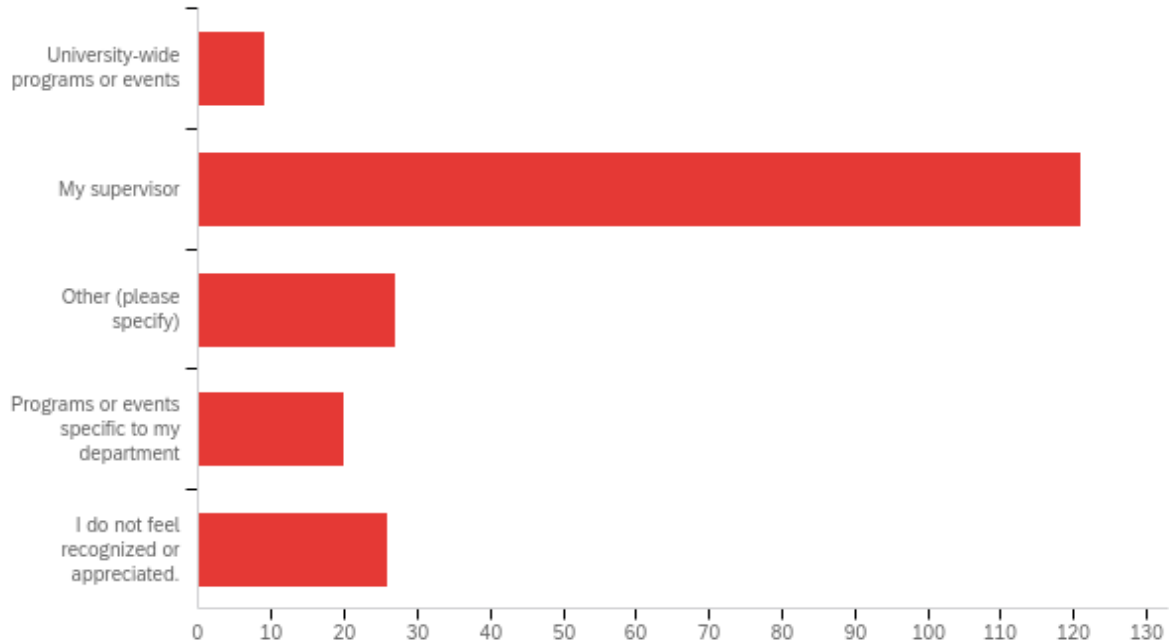
Please rate the following statement: I feel recognized and appreciated as a staff member at Seattle U:



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I feel recognized and appreciated as a staff member at Seattle U.	1.00	5.00	3.32	1.02	1.05	207

#	Answer	%	Count
1	1 - Strongly Disagree	6.28%	13
2	2 - Disagree	12.08%	25
3	3 - Neutral	35.27%	73
4	4 - Agree	35.75%	74
5	5 - Strongly Agree	10.63%	22
	Total	100%	207

I feel recognized and appreciated as an employee because: (Pick the most relevant answer)



#	Answer	%	Count
1	University-wide programs or events	4.43%	9
2	My supervisor	59.61%	121
3	Other (please specify)	13.30%	27
4	Programs or events specific to my department	9.85%	20
5	I do not feel recognized or appreciated.	12.81%	26
	Total	100%	203

Summary of Quantitative Responses

- It was the same between Neutral and Agree – 35% and 36% respectively
- Disagree – 12% and Strongly Agree – 10%
- It appears that it is not strong in either direction that staff are being recognized
- Staff overwhelmingly feel most recognized by their supervisor

Qualitative Response Summary

“Other” responses to I feel recognized and appreciated as an employee because:

- Colleagues
- Team

- Faculty
- Myself
- Students
- Events/Programs

I do not feel recognized as an employee because:

- Used to be recognized but since Covid, have not
- Systematic changes (higher insurance rates, furloughs, decrease in Retirement contributions)
- Care for the whole person is missing
- Less of Community feel on campus these days
- Prior Supervisor(s) recognized me, current does not

What would make you feel appreciated as a staff member?

- Compensation
- Raise
- Development
- Benefits
- Promotion
- Better Support

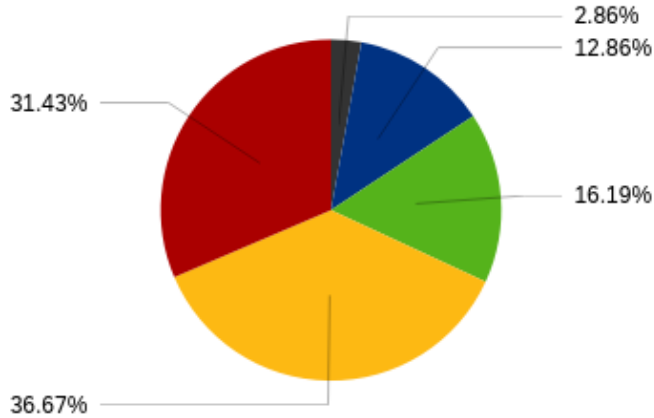
What attracted you or keeps you at Seattle University?

- Colleagues/co-workers/team was mentioned the most overall, though many indicate “the people but it’s not enough” and that they are looking elsewhere.
- SU Mission/Jesuit ethos/Social Justice focus was another top factor, though it is mentioned that the focus on the whole person for staff has weakened/gone away since COVID or that our ethos, especially around DEI and Social Justice is “just for show.”
- The students is another top factor. Many say that they like a higher ed environment, continually learning and being around learners, and genuinely love our students
- Sense of community—though this has weakened since COVID
- Tuition remission—though several indicate they will leave after they graduate
- Other benefits—retirement, healthcare, 37.5 hour workweek, tuition exchange for children
- They are an alum or know an alum
- “Nothing. I will exit SU as soon as possible.” Several indicate that they are “stuck” and looking to leave because of high turnover, poor management, and/or poor compensation

Review, Benefits, and Compensation

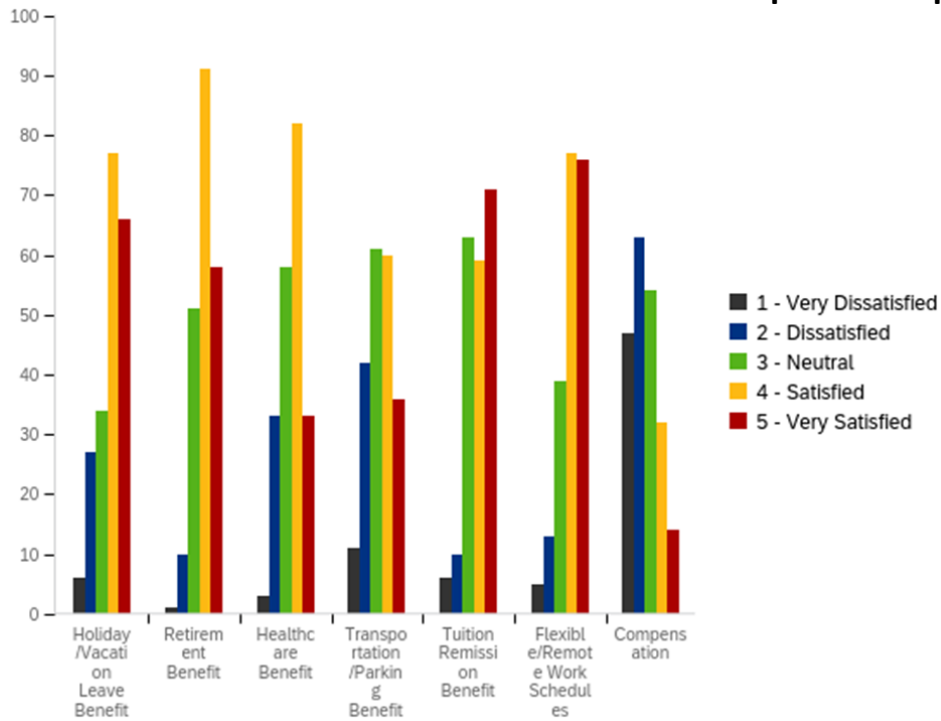
Quantitative Results

Overall satisfaction with the SU total compensation package:



1 - Very Dissatisfied
 2 - Dissatisfied
 3 - Neutral
 4 - Satisfied
 5 - Very Satisfied

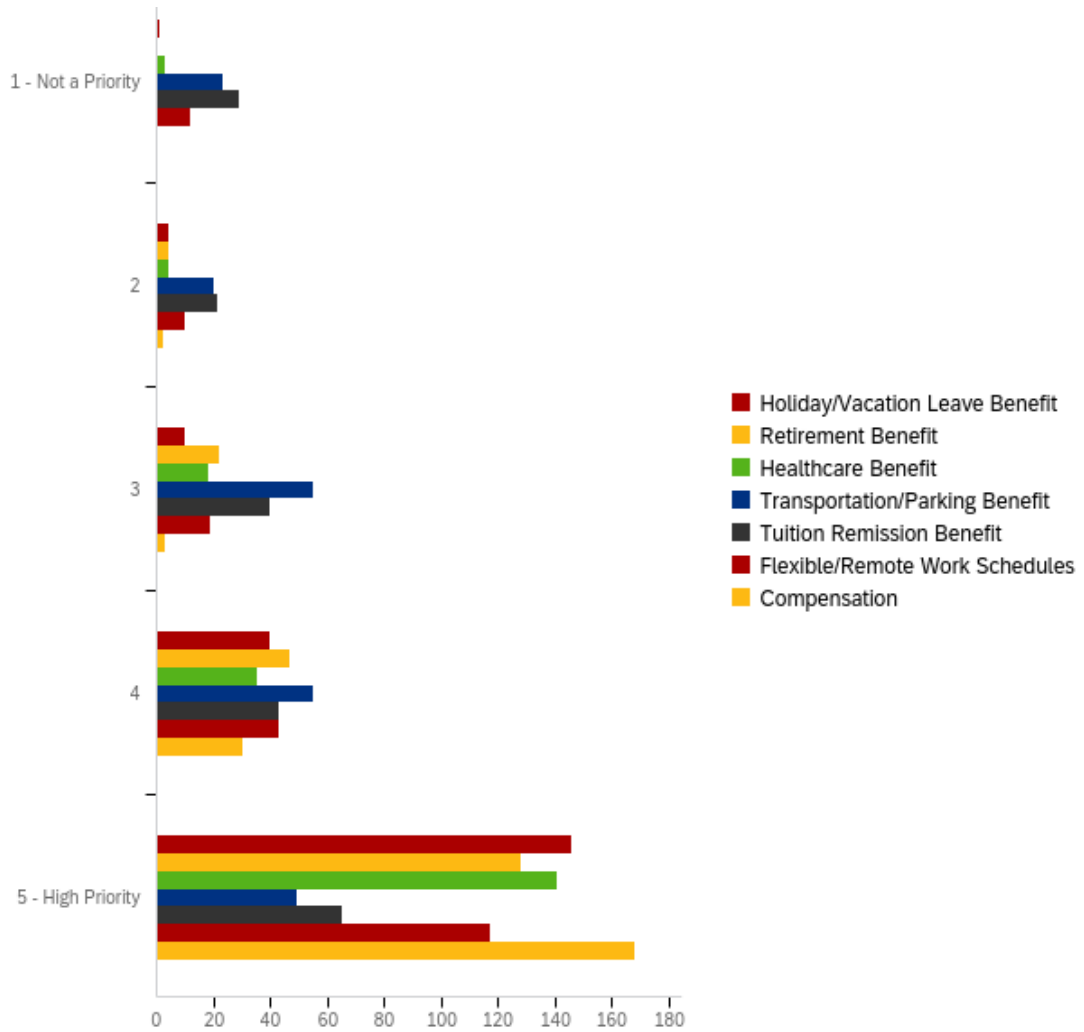
How respondents feel about each area of the SU total compensation package:



1 - Very Dissatisfied
 2 - Dissatisfied
 3 - Neutral
 4 - Satisfied
 5 - Very Satisfied

#	Question	1 - Very Dissatisfied	2 - Dissatisfied	3 - Neutral	4 - Satisfied	5 - Very Satisfied
1	Holiday/Vacation Leave Benefit	2.86%	12.86%	16.19%	36.67%	31.43%
2	Retirement Benefit	0.47%	4.74%	24.17%	43.13%	27.49%
3	Healthcare Benefit	1.44%	15.79%	27.75%	39.23%	15.79%
4	Transportation/Parking Benefit	5.24%	20.00%	29.05%	28.57%	17.14%
5	Tuition Remission Benefit	2.87%	4.78%	30.14%	28.23%	33.97%
6	Flexible/Remote Work Schedules	2.38%	6.19%	18.57%	36.67%	36.19%
7	Compensation	22.38%	30.00%	25.71%	15.24%	6.67%

How important each area is to



them:

#	Question	1 - Not a Priority	2	3	4	5 - High Priority
1	Holiday/Vacation Leave Benefit	0.50%	1.99%	4.98%	19.90%	72.64%
2	Retirement Benefit	0.00%	1.99%	10.95%	23.38%	63.68%
3	Healthcare Benefit	1.49%	1.99%	8.96%	17.41%	70.15%
4	Transportation/Parking Benefit	11.39%	9.90%	27.23%	27.23%	24.26%
5	Tuition Remission Benefit	14.65%	10.61%	20.20%	21.72%	32.83%
6	Flexible/Remote Work Schedules	5.97%	4.98%	9.45%	21.39%	58.21%
7	Compensation	0.00%	0.99%	1.48%	14.78%	82.76%

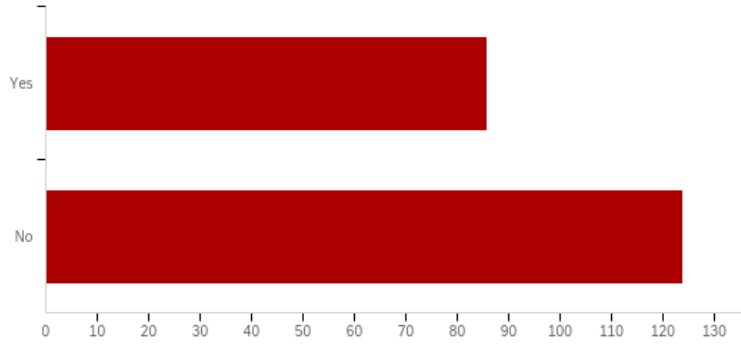
Package areas ranked in order from Least Priority to Highest Priority:

Benefit	% Not Priority / % Priority	% Satisfied / % Dissatisfied
Tuition Remission	25.26% Not Priority / 54.55% Priority	62.20% Satisfied / 7.65% Dissatisfied
Transpo/Parking	21.29% Not Priority / 51.49% Priority	45.71% Satisfied / 25.24% Dissatisfied
Flex/Remote Work	10.95% Not Priority / 79.60% Priority	72.86% Satisfied / 8.57% Dissatisfied
Healthcare	3.48% Not Priority / 87.56% Priority	55.02% Satisfied / 17.23% Dissatisfied
Retirement	1.99% Not Priority / 87.06% Priority	70.62% Satisfied / 5.21% Dissatisfied
Holiday/Vacation	2.49% Not Priority / 92.54% Priority	68.10% Satisfied / 15.72% Dissatisfied
Compensation	.99% Not Priority / 97.54% Priority	21.94% Satisfied / 52.38% Dissatisfied

Summary of above charts

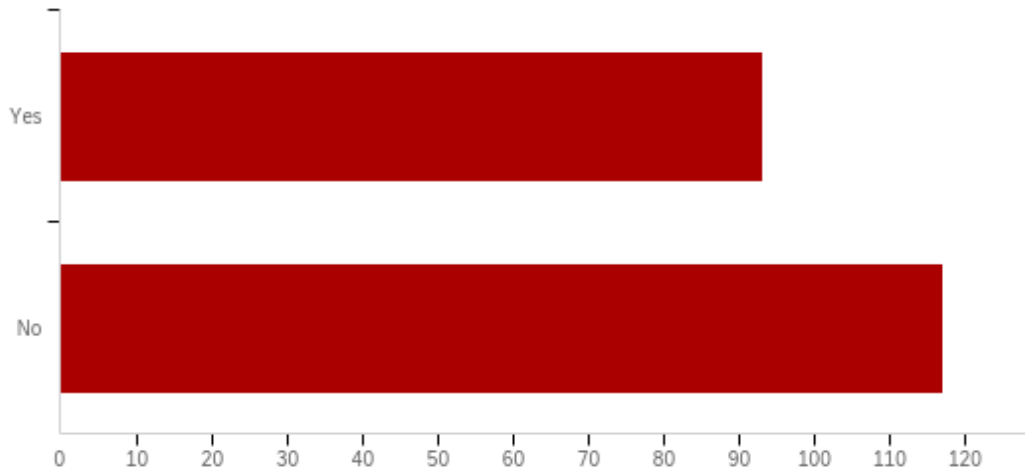
- 68.1% of respondents are either satisfied/very satisfied overall
- Yet, respondents are least satisfied with compensation (52.38% either very dissatisfied or dissatisfied) but ranked it as the highest priority benefit
- Transportation/parking and healthcare were the other areas that were less satisfactory
- Most satisfied with flexible/remote work schedules and retirement benefit
- Highest priority benefits are compensation and holiday/vacation leave

Do you have a clear understanding of Seattle University's pay philosophy and structure?



Answer	%	Count
Yes	40.95%	86
No	59.05%	124
Total	100%	210

Do you know what resources are available if you have a question or concern regarding your compensation?



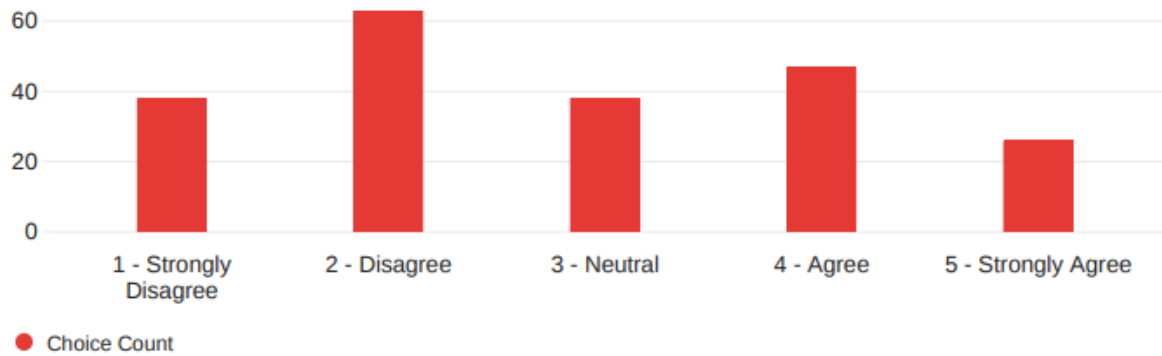
Answer	%	Count
Yes	44.29%	93
No	55.71%	117
Total	100%	210

Summary of above charts

- 59% of respondents do not have a clear understanding of SU’s pay philosophy and structure
- 55.71% do not know what resources are available if they have a question/concern

Please rate the following statements.

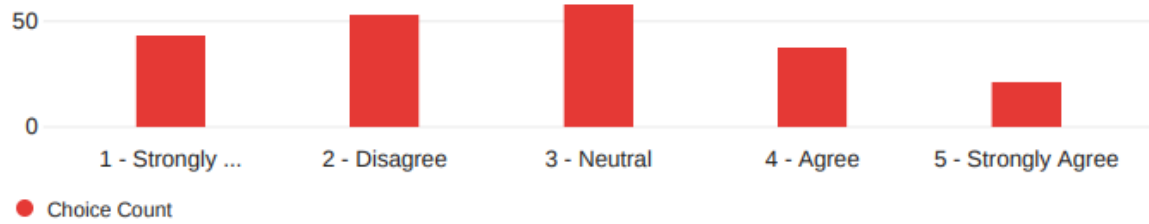
Q24_1 - My work unit is appropriately staffed in order to accomplish priorities and provide an adequate level of service.



Q24_1 - My work unit is appropriately staffed in order to accomplish priorities and provide an adequate level of service.

Field	Choice Count
1 - Strongly Disagree	17.92% 38
2 - Disagree	29.72% 63
3 - Neutral	17.92% 38
4 - Agree	22.17% 47
5 - Strongly Agree	12.26% 26
Total	212

Q24_5 - I am confident that my work unit has adequate coverage to complete my work if I am out of office.



Q24_5 - I am confident that my work unit has adequate coverage to complete my work if I am out of office.

Field	Choice Count
1 - Strongly Disagree	20% 43
2 - Disagree	25% 53
3 - Neutral	27% 58
4 - Agree	17% 37
5 - Strongly Agree	10% 21
Total	212

Summary of above charts

- 47.64% (101 people) responded disagree or strongly disagree (and 17.92% neutral) to this statement “my work unit is appropriately staffed in order to accomplish priorities and provide an adequate level of service”
- 45% responded disagree or strongly disagree and 27% neutral response to “I am confident my work unit has adequate coverage to complete my work if I am out of the office”

Qualitative Response Summary

Comments about Benefits:

- Leave
 - Appreciate generous options for leave (community service, jury, bereavement etc)

- Concerns about sick leave for personal use and sharing with colleagues
- Why can't we get our leave days upfront at the start of the year
- Need to reevaluate the leave policy
- Sabbatical / professional development time options requested
- Request for longer holiday break in December
 - "Faculty get nearly 3 weeks off in December, whereas staff get only 1."
 - Faculty have flexibility during that 3-week period at the end of December. What can we do to provide staff with some of that flexibility too—remote work/shorter hours/shorter weeks?
- Childcare benefit would be much appreciated
- Tuition remission
 - Great, yet understaffing and undercompensation make it hard to take advantage of
 - Also, work needs to be put into retaining employees who have used the benefit
 - Consider allowing tuition remission for spouses/dependents who already have a bachelors
 - Reinstating the EDLR tuition remission benefit for a few staff per year
 - FACHEX isn't as reliable because it depends on the number of applicants that year
- Shamed for using benefits
 - "Support for colleagues who face illness seems strangely handled to me; I have been at places that are more supportive."
- Staff request access to campus spaces like UREC during student breaks

Comments about Compensation:

- Pay equity is a concern
 - "I can not emphasize enough the importance of equitable pay. I'm concerned that there is inconsistent pay and leveling of employees across different departments."
 - Among comparable positions at SU
 - Competing against community colleges and UW
 - Need re-evaluation of market that compares pay with UW, continue to lose employees to them
 - "Staff feel like they are disposable. So many academic staff leave for UW and it feels like the administration doesn't care. Faculty who supervise staff often get little to no training and this leaves staff unhappy and feeling isolated and unsupported."
- Taking on more work when people leave should be compensated
 - "People take on more work and get zero in return - often, not even thanks."
- Not in line with inflation and healthcare costs
- Merit pay and department budgets concerns
- Need cost of living increase
- Huge inequity in MRR level and comp between jobs at SU, call to have MRR reviewed more often than every three years
 - "Staff titles, job descriptions, and associated MRR levels are a mess."
- Feeling that "seasoned" staff who have been here for 10+ years are not seeing increases in compensation; either they have same pay scale as a new employee or they feel the MRR raises are not enough, better to switch departments or leave SU.

Comments on Understaffing:

- “We are told that will lose vacation days if they are not taken but then don't have the opportunity to do so because of low staff numbers and coverage.”
- “My team is working at capacity so much of the time that it is difficult for us to be innovative or even to follow best practices in serving our students. Seattle U should look at advising across the various colleges to make sure that work loads are equitable to reduce burnout and staff turnover.”

Other priorities:

- “I am practically a one-person office with a significantly broad responsibility and expectation, whose impact is arguably broader than a single individual faculty member, yet am not equitably compensated for the work I do because they are "Faculty"...”
- Parking/transit
 - Wish there were more than 15 days free parking per quarter for the ORCA pass option
 - Since many cannot afford to live in Seattle, longer commutes could be less burdensome if the university offered better parking rates (not all areas have good transit)
- Need to address flexwork inequities
- Would like 360 degree review process
- Promotion opportunities / Career development
- Work/life balance
- Lack of transparency around comp and org restructuring

Comparisons to 2019

- Total respondents 2019: 387
- Total respondents 2022: 285

Common Themes from the 2019 survey

MRR

- Staff are unhappy with the timeline for when the annual review is and when merit based increases are granted.
- Staff don't see the correlation between their annual performance with merit based increase
- Staff are not happy with the way merit based increase are given.
- Immediate supervisors have no control over merit-based increase. Letters are given to staff before immediate supervisor.
- Staff feel that not all “merit” is equal. They see themselves doing more work than others, but get same merit based increase
- Alignment with mission?
- Staff are not happy with the MMR, they don't understand how it's compared and calculated. They would like more transparency in regards to how it's set
- When staff get more responsibility, they would like HR to review positions to adjust their MMR.
- There are many positions that are titled the same, but not set at the same MMR. Equity?
- Staff feel demoralized by the fact that most people are below the MMR, even though it was announced that SU's staff are 100% at the mid-range.
- There is disparity of pay in regards to “higher ups” vs the average staff.
- SU is not able to retain staff due to low compensation compared to cost of living.

COLA

- Staff sees merit-based and cost of living to be the same.
- Seattle is getting increasingly expensive. Can SU add a cost of living increase?
- The cost of living is demoralizing for staff who cannot make ends meet from working at SU.

Benefits

- Staff are unhappy with the change to Aetna.
- There are not benefits for contracted employees.
- Not all departments are able to do flex work schedule. Not sure if all staff know about flex option
- Additional fitness passes?
- Additional staff appreciate days? After commencement?
- Staff don't know about sick day policy. Or short-term disability benefits.
- Sick days for non-exempt vs. exempt? Equity?
- Benefits – dental? For family members – additional?
- Additional subsidies to counter “lower pay and no cost of living increase”
- More incentives for commuters
- Workstation ergonomic upgrades to avoid injury

Supervisor Training

- Staff and supervisors want more supervisor training!

Misuse of Funding

- Staff see “higher ups” spend money on non-essentials but say we don't have money.
- Money is spent on projects/building but not into wages

Lack of Communication from HR

- Some staff don't want to approach HR in fear
- Staff don't see HR has being very transparent in their practice. Staff have to approach HR vs. HR reaching out to support staff
- More communication from HR to remind people of benefits, new incentives, MMR updates, how MMR works, Merit-based increase, etc.
- Staff think that SU is trying to make money off staff by charging for parking/orca cards. HR needs to explain the federal requirements, etc.

Common Themes from both 2019 and 2022:

- Erosion of benefits
- MRR pay equity concerns
 - Compensation for folks with the same or similar titles are not equitable
 - Call for a COLA increase
 - Folks are not feeling compensated for taking on more work when others leave
 - Feeling that there is creativity with funding high-level positions, but no wiggle room allowed for increasing # of positions or wages for lower-level employees
- Need for Supervisor Training
- HR Communication Improvements
- Flex work inequity between divisions/departments/colleges

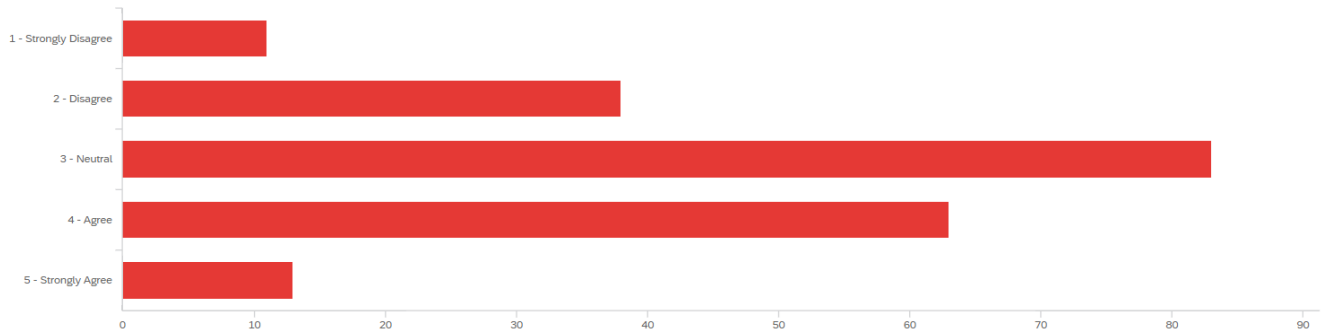
Staff and Faculty Interactions

Quantitative Results

Please rate the following statement: “I feel that staff and faculty relationships on campus are generally positive.”

Q42 - Staff and Faculty Interactions Please rate the following statement.

Page Options ▾



#	Field	Choice Count
1	1 - Strongly Disagree	5.29% 11
2	2 - Disagree	18.27% 38
3	3 - Neutral	39.90% 83
4	4 - Agree	30.29% 63
5	5 - Strongly Agree	6.25% 13
		208

#	Answer	%	Count
1	1 - Strongly Disagree	5.29%	11
2	2 - Disagree	18.27%	38
3	3 - Neutral	39.90%	83
4	4 - Agree	30.29%	63
5	5 - Strongly Agree	6.25%	13
	Total	100%	208

Qualitative Response Summary

What would build staff and faculty relationships or improve interactions between faculty and staff?

5 High Level Themes:

1. Shift in organizational culture which promotes mutual respect and higher regard for staff contributions: respondents suggested acknowledging staff expertise and leadership, challenging elitism within the university and removing language use that furthers view that staff are second class or lesser than faculty
2. Creation of more opportunities for connection and collaboration between staff and faculty such as joint faculty and staff meetings, committee work, professional development and affinity groups and other informal social gatherings
3. Focus on training and development for faculty focusing on DEI, communication, conflict resolution, supervision and leadership, and understanding staff roles and responsibilities
4. Need to Address Organizational structure and communication issues, including silos and lack of relationships between staff and faculty, lack of relevant information being provided to staff and general disconnect between those within the University
5. Review and Reevaluation of Policies and practices, including review, benefit compensation, which includes the tenure system, time off, and grievances

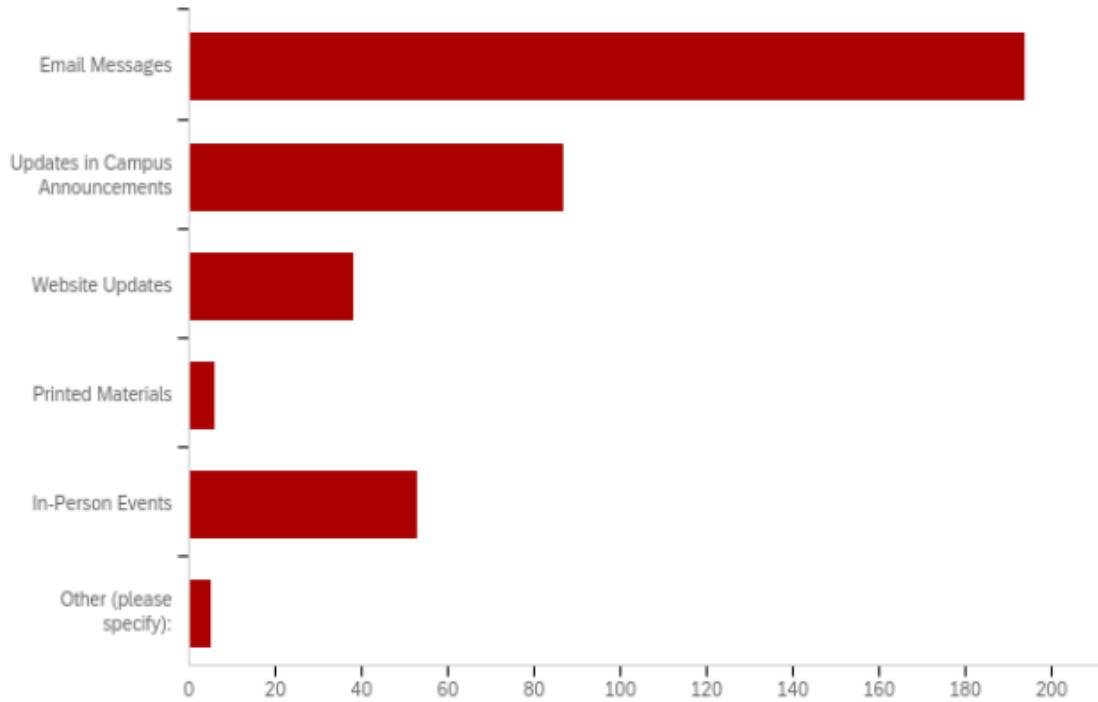
In depth summary:

- Recognition of Staff Contributions to University
 - Addressing elitism within University: Remove use of language that implies all staff are support of faculty as opposed to professionals that are central to running of university
 - Communication: Recognize that campus communications such as newsletters and announcements may go to faculty and staff and should not just focus on faculty experiences and interests
 - Greater Equity in Treatment of Staff in Relation to Faculty, faculty have access to course releases and have the boundary of contract hours when it comes to setting boundaries are contributions, staff do not receive the same or similar benefits and there are faculty/administrative assumptions about staff workload
 - Acknowledgement that there are aspects of the campus in which staff are the experts and leaders
- More opportunities for connection and collaboration for Staff/Faculty
 - Joint Faculty and Staff Meetings (Already happening in Albers)
 - Joint Committee Work within University
 - Social Events and Celebratory Events
 - Communities of Practice and Professional Development Opportunities
 - Shared Onboarding for Faculty/Staff
 - Days of Service
 - Affinity Spaces & Social Groups
 - Rebuilding organizational culture: there have been many new hires and with the hybrid work environment less interactions in person between faculty and staff.
- Training and Development for Faculty
 - DEI: Microaggressions, Classism, Sexism, Transphobia
 - Power and Privilege in Relation to Staff & Students
 - Communication and Conflict Resolution, Non-Violent Communication

- Supervision and Leadership Training for Faculty
 - Focus on Understanding Staff Roles
 - Faculty do not seem to have expertise in areas such administration, technology, student support, that leads to greater burden on staff
- Organizational Structure and Communication
 - Addressing Silos: Improved Communications across departments and divisions
 - Lack of Relationship between faculty and staff, noted that some divisions and departments handle this better than others
 - Supervisor and Leadership
 - Providing Staff with Staff Supervisors
 - Having Offices and Departments that are all staff have a reporting structure that reflects that, as opposed to reporting to provost or other faculty.
 - Leadership & Human resources taking proactive role in addressing staff/faculty interaction issue as a central issue to functioning of University
 - Data Collection: Breaking down staff retention by College and/or Academic Department to see trends
 - Policy Review
 - Re-Evaluation of Tenure System to account for how it unfairly minimizes staff and can reduce accountability amongst faculty
 - Abusive Behavior (screaming, throwing things, derogatory statements) do not currently seem to have consequences, especially for tenured faculty members
 - Post Tenure Review Process
 - Include Staff Feedback in Faculty Reviews as Faculty Supervisors are able to do Staff Employee Reviews
 - Address Policies that have disparate impact on faculty/staff: flexwork, exempt vs non-exempt status, leave policies (Winter Break), etc.
 - Compensation: Reviewing how compensation decisions are made for faculty and staff and creating standards that are actually implemented equitably. Faculty being paid more for a 10 month contract than staff who work year round and may have similar education and experience sends message to staff about whose time is valued by University
 - Organizational Culture
 - Any change within university has to be supported from leadership and modeled by leadership
 - Intentional time must be spent to create opportunities for staff and faculty to interact with one another and work together as peers not as superior/subordinate
 - Renewed dedication to the student experience, lack of cohesive faculty and staff does in the end impact the student experience, the entire university should be held to that standard

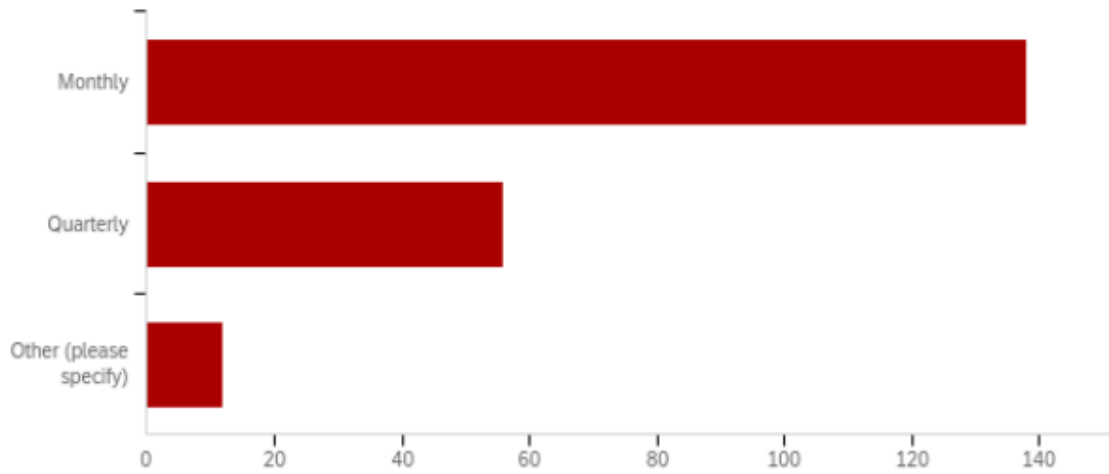
Communication

Q12 - Communication How would you like to receive communication from the Staff Council? (Select all that apply)



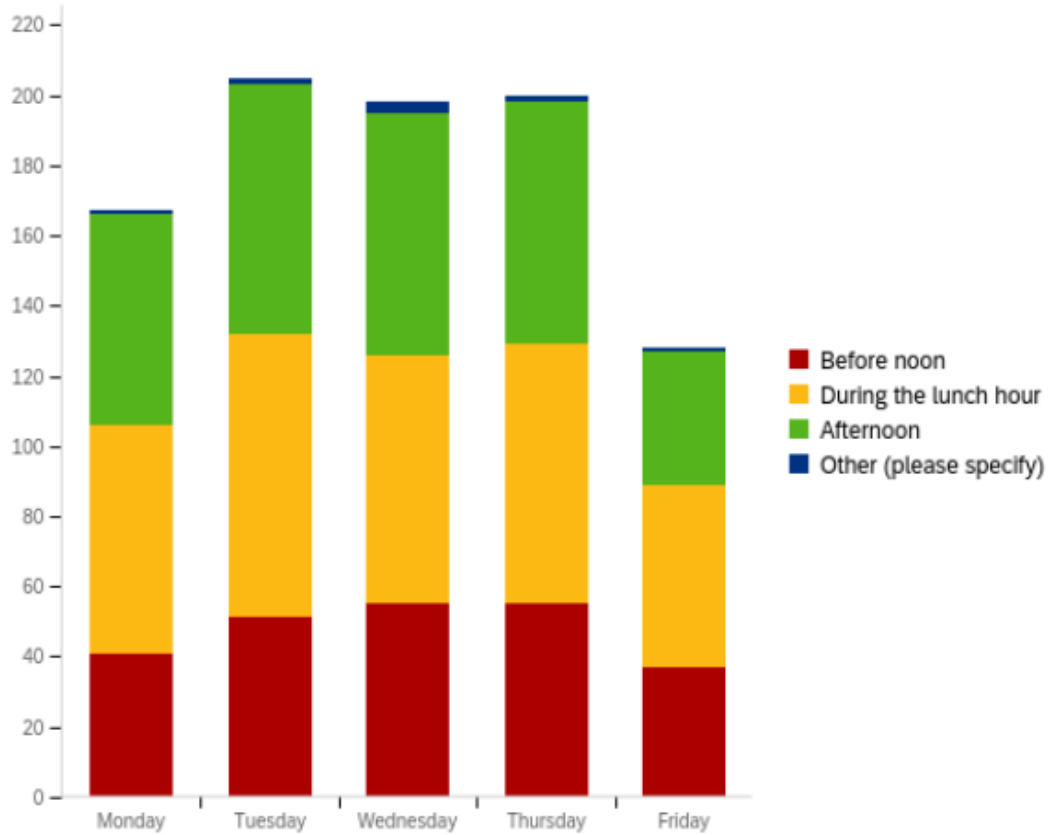
#	Answer	%	Count
1	Email Messages	50.65%	194
2	Updates in Campus Announcements	22.72%	87
3	Website Updates	9.92%	38
4	Printed Materials	1.57%	6
5	In-Person Events	13.84%	53
6	Other (please specify):	1.31%	5
	Total	100%	383

Q13 - How often would you like to receive updates from the Staff Council?



#	Answer	%	Count
1	Monthly	66.99%	138
2	Quarterly	27.18%	56
3	Other (please specify)	5.83%	12
	Total	100%	206

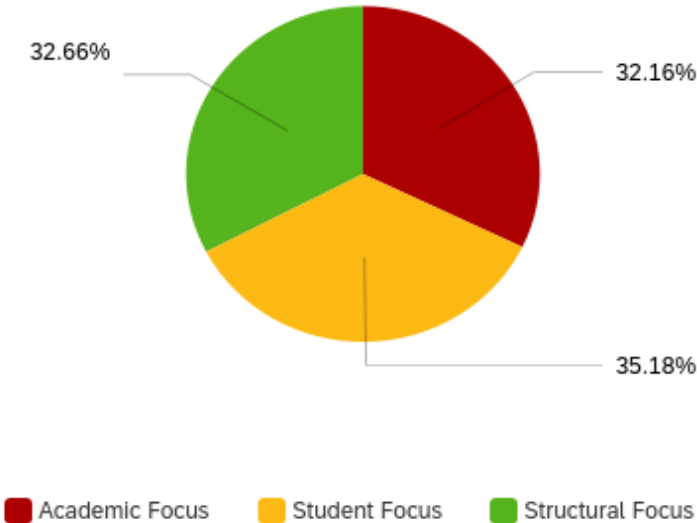
Q14 - Best days/times for events



#	Question	Mon		Tues		Weds		Thurs		Fri		Total
1	Before noon	17.15%	41	21.34%	51	23.01%	55	23.01%	55	15.48%	37	239
2	During the lunch hour	18.95%	65	23.62%	81	20.70%	71	21.57%	74	15.16%	52	343
3	Afternoon	19.54%	60	23.13%	71	22.48%	69	22.48%	69	12.38%	38	307
4	Other (please specify)	11.11%	1	22.22%	2	33.33%	3	22.22%	2	11.11%	1	9

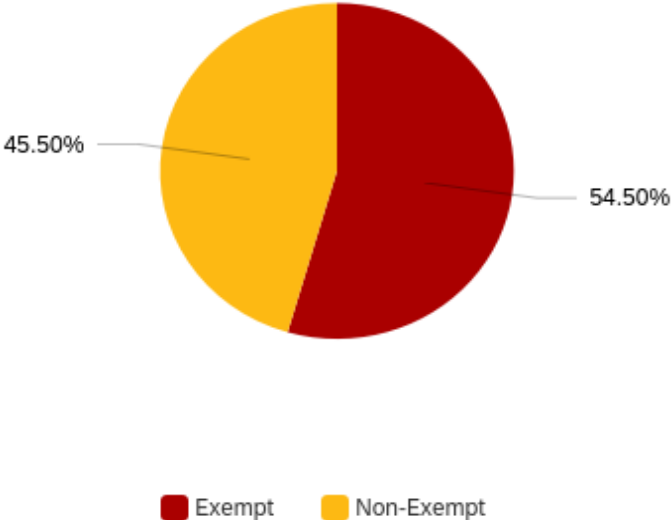
Demographics

Q16 - What campus area do you currently work in?



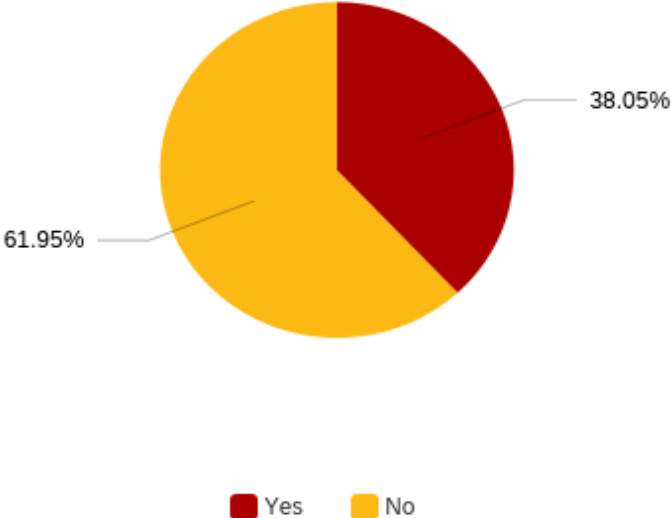
#	Answer	%	Count
1	Academic Focus	32.16%	64
2	Student Focus	35.18%	70
3	Structural Focus	32.66%	65
	Total	100%	199

Q17 - What is your employment status?



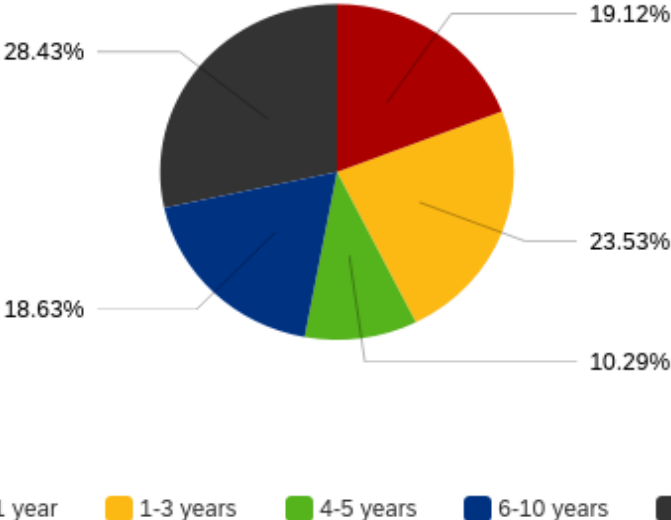
#	Answer	%	Count
1	Exempt	54.50%	109
2	Non-Exempt	45.50%	91
	Total	100%	200

Q18 - Are you currently supervising other staff members?



#	Answer	%	Count
1	Yes	38.05%	78
2	No	61.95%	127
	Total	100%	205

Q19 - How long have you been employed at Seattle University?



#	Answer	%	Count
1	Less than 1 year	19.12%	39
2	1-3 years	23.53%	48
3	4-5 years	10.29%	21
4	6-10 years	18.63%	38
5	10+ years	28.43%	58
	Total	100%	204