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## Acknowledgements

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The members of the University of Wyoming's Great Colleges to Work For Task Force would like to express their appreciation to the senior administration for committing the university to participate in this survey, knowing that the results would very likely expose concerns about the institution that would be disheartening and uncomfortable to discuss. In particular, we would like to thank President Nichols for committing funds to allow us to survey every full-time, benefits-eligible employee at the university. It was important for the university to participate, but just as important that each of these employees was given the opportunity for their voice to be heard. In following, we would like to thank each employee who took the time to share their perspectives. We appreciate you for believing in the process and your willingness to share challenging and confidential information that we hold with the deepest respect. This is a testament of your courage and belief that what you have to say will contribute toward making positive changes at the university. The insights that were shared will be a critical asset as the university community moves forward.

So many people supported efforts to effectively administer the survey. We greatly appreciate the contributions of staff in the Office of Institutional Analysis, Human Resources, Information Technology, and Institutional Marketing and Communications. These offices were instrumental in facilitating preparations for surveying the university's employees, completing the survey's institutional questionnaire, and communicating effectively with employees to ensure robust participation.

We would also like to thank the leadership of the Faculty Senate and Staff Senate who helped to promote participation in the survey and ensure that this endeavor would yield rich and representative data to aid in making improvements to employee satisfaction and morale at the University of Wyoming. We also appreciate the earnest discussions we have had since receiving our results, as well as the commitment of leaders from these groups to join with the administration in solving the challenges that have emerged through the analysis of the data.

## A Letter from the Great Colleges to Work For Task Force

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To our colleagues and the campus community:

In October, we shared a preliminary report on the University of Wyoming's results in the Chronicle of Higher Education's Great Colleges to Work For survey. That report summarized the university's average scores from each of the survey's 15 belief statement categories. This final report expands upon the preliminary report, incorporating the findings of a qualitative analysis of the survey's open-ended responses and scores for the 60 scaled-response belief statements. We appreciate the patience of the campus community as we have worked to analyze the data from the survey to provide a report that captures the main concerns that emerged. Our conclusion following this deeper dive into the data is the same: While the results are disheartening at one level, they provide the university community with an invaluable opportunity to focus collective attention on areas where we can improve workplace satisfaction and morale at the University of Wyoming.

The summary included in this report highlights some of the main areas of concern that emerge in the data. While respondents reported generally positive interactions and satisfaction in their home units, the greatest challenges seem to emerge as individuals expound on their disconnectedness and dissatisfaction with the university at-large. Our colleagues feel overextended and perhaps even adrift after several years of tumult and change. They feel that they don't have the resources necessary to do their jobs, or that they're working harder because staffing changes have added to their responsibilities. All the while, they feel they're not fairly compensated for their work. They report feeling unsure about the university's future. They are skeptical about decisions that are being made by the administration and Board of Trustees. And, many don't feel they have much of a voice or are heard when decisions that affect their work are made by these leaders. Perhaps most disappointing of all, they don't feel we are working together as one team across the university.

Surely, there are many explanations for these results, including budget cuts and subsequent layoffs, turnover in administrations, or disagreements over unpopular decisions made by the administration and Board of Trustees. The university and its people have been through a lot in recent years—or have always faced significant (and perhaps some unresolved) challenges, depending on who you ask. In any case, many respondents seem to wonder whether there's any light at the end of the tunnel. Whatever the reasons, to remedy the challenges exposed by the survey we must commit to working together as a campus community, taking collective responsibility and collaborative action.

Fortunately, among all of the challenges that emerged in our analysis there were also distinct bright spots. The qualitative data reveal a great sense of pride in our institution and what we accomplish here daily. Our colleagues feel like they have good relationships with their supervisors and coworkers—and know the work they do helps to propel our students and state into an even brighter future. They value and are motivated by their positive interactions with students and their understanding of the impact they have each day in their lives. And, they love life in Laramie and Wyoming, the benefits of living in a small town, the amenities of a college

campus, and the boundless beauty and recreational opportunities living here affords. For all that requires remedy, we ought not lose sight of everything that we love about this university, its people, and this place. In fact, these should be the very reasons that we come together to get this right.

As the university proceeds, the task force calls upon members of the faculty, staff, administration, and Board of Trustees to work together to ensure constructive dialogue and earnest effort toward addressing the challenges that have emerged through the analysis of our survey results. We must all be invested in building a better, stronger University of Wyoming—a university where we can all be proud to work. And, we all bear responsibility for making contributions to ensure the realization of that goal.

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## A Summary of the Findings

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The Great Colleges to Work For Task Force has prepared this report following an extensive review of the University of Wyoming's results on the 2018 survey. The committee has reviewed scores on the survey's 60 belief statements and worked with Dr. Eric Teman, Assistant Professor of Educational Research, to conduct a qualitative analysis on responses to two open-ended questions.<sup>1</sup>

Throughout the data and across all employee classifications, certain common areas of concern emerged representing issues that require the attention of the university community.<sup>2</sup> The summary that follows includes a review of the main themes and supporting information cultivated from the quantitative and qualitative data, including relevant belief statement scores and a sample of quotes from the open-ended question responses. Additional data are available in the appendices, including a full presentation of the scores from the survey's 60 belief statements by job category (Appendix C) and an expanded summary analysis of the qualitative data collected through the survey's two open-ended response questions (Appendix D). Appendix A gives an overview of the administration of the survey and numbers of respondents in each job category. Appendix B includes definitions of the job categories, as articulated by the Great Colleges to Work For survey and ModernThink, LLC.

The main themes that emerged across the data are as follows:

- **Pride, Morale, Respect, and Appreciation:** Although respondents demonstrated pride for the university in their comments, it is being eroded by a wide range of factors contributing to low morale across the institution.
- **Compensation and Benefits:** Respondents were generally not satisfied with compensation and called out problems related to compression, inversion, and low pay.
- **Resources and Staffing:** Being asked to do more with less – including fewer personnel – with no end in sight is placing strain on the university's workforce.
- **Sentiments about Direct Supervisors and Senior Leadership:** While respondents generally had favorable reactions to their immediate supervisors, they addressed concerns about the decisions, communications, and perceived transparency of the senior administration.
- **Communication:** Respondents wanted greater communication and changes in policies and practices; they also expressed concern about communication among units on campus.
- **Decision Making and Shared Governance:** Respondents felt they can contribute to decision making in their units, but that challenges for shared governance at the institutional level caused them to feel like they don't have a say at the university or are not being heard.
- **Systems Implementation:** Respondents expressed frustration over the implementation of WyoCloud and their feeling that it has decreased efficiency, rather than increasing it.

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<sup>1</sup> A short description of the qualitative methods utilized by Dr. Teman is included in Appendix D.

<sup>2</sup> Readers may not see their own quotes or every issue they raised in responses to the open-ended questions reflected in this summary. The summary reflects the most common areas of concern that emerged from the survey data; not every issue could be included in this report. We appreciate our colleagues' willingness to share challenging and confidential information that we hold with the deepest respect. The task force would like to assure you that your concerns have been heard.

## Pride, Morale, Respect, and Appreciation

There was a strong sense of pride demonstrated among employees at the University of Wyoming throughout the responses to the first open-ended response question: *What do you appreciate most about working at this institution?* Much of the discussion surrounded an affinity for our traditions, the educational mission, meaningful connections to our students and their success, and the unique public service role that the institution has as the State of Wyoming’s lone public, research, and land grant university. However, the greatest levels of satisfaction are evident at the local level; employees generally expressed the most positive feelings about the work they do alongside other employees in their units and their supervisors in advancing the institution, our students, and the state. It is apparent that they feel less connected to the institution as a whole – and, more to the point, they have come to feel as though we’re not working together as one team across the university.

Employees are experiencing extraordinarily low morale. Feelings of pride in being a part of this institution seem to have been eroded by a number of challenges affecting the university and its employees over the last few years. These range from the lasting effects of deep budget cuts, to perceptions about the pace and scope of change in recent years, to concerns over transparency and communication about decisions that are made about the direction of the university, to a feeling that employees are being overworked due to unfilled vacancies remaining after colleagues left for any number of reasons, to a feeling that they are simply not recognized for their hard work and commitment to their jobs. Concerns were also raised related to perceived micromanagement and overreach by the Board of Trustees and legislature, as well as increases in the number of senior administrators at the university. Although these issues affected all job categories, exempt professional staff demonstrated particularly concerning levels of dissatisfaction across the survey. These included issues above such as a feeling that their hard work is not valued, but also a lack of upward mobility, which leaves them feeling stuck in their jobs.

These issues of morale are presented as the first section of this analysis because they appear to be closely related to strain felt by many of the university’s employees that emerge from other issues presented throughout this analysis. It is, perhaps, the most pervasive problem we face right now, and its improvement may depend on marked change in most, if not all, of the other areas of concern. And yet, the data suggest it might also be improved by two other actions in which we can all take part: 1) fostering a culture of collaboration and cooperation to achieve our common goals and 2) regularly showing understanding, respect, and appreciation for everything our colleagues across the institution do to make this university, our students, and our state successful.

**Table 1. Pride, Morale, Respect, and Appreciation Scaled Response**

Prompt	Overall	Admin	Faculty	Adjunct Faculty	Staff: Exempt Prof'l	Staff: Non-Exempt
<b>Comparison: Feelings About Work at Department-Level vs. University</b>						
25. Overall, my department is a good place to work.	67	70	69	65	65	63
60. All things considered, this institution is a great place to work.	43	50	38	71	46	46
<b>Pride and Sense of Purpose in University</b>						
36. I am proud to be part of this institution.	51	62	47	59	54	51
5. I understand how my job contributes to this institution’s mission.	76	84	71	65	78	79

**Table 1. Pride, Morale, Respect, and Appreciation Scaled Response (continued)**

Prompt	Overall	Admin	Faculty	Adjunct Faculty	Staff: Exempt Prof'l	Staff: Non-Exempt
<b>Comparison: Working Together in Units vs. Across the University</b>						
23. People in my department work well together.	61	76	59	53	61	61
58. There's a sense that we're all on the same team at this institution.	20	22	21	35	18	19
46. Faculty, administration, and staff work together to ensure the success of institution programs and initiatives.	38	41	38	41	36	42
26. I can count on people to cooperate across departments.	41	52	42	29	38	40
<b>Appreciation and Recognition</b>						
9. I am regularly recognized for my contributions.	37	39	37	41	34	39
35. Our recognition and awards programs are meaningful to me.	26	29	33	41	20	25
52. We celebrate significant milestones and important accomplishments at this institution.	36	34	33	50	35	41

Figures reflect the percentage of respondents from each group who answered Agree or Strongly Agree.

The following quotations were in response to a question about what would make UWV a better place to work and are representative of comments from survey participants about morale, respect, and appreciation:

- “Morale is low at this institution and has been for quite some time, the Trustees and Administration don't seem to have much interest in changing that. They talk about raises for faculty and staff but the only thing that comes of it is some new high paying administrative position. The priorities of this university have changed and not in a good way.” -*Exempt professional staff member*
- “As the budget has tightened, all on campus have been asked to do more for less. As we take on increased responsibility with no pay increases (not even cost of living), stress levels and the effective length of our work weeks increases without compensation. As a result, morale is low, and many on campus are looking forward to leaving, either by retiring or by finding positions elsewhere.” -*Faculty member*
- “The morale among the staff is extremely low. The environment is tinged with dissatisfaction, and their precarious balance means that even small issues send them over the edge to angry tirades. With diminishing benefits, no pay raises, and more work, it is no wonder this is happening. The faculty and administrators who are well-paid suffer much less from these digs into the pocket book, but the staff is really struggling.” -*Administrator*
- “I don't think salary is the end-all determinate of happiness, but when it comes to recognizing hard work don't dismiss staff or their concerns.” -*Non-exempt staff member*
- “There is a feeling that administration views staff as replaceable- administrators will bend over backwards to keep faculty around and happy, but staff should be lucky they have a job.” -*Non-exempt staff member*

## Compensation and Benefits

Few respondents were happy with their salaries, although there is a substantial gap between the satisfaction of administrators and those from other job categories—with non-exempt staff



showing the lowest levels of satisfaction at only 15%. In general, however, employees were more satisfied with the benefits provided than they were with their pay.

**Table 2. Compensation and Benefits Scaled Response**

Prompt	Overall	Admin	Faculty	Adjunct Faculty	Staff: Exempt Prof'l	Staff: Non-Exempt
11. I am paid fairly for my work.	23	51	25	29	21	15
34. This institution's benefits meet my needs.	64	79	63	76	65	60

Figures reflect the percentage of respondents from each group who answered Agree or Strongly Agree.

Compensation was a frequent topic raised in the open-response section of the survey. Essentially, the sentiments shared sort into three categories: concerns about compression, inversion, and low pay.<sup>3</sup> Many individuals voiced frustrations about more recent hires earning salaries comparable to those of seasoned employees – or higher. Others expressed their dissatisfaction with costs of living increasing at a faster rate than their salary. Still others were unhappy with discrepancies in pay based on the market, merit, and outdated salary matrices. Additionally, comments emerged criticizing spending on new buildings rather than investing in the university’s workforce.

The following quotations were in response to a question about what would make UWV a better place to work and are representative of comments from survey participants about compensation:

- “Please consider raises, as taxes, food, housing, utilities, gas, etc. are going up when paychecks are not. The employees all work hard and deserve an increase in pay.” -*Exempt professional staff member*
- “PAY, PAY, PAY. Did I mention pay? Our salaries need to be commensurate with institutions of similar size. My job at other institutions would pay a minimum of \$10,000 more a year than I make here. Most of us are here for the benefits, and many of us have second jobs. That should not be the case.” -*Non-exempt staff member*
- “DEAL WITH COMPRESSION! 20 years here and nothing done yet to address compression!!!!” -*Administrator*
- “The pay inversions are getting very hard to take. When I am training doctoral students to go out and start at 25% more money in their starting salary than I make after decades of loyal service here, it makes me sick. It makes me not want to try anymore. The same is true when someone is hired straight out of graduate school and comes into my department at 25% more than I make.” -*Faculty member*
- “Higher salaries for our staff and for our contingent faculty, and for academic professional lecturers. Sometimes it feels like, in higher education, the gaze goes upward, toward the tenure-track faculty who are "higher up" on the totem pole, who are understandably experts in their fields, who publish, who bring in grant monies, to name a few examples. What about the individuals who put in many long hours too, but who are not compensated adequately for their skills?” -*Adjunct faculty member*

Several months after the survey was completed, the university adopted and implemented a salary distribution policy. As a result, many employees received salary adjustments related to market and merit. Some staff received an additional adjustment due to an update to the university’s

<sup>3</sup> **Compression** occurs when there are small differences in pay regardless of experience, skills, level, or seniority, such as when starting salaries for new employees in a particular job are too close to the wages of existing workers. **Inversion** is observed when starting salaries for new hires increase faster than salaries for existing employees.

salary matrix. A small number of employees received further salary increases as a result of inequity, compression and inversion. It is unclear if the implementation of the salary distribution policy would have caused employee satisfaction about compensation to be different. However, we know anecdotally from discussions with representatives of the Faculty Senate and Staff Senate that salary is still an area of significant concern among university employees.

## Resources and Staffing

More than just being concerned with their levels of compensation, respondents also reported that the effects of budget cuts in recent years were still having an impact on the resources available to them and the staffing levels in their units. As a result, they have essentially been asked to do more with less for years. They believe this is affecting their ability to do their jobs well, and caused them to feel that they were not being fairly compensated for increasing responsibilities and workloads. These issues were felt regardless of job category across the university, with faculty and administrators showing the greatest evidence of strain.

**Table 3. Resources and Staffing Scaled Response**

Prompt	Overall	Admin	Faculty	Adjunct Faculty	Staff: Exempt Prof <sup>1</sup>	Staff: Non-Exempt
4. I am provided the resources I need to be effective in my job.	43	41	35	47	45	52
28. My department has adequate faculty/staff to achieve our goals.	18	17	12	24	20	27

*Figures reflect the percentage of respondents from each group who answered Agree or Strongly Agree.*

*The following quotations were in response to a question about what would make UW a better place to work and are representative of comments from survey participants about resources and staffing:*

- “Fill the vacant positions to relieve the burden of multiple positions on one individual.” *-Faculty member*
- “I am doing 3 jobs and have been promised an audit of my position for over a year now. We continue to add more people to our unit but no additional administrative support staff. I have been told repeatedly that I am the glue that holds our unit together and the face of our unit and yet I am the least paid person in our office.” *-Exempt professional staff member*
- “While there are some great things going on the UW campus, it is in trouble. It vastly underpays on all levels and is under staffed which means more work for less pay for everyone.” *-Exempt professional staff member*
- “More funding to maintain appropriate levels of staff and faculty positions with qualified people, and more funding for attendance at professional conferences.” *-Faculty member*

## Sentiments about Direct Supervisors and Senior Leadership<sup>4</sup>

There were some notable differences between how respondents perceived their direct supervisors and the senior administration of the university; they were generally more satisfied with their direct supervisors than the senior administration. These sentiments align to the general observation presented earlier that respondents felt greater satisfaction and connection with their units than the institution as a whole. Faculty members (primarily tenured and tenure-track) and

<sup>4</sup> Senior leadership was defined in the survey as the university president and her direct reports.

exempt professional staff had the least favorable views of senior administrators as evidenced in the quantitative data. The qualitative data provided insights on some specific areas of concern from perceptions of an overly top-heavy institution, a lack of transparency in decision making, dishonest communication, and a lack of understanding and empathy among those leading the institution.

**Table 4. Sentiments about Direct Supervisors and Senior Leadership Scaled Response**

Prompt	Overall	Admin	Faculty	Adjunct Faculty	Staff: Exempt Prof'l	Staff: Non-Exempt
<b>Comparison: Supervisor/Senior Administration Models Values</b>						
15. My supervisor/department chair regularly models this institution's values.	62	65	63	76	60	61
48. Senior leadership regularly models this institution's values.	37	52	34	53	34	40
<b>Comparison: Supervisor/Senior Administration Trustworthiness</b>						
12. I believe what I am told by my supervisor/department chair.	62	67	63	65	62	57
56. I believe what I am told by senior leadership.	30	43	28	47	28	35
<b>Additional Responses on Supervisors</b>						
3. My supervisor/department chair makes his/her expectations clear.	64	61	69	69	59	63
7. I receive feedback from my supervisor/department chair that helps me.	57	50	56	65	55	57
19. My supervisor/department chair is consistent and fair.	63	69	68	76	59	59
20. My supervisor/department chair actively solicits my suggestions and ideas.	60	62	63	76	59	54
24. I have a good relationship with my supervisor/department chair.	77	75	81	82	77	71
<b>Additional Responses on Senior Administration</b>						
27. Senior leadership provides a clear direction for this institution's future.	27	41	25	35	25	29
23. Our senior leadership has the knowledge, skills, and experience necessary for institutional success.	38	47	33	59	38	44
37. Senior leadership shows a genuine interest in the well-being of faculty, administration, and staff.	25	36	24	41	21	30
41. Senior leadership communicates openly about important matters.	29	37	28	50	26	30

Figures reflect the percentage of respondents from each group who answered Agree or Strongly Agree.

The following quotations were in response to a question about what would make UWV a better place to work and are representative of comments from survey participants about the senior administration:

- “The communication between top administrative leadership and faculty and staff is awful. There is zero transparency and there is too much change without good guidance or effective communication.” -Exempt professional staff member
- “We are sorely lacking in strong, trustworthy, present, and fully engaged leadership in Old Main that understands the issues of faculty and staff and works towards fixing the issues rather than "rolling over" for the Board of Trustees.” -Non-exempt staff member
- “Administration is getting bloated and out of touch, and communication is getting worse.” -Faculty member

- “No more hiring of administration. We are top heavy as it is, and that's money wasted. The underpaid underlings do the majority of the work anyway, so those positions are not needed.”  
-Non-exempt staff member
- “I feel that more honest communication from senior administration about the future of the University would be very helpful. It is very difficult for people to feel secure and to feel that they can continue to fulfill their job requirements efficiently and successfully when there is no communication about how to move forward. When positions are left vacant, and money is swept, with no clear understanding of how to move forward without that support, it is frustrating to try to maintain the same level of work with less resources. But it's even more frustrating when there is no clear plan passed along to address this and to lay out how this will be addressed in the future.” -Job category of respondent not specified
- “Respect and an acceptance of ideas and thoughts from people who have worked here for more than about 2–3 years by very senior administration.” -Administrator

## Communication

Although many of the concerns about communication that were raised were connected to respondents’ feelings about the work of the senior administration, larger issues related to communication also emerged. In fact, respondents from among the administration also feel communication is lacking in some respects, particularly in how we communicate with one another to achieve positive outcomes in our endeavors.

**Table 5. Communication Scaled Response**

Prompt	Overall	Admin	Faculty	Adjunct Faculty	Staff: Exempt Prof'l	Staff: Non-Exempt
55. There is regular and open communication among faculty, administration, and staff.	28	35	28	41	25	26
22. Changes that affect me are discussed prior to being implemented.	35	39	39	35	31	31
43. At this institution, we discuss and debate ideas respectfully to get better results.	27	25	30	38	24	27

Figures reflect the percentage of respondents from each group who answered Agree or Strongly Agree.

These included concerns about a lack of communication about the direction of the university, communication challenges between units, and a feeling that information about changes to policies and practices at the university are not being effectively conveyed to the faculty and staff who are most directly affected. These issues also frequently related to respondents’ desires for a more robust system of shared governance. Employees desire better communication, and as was pointed out earlier, greater collaboration and cooperation.

*The following quotations were in response to a question about what would make UYW a better place to work and are representative of comments from survey participants about communication issues:*

- “Communication on WHY decisions are made and implemented should be much better.”  
-Administrator
- “More and better communication about issues important to the budget (in a post-budget reduction environment).” -Administrator

- “Clearer communication from senior leadership, publishing full reports from hired consultants, senior leadership asking for and actually listening to feedback from staff before making changes.” *-Exempt professional staff member*
- “At the institution level: Clearer vision about the type of research university we want to be. Are we truly a research university or not? The lack of clarity and mixed messages at the top means we are wondering where we are headed into the future.” *-Faculty member*
- “Better communication and considerations between departments. It seems that departments that offer courses required by multiple degree programs don't evaluate the needs of the entire institution. Course availability needs to be evaluated regularly.” *-Administrator*

## Decision Making and Shared Governance

In general, employees were satisfied that they had a say in or the ability to give input to support decision making at the department level. However they felt dissatisfied with shared governance at the institutional level, didn't always feel like they had a say in decision making, or didn't understand how or why decisions were being made. As is evident in other sections, satisfaction about shared governance and decision make is closely tied to other factors that influence group morale (e.g., communication and transparency).

**Table 6. Decision Making and Shared Governance Scaled Response**

Prompt	Overall	Admin	Faculty	Adjunct Faculty	Staff: Exempt Prof'l	Staff: Non-Exempt
38. The role of faculty in shared governance is clearly stated and publicized.	27	35	26	31	28	27
39. Faculty are appropriately involved in decisions related to the education program (e.g., curriculum development, evaluation).	39	48	43	46	31	37
42. Faculty, administration, and staff are meaningfully involved in institutional planning.	24	34	25	38	22	22

*Figures reflect the percentage of respondents from each group who answered Agree or Strongly Agree.*

Although the belief statements in the survey primarily focused on the involvement of faculty, comments in the open-ended response called for there to be opportunities for the entire campus community to have a role in providing input in decision making on major issues.

*The following quotation was in response to a question about what would make UW a better place to work and are representative of comments from survey participants about the need for stronger shared governance:*

- “Increased transparency and stronger mechanisms for involving the entire community -- students, staff, faculty, leadership -- in governance and the shaping of policies and procedures. It seems like lip service is paid to improvements and innovations but deeper cultural change is not happening at this institution.” *-Exempt professional staff member*

The most prevalent themes regarding shared governance, though, were observed in respondents' views that micromanagement from the Board of Trustees and overreach from the state legislature are impediments to maintaining a healthy and constructive system of shared governance. These concerns were found in comments across all employee categories.

The popular view of the Board of Trustees is that they don't fully understand how an institution of higher education ought to be run at the macro level, or the needs of our employees and students at the micro level. And, many perceived that the Board of Trustees' micromanagement of the university was an impediment to the president's ability to execute her job effectively. Respondents wanted to see the administration help to shape the Board's understanding of issues and help manage or limit their involvement, as appropriate. Legislative influence over the University of Wyoming was viewed similarly to that of the Board of Trustees. Individuals are concerned with the legislature having too much influence or interference with the daily operations of the university.

*The following quotations were in response to a question about what would make UW a better place to work and are representative of comments from survey participants about the involvement of the Board of Trustees and legislature:*

- "Having the Board of Trustees be more in touch with a university environment and its needs, and to be of less micro managers and more open to hearing and following through with what employees--faculty and staff--suggest will be best for the university." *-Non-exempt staff member*
- "The UW Board of Trustees is micromanaging the University, thereby interfering with Dr. Nichols ability to lead the institution." *-Administrator*
- "Trustees need to stop micromanaging and focus more on big picture vs minutia. They need to trust those that are hired to do their jobs. Also, the 'sweep' of funds was in very poor taste..." *-Faculty member*
- "Quit listening to the trustees and state legislators in regards to the direction of the university. Start educating these stakeholders rather than taking directions from them without question." *-Job category of respondent not specified*
- "Giving faculty more say in University governance; taking some power back from the Board of Trustees and giving it to the administration (with faculty shared governance)." *-Faculty member*
- "Less involvement from the Board of Trustees and the State Legislature and/or a greater ability or willingness for the administration to do what they think is best (i.e., do their jobs without fear of what the Board may say)." *-Exempt professional staff member*
- "Better funding for all programs and departments--not just those that fit the expectations of the legislature." *-Faculty member*
- "A Legislature and Board of Trustees who supported rather than opposed us at just about every turn would be nice as well." *-Faculty member*

## Systems Implementation

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Concerns about systems implementation, specifically the launch of WyoCloud, also emerged throughout the data. Challenges with the implementation of the financial system and continued issues with its effective use caused many respondents across job categories to express frustration, particularly with how these challenges have increased the amount of work required of employees, thus decreasing their efficiency in carrying out their jobs.

*The following quotations were in response to a question about what would make UWV a better place to work and are representative of comments from survey participants about the implementation of WyoCloud:*

- “The WyoCloud financial system is a total disaster, being made up on the fly yet we are expected to master as we go. Too many people spend far too much time preparing budgets because of the new system was not ready to launch. New modules are being released without consideration of the debacle that has already been created.” *-Administrator*
- “Before new systems are implemented (such as WYO CLOUD), there is sufficient time to try to work out the "kinks". WYO CLOUD was thrown at us when it is very evident that there had not been sufficient time to get everything in line to make this a smooth transition- accounts weren't established correctly, no one knew how to answer questions about what to do. In many instances (9 months later) issues are still arising that should have been figured out before this system was ever implemented.” *-Non-exempt staff member*
- “The roll-out of the new budgeting system (WyoCloud) has been a technical disaster, especially for hiring of new faculty.” *-Faculty member*
- “The Wyocloud system is an exercise in frustration. This new accounting system has taken months to introduce and train people to use doesn't work. It still doesn't supply current balances on accounts to users so it is a failure. I would be off with a paper ledger and a starting balance than the Wyocloud system.” *-Exempt professional staff member*
- “WyoCloud is not user friendly, especially for those who are not trained accountants or computer techs. For example, my submission of contracts has gone from a 20 minute process to hours for submission and then days if not weeks for approval, at the cost of good faith with businesses. It is extremely frustrating and in no way efficient. We as an institution cannot operate at that slow of a pace for contracts, payments, reimbursements, etc.” *-Administrator*

## Additional Salient Issues: Diversity, Workplace Discrimination, and Sexual Harassment

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Throughout this report, we have attempted to summarize the most prevalent themes in the data as evidenced by the number of employees who provided responses about a given issue. In reviewing the data, the task force also discussed other salient issues that we encountered that we found unsettling. These included comments related to inclusiveness, incidences of workplace discrimination, and sexual harassment. While these comments were few in number, it is the task force's position that hearing from even one colleague who has had such an experience is a matter that must be taken seriously.

*We offer a few quotations here that highlight some of the concerns about inclusion and perceptions about how the university handles issues related to harassment and discrimination. Much like the quotations throughout the report, these comments were made in response to a about what would make UW a better place to work.*

- "I miss out on important networking, professional mentoring and developing relationships with colleagues because some people are not comfortable with me and my skin color is the only thing that is different from the other people they talk to. Dealing with issues like these through diversity training and programs will make UW go from good to a great to work. Especially if the underlying issues of some employees being uncomfortable with diversity and welcoming everyone the same are addressed. I have heard similar stories from white colleagues who identify as LGBT, international, and one person I know who works here with a visible disability. White colleagues who feel the sting of being other typically are the ones who are more friendly, mentoring, and welcoming without me trying so hard to be included."  
*-Submitted by an administrator*
- "Fostering a culture where the threshold for action against harassment, bullying of students/staff/junior faculty, and discrimination is lower than breaking the law or uni-regs."  
*-Submitted by a faculty member*
- "Increasing diversity and making the campus more welcoming will make this the best place to work. Racial and ethnic diversity of administrators and staff is very low at UW and for me, as a person of color, this is sometimes takes my morale down."  
*-Submitted by an administrator*

The university has and continues to address these issues, both as individual cases emerge and on a larger scale through the work of offices such as the Office of Diversity, Equity, and Inclusion; Equal Opportunity Report and Response Unit; and Human Resources. The university must always take the necessary steps to investigate, address, and resolve these issues to ensure the safety and wellbeing of its employees and students.

To assist with addressing these issues, the task force also strongly encourages our colleagues to participate in the campus climate survey currently underway. The Great Colleges to Work For survey is not as well equipped to surface issues related to inclusiveness, discrimination, and harassment. The climate survey will provide information that is critical to remedying these sorts of challenges, specifically.



## Conclusion

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This report has outlined some of the most prevalent concerns that surfaced in an analysis of the data collected through the Great Colleges to Work For survey. We can make the University of Wyoming an institution worthy of being recognized as a *Great College to Work For* – despite the university’s results in this year’s survey, this is a goal that is worth pursuing and is assuredly within reach. By addressing these concerns, we can improve satisfaction in our jobs and make this a place where we can all be proud to work.

Remedying the issues outlined here will take time and collective effort. The first opportunity for us to discuss the path forward as a community – to articulate first priorities and strategies – will be the December 7, 2018 town hall. This should be a time for the campus community to identify some of the ways we can work together to address the issues surfaced by the survey and this report, rather than to raise concerns anew. To that end, the task force asks our colleagues to come prepared to share their constructive suggestions for how we might solve the challenges we face.

As was stated in the task force’s letter at the opening of this report: “For all that requires remedy, we ought not lose sight of everything that we love about this university, its people, and this place. In fact, these should be the very reasons that we come together to get this right.”

## APPENDIX A

### 2018 Great Colleges to Work For Survey Survey Overview and Summary of Participation by Job Category

The Great Colleges to Work For survey is independently-administered by ModernThink, LLC, a management consulting firm focusing on workplace quality in higher education. The survey is sponsored by The Chronicle of Higher Education. The survey instrument measures the extent to which employees are involved and engaged in the organization, the quality of workplace engagement, and workplace satisfaction.

**Survey instrument.** The survey was administered online. The 60-statement survey utilized a five-point agreement scale (Strongly Agree, Agree, Sometimes Agree/Sometimes Disagree, Disagree, Strongly Disagree), along with a Not Applicable response option. The survey instrument also included an 18-item benefits satisfaction component, two open-ended questions on what makes the University of Wyoming a great place to work and what can be improved, and 15 optional demographic questions.

**Survey period.** The survey period was scheduled from Monday, March 12, 2018 to Friday, April 6, 2018. ModernThink, LLC extended the survey for several days at the end of this period.

**Sample.** Typically, the Great Colleges to Work For survey is only administered to a limited, random sample of employees. However, the University of Wyoming contracted with ModernThink to extend the opportunity for all fulltime, benefits-eligible faculty and staff to participate in the survey in 2018. Adjunct faculty were also invited to participate.

**Participation rate.** 1,557 University of Wyoming employees participated in the survey, representing 57.4% of those employees invited. Numbers of employees who participated by job category are presented below:

- **Administration:** 103
- **Faculty:** 536
- **Exempt Professional Staff:** 490
- **Non-Exempt Staff:** 329
- **Adjunct Faculty:** 17
- **Unspecified:** 82

## APPENDIX B

### Great Colleges to Work For Survey Job Category Definitions

**Administrators** have assignments which require management of the institution, or a customarily recognized department or subdivision thereof. Assignments require the performance of work directly related to management policies or general business operations of the institution, department or subdivision.

- Executive
- Chancellor/President
- Vice Chancellor/Vice President
- Provost
- Vice Provost
- Associate/Assistant Provost
- Associate Vice President
- Assistant Vice President
- School Director
- Administrator
- Director
- Associate Director
- Assistant Director
- Dean
- Associate Dean
- Assistant Dean
- Dean-Non-faculty
- Other

**Faculty** have assignments for the purpose of conducting instruction, research or public service as a principal activity (or activities).

- Department Chair
- Professor
- Associate Professor
- Assistant Professor
- Instructor
- Lecturer
- Visiting Professor
- Clinical Faculty
- Research Faculty
- Research Associate
- Other

**Exempt Professional Staff** perform academic support, student service and institutional support and include professionals; those who exercise independent judgment and discretion in their roles; and/or those who manage other people. They are not subject to FLSA overtime provisions and are paid an annual salary for all hours worked. **Non-exempt Staff** are typically administrative, operational or production employees; either hourly or salaried.

- Administrative Professionals (Secretarial/Clerical)
- Advisor/Counselor
- Analyst
- Food Service Workers
- Grounds Staff/Housekeeping
- Manager
- Motor Vehicle Operators
- Police/Security Guard
- Professional
- Service Maintenance/Skilled Crafts
- Specialist
- Technical/Paraprofessional
- Other

## APPENDIX C

### 2018 Great Colleges to Work For Survey Full Scaled-Response Results Spreadsheet

Results from the scaled-response section of the survey appear on the two pages that follow.

**What the numbers mean.** Figures reflected in the spreadsheet represent the aggregate percentage of employees who gave a positive response to a prompt—either agree or strongly agree. So, a score of 60 would indicate that 60% of all respondents selected agree or strongly agree. The remaining respondents either selected neutral, disagree, or strongly disagree.

**Carnegie Research comparison group.** The scores in the 2018 Carnegie Research column represent the average of scores from 38 other Carnegie Research institutions that participated in the Great Colleges to Work For survey in 2018.

**Honor Roll comparison group.** The scores in the 2018 Honor Roll >10,000 column represent the average of scores from the 10 highest performing 4-year institutions (both public and private) with more than 10,000 students. Additional information about Honor Roll institutions is available at: <https://greatcollegesprogram.com/wp-content/uploads/2018/09/2018-Colleges-Recognized-by-Honor-Roll.pdf>

**Color coding.** There are two levels of color coding in the spreadsheet.

1. Scores in the Positive Responses column are color coded to show which scores for within each of the 15 survey categories fall above or below the average for that specific category. Green indicates that the score for a belief statement was above the average for the category; red indicates that the score for a belief statement was below the average for the category.
2. Across each row, cells are color coded to show when belief statement scores for each job category fall above or below the average for that specific belief statement. Green indicates that the score for a job category was above the average for the belief statement; pink indicates that the score for a job category was below the average for the belief statement; white indicates that the score for a job category was the same as the average for the belief statement.



# ModernThink

## ModernThink Higher Education Insight Survey 2018

### University of Wyoming

#### Job Role Spreadsheet - Full Data Set

Overall	Benchmarks		Job Category	Job Category	Tenure Status				Job Category	Job Category	Job Category					
	Positive Response	Negative Response			2018 Honor Roll > 10,000	2018 Carnegie Research	Tenured	Tenure Track/Untenured				Not Tenure Track	Permanent Status	Decline to answer		
Total number of survey respondents (1557)																
<b>Supervisors/Department Chairs (Category Average: 64)</b>																
3	64	15	81	73	61	69	67	72	70	83	76	75	69	59	63	329
7	57	19	76	68	50	56	52	64	56	67	72	55	65	55	57	
12	62	16	80	74	67	63	60	67	68	72	66	60	65	62	57	
15	62	15	83	76	65	63	60	64	71	50	82	50	76	60	61	
19	63	16	79	72	69	68	66	72	68	94	76	55	76	59	59	
20	60	18	77	71	62	63	62	67	63	72	62	55	76	59	54	
24	77	8	88	84	75	81	81	81	75	94	93	80	82	77	71	
24	64	15	81	74	64	66	64	70	67	76	75	61	73	62	60	
<b>Supervisors/Department Chairs - Average</b>																
<b>Senior Leadership (Category Average: 31)</b>																
27	27	42	75	58	41	25	20	24	36	22	46	30	35	25	29	
32	38	30	81	68	47	33	28	35	47	39	52	25	59	38	44	
37	25	45	76	60	36	24	19	27	34	33	32	25	41	21	30	
41	29	38	70	56	37	28	22	27	42	28	43	26	50	26	30	
48	37	29	83	68	52	34	29	36	47	41	44	39	53	34	40	
56	30	37	75	60	43	28	23	30	41	35	43	20	47	28	35	
56	31	37	77	62	43	29	24	30	41	33	43	28	48	29	35	
<b>Senior Leadership - Average</b>																
<b>Faculty, Administration &amp; Staff Relations (Category Average: 33)</b>																
46	38	23	83	68	41	38	31	45	48	28	55	35	41	36	42	
55	28	38	70	55	35	28	23	35	36	11	45	30	41	25	26	
<b>Faculty, Administration &amp; Staff Relations - Average</b>																
<b>Communication (Category Average: 41)</b>																
8	49	23	73	65	51	49	46	49	57	41	79	40	65	51	45	
21	54	18	73	65	70	56	58	50	58	78	48	45	50	50	52	
22	35	33	60	50	39	39	37	47	46	28	41	25	35	31	27	
43	27	33	72	57	25	30	27	32	41	28	45	20	38	24	31	
<b>Communication - Average</b>																
<b>Collaboration (Category Average: 43)</b>																
13	41	27	70	59	46	44	42	45	51	44	53	33	47	39	39	
13	51	22	73	67	65	62	65	59	62	78	64	40	53	47	36	
23	61	11	78	71	76	59	63	53	57	72	52	50	53	61	61	
26	41	21	72	60	52	42	39	43	50	61	38	35	29	38	40	
58	20	51	72	54	22	21	19	25	24	17	38	15	35	18	19	
<b>Collaboration - Average</b>																
<b>Fairness (Category Average: 43)</b>																
14	49	26	73	64	49	51	57	40	51	67	59	45	47	48	47	
16	39	36	66	58	44	54	59	48	49	71	36	53	25	29	29	
18	37	33	57	50	43	39	42	39	40	53	29	32	47	33	37	
44	30	35	78	62	43	29	28	28	38	28	34	30	41	26	33	
54	60	14	82	75	58	57	57	60	64	40	67	35	47	61	66	
<b>Fairness - Average</b>																
<b>Respect &amp; Appreciation (Category Average: 42)</b>																
9	37	34	67	57	39	37	32	43	36	44	69	30	41	34	39	
35	26	44	61	50	29	33	33	31	31	41	46	37	41	20	25	
45	69	9	87	80	68	70	70	70	75	72	66	55	59	69	66	
52	36	23	84	73	34	33	30	39	36	50	45	26	50	35	41	
<b>Respect &amp; Appreciation - Average</b>																

## APPENDIX D

### 2018 Great Colleges to Work For Survey Report on Opened-Ended Results

The qualitative data were analyzed in a principally inductive and comparative way (Merriam & Tisdell, 2016). The two open-ended questions from the 2018 Great Colleges to Work For survey were analyzed thematically across each of the six classifications as reported out by ModernThink, LLC: administration, adjunct faculty, faculty, exempt professional staff, non-exempt staff, and not specified. To make sense of the extensive set of open-ended responses, the data were consolidated and reduced into themes. Upon completing the separate analyses of data from each job category, emergent themes were closely examined across employee classifications and a more holistic analysis was completed, irrespective of employee classification—this provided a feel for what was emerging, in general.

NVivo 12 (QSR, 2018) software was used to help manage the data and to organize the analysis. The entire data set was read through multiple times, with the analyst taking note of emergent themes. At first, open coding was used as the analyst was unsure what would arise in the comments. As the data coding was ongoing, the analyst moved into axial coding (Charmaz, 2014; Corbin & Strauss, 2015) where open codes were grouped into broader categories. Additionally, the analyst maintained an electronic file of notes and queries to aid in the write-up of the final report. The analyst also met regularly with the Great Colleges to Work For Task Force to discuss progress and produce new ideas and directions for the analysis.

Results are organized by question. Example quotations are typically provided, which capture the sentiments expressed across numerous survey respondents. Since the report summarizes those issues that were most prevalent among the data, you may not see all of your concerns validated in this particular report.

#### References

Charmaz, K. (2014). *Constructing grounded theory* (2nd ed). Thousand Oaks, CA: Sage.

Corbin, J., & Strauss, A. (2015). *Basics of qualitative research: Techniques and procedures for developing grounded theory* (4th ed.). Thousand Oaks, CA: Sage.

Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation* (4th ed.). San Francisco, CA: Jossey-Bass.

QSR (2018). *NVivo qualitative data analysis software*. Victoria, Australia: QSR International Pty Ltd.

## QUESTION #1

### WHAT DO YOU APPRECIATE MOST ABOUT WORKING AT THIS INSTITUTION?

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Across all employee classifications, certain commonalities were visible in the data. These themes included the following with illustrative direct quotations<sup>5</sup>:

#### Laramie as a Desirable Place to Live

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Employees expressed general contentment with living in Laramie. Specifically, the small-town feel, the outdoors, geographical location, and campus beauty were discussed by many respondents as providing great satisfaction.

#### Institutional Culture

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There was a strong sense of pride among employees, with much of the discussion surrounding tradition and significance of UW within the State of Wyoming. However, there was also a sense of loss of pride among employees as well, generally in relation to perceptions of negative institutional change, e.g., administration making too many changes too quickly, low morale after budget cuts, feeling overworked to compensate for employees who were terminated.

- “Everyone in my department seems to get along and deeply values open communication.” *-Adjunct faculty member*
- “At the departmental level, my involvement with this institution has been wonderful. Students are by and large very satisfactory and challenging, and the institution has been reasonably supportive of my service and scholarly endeavors.” *-Faculty member*
- “I believe most employees are of high integrity and committed to our students' best interests. There is generally a good sense of teamwork as we work together to try to make UW even better.” *-Administrator*
- “Feeling like I make a difference to the people of this state.” *-Non-exempt staff member*
- “Flexibility, strong tradition, flagship and land grant institution with significant state support.” *-Exempt professional staff member*
- “The people in my department, and the students, make coming to work every day a good experience.” *-Exempt professional staff member*
- “I appreciate that everyone feels connected to the work they do here. It isn't just a job, it is a unified mission to help students, better our community, and by extension the world. We are a community, a family, and one cowboy-nation, and that is what makes UW so special.” *-Exempt professional staff member*
- “I enjoy the people. Everyone from senior leadership to entry level staff value the relationships we are building in our work life at UW. There is time and attention given to making sure each employee feels connected, educated and care about.” *-Exempt professional staff member*

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<sup>5</sup> Quotations were generally not corrected for proper grammar or typographical errors.



- “I used [to] enjoy working for this institution but I have lost my sense of pride. Change is always an opportunity that should be considered but it needs to be done well. This institution seems to be making changes that are done so quickly that it does not work for our students, faculty or staff.” *-Exempt professional staff member*

## Interaction With Students

---

It is clear employees highly value the students. For some, the students are what make it worthwhile to come to work.

- “I love working with the students and watching them grow into their professions.” *-Exempt professional staff member*
- “I feel my job directly impacts student well-being and their ability to fully engage in all opportunities the institution has to offer. I feel like I make an impact.” *-Administrator*
- “I appreciate that the people I work with care about our students and each other. I enjoy working at UW because it is a place that reflects my values: commitment to excellent teaching, helping students navigate the university system, and working with people of different backgrounds.” *-Faculty member*

## Job Satisfaction and Departmental Support

---

Employees generally felt support from the department in which they work, including support from colleagues. This support was often characterized by open lines of communication and active listening by superiors.

- “I am fortunate to work with an outstanding Department Head and faculty who care about their staff and how they are feeling - this is not true of other departments I have worked for here at UW.” *-Exempt professional staff member*
- “At the micro level, my department is well-run and I have fulfilling work. My contributions to the university and the national community of scholars are recognized and appreciated. There are challenges imposed by the wider university, largely related to budget and resource allocation, but my department is doing the best it can under difficult circumstances.” *-Faculty member*
- “Everyone in my department seems to get along and deeply values open communication.” *-Adjunct faculty member*
- “I love to learn, and I get the day-in, day-out opportunities to work with people in my department who also love to learn. I think learning and teaching are merely two sides of the same coin. I appreciate that we are given a fair amount of freedom as to how that learning and that teaching happens. I appreciate my colleagues, my students, my own part (or department) of the ‘universe,’ or university, so to speak.” *-Adjunct faculty member*
- “Immediate supervisor expresses clear expectations and is approachable.” *-Adjunct faculty member*
- “The people make the institution. My head of school is extremely supportive of my professional development and the work/life balance, and everyone in the staff center is amazing.” *-Adjunct faculty member*

## Employee Benefits

---

Generally, employees were happy with their benefits, appreciating strong retirement plans, good healthcare, vacation time, and sick leave policies. A few individuals expressed a desire to eliminate insurance co-pays and to have Half Acre gym memberships included as part of the benefits package.

## Flexibility

---

Employees were typically satisfied with the amount of autonomy and flexibility they felt they had in their roles on campus. They generally felt respected and free from micromanaging, especially at their immediate departmental/unit level.

- “I appreciate the family-friendly, respectful, and life-long-learning emphasis. I value my relationships at UW. I feel at home here. I continue to grow and experience relationships that honor me as a person and as a professional. I appreciate the trust that is exhibited in my department. We are not micro-managed. We know our general job duties then we work creatively to make the general vision play out in our unique context.” *-Exempt professional staff member*
- “I have the flexibility and support I need to do my job.” *-Administrator*
- “Flexibility in my job, being able to mentor students (both graduate and undergraduate) in research.” *-Faculty member*
- “The day to day team environment in my particular office and college. We build relationships that move beyond work and we care about each other’s lives and successes. There is flexibility to maintain personal lives and trust we can complete our work without micromanaging and scrutinized supervision. This degenerates the further up one goes in the institution.” *-Exempt professional staff member*
- “The team and management that I work directly with are flexible, communicate efficiently and are focused on the same goal. The management team that I directly report to have been very patient in my learning the policies and procedures set forth by the University.” *-Exempt professional staff member*
- “Flexibility of work hours to meet personal needs.” *-Non-exempt staff member*

## QUESTION #2: WHAT WOULD MAKE THIS INSTITUTION A BETTER PLACE TO WORK?

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Across all employee classifications, certain commonalities were visible in the data. These themes included the following:

## Compensation

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Across the board, few people were happy with their salaries. Essentially, these issues fall under three categories: compression, inversion, and abnormally low pay. Many individuals expressed their frustration with costs of living increasing at a faster rate than their salary. Other individuals voiced their frustrations with new hires earning a higher salary. Still others were unhappy with discrepancies in pay based on the market, merit, and outdated salary matrices. Although salary was a major concern across all employee classifications, for faculty these issues centered around compression, inversion, merit-based raises, and below-market pay.

- “DEAL WITH COMPRESSION! 20 years here and nothing done yet to address compression!!!!” *-Administrator*
- “Please consider raises, as taxes, food, housing, utilities, gas, etc. are going up when paychecks are not. The employees all work hard and deserve an increase in pay.” *-Exempt professional staff member*
- “Proper pay for qualifications and merit. So pay increase is actually a pay reduction. Minimally pay should increase with inflation if someone is doing their job satisfactorily.” *-Faculty member*
- “Adjustments have not been made to the salary matrixes for over 9 years, so new employees are being brought in below the market levels (less than top candidates to start) and so they are behind from an income standpoint from the day they are hired.” *-Administrator*
- “I’m sick of asking for raises or a cost of living adjustment without any success. It’s been 10 years since we have received a raise. However, there is money for everything else-- there is money for buildings, and athletics, and even art on campus.” *-Non-exempt staff member*
- “PAY, PAY, PAY. Did I mention pay? Our salaries need to be commensurate with institutions of similar size. My job at other institutions would pay a minimum of \$10,000 more a year than I make here. Most of us are here for the benefits, and many of us have second jobs. That should not be the case.” *-Non-exempt staff member*
- “Many people are taking on 2nd jobs to fill the gap. All while we see and hear how much the president is traveling in her personal jet and all over the state in a weeks time. We can’t get increases for being at our jobs daily, working on fingers to the bone while she is dumping large amounts of money with her travels.” *-Non-exempt staff member*
- “Most people in this institution are either on a state subsidy assistance, food stamps or have one or two other jobs.” *-Non-exempt staff member*
- “Faculty are extremely underpaid. There is no consideration made for salary compression. It continues to get worse and worse. Supervisors have told employees to apply elsewhere. They do not even care if they keep people. Management continues to say they are going to do something about it but they never do. There is also a huge morale problem and senior leadership try to pretend like it does not exist.” *-Faculty member*
- “The market rate for my profession out in the community is significantly higher than what I am paid at the university, with significantly less headache involved with annual reviews and promotion. This is the main reason I will leave academia eventually.” *-Faculty member*
- “In the 11 years I have been a faculty at UW I believe there has only been 2 cost of living adjustments/merit increases; 1 in the past 8 years.” *-Faculty member*

- “The pay inversions are getting very hard to take. When I am training doctoral students to go out and start at 25% more money in their starting salary than I make after decades of loyal service here, it makes me sick. It makes me not want to try anymore. The same is true when someone is hired straight out of graduate school and comes into my department at 25% more than I make.” *-Faculty member*
- “Adequately paying its employees that actually keep this place up and running. Pay them what they are worth, not what "higher class" employees think we are worth. This is my opinion of how I feel I have been treated by some personnel since working for UW.”  
*-Adjunct faculty member*
- “Higher salaries for our staff and for our contingent faculty, and for academic professional lecturers. Sometimes it feels like, in higher education, the gaze goes upward, toward the tenure-track faculty who are "higher up" on the totem pole, who are understandably experts in their fields, who publish, who bring in grant monies, to name a few examples. What about the individuals who put in many long hours too, but who are not compensated adequately for their skills?” *-Adjunct faculty member*
- “I wish this institution adhered more closely with its mission statement and valued teaching more (ex. relied less adjuncts and graduate instructors) and paid its staff livable wages.” *-Adjunct faculty member*
- “Recognition of contributions. Fair compensation for similar positions/ tenure vs extended term.” *-Adjunct faculty member*
- “I have worked here for 25 years and over the past 9 years on average my salary has gone up \$221/year (with no raise most years). In that time there have been \$40 million+ buildings going up all over campus. How about showing the employees that you care about them as much as new buildings.” *-Faculty member*

## Morale, Respect, and Appreciation

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Employees appear to be experiencing low morale, much of which seems to stem from lack of feeling recognized for their hard work and dedication to their jobs in particular and institution overall. Low employee morale appears to be related to the perception that upper-level administration is not being transparent in their decisions. Additionally, exempt professional staff in particular indicated an issue with understaffing, with many employees feeling they are completing the work of multiple people due to the termination of staff during budget cuts.

- “The morale among the staff is extremely low. The environment is tinged with dissatisfaction, and their precarious balance means that even small issues send them over the edge to angry tirades. With diminishing benefits, no pay raises, and more work, it is no wonder this is happening. The faculty and administrators who are well-paid suffer much less from these digs into the pocket book, but the staff is really struggling.”  
*-Administrator*
- “As the budget has tightened, all on campus have been asked to do more for less. As we take on increased responsibility with no pay increases (not even cost of living), stress levels and the effective length of our work weeks increases without compensation. As a

result, morale is low, and many on campus are looking forward to leaving, either by retiring or by finding positions elsewhere.” *-Faculty member*

- “I think morale is very low here. And I think there is a complete lack of knowledge about how people feel right now. Deliberate or not, that is tough.” *-Administrator*
- “A recognition from our administration that they value the employees at all levels. Truthful dialogue about institutional goals and processes.” *-Administrator*
- “Morale is low at this institution and has been for quite some time, the Trustees and Administration don't seem to have much interest in changing that. They talk about raises for faculty and staff but the only thing that comes of it is some new high paying administrative position. The priorities of this university have changed and not in a good way.” *-Exempt professional staff member*

## Communication and Transparency

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Employees desire honest, transparent, and timely communication. Although communication emerged as a theme across all employee groups, it is important to note that administration also feels communication is lacking in some respects.

- “Honest, clear communication.” *-Faculty member*
- “If the administration was truly transparent as they claim to be.” *-Exempt professional staff member*
- “More transparent senior leadership who understand change management. Senior leadership lacks empathy and understanding of its work force.” *-Exempt professional staff member*
- “Increased transparency and stronger mechanisms for involving the entire community -- students, staff, faculty, leadership -- in governance and the shaping of policies and procedures. It seems like lip service is paid to improvements and innovations but deeper cultural change is not happening at this institution.” *-Exempt professional staff member*
- “There is zero transparency and there is too much change without good guidance or effective communication.” *-Exempt professional staff member*
- “Administration is getting bloated and out of touch, and communication is getting worse.” *-Faculty member*
- “Basic communication - taking the time to listen and be responsive to emails, etc.” *-Administrator*
- “Better communication and considerations between departments. It seems that departments that offer courses required by multiple degree programs don't evaluate the needs of the entire institution. Course availability needs to be evaluated regularly.” *-Administrator*
- “An administration that is transparent and trust worthy. At this time rules and regulations are unveiled often with no communication with unit heads. When the administration realizes that it created a problem or a violation, the administrators obfuscate.” *-Administrator*
- “There is not enough communication from higher administration.” *-Administrator*
- “At the institution level: Clearer vision about the type of research university we want to be. Are we truly a research university or not? The lack of clarity and mixed messages at the top means we are wondering where we are headed into the future.” *-Faculty member*

- “Better communication and more internal community involvement.” *-Faculty member*
- “Vice Presidents who are committed to shared governance, clear communication, supporting all university personnel, and who are willing to support the president’s vision for the institution.” *-Exempt professional staff member*
- “Clear communication as to policies, finances, and other meaningful proposed changes. I want to know what is being done here to improve working conditions and student opportunities.” *-Exempt professional staff member*
- “Clearer communication from senior leadership, publishing full reports from hired consultants, senior leadership asking for and actually listening to feedback from staff before making changes.” *-Exempt professional staff member*
- “While there are some great things going on the UW campus, it is in trouble. It vastly underpays on all levels and is under staffed which means more work for less pay for everyone. A report was just submitted to the Board of Trustees stating that UW's custodial workers are underpaid and have to work more because UW won't hire more staff to do the work. Due to this, the campus received a low rating for cleanliness and overall maintenance of the campus. It was great to see someone have the custodians backs but we'll see what actually happens going forward.” *-Exempt professional staff member*
- “I am doing 3 jobs and have been promised an audit of my position for over a year now. We continue to add more people to our unit but no additional administrative support staff. I have been told repeatedly that I am the glue that holds our unit together and the face of our unit and yet I am the least paid person in our office.” *-Exempt professional staff member*
- “Communication on WHY decisions are made and implemented should be much better.” *-Administrator*
- “More and better communication about issues important to the budget (in a post-budget reduction environment).” *-Administrator*

## Leadership

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Disproportionately, employees articulated their displeasure with upper-level administration, which included issues ranging from an overly top-heavy institution to lack of transparency in decisions.

- “No more hiring of administration. We are top heavy as it is, and that's money wasted. The underpaid underlings do the majority of the work anyway, so those positions are not needed.” *-Non-exempt staff member*
- “More visionary, strong, and strategic leadership at the top (as opposed to simply management and administration), with stronger skills, investment in, and encouragement of discussion and debate to inform their final decision making.” *-Faculty member*
- “I feel that more honest communication from senior administration about the future of the University would be very helpful. It is very difficult for people to feel secure and to feel that they can continue to fulfill their job requirements efficiently and successfully when there is no communication about how to move forward. When positions are left vacant, and money is swept, with no clear understanding of how to move forward without that support, it is frustrating to try to maintain the same level of work with less

resources. But it's even more frustrating when there is no clear plan passed along to address this and to lay out how this will be addressed in the future." *-Job category of respondent not specified*

- "More accountability for senior leadership. Our VP's and Directors need to model the behavior that they want to see from the rest of us. And they need to play by the same rules. I've seen multiple examples where senior leadership have not behaved ethically and it really lowers morale. Yeah, we do find out about it and we do see it." *-Administrator*
- "Respect and an acceptance of ideas and thoughts from people who have worked here for more than about 2-3 years by very senior administration." *-Administrator*
- "Authentic, truthful senior leadership." *-Administrator*
- "The communication between top administrative leadership and faculty and staff is awful. There is zero transparency and there is too much change without good guidance or effective communication." *-Exempt professional staff member*

## WyoCloud

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Individuals expressed their frustration with the rough implementation of WyoCloud, with effects including decreased efficiency in the performing of their jobs.

- "The WyoCloud financial system is a total disaster, being made up on the fly yet we are expected to master as we go. Too many people spend far too much time preparing budgets because of the new system was not ready to launch. New modules are being released without consideration of the debacle that has already been created." *-Administrator*
- "The roll-out of the new budgeting system (WyoCloud) has been a technical disaster, especially for hiring of new faculty." *-Faculty member*
- "The Wyocloud system is an exercise in frustration. This new accounting system has taken months to introduce and train people to use doesn't work. It still doesn't supply current balances on accounts to users so it is a failure. I would be off with a paper ledger and a starting balance than the Wyocloud system." *-Exempt professional staff member*
- "Before new systems are implemented (such as WYOCLOUD), there is sufficient time to try to work out the "kinks". WYOCLOUD was thrown at us when it is very evident that there had not been sufficient time to get everything in line to make this a smooth transition- accounts weren't established correctly, no one knew how to answer questions about what to do. In many instances (9 months later) issues are still arising that should have been figured out before this system was ever implemented." *-Non-exempt staff member*
- "WyoCloud is not user friendly, especially for those who are not trained accountants or computer techs. For example, my submission of contracts has gone from a 20 minute process to hours for submission and then days if not weeks for approval, at the cost of good faith with businesses. It is extremely frustrating and in no way efficient. We as an institution cannot operate at that slow of a pace for contracts, payments, reimbursements, etc." *-Administrator*
- "For instance the new WyoCloud accounting system is a complete disaster. Mgmt. was in such a hurry to go live with this system and didn't even try to work out the bugs for year before hand. This system has done nothing but frustrate, madden, and make people quit

because Mgmt. did not think ahead to ask the staff of their input, what the staff would like to see in order to make the system work more efficiently.” *-Administrator*

## Shared Governance

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In general, employees were satisfied with intradepartmental shared governance but were dissatisfied with shared governance at the institutional level. This theme is also related to communication (discussed above). Issues of too much control and micromanaging from the Board of Trustees and the legislature were prevalent across all employee categories. The popular view of the Board of Trustees is that they are out of touch with reality regarding how an institution of higher education ought to be run. Many individuals view the Board of Trustees’ micromanaging as an impediment to the president’s being able to execute her job effectively. It is also important to note administrators struggle with the issue of shared governance in regard to the perceived micromanaging of trustees and the legislature. However, individuals generally indicated they were pleased with the strong leadership from top-level administrators. Legislative control over the University of Wyoming was viewed similarly to the inordinate control of the Board of Trustees. Individuals are concerned with the legislature having too much control over salary, support (or lack thereof) of certain academic programs, and a general lording over the everyday running of the university.

- “Giving faculty more say in University governance; taking some power back from the Board of Trustees and giving it to the administration (with faculty shared governance).” *-Faculty member*
- “I think the Trustees has no sense of how a university should be run and have had a significant negative impact. A university is NOT a company and should not be run as one. I think the move to over promote STEM disciplines is having a negative impact on morale. I think the dormitories are nothing short of a disgrace and are negatively impacting our ability to recruit some of the best students. This should be the #1 priority at this university - well ahead of the Science Initiative (or any other initiative for that matter).” *-Administrator*
- “The perception that the Board of Trustees is micromanaging the institution is a problem.” *-Administrator*
- “The UW Board of Trustees is micromanaging the University, thereby interfering with Dr. Nichols ability to lead the institution.” *-Administrator*
- “Legislature needs to stop micromanaging.” *-Administrator*
- “Bold leadership from the President.” *-Administrator*
- “I’m encouraged to provide feedback and open discussions with management regarding procedures and upcoming projects, and feel that this involvement is critical to the success of our multi-departmental team.” *-Administrator*
- “I am extremely impressed at the energy and engagement of President Nichols. I think the Provost is very trustworthy and that means a LOT to me.” *-Administrator*
- “I value the shared sense of obligation that faculty and staff have regarding service to others. There is an opportunity to align this university to get behind great calls to action that I believe is rare among universities.” *-Administrator*
- “Openness and institutional direction.” *-Administrator*



- “The leadership and clarity of vision. Departments/units across campus work well together. An overall sense of pride in UW.” *-Administrator*
- “Your ideas are at least considered if not implemented.” *-Administrator*
- “If the Board of Trustees could be more thoughtful about what is important to employees and make educated decisions, it would help. In the last year there has been clarity on internal promotions, and it has helped.” *-Exempt professional staff member*
- “If the trustees, legislature, and administration had a clue as to how they are running this institution into the ground it would help make this institution a better place to work.” *-Exempt professional staff member*
- “Less involvement from the Board of Trustees and the State Legislature and/or a greater ability or willingness for the administration to do what they think is best (i.e., do their jobs without fear of what the Board may say).” *-Exempt professional staff member*
- “Having the Board of Trustees be more in touch with a university environment and its needs, and to be of less micro managers and more open to hearing and following through with what employees--faculty and staff--suggest will be best for the university.” *-Non-exempt staff member*
- “We are sorely lacking in strong, trustworthy, present, and fully engaged leadership in Old Main that understands the issues of faculty and staff and works towards fixing the issues rather than "rolling over" for the Board of Trustees.” *-Non-exempt staff member*
- “Due to decisions by the state legislators, the university has not been able to provide any form of pay adjustments for many years now. There is desire to make the university a "Tier 1" quality level institution, but no financial motivation for the admin., faculty and staff to devote themselves and perform at the levels to actually achieve that level of high quality.” *-Administrator*
- “Legislature needs to stop micromanaging.” *-Administrator*
- “Quit listening to the trustees and state legislators in regards to the direction of the university. Start educating these stakeholders rather than taking directions from them without question. Quit hiring presidents, deans, and faculty from within.” *-Job category of respondent not specified*
- “Clear mission, less changing of directions, less micro managing by the trustees and state legislature.” *-Administrator*
- “A Legislature and Board of Trustees who supported rather than opposed us at just about every turn would be nice as well.” *-Faculty member*
- “While the legislature has been responsible for a new emphasis on STEM and Engineering, even making the university build new buildings in these areas whether we want them or not, the Arts, Humanities, and Social Sciences have taken a beating. I have a general sense that the University as a whole fails to understand the importance the courses that our scientists and engineers take on the way to becoming more creative and more responsible citizens. It is astonishing for example that the University of Wyoming has not a single Ph.D. program in the Humanities.” *-Faculty member*
- “I feel like the University has turned a corner. We need to build and keep that momentum. It takes stability in leadership from the Board of Trustees on down.; each knowing their role, owning their area, and working to make the place better. We need stability to make that happen. Let's leverage the positive PR generated by the President's work and infuse

that throughout the campus. Stability comes from many sources, but it needs to come from a vote of confidence in leadership. From there, stability comes from taking care of your people - raises and quality-of-life items are a must and MUST be invested in further. Even with the state's financial difficulties, we need to think forward and move past past freezes, no raises, and etc." *-Administrator*

## Lack of Diversity

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The lack of diversity in various areas of the campus community appeared repeatedly throughout the survey data.

- "Increasing diversity and making the campus more welcoming will make this the best place to work. Racial and ethnic diversity of administrators and staff is very low at UW and for me, as a person of color, this is sometimes takes my morale down." *-Administrator*
- "Not enough diversity and no attempts at diversity within the sciences, apart from contacting Wyoming Tribal members. Not enough push to allow international students, and lack of tuition waivers/funding for them makes some departments very white-washed which is sad given the state of STEM fields." *-Exempt professional staff member*
- "I miss out on important networking, professional mentoring and developing relationships with colleagues because some people are not comfortable with me and my skin color is the only thing that is different from the other people they talk to. Dealing with issues like these through diversity training and programs will make UW go from good to a great to work. Especially if the underlying issues of some employees being uncomfortable with diversity and welcoming everyone the same are addressed. I have heard similar stories from white colleagues who identify as LGBT, international, and one person I know who works here with a visible disability. White colleagues who feel the sting of being other typically are the ones who are more friendly, mentoring, and welcoming without me trying so hard to be included." *-Administrator*
- "Value diversity by hiring and then retaining women and people of color." *-Faculty member*
- "A commitment to equality and diversity; The senior administration making decisions based on a commitment to equality and diversity rather than a fear of litigation." *-Faculty member*
- "Increase diversity in our academic departments by hiring more females." *-Faculty member*
- "More diversity in student body and faculty." *-Faculty member*
- "Increased cultural and ethnic diversity." *-Faculty member*

## Workplace Support

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The following categories include quotations from non-exempt staff and faculty, as these issues were fairly unique within these employee classifications.

- Hard work not rewarded
  - "Staff who provide excellent customer service and consistent and dependable work should be rewarded more for longevity and loyalty, not just receive raises based on merit." *-Non-exempt staff member*

- “Incompetence is rewarded and hard work is punished at this University.” *-Non-exempt staff member*
- “I don't think salary is the end-all determinate of happiness, but when it comes to recognizing hard work don't dismiss staff or their concerns.” *-Non-exempt staff member*
- Job training required for new hires
  - “Better job (program) training for new employees, including for part-time, non-benefitted staff.” *-Non-exempt staff member*
  - “Training for supervisors who are evaluating staff should be mandatory and should follow video training resources UW Human Resources provides for all staff.” *-Non-exempt staff member*
- Feeling replaceable/undervalued
  - “There is a feeling that administration views staff as replaceable- administrators will bend over backwards to keep faculty around and happy, but staff should be lucky they have a job.” *-Non-exempt staff member*
- Lack of upward mobility
  - “To have a means of staff progressing within their college, department, or work place. More options than - if you want more money then you have to go find another job on college - no upward mobility in any staff work structure currently exists.” *-Non-exempt staff member*
- Funding
  - “Equal funding for the Humanities and Sciences.” *-Faculty member*
  - “Funding much-needed faculty lines and department programs is necessary.” *-Faculty member*
  - “Better funding for GA's.” *-Faculty member*
  - “Better funding for all programs and departments--not just those that fit the expectations of the legislature.” *-Faculty member*
  - “Better funding for faculty and graduate assistants.” *-Faculty member*
  - “More funding to maintain appropriate levels of staff and faculty positions with qualified people, and more funding for attendance at professional conferences.” *-Faculty member*
  - “Developing and implementing a fair shared model for the use of major equipment/facilities that enables all faculty members to thrive - making support in terms of sources of funding and graduate student support more equitable.” *-Faculty member*
  - “Better internal support for new faculties including grant writing, seed money, etc.” *-Faculty member*
- Vacant Positions
  - “Fill the vacant positions to relieve the burden of multiple positions on one individual.” *-Faculty member*
  - “It is critical that we hire additional faculty. It was welcome news when we learned that we could open searches to fill several critical positions.” *-Faculty member*
  - “Always give positions back to the unit when an employee is lost.” *-Faculty member*