Capilano Faculty Association

Findings of the

2013-2014 Faculty Climate Survey

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Dr. Janet Waters

Dr. Colin Gilker

and the CFA Climate Survey Committee

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Report on the CFA Faculty Climate Survey

Prepared by Dr. Janet Waters, Dr. Colin Gilker and the CFA climate survey committee

Preamble

Regular climate surveys are recommended for all institutions to monitor and "take the temperature" of employee levels of job satisfaction, morale and organizational commitment. This helps to ensure that organizations are achieving institutional goals such as increasing job satisfaction and commitment; ensuring an appropriate work/life balance for employees; assessing employee satisfaction with performance evaluation and opportunities for professional development; assessing employee perception that the leadership is effective and that communication structures and interdepartmental cooperation work well; and employee experiences of discrimination and stress. Previous to the present survey conducted by the Capilano Faculty Association, the most recent climate survey of employees of Capilano University, then Capilano College, was done in 2008, with the province wide Mercer survey. This occurred before Capilano became a university.

It is essential that organizations have a mechanism for both employees and administration to be aware of current concerns among their employees. The best and most effective climate surveys are tailored for the specific type of organization. Universities and colleges across North America conduct and publish periodic climate surveys designed for their particular type of organization which include issues relevant to faculty at their institution. For universities and colleges, for example, climate surveys include questions about faculty work and workloads in teaching and administration; collaborative decision making; resources to help faculty teach (staff, IT resources, etc.); professional development; research support; tenure; and promotion opportunities. The excellent COACHE faculty survey (from Harvard), for example, is typical in that it asks questions about the following faculty issues, among others: the nature of the work itself; resources and support for the work; collaboration; mentoring; institutional governance and leadership; engagement; work/life balance among faculty; the climate, culture and collegiality at the institution; opportunities for recognition and appreciation; and global satisfaction and commitment.

In previous years, more thorough and comprehensive climate surveys had been done on a regular basis at Capilano College. As an example of the valuable information and positive changes that can result from a climate survey, the Roueche-Baker survey conducted at Capilano College in 1988 and repeated in 1990 surveyed faculty and staff on issues including Leadership; Motivation (Cooperation and development); Communication; Decision Making; Rewards; and Overall Job Satisfaction. After implementation of some recommendations resulting from sources of dissatisfaction in 1988, the 1990 survey was able to determine there had been (statistically significant) improvements for faculty in most of the areas of concern from the previous survey. The climate had significantly improved overall. Notable was a significant improvement in faculty satisfaction with their involvement in decision making, and in ratings of inspiration from the leadership of the college, although there remained dissatisfaction with

administration's assistance to faculty; the energy required to do one's job; and the level of cooperation across departments.

The previous climate survey at Capilano College was the Mercer survey conducted in 2008. This survey was not tailored specifically for faculty, or even for Capilano College, as it was conducted at colleges across BC and surveyed faculty, staff and excluded administrators. This enabled comparisons between the climate at Capilano and the aggregated data across the other colleges, which was an advantage. However, its overly generic nature sometimes resulted in unclear or inapplicable questions (for example it asked questions about supervisors instead of coordinators, which faculty found confusing). It was very thorough, and covered a wide variety of climate factors. The Mercer survey (similar to the COACHE survey) asked 77 questions on the usual climate survey topics: The organization as a place to work; The work and workload; Teamwork and cooperation; Workplace safety; Fairness, integrity and ethics; Communication; Work/Life balance; Professional development; Performance evaluation; Communication regarding Benefits; Leadership/Mission/Values; Administration/Management; Tools and Resources; Employee Commitment and Satisfaction; and Organizational focus. However, as a province-wide survey, it could not include issues of specific relevance to Capilano. At the time, the Mercer survey found that the levels of favourable ratings by employees of Capilano College regarding typical job satisfaction and leadership issues were quite comparable to those of the BC Colleges Consortium in general.

Previously to the Mercer survey, a brief internal employee satisfaction survey in 2006 had reviewed employee satisfaction with support services provided by areas of the college such as HR, Facilities, and the mail room. In the same year as the Mercer survey, the principal author of this current climate study, J. Waters, conducted a study of work life, work load and stress among faculty and staff at Capilano College.

Since the Mercer survey in 2008, many changes have happened at Capilano University, including its transition to a university status and the attendant dramatic changes in administrative structures; a lengthy accreditation process; a new president and many changes in administrative processes, practices, and even in the people; opportunities to develop new degrees entailing new courses; and changes to instructors' work (such as reducing class time by 25%, a steep increase in on-line course management, and computerized scheduling). Many of these changes offered opportunities for exciting innovations and professional development and self-reflection about our mission and values. However, they also entailed stressful learning curves, a markedly heavier workload, particularly for coordinators, and dramatic changes in how Capilano University functioned.

It is clearly long past time for a formal climate survey. To respond to this need, and to a recommendation from the Capilano University Board of Governors that a climate survey should be conducted at Capilano, the CFA struck a committee in September, 2012 to begin work on a climate survey relevant to Capilano and to the current concerns of faculty and staff. Ideally, climate surveys include both faculty and staff, and in past climate surveys at Capilano, such as the 1988/90 climate surveys, a cross university committee composed of administration, faculty and staff worked together to formulate the climate survey or to choose an appropriate external version. However, in this case, after initially agreeing to a cross university committee, the administration at Capilano University delayed appointing representatives

to a committee and eventually declined to participate at all in a climate survey. Therefore, to give the CFA executive and the membership information about the current climate among faculty, the CFA Climate Survey committee began to work on its own to research climate surveys used by North American universities. We found that, apart from questions tailored for specific concerns at individual universities, all had general topics such as those noted above, and even specific questions in common.

The CFA Climate Survey committee met over the academic year of 2012 to 2013. In late April, 2013, unexpected and drastic budget cuts had a devastating impact on faculty morale, highlighting the urgent need for a survey of faculty morale.

Therefore, a general set of issues and questions common to most university faculty surveys was compiled from specific examples of well established faculty climate surveys to form the present climate survey. Important factors for Job Satisfaction include: 1) optimally mentally challenging work, with autonomy and a feeling of control over one's work; 2) equitable rewards, both tangible (such as salary) and intangible (such as recognition for a job well done); 3) good supportive relationships with co-workers staff and supervisors; and 4) supportive working conditions (including work hours and schedules, adequate technology for one's work, the physical work environment, etc.).

Eventually questions regarding these issues were divided into two separate surveys. Part I of the climate survey included questions regarding job satisfaction and morale factors to assess overall faculty morale, the most urgent concern in the Fall of 2013; faculty satisfaction with the support faculty receives to do their work; faculty satisfaction with the level of collegiality and collaboration in decision making; and faculty satisfaction with the various levels of leadership and administration at Capilano.

 Since the climate survey was now sponsored by the CFA and limited to faculty (as the administration refused to participate), we added questions about faculty satisfaction with the CFA to assess the satisfaction faculty members have with their Capilano Faculty Association as well.

Part II, the second half of the Faculty Climate Survey, was conducted in the Spring 2014 semester and included the rest of the issues common to climate surveys and of crucial interest to faculty, such as workload, stress, and work/life balance; faculty satisfaction with communication structures at the university; faculty satisfaction with their opportunities for professional development and with the faculty evaluation and regularization processes.

Results of both parts of the CFA Faculty Climate Survey were analyzed and compared to the results of the Mercer survey, where applicable, and to the 2008 stress study conducted by Dr. Waters.

Method

This Faculty Climate Survey included both quantitative and qualitative questions and responses. In accordance with the requirements of research ethics, the survey was introduced with an informed consent protocol in which participants were assured that their participation was voluntary and strictly anonymous, and participants were free to decline to participate in the study or to omit specific questions they did not wish to answer. To ensure anonymity, the survey was set up using Survey Monkey and sent to faculty members in a manner to ensure that the researchers could not determine the source of any individual response, and each respondent could only answer the questionnaire once. All faculty were sent an invitation to participate in the survey, including regularized and non-regular faculty, full time and part time, as well as both CFA members and faculty who were not members of the CFA. As noted above, respondents were not required to participate, and could refrain from answering any question, or indeed from submitting their survey responses, if they wished.

The results were aggregated across the respondents and there was no possible access to the identity of the individual faculty members who responded. Demographic questions, such as a question about "Big F" Faculty membership, were asked only to ensure that generalization could occur across Faculties, and respondents were free to decline to answer that (or any question) if they felt it would identify them. Aggregated survey results were made available to the membership on several occasions, and have been published on the CFA website to make them available to the larger university community, and the communities we serve when appropriate, and the raw data will be deleted after all analysis is done.

The number of respondents to Part I was 211, and 194 to Part II. (This is approximately 35% of the faculty. As faculty who were sent the invitation included a number who no longer teach at Capilano University and whose Capilano email address may therefore no longer be active, the response rate may have actually been a higher percentage of currently active faculty.) The response rate for the previous Mercer survey was an equivalent percentage of the faculty at that time.

Numerical results can be found below. To allow comparison with the Mercer survey, which did the same, the percentages of positive responses (Agree to Strongly Agree) are combined, as are the percentages of negative responses (Disagree to Strongly Disagree). Note that the percentages were rounded up, so may total more or less than 100%. The full Tables of results can be found at the end of this report. The largest or most interesting results are bolded in the tables below. According to the written comments, a rating of "Neutral" often meant no opinion, or no experience with the topic. The researchers' analysis of data is herein titled "Author analysis"; analysis of comments written by faculty in the comments sections of the survey are titled "Faculty comments" in this document.

Results of Part I

Response Rate: 211 replied to Part I of the survey, a response rate of ~ 35%

Demographics: Female: 56%   Male: 44%

Position: 94% of respondents are instructional faculty, including 34% who are also coordinators/ convenors/chairs. 5% are non-instructional faculty. 65% are regularized faculty and 35% are non-regular.

Faculties: All five Faculties are represented. The five Faculties include: Business & Professional Studies; Arts & Sciences; Fine & Performing Arts; Education, Health & Human Development; Global & Community Studies.

Climate Survey Part I Topics

Overall Summary of Results

What works:

- Faculty are satisfied to very satisfied about: **Positive rating**
    - Level of control in their course curriculum   **88%**
    - And in departmental decision making   **82%**
    - And divisional decision making   53%
        - (although some divisions are highly rated, others low)
    - Level of control generally in their work   51%
    - Relationships and support from departmental colleagues   **93%**
        - And from staff   **93%**
    - Collegial decision making in department   **73%**
        - And in division   56%
        - (some departments and divisions are highly rated, others low)
    - Feeling treated with dignity and respect by colleagues   **85%**

What doesn't work:

- Faculty are dissatisfied to very dissatisfied about: **Negative rating**
    - Dissatisfied with level of autonomy and control regarding
        - Scheduling   41%
        - course cancellations   42%
        - academic planning   **65%**
    - Dissatisfied with quality of relationships and support:
        - Relationships with top levels of administration   **60%**
        - Support from top levels of administration   **62%**
    - Dissatisfied with aspects of decision making: Faculty disagree
        - that faculty are consulted   **71%**
        - with their participation in university governance   **70%**

- that decisions by top levels of administration are collegial **84%**

- ◦ Dissatisfied with ethics: Faculty disagree
  - that faculty are treated with respect by Admin **65%**
  - that policies and procedures are implemented fairly 47%
  - that academic freedom is well respected 42%

- ◦ Dissatisfied with leadership: On the key performance indicators of leadership effectiveness, faculty disagree that
  - Capilano's leadership leads effectively **72%**
  - leadership is inspiring and visionary **80%**
  - strategic direction is collegial **82%**
  - strategic direction congruent with Cap's mission and values **71%**
  - leadership effectively communicates Cap's mission and values **75%**

Overall, an impressively high percentage of faculty are satisfied to very satisfied with their level of autonomy over their work, with the decision making processes within their departments and divisions, and with their relationships with their faculty colleagues and staff. However, a high percentage of the faculty are dissatisfied to very dissatisfied with the decision making processes by Capilano University's administration, particularly the lack of collegiality, and with the performance of Capilano's leadership. These two vital areas of organizational functioning, collegial decision making and leadership, seem to be perceived by faculty as a major source of low job satisfaction.
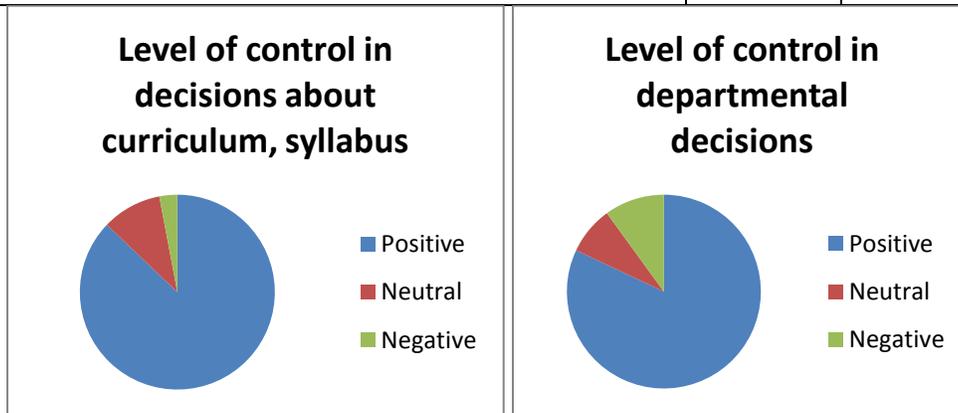
Job Satisfaction Factors

A) Autonomy and participation in decision making

Feeling of control and participation in decisions affecting one's work: Percentages are adjusted to exclude respondents for whom the question was not applicable.

Author analysis: With the faculty for whom these questions were not applicable deducted from the calculations, questions about faculty satisfaction with their level of autonomy and control, a crucial factor in job satisfaction, have mixed ratings.

Table 1: Satisfaction with level of control, autonomy and participation in decisions about one's work

Questions: Level of Control Excluding n/a	Satisfied to Very Satisfied	Neutral	Dissatisfied to Very Dissatisfied
In scheduling courses (Infosilem)	**40%**	18%	**41%**
In decisions about course curriculum, syllabus, content, texts	**88%**	10%	3%
In decisions about which courses to teach	**80%**	12%	8%
In decisions about course cancellations	28%	**30%**	**42%**
In departmental decision making	**82%**	8%	10%
In divisional decision making	**53%**	26%	21%
In academic planning in the university	12%	23%	**65%**
In decisions about marketing program	**39%**	29%	32%
In general satisfied with level of control over work	**51%**	23%	27%

Level of control in decisions about curriculum, syllabus

- Positive
- Neutral
- Negative

Level of control in departmental decisions

- Positive
- Neutral
- Negative

Levels of autonomy and control in decisions about faculty work

- Faculty are positive about their level of control in decisions about their work, such as their course curriculum (**88%** are positive and almost half of the respondents are very

satisfied, while only 3% are dissatisfied) and course assignments (**80%** are satisfied to very satisfied, and 8% are dissatisfied).

- Regarding their satisfaction with their level of control over course cancellations, 28% are positive, 30% are neutral, and **42%** are negative.

- In general, overall satisfaction with the level of control over one's work is more positive for half of the faculty **(51%),** with 23% neutral and 27% negative. Overall, written comments are complimentary about the decision making within their departments and divisions, but very dissatisfied with the decision making by the administration (particularly about course and program cancellations) that was done without faculty consultation, resulting in decisions made without an academic plan or understanding of the program.

Levels of autonomy and control in decisions about scheduling and marketing courses and programs

- Reactions are split regarding faculty satisfaction with their level of control over scheduling, with an equal number of faculty happy as are unhappy about the use of Infosilem for course scheduling. 40% are positive about scheduling, 18% are neutral and 41% are negative. The written comments from some departments mention that Infosilem has made individual schedules and course spread within programs very difficult, and that even minor changes that used to be made by coordinators now need approval by their Dean. Other departments appreciate that Infosilem treats all faculty equally.

- Regarding their level of control over decisions about marketing their program, again, reactions are split, as 29% are neutral, with 39% positive and 32% negative. Written comments note the lack of marketing specific programs results in lower enrolment and budgetary problems, compared to other institutions with successful marketing programs.

Levels of autonomy and control in decision making at various levels of administration

- Regarding faculty satisfaction with their level of control and autonomy in decision making at various levels of administration, from departmental to academic planning in the university, satisfaction is similarly mixed.
    - Faculty is highly positive about their opportunities to participate in **departmental decision making** (**82%** are positive with **45%** very satisfied, and only 10% negative).
    - Satisfaction with their opportunities to participate in **divisional decision making** is also positive for half the faculty (**53%**), although 26% are neutral and 21% are negative.

- Faculty satisfaction with their opportunities to participate in academic planning in the university differs markedly from the previous responses regarding collegial decision making within departments and divisions, which is largely positive, and this is specifically noted by
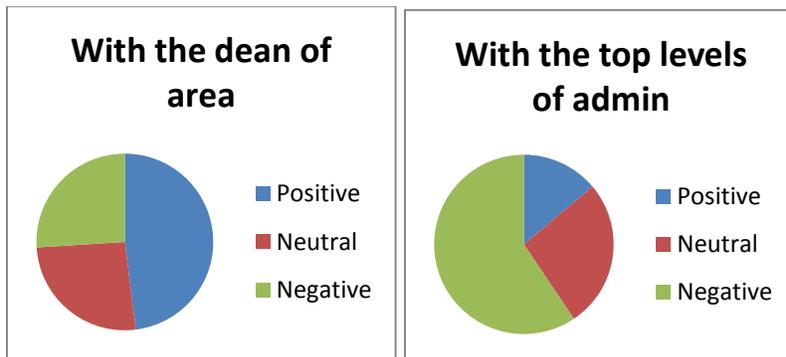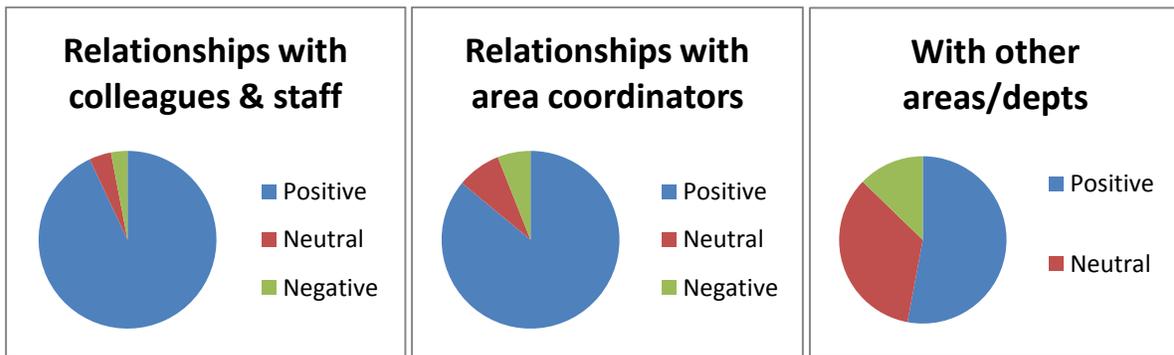
some in their written comments. While 12% are positive and 23% are neutral, **65%** are **dissatisfied** (with **39%** very dissatisfied) with their opportunity to participate in academic planning. The written comments indicate that faculty do not know what the plans are for the university's future, that they believe decisions are made in a top-down fashion by a small number of administrators towards an unknown goal, and as one respondent notes, "the administration continues with a transformation of the university that has not been articulated or debated with the Senate".

B) Quality of relationships (colleagues, staff, coordinators and administration)

Author analysis: A nearly unanimous majority of faculty assessed the quality of relationships with colleagues, staff and coordinators as good to very good.

Table 2: Ratings of quality of relationships

Questions: Quality of relationships	Good to Very Good	Neutral	Poor to Very Poor
Relationships with colleagues in area/ dept	**93%**	4%	3%
With staff in area/dept	**93%**	4%	3%
With coordinators in area or department	**86%**	8%	6%
With the dean of area	48%	26%	26%
With the top levels of administration	14%	27%	**60%**
With other areas/departments	**54%**	**35%**	13%

Relationships with colleagues & staff
- Positive
- Neutral
- Negative

Relationships with area coordinators
- Positive
- Neutral
- Negative

With other areas/depts
- Positive
- Neutral

With the dean of area
- Positive
- Neutral
- Negative

With the top levels of admin
- Positive
- Neutral
- Negative

Quality of relationships with colleagues, staff and coordinators in one's area/department

- Overall, **93%** are positive about their relationships with colleagues and with staff, and **86%** are positive about their relationships with their coordinators. This is a very good indication that relationships within departments are good in general, and as positive relationships with co-workers and coordinators are important factors in job satisfaction, this is a positive finding within departments or areas. The Mercer survey also found a similar 91% positive response to a question about whether faculty liked the people with whom they worked. Few faculty (only 3%, or 6 individuals in a sample of 211) evaluate their relationships with colleagues and staff as poor or very poor.

- **54%** are positive about relationships with other areas or departments as well (35% are neutral and 13% are negative).

Quality of the relationships with deans and top levels of administration

- Relationships with the dean of the area are less positive. Although about half, **48%**, rate their relationship with their dean as positive, only 19% rate the relationship with their dean as very good. 26% are neutral and **26%** are negative. These results seemed to diverge with different deans across the various Faculties.

- However, congruent with the findings in the previous topic, faculty assessments of their relationships with the top levels of administration are markedly less positive, with only **14%** positive (4% very good), 27% neutral and **60% negative** (including **37%** very poor). When it comes to the quality of relationships with top levels of administration, these job satisfaction ratings indicate this is one area which could seriously jeopardize faculty morale.

C) Satisfaction with support from areas of the University in doing your work

Author analysis: Similarly, a strong majority of faculty are very satisfied with the level of support they receive from staff and coordinators in their area in doing their work. Faculty members are also quite satisfied with the support they receive from the ETRC staff.

Table 3: Satisfaction with support from university

Questions: Support from areas of University	Satisfied to V.Satisfied	Neutral	Dissatisfied to Very Dissatisfied
From staff in your area/dept	**90%**	6%	4%
From IT	**51%**	16%	32%
From ETRC	**55%**	40%	7%
From TLC	26%	**61%**	13%

From Coord of area/dep	**84%**	10%	6%
From Dean	**41%**	26%	33%
From top levels of Administration	12%	27%	**62%**

Satisfaction with support from staff and coordinators in one's area

- Overall, **90%** are satisfied (including 59% very satisfied) with the support from the staff in their area. Only 4% are dissatisfied and no faculty respondent is very dissatisfied. The job satisfaction factor of support from staff is a strongly positive one, which, along with the highly positive ratings of relationships with staff (above), indicates that staff and faculty get along well and faculty are happy with the staff in their departments.

- **84%** are satisfied with the support they receive from their coordinators, with only 6% negative. As noted above, the relationships with coordinators are also highly positive. This is a strong finding that the immediate administration of departments and divisions by the coordinators is functioning well. Faculty get along with and feel supported by the most immediate level of administration for faculty, the coordination level.

### Satisfaction with support from staff and coordinators
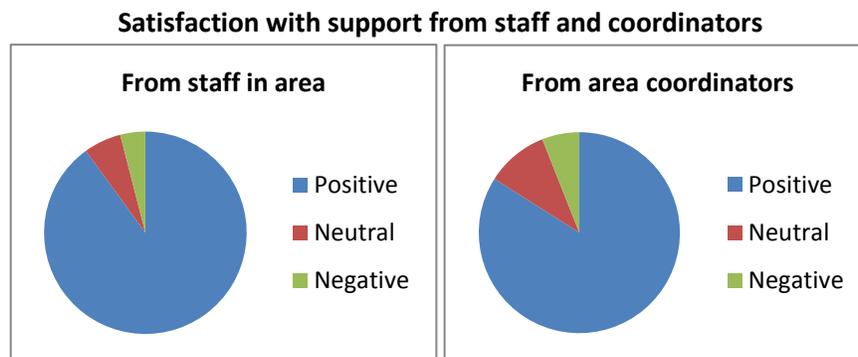
Faculty Comments:

Overall, and congruent with the percentage ratings noted above, there is a sense in the written comments that faculty feel supported by their departmental colleagues, and that their staff is "wonderful", by and large (with some rare individual exceptions).

Satisfaction with support from departments providing instructional support

- Regarding support from other areas of instructional support crucial to faculty members' work, reactions are mixed, although in most cases more positive than negative. Faculty respondents are positive about the Ed Tech (ETRC) department (**55%**) with only 7% negative. **51%** are satisfied with the support they receive from the IT department, a good sign, although **32%** are dissatisfied. **61%** are neutral about the former TLC department and only 13% are dissatisfied.

Satisfaction with support from IT, ETRC, and TLC departments
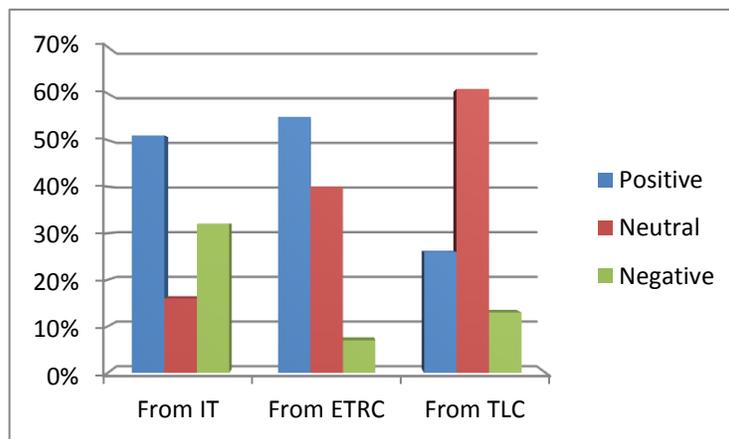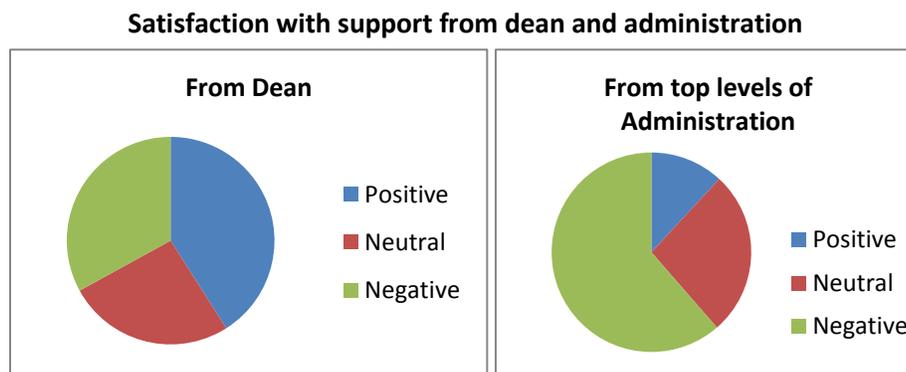

Faculty Comments:

- In terms of instructional support from other departments crucial to instruction, several faculty wrote that they chose neutral ratings, because they have no contact or experience with the areas noted in the question, such as TLC, etc.

- In the Comments section, complimented areas included the ETRC (Education Technology Resource Centre), A/V, and the Printshop. The Printshop is complimented for their great service. The ETRC is described as "wonderful", and "amazing", although it is noted that they now have too much work to do since being moved to the IT department, and burying them there ignores how crucial the ETRC and A/V departments are to faculty. The dissolution of the Teaching and Learning Centre is noted as reflecting Administration's lack of support for faculty teaching. Others disagree, and note the ETRC and the TLC are unsupportive.

- Nine of the 50 faculty who wrote written comments specifically mentioned the IT department. Typically, IT is criticized as generally slow and unresponsive. One notes that IT makes decisions without consulting affected departments, and another notes that mistakes and inefficiencies are not corrected in a timely way, or with apologies, or even compassion for the difficulties they have caused. Two faculty are complimentary, noting that the IT department did a good job with the new computers this year and their service has improved recently.

- Convenors needing to market their program find that the Marketing and Communications area are not very helpful.

Satisfaction with support from deans and top levels of administration

In contrast to the strong feelings of support from staff and coordinators, and the positive or neutral satisfaction ratings regarding support from other departments, faculty satisfaction

with the support from their dean and from top administrative levels is markedly lower than faculty satisfaction with staff and coordinators.

- While **41%** of the faculty rate the support from the dean of their faculty area as satisfactory, **33%** are dissatisfied. This varied according to the particular Faculty dean, indicating positive ratings for some deans, and negative ratings for others.

- In contrast, only **12%** of the faculty are satisfied with the level of support they receive from top levels of administration. 27% are neutral, while **62%** are dissatisfied, almost 2/3 of the respondents, including **38%** who are very dissatisfied. In the job satisfaction factor of support from the top levels of administration, these ratings indicate this is another area which seems likely to have markedly jeopardized faculty morale.

Satisfaction with support from dean and administration

C) Faculty Comments regarding Support: **50** respondents added written comments (25%)

- As noted above, there is a sense in the comments that faculty feel supported by their departmental colleagues and staff. However, this is not the case with administrators. 22 respondents specifically note the lack of support from the senior levels of administration. Some note that they do receive support from their Dean, but that their Dean has little power, while others feel their Dean is not supportive to their area, regardless.

- Regarding the senior levels of administration, written comments included that "[support] is non-existent"; that senior levels of administration have an attitude of "positional superiority"; that they have "no interest in us"; and are making top down decisions without consultation.

- Some specific examples of lack of support from senior administration are given. As an example, one respondent reports that when they were threatened by a student, security responded well, but the VP at the time did not support the instructor but "responded…appallingly." Another

notes that top administration not only doesn't support, but "piles more work on us with no support," leaving convenors and coordinators overworked.

- In marked contrast, one respondent is complimentary about the administration and specifically the president, complimenting her commitment, courage, empathy, and direction.

D) Decision making in general on campus in the past year

Author analysis: A crucial factor in university and college climate surveys in general concerns the Faculty's perceptions regarding the level of collegiality in decision making at the university, whether they feel that they are meaningfully included in decisions which affect them and that their participation is respected and valued. In any academic institution, collegiality is an essential element in wise decision making, and a crucial factor in faculty morale.

It is clear from the percentage ratings in Table 4 that there is a marked discrepancy in faculty satisfaction with their participation in decision making in the past year. Although the general question regarding decision making is somewhat double-barreled, the subset of questions that follow addresses specific aspects of decision making, including whether or not faculty feel consulted about campus decisions and are satisfied with their participation in decision making. In short, the results of this survey indicate that a majority of faculty are satisfied with their participation in the decision making within departments and divisions, and are dissatisfied to very dissatisfied with their level of participation in the decisions made by top levels of the administration. 84% disagree to strongly disagree that these decisions were collegial. Nor did the majority of faculty agree that these decisions were reasonable (81% disagree) or fair (80% disagree).

Table 4: Satisfaction with decision making on campus in the past year

Question: Has decision making in general on campus in the past year been collegial, reasonable and fair?	Agree to Strongly Agree	Neutral	Disagree to strongly disagree
I feel consulted about campus decisions that affect me	15%	14%	**71%**
Satisfied with participation in decision making of dept	**73%**	11%	17%
Satisfied with participation in decision making of division	**56%**	21%	23%
Satisfied with participation in decision making of institution	11%	20%	**70%**
Decisions by top levels of administration are collegial	7%	9%	**84%**
Faculty are given meaningful roles in decision making committees	16%	30%	**55%**
Campus committees serve interests of all stakeholders	23%	33%	**44%**
Campus committees serve the goals of the top levels of admin	**51%**	37%	12%
Administration decisions reflect Cap's mission, goals & values	13%	19%	**68%**
Administration decisions have been sound & reasonable	9%	11%	**81%**
Administration decisions have been fair	8%	13%	**80%**
Administration decisions have been in accordance with the	9%	23%	**69%**

Collective Agreement			
On the whole, Cap is collegial	17%	23%	**60%**

Collegial decision making within departments and divisions

- Congruent with the previous positive ratings regarding relationships and support within the departments and divisions, a majority of faculty are satisfied with their participation in the decision-making of their departments **(73%)** and their division **(56%)**. Again, within departments and divisions, the level of collegiality is satisfactory for faculty department members, although less positive for some divisions.

Comparison of levels of satisfaction with participation in decision making in department, division, & institution
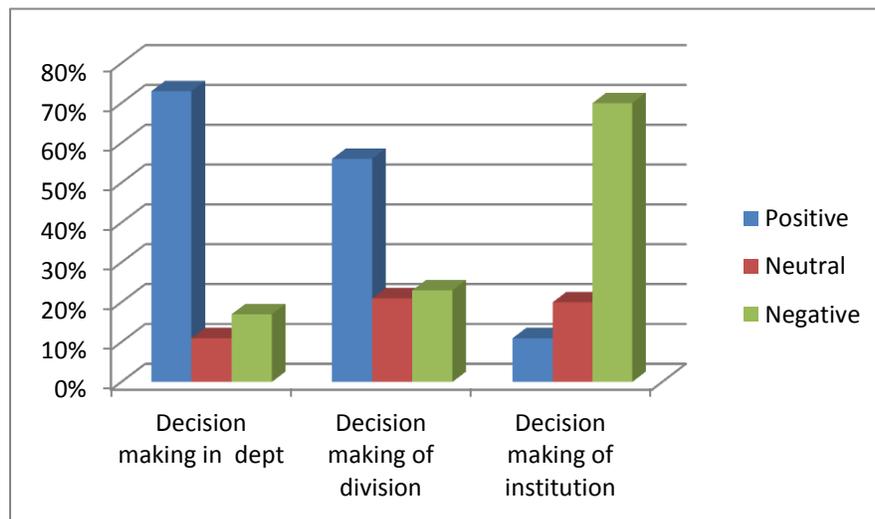
Collegial decision making within the institution

- However, overall, only **15%** of faculty respondents feel consulted about campus decisions which affect them and only **17%** feel that on the whole, Capilano is collegial. **71%** disagree (30%) to strongly disagree (41%) that they are consulted about decisions that affect them, and **60%** disagree (29%) to strongly disagree (31%) that Capilano is collegial. In the Mercer survey from five years ago, **64% agreed** that administration seeks out the ideas and opinions of employees, and only **16% disagreed**. In effect, the ratings have completely reversed since 2008.

Faculty have meaningful roles in decision making committees

- Positive
- Neutral
- Negative

I feel consulted about decisions that affect me

- Positive
- Neutral
- Negative

Admin decisions are collegial

- Positive
- Neutral
- Negative

On the whole, Cap is collegial

- Positive
- Neutral
- Negative
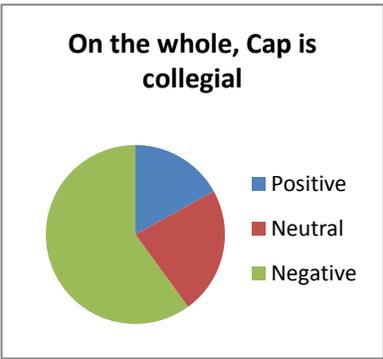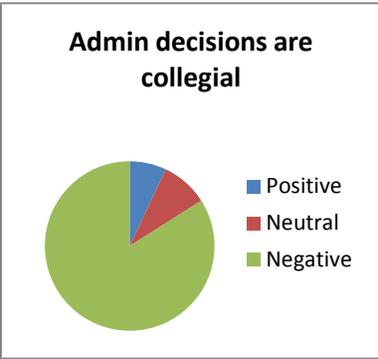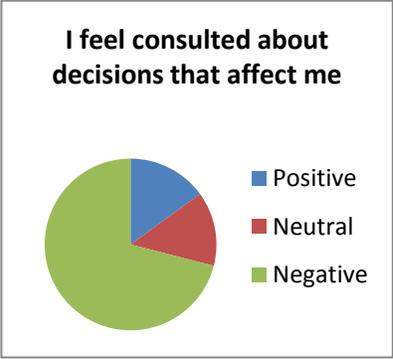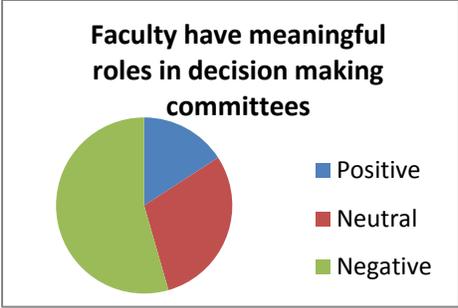
Administrative decisions have reflected Cap's goals and values, are reasonable, fair and accord with the Collective Agreement

Admin decisions reflect Cap's goals & values

- Positive
- Neutral
- Negative

Admin decisions are reasonable

- Positive
- Neutral
- Negative

Admin decisions are fair

- Positive
- Neutral
- Negative

Admin decisions accord with Collective Agreement

- Positive
- Neutral
- Negative

2008 Mercer: Admin seeks my ideas & opinions	2013 Current: I feel consulted about decisions that affect me
Positive / Neutral / Negative	Positive / Neutral / Negative

- This is an important factor for faculty morale and job satisfaction, as **70%** are dissatisfied (28%) to very dissatisfied (42%) with their participation in the decision making in the institution; **84%** disagree (24%) to strongly disagree (**60%**) that the university's decisions are collegial; **55%** disagree (27%) to strongly disagree (28%) that faculty are given meaningful roles in the university's decision making committees; **44%** disagree that campus committees serve the interests of all stakeholders, and **51%** believe the campus committees serve the goals of the top levels of administration. This perception indicates a widespread lack of trust in the ability of the campus committees to address the needs of the university's stakeholders.

- Regarding the quality of the administration's decisions, a small number of faculty, 8% to 13%, agree that the administration's decisions reflect Capilano's mission and values, and are sound, reasonable, fair, and congruent with the Collective Agreement. However, **68%** disagree (27%) to strongly disagree (41%) that senior administration's decisions reflect Cap's mission statement, goals and values; **81%** disagree (31%) to strongly disagree (50%) that administration's decisions have been sound and reasonable; **80%** disagree (30%) to strongly disagree (50%) that they have been fair; and **69%** disagree (27%) to strongly disagree (42%) that they are in accordance with the Collective Agreement. (Only 9% agree that administration's decisions are in accordance with the Collective Agreement; the 23% neutral rating can perhaps be explained from respondent comments that they didn't know the collective agreement well enough to judge.)

D) Faculty Comments regarding Collegiality: 60 comments were made regarding the questions about collegiality at Cap.

- A majority of the respondents who commented contribute extensive and thoughtful reflections on collegiality; that what was once fundamental to our administrative decision making has all but disappeared with regards to decision making among the top level of administration, as the April 2013 cuts illustrated, although many note collegial decision making is still very much the norm among most departments and divisions. On the other hand, two of the 60 faculty responding

note that collegial decision making is not timely, so must sometimes be abbreviated (although communication should not be), and two others disagree that questions regarding collegiality should be asked at all.

- Faculty perception that Capilano was once collegial and is no longer might explain the marked discrepancy in these ratings between the Mercer survey of 2008 and the present survey.

- A number of respondents give specific examples of committees and/or decisions that reflect a lack of consultation and full information, a majority mentioning the program and course cuts that occurred without consultation in April, 2013, and the apparent change in direction that seems to have occurred at that time, again without prior consultation. Others mention that the sudden change in direction and the specific decisions that were made do not reflect the vision of Capilano's faculty. One faculty member comments that "we went from being a top standard in collegiality, to completely being a top-down, corporate, voice-silencing, fear-inducing institution". Some described specific events or efforts that demonstrate what is termed a trivial form of collegiality, reflecting a pseudo-consultation regarding only unimportant matters. Examples given include decision making committees that occur without faculty input, or committees that include faculty that have no meaningful impact on administrative decisions, or when divisional decisions are denied by administrators, leading some to feel committee participation becomes an unpaid, ineffective and powerless use of faculty labour. One respondent disagrees, noting these sub-committees are fair and are composed of a variety of stakeholders.

- It is clear from the extensive comments that almost all respondents feel the impact of the erosion of collegiality. Faculty argue that the effect of this has been low faculty morale, a toxic environment, and "ill-informed and unreasonable" decisions that do not "respect the experience and contributions of faculty".

E) Ethics

Author analysis: For job satisfaction, organizational commitment and positive faculty morale, faculty need to feel they are being treated with dignity and respect by colleagues and by the administration, and that the institution has implemented fair and just policies and procedures to address ethical issues such as harassment. Of course, since academic freedom has been a basic ethical value for universities for centuries, knowing one can raise controversial issues; dispute governmental, administrative, and establishment opinions and claims; and apply constructive criticism in one's discipline and in one's institution has also been of paramount importance.

Once again, there is a marked discrepancy between the faculty ratings of treatment by their colleagues and treatment by administration (see Table 5). While a large majority of faculty agree that they are treated with dignity and respect by colleagues (85%), 65% disagree that this is the case from top levels of administration.

It is also of concern when almost half of the faculty (47%) disagree to strongly disagree that policies and procedures are implemented fairly. 42% disagree to strongly disagree that academic freedom is well-respected.

Some of the questions in this area are rated as "Neutral", indicating the faculty member didn't know or have had no experience with the topic, or no opinion on the matter. This is a majority of the faculty, in the question regarding "whistle-blowers".

Table 5: University Ethics

Questions: Ethics	Agree to Strongly Agree	Neutral	Disagree to Strongly Disagree
Faculty are treated with dignity & respect by admin	18%	17%	**65%**
Admin treats the CFA with respect	12%	22%	**68%**
Faculty are treated with dignity & respect by colleagues	**85%**	9%	7%
Policies & procedures are implemented fairly	21%	**33%**	**47%**
Academic freedom is well respected	26%	**33%**	**42%**
Constructive criticism & self-evaluation is encouraged	**35%**	26%	**38%**
Whistle blowers are rewarded	5%	**58%**	**37%**

Faculty and the Faculty Association are treated with respect

- Most faculty do feel respected by their colleagues (**85%** agree with this statement and only 7% (15 individuals) disagree).

  As in previous questions, however, the positive findings regarding colleagues contrasts with the negative ratings regarding administrators. This is another area of contrast to the Mercer survey of five years ago. In the **2008 Mercer survey, 73%** of faculty **agreed** they are treated with respect by administration. However, since that time, in this survey, only **17% agree** and **65% disagree** that the administration treats faculty with respect (17% are neutral). Again, this indicates an **opposite** finding to the Mercer survey from five years ago and a precipitous decline in faculty perception that they and the Faculty Association are respected by the administration.

- **67% disagree** that administration treats the Faculty Association with respect (11% agree and 22% are neutral).

Comparison of current climate to Mercer – treated with respect and dignity by administration

Treated with respect by Admin: 2008 Mercer

- Positive
- Neutral
- Negative

Treated with respect by Admin: 2013

- Positive
- Neutral
- Negative
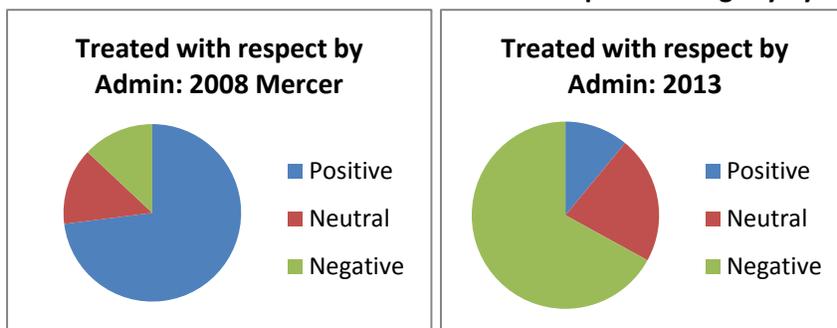
Other ethical concerns

- Statements about other ethical concerns led to a variety of ratings, possibly dependent on the respondents' experience in a particular Faculty or department.
  - Regarding whether policies and procedures are implemented fairly, **64%** of faculty in the **Mercer survey** rated this positively and **21%** were negative. This factor has a very different result in this present survey, indicating another steep decline in faculty perception of administrative ethics: only **20% agree**, 33% are neutral and **47%** disagree.

Comparison of current climate to Mercer – Policies and procedures are implemented fairly

Policies applied fairly: 2008 Mercer

- Positive
- Neutral
- Negative

Policies applied fairly: 2013 Climate study

- Positive
- Neutral
- Negative
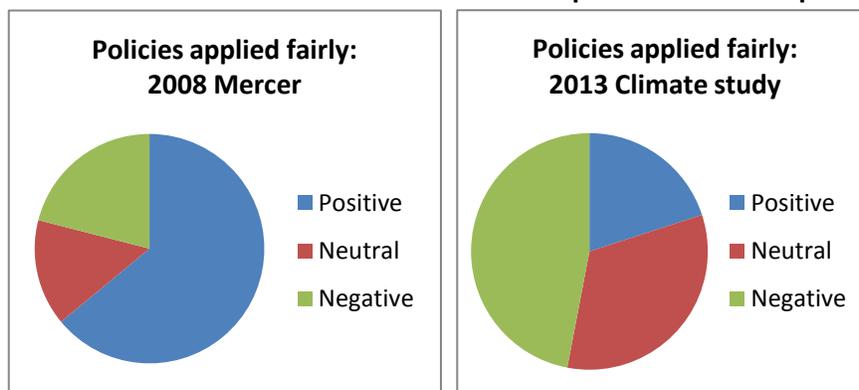
  - Regarding respect for academic freedom: only 26% agree that academic freedom is well respected. 33% are neutral and **42%** disagree.

  - Regarding whether there is encouragement of constructive criticism and self-evaluation, 35% agree, 26% are neutral and 39% disagree).

- Comments reveal that the 58% who are neutral about whistle-blowers are so because they knew of no specific cases.

Faculty Comments regarding Ethics: 42 respondents provided written comments, however 11 of these comment that they did not know of any relevant instances so could not comment. One respondent objects to the question itself.

- Of the 30 remaining comments, several are puzzled that academic freedom is not included in the collective agreement, in an educational institution. As one notes, "a university without academic freedom is a contradiction in terms", and others note that constructive criticism and self-evaluation are encouraged within the divisional level, but are not practiced or accepted by senior administrators.

- On the other hand, three comments regarding academic freedom reflect a disagreement with specific actions taken by individual faculty or by the CFA, with the possible implication that academic freedom could lead to abuses.

- In addition, specific ethical violations are identified which can't be described because respondent confidentiality might be compromised.

F) Leadership

Table 6: Evaluation of Key Leadership Performance Indicators

Questions: Leadership	Agree to Strongly Agree	Neutral	Disagree to Strongly Disagree
Top admin place a high value on the needs of the North Shore community	13%	26%	**61%**
The BoG is sensitive to the needs of the NS community	13%	30%	**58%**
Top Admin respects co-governance model of the CA	8%	20%	**73%**
Senate has a meaningful impact on decisions	21%	**38%**	41%
Top Admin understands day to day challenges of faculty	11%	18%	**73%**
The BOG understands day to day challenges of faculty	7%	25%	**68%**
President leads effectively	9%	21%	**72%**
President's strategic direction & planning are collegial/ consultative	8%	12%	**82%**
President's strategic direction is congruent with Cap's mission & values	7%	23%	**71%**
President effectively communicates Cap's mission & values	8%	17%	**75%**
President's leadership is inspiring & visionary	6%	15%	**80%**
I agree with Cap's current direction	3%	20%	**52%**

Author analysis: Perceptions about the efficacy of the institution's leadership (the top levels of administration, including the President, the Senate, and the Board of Governors) are negatively evaluated on all related questions. Again, comments regarding Neutral ratings indicate that this

rating often reflects lack of direct knowledge. In the **Mercer survey** of 2008, **45% were positive** that the leadership's objectives are clear, and **43% agreed** with the leadership's planning. **46%** felt that the leader explained why important decisions had been made, and **45%** felt the leader was able to communicate a clear vision of the future. In 2008, nearly half the faculty were positive about these key leadership performance indications, which at the time seemed like a low percentage. In the present survey, only **6% to 9%** of faculty now agree that the leadership has been effective, collegial, or inspiring.

Perception that the leadership understands the needs of the community and the faculty

- Regarding the administration, Senate and Board of Governors' knowledge about the needs of the North Shore communities we serve, and their knowledge about the day to day challenges of faculty, the results indicate that faculty either disagree with these statements or are neutral (indicating they have no direct knowledge).
  - **Senate: 41% disagree** that the Senate has a meaningful impact on academic decisions; 21% agree; 38% are neutral.

    Administration: 61% of the faculty **disagree** (27%) to strongly disagree (34%) that the top levels of the administration place a high value on serving the needs of the North Shore community and its regions, 13% agree, and 26% are neutral.

  - **Board of Governors: 58%** of the faculty **disagree** (27%) to strongly disagree (31%) that the Board of Governors is sensitive to the needs of the university community and to regions served by the university; 13% believe they are and 30% are neutral.

Leadership is sensitive to the needs of the North Shore
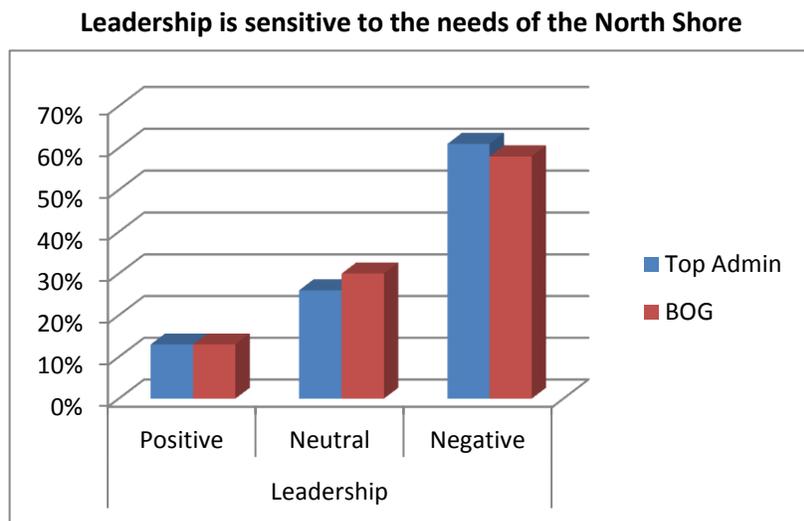
- o **Administration: 72%** of the faculty now **disagree** (30%) to strongly disagree (43%) that the administration understands the day to day challenges faced by instructors; 10% agree that they do understand; 18% are neutral. In contrast, in the 2008 **Mercer survey**, **32%** agreed with this statement, and **45%** disagreed. The current findings are markedly more negative.

- o **Board of Governors: 68%** of the faculty disagree (29%) to strongly disagree (39%) that the Board understands the day to day challenges faced by instructors, 6% believe that they do and 25% are neutral.

Leadership understands the day to day challenges of faculty
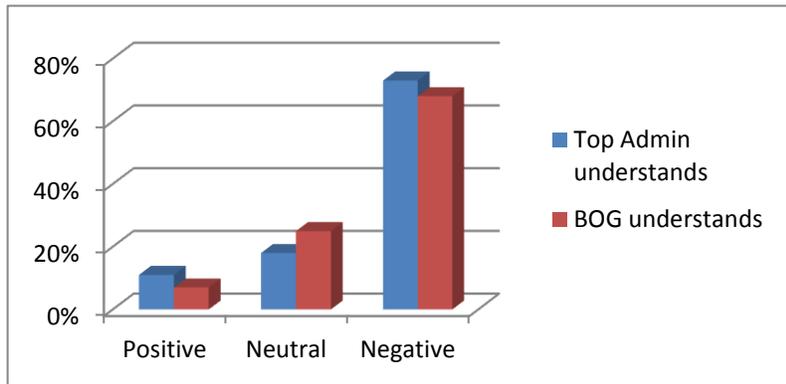
Mercer Survey Results: In 2008, nearly half of the faculty were **positive** about the key leadership performance indicators of senior leadership.

2008 (Mercer) ratings of key leadership performance indicators		
Quality	Positive Ratings	Negative Ratings
Senior leadership establishes clear objectives	45%	28%
Senior leadership does a good job planning for the future	43%	33%
Senior leadership does a good job explaining reasons behind important decisions	46%	31%
Senior leadership does a good job understanding the problems that employees experience in their jobs	32%	45%
Senior leadership does a good job communicating a clear vision for the future direction	45%	32%

2013 Climate Study: Five years later, a high percentage of faculty are dissatisfied to very dissatisfied with key leadership performance indicators, while 6% to 9% of the faculty are positive.

2013 Climate Study ratings of key leadership performance indicators		
Quality	Positive Ratings	Negative Ratings
President: Leads effectively	9%	72%
Is inspiring & visionary	6%	80%
Strategic direction/planning is collegial	8%	82%
Strategic direction is congruent with Cap's mission & values	7%	71%
Effectively communicates Cap's mission & values	8%	75%
Top Administration: Understands the day to day challenges of faculty	11%	73%

Perception that the leadership understands and respects the collegial model

- Regarding the collegial model, faculty perception is again that the top levels of administration do not respect the collegial model of the Collective Agreement. Only **7%** believe that they do, while **73%** disagree (30%) to strongly disagree (43%) (20% are neutral).
- Regarding the President's strategic direction and planning processes, **7%** believe they are collegial and consultative. **81%** disagree (24%) to strongly disagree **(58%)**. 12% are neutral.

Perceptions about the President's leadership

- **8%** believe the President of the university provides effective leadership; **71%** disagree (20%) to strongly disagree **(52%)**; 21% are neutral.
- **8%** believe the President is effective in communicating the university's mission and values. **75%** disagree (27%) to strongly disagree **(48%)**. 17% are neutral.
- **6%** believe the President's leadership is inspiring and visionary. **80%** disagree (19%) to strongly disagree **(61%)**. 15% are neutral.

Perceptions about the current direction of the university

- **7%** agree that the President's strategic direction is congruent with the institution's mission and values. **70%** disagree (22%) to strongly disagree **(49%).** 23% are neutral.
- **6%** agree with the current direction of the university. **74%** disagree (22%) to strongly disagree **(52%)**. 20% are neutral.

G) Overall job satisfaction

A global assessment is often used to assess job satisfaction and has been found to be a valid measure in past research. The first two questions below are measures of global job

satisfaction, while the last three measure organizational commitment.

Table 7: Overall Job Satisfaction

Questions: Overall job satisfaction	Agree to Strongly Agree	Neutral	Disagree to Strongly Disagree
Overall, I am satisfied with my dept as a place to work	**81%**	10%	8%
Overall, I am satisfied with Cap as a place to work	**45%**	17%	**38%**
Cap has a good reputation in the community	**52%**	22%	27%
I feel confident in Cap's future success serving students & community	27%	17%	**57%**
I would recommend Cap to new faculty	**36%**	26%	**37%**
I would recommend Cap to students	**57%**	22%	21%
I would again choose to work here	**46%**	29%	27%
In the past I felt a strong commitment to Cap	**88%**	10%	3%
I still feel a strong commitment to Cap	**40%**	23%	**38%**

Author analysis: Happily, and congruent with previous findings, a strong majority of faculty (**81%**) are satisfied (42%) to very satisfied (39%) with their department as a place to work. 45% are satisfied with Capilano as a place to work; 52% feel Capilano has a good reputation in the community; 57% would recommend Capilano to students; and 46% would again choose to work here. However, although these findings are positive, they are much lower than the findings in the 2008 **Mercer survey**, indicating a marked decrease since 2008 in faculty confidence about Capilano's future.

Confidence in the University's future
- The **Mercer survey** found **54%** of faculty expressed confidence in the organization's future, with 19% negative about it. In the present survey, various questions measuring confidence in the university's future found a mixture of opinions.
  - Regarding Capilano's reputation in the community, **52%** agree that Capilano has a good reputation, 22% are neutral and 27% are negative.
  - Regarding whether faculty would continue to recommend Capilano to students, **57%** of faculty will still recommend Cap to students (with 21% disagreeing).
  - However, only **36%** would recommend Capilano to new faculty. In the 2008 **Mercer survey**, **75%** agreed with this statement, a higher percentage than the overall BC college percentage, and only 10% disagreed. In five years, agreement has decreased 50%. In fact, **38%** would not recommend Capilano to new faculty.
  - Only **27%** agree that they feel confident in the university's future success in serving the needs of students and the community (including only 6% who strongly agree), again a decrease of 50% from the **Mercer survey**. While 17% are neutral, **57%** disagree (32%) to strongly disagree (25%) with this statement. This is a marked

increase of almost 200% in pessimism compared to 2008, which found only 19% were negative about Capilano's future.

Table 8: Confidence in Capilano's Future

Question	Mercer Study		Current Climate Study	
	Positive	**Negative**	**Positive**	**Negative**
Confidence in Cap's future success	54%	19%	27%	57%
Would recommend Cap to new faculty	75%	10%	36%	38%
Previously had a strong commitment to Cap			78%	3%
Now have a strong commitment to Cap	76%	12%	40%	38%

These results indicate a marked increase in pessimism about the future, and decrease in organizational commitment.

Organizational Commitment:
- In the **Mercer survey**, **76%** agreed they had a strong commitment to Capilano. This is reflected in the present survey question regarding whether the faculty member felt a strong commitment to Capilano in the past, to which an equivalent number – **78%** – respond positively (with 59% strongly agreeing) and only 3% disagree with this statement. However, the further question regarding present commitment shows a significant reduction has occurred. **40%** (a decrease of 50% from previous high levels) now indicate they still feel a strong commitment to Capilano, with 23% neutral and **38%** disagreeing with the statement.

Overall Job Satisfaction
- Two questions are global measures of job satisfaction, which have been found to be reliable measures of this factor.
  - Again, departments seem to be responsible for good faculty morale and positive job satisfaction. The statement, "Overall I am satisfied with my department as a place to work" led to very high agreement. **80%** agree, and only 9% disagree.
  - In the **Mercer survey**, the statement, "Overall, I am satisfied with the university as a place to work" was agreed to by **65%** of the faculty. In the present study, global satisfaction with the organization has decreased to **45%. 38%** disagree (26%) to strongly disagree (12%).
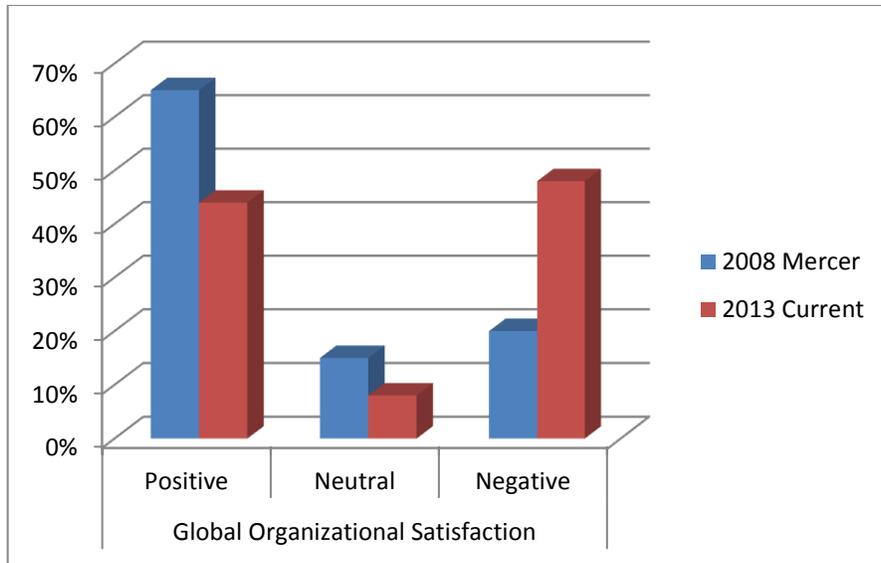
Table 9: Overall job satisfaction and organizational commitment

Global and specific assessment of job satisfaction and organizational commitment	
Quality	**Positive Rating**
Faculty satisfied with their <u>department</u> as a place to work	**80%**
Faculty satisfied with Capilano as a place to work	**45%**
Faculty agree with Capilano's current direction	**6%**
Faculty agree Capilano has a good reputation in the community	**52%**
Faculty would recommend Capilano to students	**52%**
Faculty would recommend Capilano to new faculty	**36%**
Faculty would again choose to work here	**46%**

Faculty Comments regarding the current strategic direction of Capilano: 99 of the 211 respondents, 47%, offer written comments to this question.

Theme 1: The current direction is unknown or there is none.

Many of the written comments are extensive and thoughtful. Most of the respondents seem deeply puzzled about Capilano's current direction, noting that no information has been given regarding Capilano's strategic directions, so there is a prevalent perception that Capilano's direction is secret, or that there is no coherent or clear direction or goal, plan, vision, or solutions. "We are a rudderless ship in chaos", one comments. Many refer to the Capilano's President's May 2013 forum as reflective of this lack of vision. Others note that the stated criteria for the 2013 cuts were vague and general, and contradicted by the specific cuts themselves, contributing to the lack of clarity about goals and future direction. (Various respondents mention that both expensive and inexpensive programs were cut, both low enrolled and fully enrolled programs with extensive waitlists were cut, and some transfer courses and programs were cut as well as courses that led to degrees, and some applied programs that led to

immediate employment, as well as academic ones for transfer). Respondents find these contradictions to the stated criteria incoherent and puzzling.

Theme 2: Speculations about possible current directions

Of those who contributed conjectures about Capilano's current direction, a large number speculate that the current direction is encouraging more international business students at the expense of local students and other well-established programs. Many note that they believe there is a clear focus on business, tourism, and film programs, and that Capilano is looking to become an "International business school", for international students who pay high fees for business and tourism programs, and wealthy local students who can afford the high fees for new cost recovery programs. Others note that comments about the need for "applied" and "practical" programs seem to indicate a possible direction into job and career training, while unique and very successful programs have been cut that don't fit in with the administration's vision. However, another respondent comments that some of the new expensive programs actually replicated other successful programs in multiple universities in the region, such as at Royal Roads.

A theme of marked disappointment and pessimism about the perceived current direction is expressed by many. For example, one comment notes that the university is in a downward spiral, losing programs, courses, sections, and therefore students, and its reputation has been damaged in the local and broader community. Several others note that the more vulnerable students who need support, with skills, language, etc., are being neglected in the current direction.

In contradiction to the prevalent tone of the comments, one of the 99 respondents who commented is optimistic and complimentary about the perceived current direction, stating that Capilano is "on the right track of creating a student-centred learning environment with extensive learning opportunities for students, in cross disciplinary education." However, this respondent went on to comment that even so, there is too much stress on what is a "very old-school business school."

Several note a perception that the current direction of Capilano seems to be to increasing revenue, one approving and one disapproving. A respondent notes that the university's direction is to find new ways to increase revenue with more degree programs and an increase in international students, while in contrast, a further respondent notes that the current direction is toward making money, while it should be on education.

Speculations about Capilano's change from its former vision and strategic direction

It is noted by a number of respondents that the current direction is a turn away from previous goals, a turn away from community needs, towards satisfying wealthy and/or international students. Others note that high tuition courses and programs are being emphasized at the cost of standard academic courses. A third point argues that there is a clear direction away from university transfer courses, making it difficult for students to complete the first 2 years before transferring, which is what the community needs and wants from Capilano, as well as away from the arts, reducing the range of program and course offerings to our local community.

One respondent notes that "everything is [already] here, facilities, expertise and will, to create a learning environment that meets the needs of today's young people", and that this is in fact what the university did in the past and is now moving away from.

Several respondents argue that Capilano is moving away from a collegial model of governance and towards a top-down, top-heavy and costly administration, that results in increasing administrative costs and elitism.

Theme 3: What should our direction be?

A theme that Capilano should be responding to local community needs is noted by many. Many respondents note that Capilano's future direction should be informed by the vision of the community, that "we are here to serve the educational needs of the community" in our geographical area. This is a common theme in the written comments – that Capilano must serve the residents of the region, the North Shore, Sunshine Coast, Squamish, and Whistler corridor, and therefore our future direction should emerge from meaningful consultation with these communities.

Some offer concrete suggestions. For example, that Capilano should offer high quality university level education, with both degree granting and transfer programs. Several comment that we should continue as we are, to build on our present successes. For example, one comments that "the university has a strong history of professional and academic success….we should be growing from that." A further respondent comments that Capilano can offer both academic excellence, and a supportive community for students who need extra help along the way, and another respondent notes that our students tell us how their lives have been transformed by Capilano's mix of programs, small classes, and inter and cross disciplinary focus, as Capilano offers advantages that would never have happened in a larger university. This respondent recommends that Capilano continue to do what it has always done well.

Educational themes of community service, inclusiveness, and accessibility to all are evident in several comments, as well as a need to educate ethical and critically aware citizens of the world. Commentators reflect on Capilano's unique role in our geographical region, our ability to address all sectors of society, and to create changemakers, citizens of the world, particularly as Capilano's community service mandate emphasizes inclusion, diversity, and accessibility for our region. Recent cuts ensure that the educational needs of our region will go unmet and will not meet the diversity in our communities: "a vibrant place of learning where local people can study art, music, philosophy, business, economics, etc." and engage with a diversity of students from around the world, not just the wealthy. Many comments agree with a vision of Capilano as a university that is inclusive, with multiple access points, one that reflects the needs and educational goals of all the communities it serves. As one respondent notes, since we don't have the resources to compete with the major universities, Capilano needs to be unique, building on its former community and inclusive feel, as a hybrid university with both a focus on undergraduate and other shorter programs that serve the community and student needs.

As well as these general goals and visions, some specific learning outcomes are mentioned by respondents. One notes Capilano should take care of the language needs of immigrants as well as international students; another emphasizes the "development of aware and ethical citizens, skilled,

creative, passionate, inspired….life-long learners. Emphasize critical thinking skills, practical applied skills, a comprehensive set of choices for undergraduates across multiple disciplines." Yet another comments that we need to prepare students to be work ready.

In summary, specific learning outcomes respondents recommend include: university level language skills, critical thinking, preparation for work, applied skills, ethical and aware citizens, creativity, passion and inspiration.

Three respondents' comments differed from the other 99. Again, one respondent objected to the question itself, noting only that the university's current direction is congruent with "market forces". Another comments that the CFA should not be involved in co-governance, and a third that Capilano is now moving in the right direction to meet the needs of the 21st century learner.

Climate Survey Results Part II

Topics of the CFA Climate Survey Part II: On work, workload, stress and causes of stress (conducted in Spring 2014)

Response Rate: 197 replied to Part II of the survey

Demographics: Female: 54% Male: 46%

Age: Up to 30 years old: 0%   30 to 39 years old: 9%
           40 to 49 years old: 31%   50 to 59 years old: 37%
           60 to 65 years old: 15%   Older than 65 years: 7%

Position: 88% of respondents are instructional faculty, including 26% who are also coordinators/convenors/chairs. 7% are non-instructional faculty. 83% are regularized faculty and 17% are non-regular.

Faculties: All five Faculties are represented. The five Faculties include: Business & Professional Studies (17%); Arts & Sciences (34%); Fine & Performing Arts (24%); Education, Health & Human Development (20%); Global & Community Studies (8%). Other: 1%

To enable comparison to the Mercer survey, the "positive" (agree and strongly agree) and the "negative" (disagree to strongly disagree) responses to the following questions have been collapsed. The full tables of all responses can be found at the end of the report. Percentages have been rounded up.

A) General Satisfaction with Aspects of Work

Table10: Satisfaction with Aspects of Work

	Agree to Strongly Agree	Neutral	Disagree to Strongly Disagree
My work is interesting & challenging, gives me a feeling of personal accomplishment	**94%**	3%	2%
My work makes good use of my skills & abilities	**91%**	6%	4%
The number of hours & the amount of work I must do in teaching my courses are reasonable	**64%**	12%	24%
The number of hours & the amount of administrative work I must do are reasonable	36%	19%	**45%**
The expectations regarding the amount of committee/coordination/administration work I must do are reasonable	35%	26%	**39%**
I am expected to do a lot of work "off the side of my desk" without compensation	**65%**	22%	13%
I typically work long hours & weekends to accomplish my work on time	**71%**	15%	14%
I must work during my formal vacation time to accomplish all my work	**60%**	13%	**27%**

Author analysis:

- It is encouraging that **94% agree** with the statement that "My work is interesting and challenging, gives me a feeling of personal accomplishment". This is slightly higher than the Mercer (2008) finding that 89% agreed with this statement. **91%** agree that "My work makes good use of my skills and abilities", again slightly higher than Mercer's 87%.

- While the work itself is clearly a strong contributor to a high level of job satisfaction among faculty, the amount of work hours and workload led to different responses. While 64% agree that the "number of hours and the amount of work I must do in teaching my courses are reasonable", indicating that instructors feel that by and large their teaching workload and hours, while long (as indicated in subsequent questions) are reasonable for their job expectations. However, **only 36% agree** that the "number of hours and the amount of administrative work I must do are reasonable". **45% disagree. Only 35% agree** that "expectations regarding the amount of committee/ coordination/administration work I must do are reasonable"; **39%** disagree. A large number of faculty do "volunteer" work "off the side of their desk" (65%); typically work long hours and on weekends (71%), and even during their vacation time (60%), to accomplish all their work.

- In the **Mercer survey**, teaching and administrative work were not separated, and work outside of expected hours was not asked about, so comparisons are not possible for the findings regarding administrative work. 59% agreed that the amount of work expected is reasonable.

- However, in the **stress survey** conducted by co-author J. Waters in 2008, there were questions regarding workloads and work hours, and the findings at that time were comparable to the present findings. High Task demand is a major stress factor in the workplace. Stats Canada (2000) found workload was the <u>major</u> cause of workplace stress in educational occupations in general. In the Stats Canada survey, 48% reported stress from too many demands and long hours, and 48% of teachers rated workload as the top workplace stress factor.

- Interviews in the 2008 stress study identified the following high stress factors: too much work; tight time lines for marking; departmental administration work "volunteered"; constant emails all weekend; and working weekends and vacation. In that survey, 85% of respondents reported that they worked 40 or more hours; only 15% worked 31 to 40 hours (all part time faculty). As many as 20% work more than 60 hrs a week, on average; 75% work during vacation time, and 25% work 3 hours a week or more during their vacation.

The 2008 stress study by J. Waters found that, understandably, mean stress levels increased with average work hours, and faculty who work 50 hrs a week and above had higher mean stress in both average and high stress times.

Faculty Comments: How satisfied are you with aspects of your work?

Faculty comments for this question expose the challenges of managing several broad categories of work: teaching and activities directly related to teaching (e.g. marking, course preparation and development); professional development; committee work; and administrative type work and coordination (this analysis assumes that when the word "administration" is used that it either refers to coordination or, given the context of the comment, administrative type work of other kinds). Many faculty reflect on the challenges of balancing work and life outside of work. For a significant number, the work day extends into personal time, and many respondents work weekends.

Several comments are sanguine about the challenges of balancing these commitments. One, for example, argues that "off the side" of the desk type work outside of teaching, like committee work, is not excessive and is in fact mandated by the collective agreement; another argues these are part of being regularised. Several faculty find ways to compensate for the lack of balance (one compensates for working weekends by taking time off "after Fall exams through Christmas"; another instructor breaks up vacation time throughout the year; another puts off appointments with students for a "week or two"). One respondent finds a fulltime workload too much and has taken a reduced workload. Other faculty find that workloads are variable, and "unmanageable" peak times are balanced with times when workload is less.

 Nevertheless, the majority of comments argue that it is becoming increasingly difficult to balance the teaching workload with other expectations, like committee, "volunteer," and administrative work—even though these benefit colleagues and students. Administrative work includes things like "advancing the program, phoning students, unpaid development work" and "recruitment and enrolment." A great many comments argue that the expectations for coordinators are well beyond what can be reasonably managed; for one coordinator it is not the time so much as "constant requests and responsibilities … you ... are never off duty, never." Several faculty argue they have become preoccupied with avoiding cuts to their departments and the consequences of budget restraints: "revisioning programs so we can survive is a never ending" process. A number of comments express dissatisfaction with professional development opportunities on campus: "superficial," "we need time to deepen our expertise," "research can only be done on personal time," etc.

 Overall, committee work, administration tasks, and volunteer work are "overwhelming" even though essential to the functioning of the university. Furthermore, the nature of workload stress is inflected according to the employee's status: "sessional," coordinator, art instructor, etc.

B) Workload and Hours

The collective agreement is for 189 hours of work per section, which includes 37 hours (1 week) of PD per section. This averages out to about 9 hours per section a week or about 37 hours a week for a full time load of 4 sections. Participants were asked how many hours in a week would they estimate they

generally work?

Table 11: Hours of Work in an Average Week   n=143

	Below 9 hrs per section	Approx 8-9 hrs per section	High hours- 10 to 12 hrs	Very high – 13 to 15 hrs per section	
	21-30 hrs	31-40 hrs	41-50 hrs	51-60 hrs	>60 hrs
On an average week during the semester	4%	30%	**42%**	**19%**	**5%**
During heavy workload times (e.g. exam wks)	2%	8%	**25%**	**43%**	**23%**
During PD time	**22%**	**57%**	14%	2%	5%

Author analysis:

- **66%** of the faculty estimate an average work week of over 40 hours, including **24%** of faculty who have a work week of **50 hours or more**, on average. In heavy workload time such as during exams, only 10% report work hours of 40 or less; **91%** work more than 40 hours during this weeks, which includes **66% working 50 hours or more**. The only time in the academic year that is reported to have reasonable work hours is during the official PD time. Even then, 21% work more than 40 hours a week.
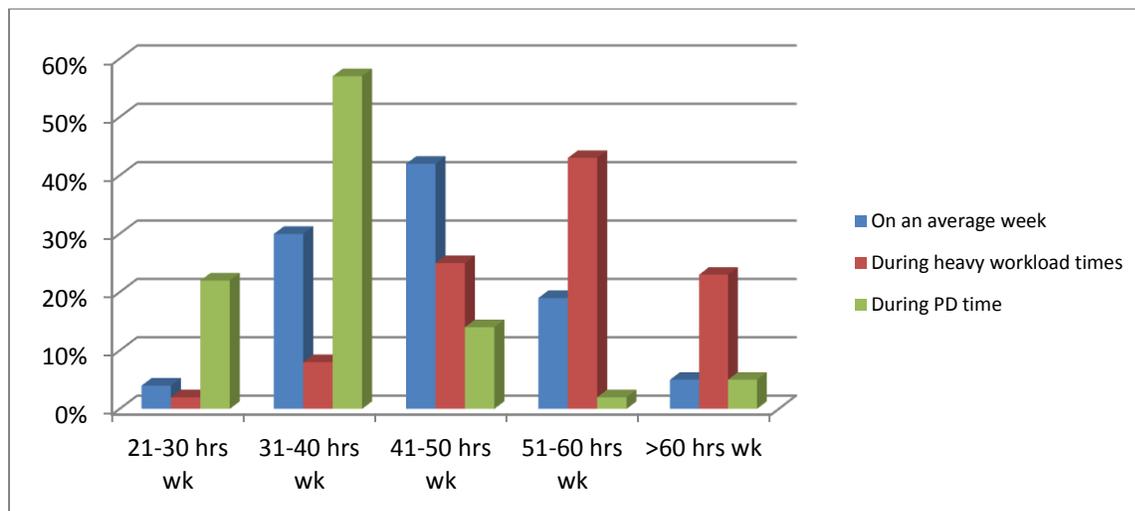
Faculty Comments:

Again, there is diversity of experience and some faculty report that workload ebbs and flows, that the workload, though demanding, does not exceed their expectations, or that colleague support compensates for the workload demands of developing new courses. However, many more faculty experience significant challenges as they work to meet the commitment mandated in the Collective Agreement as well as its required PD component, and many faculty report that evening and weekend work, marking and class prep add up to more than 37 hours per week. Even faculty who work less than a full workload report working 37 hours per week.

Many faculty do PD throughout the year, and several point out the unreasonableness of confining PD to the summer months. In most cases PD done outside of the official PD period is not recognised as PD. Faculty who teach and coordinate or convene over three months find it challenging to do PD. Some faculty work May to August and do PD during vacation or "concurrently with work." Several faculty report that the challenges of meeting the workload commitment along with the PD requirement is causing their health to suffer or that it negatively affects teaching and students.

One respondent argues that the transition to university status has increased the workload because of the necessity to develop upper level courses as well as "supervis[e] student tutorials and graduating projects"; a workload of four sections was more manageable when Capilano was a college and instructors taught "multiple sections of the same course."

Table 12: Estimated Work Hours per Section for Part Time Faculty   n=103

	~9-10 hrs	11-15 hrs	16-20 hrs	21-25 hrs
On an average week during the semester	24%	**44%**	**14%**	**19%**
During heavy workload times (e.g. exam wks)	5%	**25%**	**38%**	**32%**
During PD time	**41%**	**27%**	16%	16%

C) Work Life and Institutional Support

Table 13: Satisfaction with Other Aspects of Faculty Work Life

	Agree to Strongly Agree	Neutral	Disagree to Str Disagree
I'm satisfied with the teaching schedules I've been given by Infosilem	**53%**	17%	**31%**
I am satisfied with the 4th hour requirement	**39%**	26%	**35%**
I would prefer to have the 4th hour as class time again	**45%**	24%	**31%**
I am satisfied with the processes & support from the university in dealing with student issues (e.g. cheating or classroom behaviour	**49%**	31%	20%
I am satisfied with the teaching resources provided by the university such as ed tech support	**38%**	23%	**38%**
I am satisfied with the training I have received from the university to use educational software & hardware	**29%**	30%	**41%**

Author analysis:
- Although 53% are positive about their teaching schedules, Infosilem again is a source of dissatisfaction for almost a third of the faculty. Faculty are equally split on the 4th hour requirement – 35% are unhappy with it, and almost half, 45%, would prefer to have the 4th hour as class time again (although 31% disagree). Faculty are also equally split regarding teaching

resources. With regard to training (such as software training), only 29% are satisfied; 41% are dissatisfied. Teaching resources and training seems to be an area that could use improvement.

Satisfaction with Infosilem schedules
- ■ Agree to Strongly Agree
- ■ Neutral
- ■ Disagree to Strongly Disagree

Satisfaction with 4th hour requirement
- ■ Agree to Strongly Agree
- ■ Neutral
- ■ Disagree to Strongly Disagree

Would prefer 4th hour as class time
- ■ Agree to Strongly Agree
- ■ Neutral
- ■ Disagree to Strongly Disagree
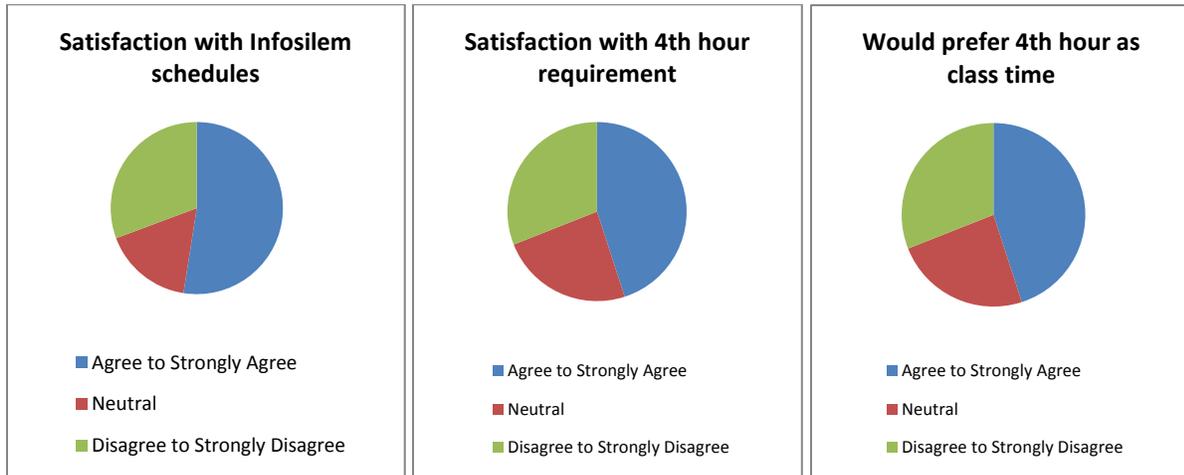
Faculty Comments:

Faculty comment on several fundamental aspects of institutional support that cause frustration: Scheduling through Infosilem is identified often throughout the survey as a source of frustration for faculty, and many find the 4th hour requirement to be vague, inefficient, or unmanageable; faculty also deplore the disappearance of the Teaching and Learning Centre and the absorption of ETRC into IT, as previously noted in Part I above. One instructor argues that "some form" of Teaching and Learning Centre is essential for a special purpose teaching university—one with a more innovative, "organized program." Infosilem is a significant source of stress for faculty. Many find that scheduling courses takes much longer than it previously did and has resulted in a loss of faculty control to the detriment of faculty and students: Infosilem results in unsatisfactory schedules for faculty and time conflicts for students. The inflexibility of scheduling is difficult for faculty with young children, particularly female faculty. Erratic scheduling "undermines … mental and physical health," as one respondent notes.

Faculty argue that the 4th hour equivalent hampers the delivery of curriculum, and many would prefer to have contact time in the classroom returned to what it was. The 4th hour increases workload for both students and faculty. One teacher would prefer "adequate instructional time, particularly for discussion and group-work related activities." Many faculty compliment the Moodle team for the "outstanding" support they provide. Nevertheless, support received from the former ERTC is missed by many. One instructor would prefer to have the benefit of "faculty giving other faculty ed tech support." The lack of adequate technology training is noted by many while others note that technology is displacing the creative dynamics of organic instruction.

One instructor is unsatisfied with the lack of institutional support for students with "learning disabilities and the special needs of second language students."

Satisfaction with teaching resources support
- ■ Agree to Strongly Agree
- ■ Neutral
- ■ Disagree to Strongly Disagree

Satisfaction with training in ed soft & hardware
- ■ Agree to Strongly Agree
- ■ Neutral
- ■ Disagree to Strongly Disagree
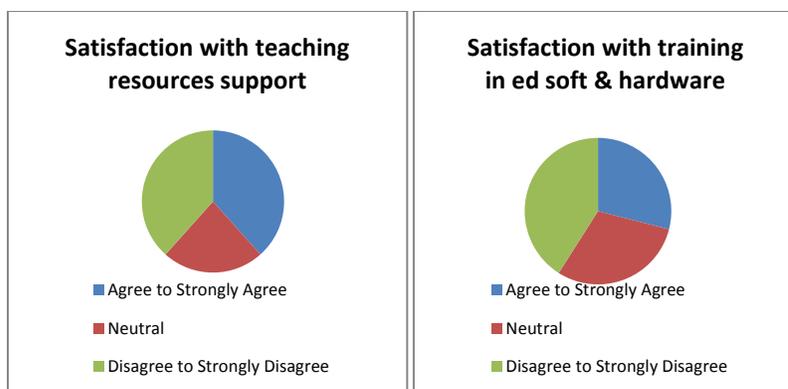
D) Technological Resources to Accomplish Work Tasks

Table 14: Satisfaction with the Available Technological Resources

	Satisfied to very satisfied	Neutral	Dissatisfied to very dissat
Classroom equipment (computers, projectors)	**63%**	15%	22%
Office computer	**60%**	17%	24%
Software programs available	**52%**	28%	21%
Course management programs (Moodle)	**57%**	28%	15%
Training for classroom and office programs	**32%**	40%	**27%**
Lab equipment and materials	**39%**	33%	**28%**

Author analysis:

- In these respects the situation has improved since 2008. The **Mercer survey** also asked about the resources and technology needed to do a good job. In 2008, only **50%** of faculty agreed that they had the resources they needed to do a good job, and only 35% agreed that their department was technologically up to date. 48% disagreed. The present survey found improvement in these areas; 63% are satisfied with classroom equipment, and 60% with office computers. Somewhat fewer faculty are satisfied with the software available (only 52%), although 28% are neutral, and training seems to be a source of dissatisfaction for 27%, while 28% are unhappy with their lab equipment and materials.

Classroom equipment	Office computer	Lab equipment
■ Satisf to v satisfied ■ Neutral ■ Dissatisfied to very dissat	■ Satisf to v satisfied ■ Neutral ■ Dissatisfied to very dissat	■ Sat/v sat ■ Neutral ■ Dis/v dis
Software Training	**Course mgt programs (Moodle)**	
■ Sat/v sat ■ Neutral ■ Dis/v dis	■ Sat/v sat ■ Neutral ■ Dis/v dis	
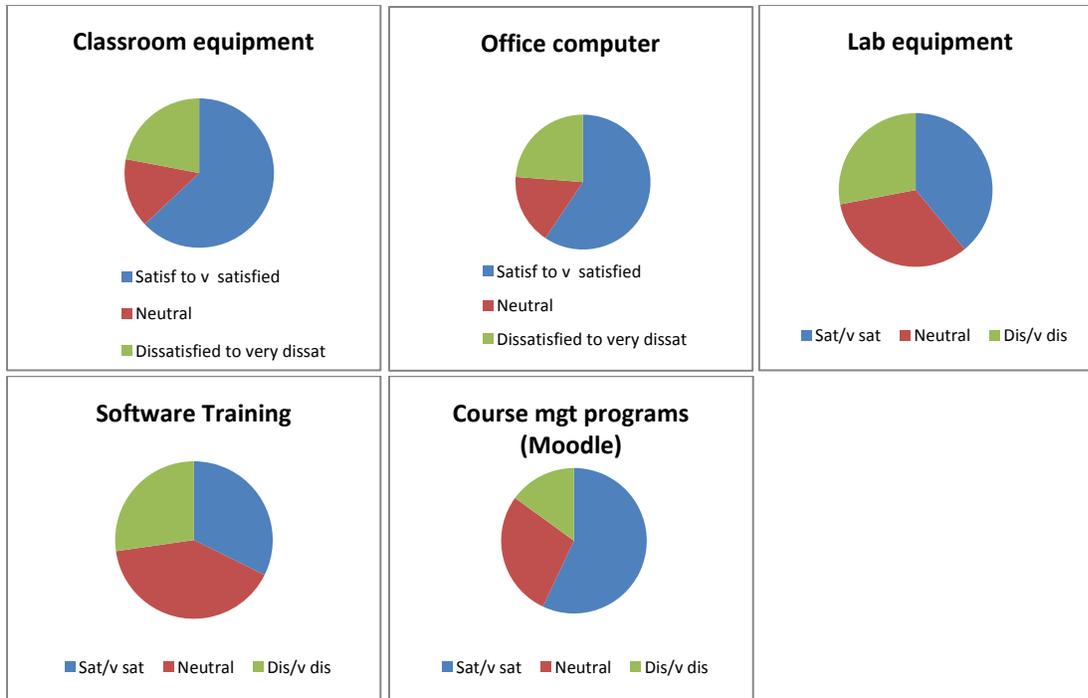
E) Professional Development

Table 15: Satisfaction with Institutional PD

	Satisfied to very satisfied	Neutral	Dissatisfied to v. dissatis
Satisfied with the opportunities & support regarding instructional pd	**54%**	25%	21%
Satisfied with the opportunities & support regarding discipline specific pd	**44%**	22%	**34%**
Satisfied with the opportunities & support for my attendance at conferences and courses	**40%**	24%	**37%**
Satisfied with the May pd workshops	**57%**	26%	17%

Author analysis:

- Professional development was addressed in the **Mercer survey** as well. In 2008, **70%** of the faculty agreed that there were opportunities to keep learning and improving their skills (only 15% disagreed); **57%** that there was enough opportunity for growth and development; and **55%** that there was regular feedback on how well they are doing in their job.

- In the present survey, there is a decline in satisfaction with "the opportunities and support regarding instructional pd", to which only **54%** agree, with fewer, 44%, satisfied with discipline-specific pd. 34% are dissatisfied with the support for discipline-specific pd, and 37% with opportunities for conferences and courses. However, 57% are satisfied with the May PD workshops, and only 17% are dissatisfied.

Faculty Comments:

Faculty are split on the value of the current May PD program. Some argue it is not relevant to their disciplines or that quality is inconsistent; others argue the opportunities are great and commend the committee for the hard work it does with insufficient resources. The quality of the workshops depends on faculty involvement, contends one faculty member.

A common cause of dissatisfaction is the lack of recognition for PD done outside of the official May PD time. Suggestions for improvement include recognition for PD done at other times of the year; enhanced PD opportunities with a more supportive instructor substitution policy so that faculty can attend conferences without detriment to students; coordinate PD event scheduling to accommodate CE instructors, regional campus faculty, and other instructors who work off campus or with schedules that conflict with the May program.

In a similar vein, faculty argue that more Paid Ed Leave and sabbatical time would improve faculty professional development. One respondent notes that increasingly his or her department is doing "departmental PD in order to alleviate the convenor/coordinator workload." The importance of PD for a teaching university is noted by several. A number of respondents are curious to know how PD works at other or similar institutions. Several respondents argue that professional development must remain a faculty domain.

F) Evaluation and Regularization

Table 16: Satisfaction with Evaluation and Regularization Process	Agree to Str Agree	Neutral	Disagree to Str Disagree
The formal faculty evaluation process	**63%**	20%	18%
The frequency of faculty evaluations	**60%**	23%	17%
The level of formal &/or informal mentoring provided by your colleagues	**55%**	31%	15%
The amount of formal &/or informal constructive feedback you receive on how well you are doing	**46%**	32%	22%
The amount of formal &/or informal recognition you receive on a job well-done	**36%**	29%	**35%**
The evaluation process & criteria are fair	**64%**	23%	12%
I feel the evaluation process & criteria are clearly communicated	**68%**	18%	14%
The faculty evaluation process has been helpful in giving me feedback on my teaching /job performance	**56%**	27%	17%
The regularization process is fair	**38%**	40%	22%
The regularization process is clearly communicated	**31%**	31%	**38%**

I receive recognition for a job well done	**32%**	30%	**38%**
I feel that outstanding performance will be recognized & rewarded	21%	28%	**50%**

Author analysis:

- A majority of respondents are positive or neutral about the formal evaluation process (63%), the frequency of evaluations (60%), and the fairness (64%) and communication (68%) about the evaluation process. 56% agree the evaluation is helpful, a slight improvement over the results of the **Mercer survey** in 2008 (52%). More (46%) were positive about the amount of formal or informal constructive feedback received than were negative (22%). However, formal and informal recognition resulted in different findings, with an even split of 36% positive and 35% negative.

- The regularization process is far less positively evaluated. Many of the faculty respondents are neutral about this topic, but 22% disagree that the regularization process is fair, slightly more than in 2008, and 38% disagree that the process is clearly communicated. A full 50% disagree that outstanding performance will be recognized.

- In contrast, results in the **Mercer survey** were more positive. Regarding the question "I under-stand how my performance is evaluated", **88%** of faculty respondents agreed. **46%** agreed that "when I do a good job, my performance is recognized"; 31% disagreed.

- There was no equivalent question in the Mercer survey regarding regularization; the closest question applicable concerned whether "promotions are given to the most qualified employees", with which only 19% agree and 38% disagree. To the question of "the procedures for considering employees for job openings are fair", 54% agree and 17% disagree.

Faculty Comments: Evaluation
Many faculty feel that the "five year snapshot" is too infrequent for meaningful performance evaluation. Many feel that evaluation should occur more frequently; that student evaluations should occur with every class; and that evaluations should be more rigorous. One faculty member notes that the CFA has resisted "well-done" categories for evaluations; another, contends evaluation should include 4th hour activities.

Many argue that faculty need more mentoring, particularly new faculty. Although many faculty argue that the only real feedback that matters is received from colleagues and students, a number of faculty argue that student evaluation is a poor indicator of what the quality of teaching and learning really is. Student evaluation is often very subjective and, according to a former coordinator, a "dissatisfied student or two can really sway how a dean responds to an evaluation." Another respondent argues that student evaluations are a source of stress and affect "teaching negatively."

Several respondents feel valued by students, colleagues and their departments, but do not feel valued by administration.

Regularisation:

Regularisation is a "mystery" for some and too complicated for others. A number of faculty believe that regularisation is controlled by HR or that HR ignores the collective agreement. From this point-of-view, regularisation is now driven by budgets. Another contends that neither the CFA nor administration consistently interprets the collective agreement, and one respondent argues the CFA needs to "address" the failure to regularise eligible faculty. The CFA needs to assertively pursue regularisation on behalf of faculty instead of waiting for regularisation grievances to come to them.

Again, for this question, several faculty feel that the only recognition that counts comes from students and colleagues. Several feel valued by a dean or a chair, but here as elsewhere faculty argue that the evaluation process itself is not designed to reward excellent work, but only indicates satisfactory or unsatisfactory. Faculty point out that cutting the Studio Art program itself demonstrates a lack of understanding and appreciation. Where is recognition or reward when a program such as Interactive Design with a demonstrated demand from employers for its graduates is cut?

G) Stress Factors: Work-Life Balance

Table 17: Work Life Balance and Wellness

	Agree to Strongly Agree	Neutral	Disagree to Str Disagree
Capilano University demonstrates a strong commitment to my health & well being	**27%**	30%	**43%**
I am able to maintain a healthy balance between my work & my personal life	**38%**	18%	**44%**
I feel the institution supports accommodation of my work schedule for child & elder care	**28%**	**49%**	23%
The university has been sensitive to the faculty's needs for a healthy work-life balance	22%	33%	**45%**
I am well aware of the university's Wellness initiatives	**38%**	33%	**29%**

Author analysis:

- In the **Mercer survey**, **58%** agreed that they were able to "maintain a healthy balance between my work and my personal life". **34%** disagreed. **53%** agreed they were "satisfied with their current work-life balance" (37% disagreed).

- In the present survey, only **38% agree** that they are able to maintain a healthy work-life balance. This is a marked decline. **44%** disagree, while **45% disagree** that "the university has been sensitive to the faculty's needs for a healthy work-life balance".

Capilano shows a strong commitment to my health & well being

- Agree to Strongly Agree
- Neutral
- Disagree to Str Disagree

I can maintain a healthy balance between my work & my personal life

- Agree to Strongly Agree
- Neutral
- Disagree to Str Disagree

I can maintain a good work/life balance

	Mercer 2008	Current 2014

(Y-axis: 0%, 10%, 20%, 30%, 40%, 50%, 60%)
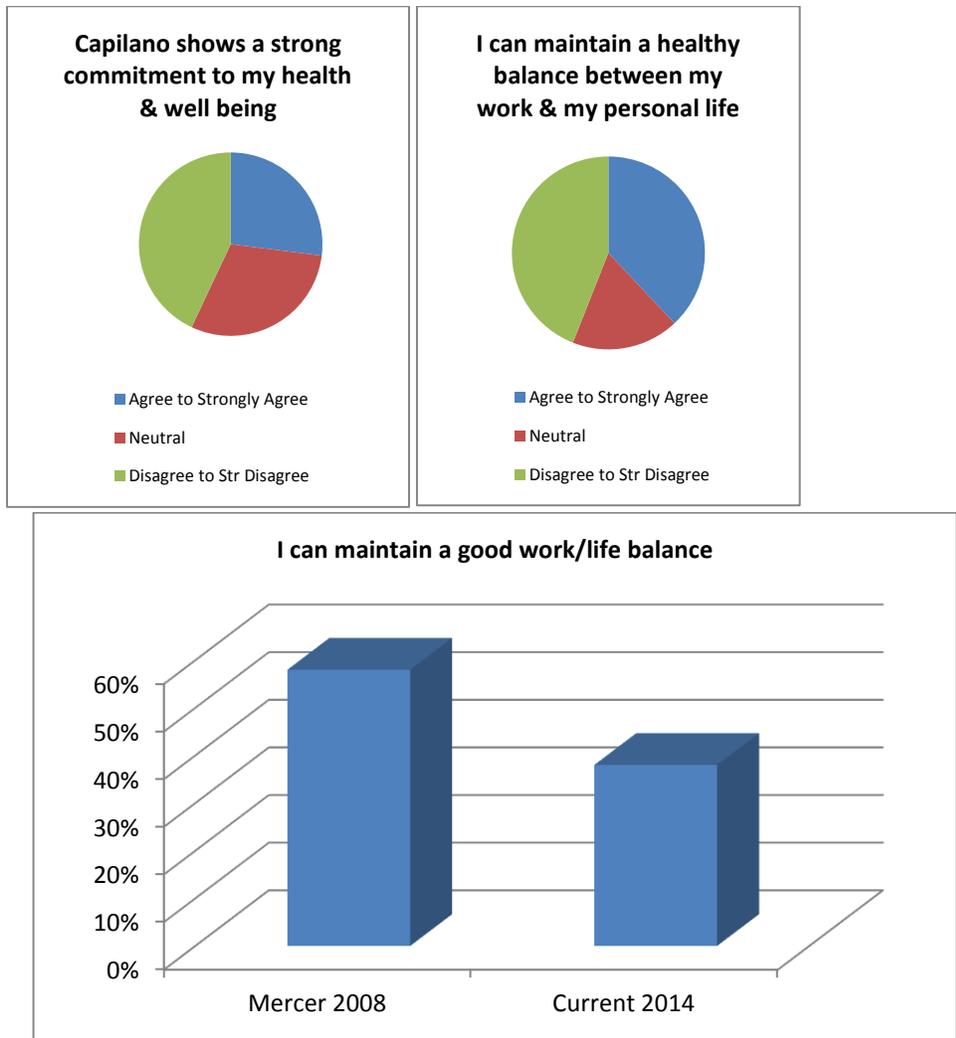
Faculty Comments: Work-life balance

There are faculty who declare they have no difficulty finding a work-life balance. On the other hand, many do not. Several non-fulltime faculty, for example, point out that work-life balance is a very different problem for them than it is for full-time instructors. Scheduling, ironically, makes finding a balance difficult for these people just as it does for many full-time people: scheduling does not make it easy for part-time people to accommodate work elsewhere nor does it accommodate part-time people, particularly single parents, with children. Many faculty find it very challenging to reconcile childcare and eldercare with scheduling. For some a better work-life balance would be improved by things like better food, a better gym, flu shots, and benefits coverage for glasses; for others more flexible scheduling and child-care would help.

Infosilem and scheduling are a very common reason for the inability to find a work-life balance. Many faculty also cite "senseless and disruptive administrative decisions," lack of consultation and transparency, job loss, and program cuts as a cause of "stress and turmoil." Many faculty argue that the loss of the wellness advisor positions and two key health and wellness professionals has resulted in the loss of the institutional support necessary for faculty struggling to find a work-life balance.

Stress Factors: Conflict and Discrimination

A common institutional cause of workplace stress is the presence of conflict within an institution, discrimination, or of harassment and bullying.

Table 18: Stress from Conflict and Discrimination

	Agree to Strongly Agree	Neutral	Disagree to Strongly Disagree	Don't Know
I find that there is little discrimination at this institution by gender, race, age, sexual orientation, religion, etc	**70%**	13%	10%	6%
I believe that some areas have preferential treatment (rewards, development, allocation of space, course & sections)	**56%**	19%	14%	10%
I believe that conflict within the institution is effectively addressed	9%	23%	**60%**	8%
I believe that there is a destructive or toxic level of conflict within the institution	**59%**	18%	18%	5%
I have personally experienced harassment & bullying by co-workers, students or admin	**27%**	16%	**54%**	3%
I feel that the university's processes to deal with harassment are fair	13%	**46%**	12%	**30%**
I feel that the university's processes to deal with harassment are well communicated	16%	**39%**	**26%**	**19%**

Author analysis:

- In the present climate survey, a positive finding for faculty is that **70%** agree that there is little discrimination at this institution (this is often a less positive feature at larger North American universities). However, 10% disagree, and any number of faculty feeling there is discrimination because of gender, race, age, sexual orientation or religion is of concern.

- While 54% disagree that they have experienced harassment and bullying, which is another positive finding, **27%** have personally experienced this, and if more than a quarter of faculty have experienced bullying or harassment, it is again a matter of concern for workplace safety. In comparison to 2008, although a direct question about harassment and bullying was not asked in the **Mercer survey**, **71%** agreed at that time that the "workplace minimized risk to my personal health and safety", and only 14% disagreed.

45

- When asked in the **Mercer survey** if the organization had created "A culture where I feel free to report instances of harassment", **75%** agreed, and only 9% disagreed. In the present survey, most of the faculty are neutral or didn't know about the university's processes to deal with harassment. However, 12% disagree that the processes are fair, and 26% disagree that the university's processes to deal with harassment are well communicated.

- Findings of concern among the previous questions are that **56%** of faculty believe that some areas have preferential treatment in terms of rewards, development, allocation of space, course and sections. More than half of the faculty perceive that there is preferential treatment of some areas.

- Also, regarding conflict, **60%** disagree that conflict at the university is effectively addressed, and **59%** agree that there is a destructive or toxic level of conflict within the institution. As internal conflict in an organization can be a significant cause of stress and decreased job satisfaction, this should be a crucial concern for the organization as a whole.

Faculty Comments: Conflict and discrimination

Clearly a majority of faculty agree that there is a high degree of conflict on campus. There are, however, divergent views on the source of the conflict: some believe the CFA is solely responsible for the "toxic" climate on campus; others believe administration is entirely responsible; a smaller portion of respondents claim that both are responsible. Thirteen comments lay responsibility for the climate of conflict directly with administration, particularly senior administration, and several directly with the president. Three responses directly blame the CFA for having "unrealistic expectations" or for not viewing the current crisis from a "business standpoint." Three comments argue that both sides are responsible for a "toxic" work environment. One respondent argues that the toxic climate is not administration's sole responsibility; faculty also need to take "personal responsibility." On the other hand, several faculty point to an unprecedented disintegration of collegiality and a growing lack of understanding of the collegial model that contributes to the toxic climate. And several respondents specifically express a lack of confidence in Capilano's conflict resolution officer.

Stress Factors: Communication Processes

Table 19: Communication Process

	Agree to Strongly Agree	Neutral	Disagree to Strongly Disagree
I am informed in a timely manner about important changes that affect me	25%	14%	**61%**
Communication is two-way; I feel there are effective ways for faculty to communicate their ideas & concerns	**32%**	16%	**51%**

I feel the coordinators & chair in my division listen to faculty concerns	**83%**	10%	8%
I feel the dean of my Faculty area listens to faculty concerns	**48%**	20%	**32%**
I feel the top levels of administration listen to faculty concerns	10%	21%	**69%**
I believe the coordinators & chair in my division communicate important information openly with faculty	**81%**	14%	5%
I believe my dean communicates important information openly with faculty	**36%**	28%	**36%**
I believe top levels of administration communicate important information openly with faculty	11%	15%	**73%**
I am satisfied with the information I receive from the top levels of administration about what's going on in my organization	13%	13%	**75%**
I believe the Senate & Board will listen to faculty concerns	18%	23%	**60%**

Author analysis:

- In the **Mercer survey** of 2008, **55% agreed** that "there are effective ways for employees to communicate their ideas and concerns to management" and only **22%** disagreed. **73%** agreed that "My immediate manager" (presumably coordinators and chairs) "encourages open, honest two-way communication". And "my administrator/manager" seeks out the ideas and opinions of employees". It is not clear which level was being referred to here, however, it is likely faculty interpreted this as referring to coordinators and chairs. **64%** agreed (only 16% disagreed).

- The question in the present survey "I feel there are effective ways for faculty to communicate their ideas and concerns" achieved only **36%** positive responses; **51%** disagree to strongly disagree, more than twice as many as the Mercer survey only five years previously.

- The questions in the present survey detailed the management sources separately (coordinators/chair, dean, and top levels of administration) and asked about whether the respondent feels that faculty concerns are listened to by each level. Faculty are very positive about their coordinators/chairs; **83%** feel that they listened to faculty.

- Faculty are split on whether their dean listened to faculty concerns. Nearly half are positive (48%), but about a third are negative (32%).

- A sharply different picture emerges when asked whether top levels of administration listened to faculty's concerns. Only **10%** agree that top levels of administration listened to faculty's concerns; **69%** disagree.

- In the **Mercer survey** from 2008, there were also questions about the communication from the organization and the management: "My organization does a good job of keeping employees informed about matters that affect them". **60% were positive** (19% were negative). Also, "I am satisfied with the information I receive from management about what's going on in my organization". **52% were positive**, 28% were negative. And "I get enough communication about what's going on in my organization": **55% were positive**, 22% disagree. To the statement "Information is openly communicated at my organization", **53% agree**, 23% disagree. In 2008, **50%** agree that management communicated honestly. **68%** agree that their "administrator/ manager does a good job keeping employees informed", although it was unclear what level of management is being referred to here.

- In these questions as well, the present survey asked similar questions but detailed the management sources separately (coordinators/chair, dean, top levels of administration, Senate and Board) and asked about communication from these sources. While a much higher percentage of respondents are positive about the communication from coordinators/chair **(81%)**, positive and negative responses are split **36%** and **36%** regarding communication from the dean, indicating that about a third of the faculty feel their dean communicated with them, and about a third did not.

- With regards to the top levels of administration, again, **73% disagree** that top levels of administration communicate important information openly with faculty (11% agree), and **75% disagree** that they are satisfied with the information they receive from the top levels of administration about what's going on in the organization (13% agree). **60% disagree** that Senate and Board will listen to faculty concerns (18% agree and 23% are neutral).

Faculty Comments: Institutional communication

Several faculty are satisfied and believe there are opportunities for internal communication within the institution. Some argue there is effective communication at the level of coordinators and some deans, but communication is very poor or non-existent above the level of the deans. However, by far the majority of responses for this question decry the deterioration of collegiality and lack of consultation with the current administration. One respondent notes that "Cap was crippled by the legislation that made it a university"; another refers to this "disruption," and the damage this rupture has created in Capilano's collegial history. Several of these comments unequivocally locate responsibility for lack of communication with senior administration and the university's president's "unilateral approach."

On the other hand, one respondent contends that this survey itself is biased; another argues that there should be a question that gauges opportunities that the CFA itself offers for communication, seemingly unaware that Part I did include a self-evaluation of the CFA. Another response unequivocally argues that governance is management's sole right and responsibility: "management has the right to manage … let them do that." One respondent argues that dialogue can be too open impeding the ability to make "tough decisions."

Overall Stress Factors

Participants were asked: "To what extent have these factors been a source of stress for you over the past year?" Answers have been ordered according to the percentage of participants who agree.

Table 20: Stress Factors in the Past Year

Campus politics	**70%**
Reductions or fear of loss of job	**66%**
Committee and/or Administrative responsibilities in your department or division	**41%**
Departmental politics	**32%**
Coordination responsibilities in your department or division	**29%**
Teaching responsibilities	26%
Your health	24%
Care of someone who is ill, disabled, aging, and/or in need of special services	24%
Timing of departmental meetings and functions	23%
Evaluations	18%
Regularisation	14%
Child care	14%
Student advising responsibilities	11%

Author analysis:

- Some of these stress factors were identified as stressful in the **2008 stress study** conducted by one of the co-authors of the current climate survey, but the two top ranked stress factors in the present study were not even mentioned in the previous one, which identified factors in teaching and coordination as major sources of stress.

Results Part III

Report on Faculty Satisfaction with the Capilano Faculty Association

In the recent CFA climate survey on job satisfaction and faculty morale, conducted in the Fall of 2013, participants were also asked questions about the members' satisfaction with their Faculty Association and the CFA exec, as the CFA has an important role to play in the collegial model. Here are the results. (Majority results are bolded).

A total of 201 participants responded to this part of the survey.

Table 21: Satisfaction with the Capilano Faculty Association

Questions: would you agree or disagree that the CFA	Agree to Strongly Agree	Neutral	Disagree to Strongly Disagree
Provides ample opportunity to participate in committees & decisions	**90%**	8%	2%
My steward effectively serves my interests	**77%**	16%	8%
Overall, the CFA serves the interests of the membership	**84%**	10%	7%
Serving the North Shore communities is important to the CFA	**78%**	18%	4%
CFA exec respects its membership	**85%**	12%	4%
CFA exec understands the members' issues	**82%**	13%	5%
CFA exec Is concerned about protecting the CA	**93%**	6%	2%
The CFA must be involved in collegial decision making at Cap	**89%**	9%	3%

Author analysis: Of the 201 respondents to these questions, 35 also provide written comments, and corresponding to the very high ratings above, 20 of the comments reflect support for the CFA and the CFA exec, with thanks and appreciation, indicating that the exec is seen as a dedicated group, doing a good job in the present crisis, and the union is active with good attendance and participation. 4 respondents indicate that they didn't know enough about the CFA to comment on specific questions.

Question #1: The CFA provides ample opportunity for me to participate in its committees & decision making

- **90%** of respondents agree that the CFA provides ample opportunity to participate in committees and decisions - only 2% disagree.

The CFA provides ample opportunity to participate in committees & decisions

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
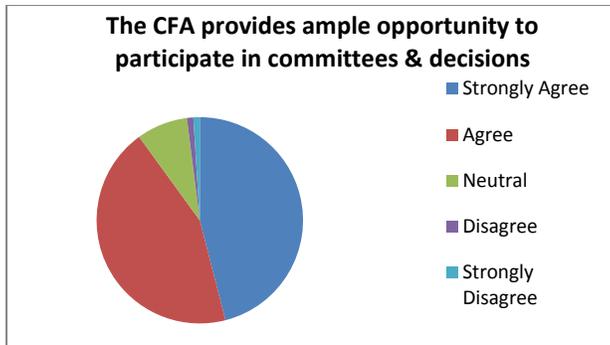
Question #3: Overall, I believe the CFA effectively serves the interests of the membership

- **84%** believe the CFA serves the interests of the membership, with 7% disagreeing.

Faculty Comments:

Of the 201 respondents overall, 5 respondents, while positive overall, feel that the CFA had underestimated the level of contempt the administration has towards faculty and allowed our historical collegiality and protections for faculty to slip away. Another notes that the power of the CFA to serve the interests of faculty has been curtailed by administration. Others note that the CFA has not been firm enough with the administration, that a strike is needed, rather than negotiation or discussion.

2 respondents comment that the CFA focuses on the needs of regulars and should also attend to the needs of non-regulars and PMI instructors. One respondent comments that the CFA is focused on the interests of the executive and of laid-off faculty, and a fourth comments that the CFA over-protects its members.

Among the 7% who disagree or strongly disagree with the question, four of 201 respondents disagree with CFA decisions such as in negotiation issues, one noting that they would like more information and less rhetoric. Three respondents comment that they don't always agree with those who speak up at meetings, but feel they could not speak up themselves. One respondent comments that the CFA should be making concessions in bargaining, and another suggests that in-meeting votes don't represent all faculty.

Overall, the CFA serves the interests of the membership

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
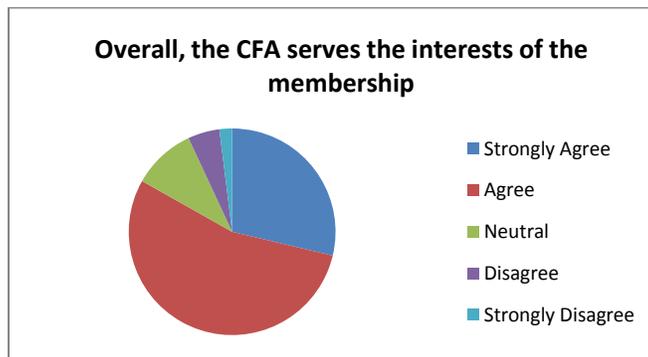
Question #4: I believe that serving the needs of the North Shore, Sunshine Coast, and Sea to Sky communities is important to the CFA

- **84% agree** that serving the needs of the North Shore communities is important to the CFA. Only 4% disagree. 18% are neutral/didn't know. In contrast, when a similar question was asked regarding the top levels of administration and the Board of Governors, **61% disagree** that the top levels of the administration place a high value on the needs of the North Shore community,   and **58% disagree** that the Board of Governors is sensitive to the needs of the North Shore community.

Serving the NS communities is important to the CFA
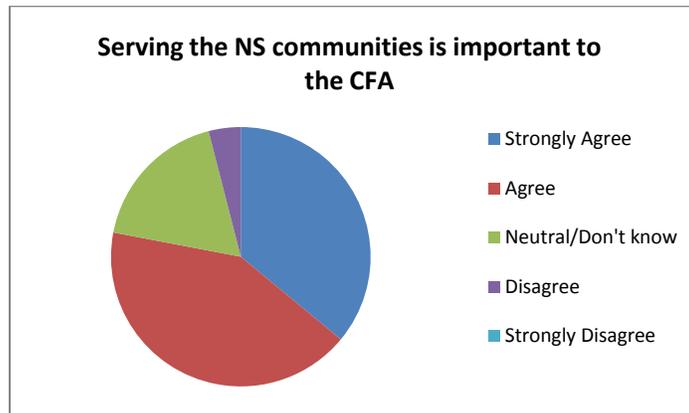
Question #5: I believe the CFA executive respects its membership
#6: I believe the CFA executive understands the issues that face the membership
#7: In my experience, my CFA area steward effectively serves my interests

- **85%** agree that the CFA executive respects its membership, and **82%** that the exec understands the members' issues, with only 4% and 5% respectively disagreeing. **77%** of the faculty responding agree the stewards effectively serve their interests (8% disagree).

CFA exec respects its membership

CFA exec understand the members' issues
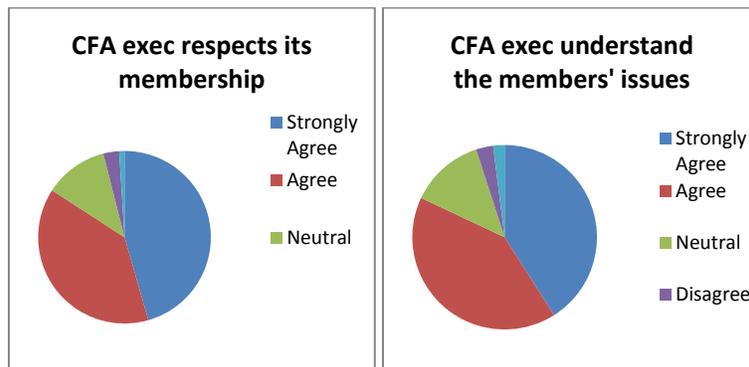
Faculty Comments: Several note the need for more faculty to be involved in the CFA, and that the recent increase in involvement during the current crisis is encouraging.

My steward effectively serves my interests

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
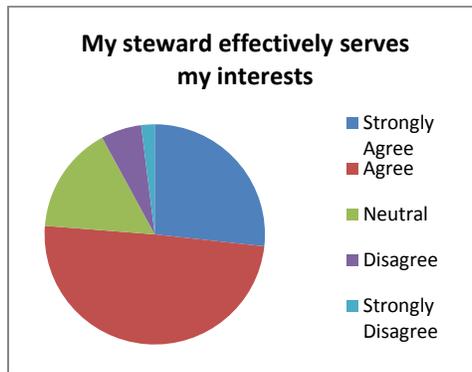
Faculty Comments: While 16% are neutral, indicating they have not needed their steward, a respondent notes that while they haven't needed their steward, they are confident the CFA would support them when need be.

Question #7: I believe the CFA executive is concerned about protecting the Collective Agreement

- **93%** agree that the CFA is concerned about protecting the Collective Agreement, including **63%** who strongly agree.

CFA exec is concerned about protecting the Collective Agreement

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
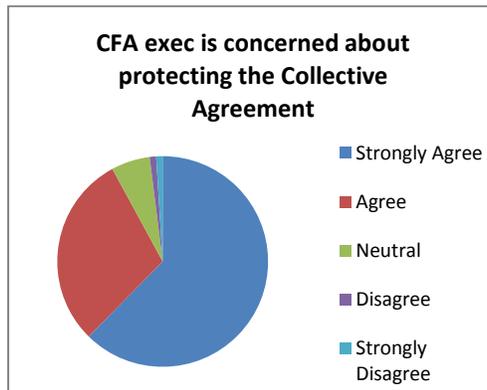
Question #8: I believe the CFA must be involved in collegial decision-making processes on campus

- **89%** agree (with **65% strongly agreeing**) that the CFA must be involved in collegial decision making at Cap. 3% disagree and 9% are neutral.

The CFA must be involved in collegial decision making at Cap

- ■ Strongly Agree
- ■ Agree
- ■ Neutral
- ■ Disagree
- ■ Strongly Disagree
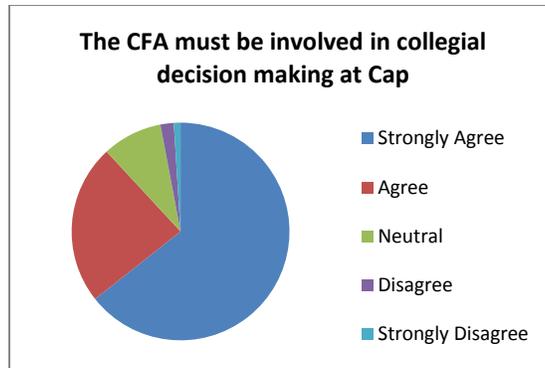
Faculty Comments:

Several respondents note that the CFA, as the voice of the faculty, deserves respect from the administration, and as representative of the collective voice of faculty, the CFA is the heart of the collegial process. One member urges the CFA to reassert its role as partner with administration; another notes that collegial decision making has been successfully used by the CFA and past administrations from the time of our first contract. More than simple involvement, the CFA as the collective voice of the faculty, should be at the heart of collegial decision making.

Two respondents who disagree suggest that the Faculty Association should be working together with administration and should not oppose the administration or have their own committees.

Table 21: Participation in the Capilano Faculty Association

	Freq	Occasionally	Never
I've served on a CFA committee	17%	42%	42%
Willing to in the future	15%	72%	14%
Willing to serve on the negotiating team	4%	33%	63%
Willing to serve on the executive	5%	32%	63%

Faculty Comments: Many give reasons for their answers of "occasionally" or "never" to the previous questions. Reasons include lack of time because of a very heavy coordinator workload and/or family obligations; that the person is a non-regular, or part time, or inexperienced, or nearing retirement, or about to lose their job; or that they have served in the past. Several note they did not feel they have the skills or the patience for the negotiating team. One expresses that she or he is very unhappy with the present state of the university and have no faith that efforts on the part of the CFA would be able to improve matters.

Summary of Faculty Comments about the CFA

In all, 35 of the 201 respondents to these questions contributed written comments. A majority of these comments express unqualified support and gratitude for the CFA and/or its executive. While a majority of the 35 respondents express support for the CFA executive and the faculty association, many of these have suggestions for renewal or improvement as well as suggestions for how the CFA needs to meet the challenges we face. Four respondents point out the necessity for collective voice and action, arguing that the CFA needs to be more assertive with the university president, with a "full on strike," or job action, rather than committees and further discussion. Several members of the Faculty Association believe that there has been some decline in the CFA's ability to protect the membership; as one respondent argues, "the CFA's capacity to serve the interests of the membership is being severely curtailed" by Administration.

A few respondents (2% to 8% of the 201 respondents, across the eight questions) disagree or strongly disagree with the questions regarding the CFA and the CFA executive and state they instead agree with the efforts and decisions of the senior levels of the university administration. Three respondents state that they are not comfortable speaking at CFA meetings as they don't feel that minority positions are respected in general meetings. Another respondent feels the CFA promotes an "anti-university" sentiment, promoting an "us vs them" environment and CFA committees unnecessarily duplicate faculty efforts in non-CFA committees. Another respondent feels the administration is making responsible decisions, and the rhetoric at CFA meetings is "insulting" and lacks context. Three individuals feel the CFA does not go far enough, the CFA can be too focused on regular faculty and on laid-off faculty and should not forget new and non-regular faculty. One respondent notes that PMI faculty remain unprotected by the CA. On the other hand, one feels that occasionally the CFA is too protective of its members, while another wonders if concessions are not necessary to move contract negotiations forward.

The overall findings are that a high percentage of respondents positively evaluate the CFA and agree or strongly agree with the CFA. Agreement ratings are very high, with a range of 78% to 93% positive ratings of the CFA across the eight questions. Between 2% to 8% disagree. Overall, depending on the question, from **84%** to **93%** of faculty overwhelmingly feel that the CFA effectively serves the interests of the membership. And, as noted above, **89%** agree (with **65%** strongly agreeing in their comments and their ratings) that the CFA must be involved in collegial decision making at Cap, that the collegial model is historically embedded as the core principle of decision making. Only **3%** of the 201 respondents disagree with this statement.

Tables of Results

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
My work is interesting & challenging, gives me a feeling of personal accomplishment	**54%**	**40%**	3%	2%	0%	0
My work makes good use of my skills & abilities	**49%**	**42%**	6%	3%	1%	0
The number of hours & the amount of work I must do in teaching my courses are reasonable	**17%**	**47%**	6%	3%	1%	4
The number of hours & the amount of administrative work I must do are reasonable	**7%**	**29%**	19%	**26%**	**19%**	3
The expectations regarding the amount of committee/coordination/administration work I must do are reasonable	**8%**	**27%**	26%	**26%**	**13%**	2
I am expected to do a lot of "volunteer" work off the side of my desk without compensation	**29%**	**36%**	22%	10%	3%	3
I typically must work long hours & on weekends to accomplish my work on time	**32%**	**39%**	15%	11%	3%	4
I must work during my formal vacation time to accomplish all my work	**25%**	**35%**	13%	**19%**	**8%**	5

How many hours would you estimate you generally work in a week?

	21-30 hrs	31-40 hrs	41-50 hrs	51-60 hrs	>60 hrs	N/A
On an average week during the semester	4%	30%	**42%**	**19%**	**5%**	21
During heavy workload times (e.g. exam wks)	2%	8%	**25%**	**43%**	**23%**	22
During PD time	**22%**	**57%**	14%	2%	5%	31

If you don't have a full time load, how many hours would you estimate you generally work in a week, per section?

	~9-10 hrs	11-15 hrs	16-20 hrs	21-25 hrs	N/A
On an average week during the semester	24%	**44%**	**14%**	**19%**	44
During heavy workload times (e.g. exam wks)	5%	**25%**	**38%**	**32%**	45
During PD time	**41%**	**27%**	16%	16%	54

Are you satisfied with other aspects of your work life and support from the institution?

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
I'm satisfied with the teaching schedules I've been given by Infosilem	**18%**	**35%**	17%	**20%**	**11%**	41
I am satisfied with the 4th hour requirement	**14%**	**25%**	26%	**18%**	**17%**	40
I would prefer to have the 4th hour as class time	**22%**	**23%**	24%	**18%**	**13%**	40

again						
I am satisfied with the processes & support from the university in dealing with student issues (e.g cheating or classroom behaviour)	**9%**	**40%**	31%	15%	5%	15
I am satisfied with the teaching resources such as ed tech support	**8%**	**30%**	23%	**24%**	**14%**	10
I am satisfied with the training I have received to use educational software & hardware	**6%**	**23%**	30%	**27%**	**14%**	17

Satisfaction with the technological resources, including lab equipment and computers in your classrooms and your office

	Very Satisfied	**Satisfied**	**Neutral**	**Dissatis-fied**	**Very Dissatis-fied**	**Not Applic able**
The equipment in my classroom	**15%**	**48%**	15%	18%	4%	13
The computer in my office	**11%**	**49%**	17%	20%	4%	9
Software programs available	**8%**	**44%**	28%	17%	4%	8
Course web programs (Moodle)	**14%**	**43%**	28%	8%	7%	21
Training for classroom and office programs	**4%**	**28%**	40%	**19%**	**8%**	23
Lab equipment and materials	**10%**	**29%**	33%	**19%**	**9%**	68

Satisfaction with your institution's support for your professional development

	Very Satisfied	**Satisfied**	**Neutral**	**Dissatis-fied**	**Very Dissatis-fied**	**Not Applic able**
I am satisfied with the opportunities & support regarding instructional pd	12%	42%	25%	15%	6%	8
I am satisfied with the opportunities & support regarding discipline specific pd	10%	34%	22%	26%	8%	6
I am satisfied with the opportunities & support for attendance at conferences & courses	12%	28%	24%	27%	10%	11
I am satisfied with the May pd workshops	8%	48%	26%	10%	7%	13

Satisfaction with the evaluation and regularization process

	Strongly Agree	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**
The formal faculty evaluation process	**9%**	**54%**	20%	14%	4%
The frequency of faculty evaluations	**9%**	**51%**	23%	12%	5%
The level of formal &/or informal mentoring provided by your colleagues	**11%**	**44%**	31%	13%	2%
The amount of formal &/or informal constructive feedback you receive on how well you are doing	**10%**	**36%**	32%	**19%**	**3%**
The amount of formal &/or informal recognition	**9%**	**27%**	29%	**24%**	**11%**

you receive on a job well-done					
The evaluation process & criteria are fair	**11%**	**53%**	23%	9%	3%
I feel the evaluation process & criteria are clearly communicated	**13%**	**55%**	18%	12%	2%
The faculty evaluation process has been helpful in giving me feedback on my teaching /job performance	**13%**	**43%**	27%	14%	3%
The regularization process is fair	**8%**	**30%**	40%	**13%**	**9%**
The regularization process is clearly communicated	**6%**	**25%**	31%	**28%**	**10%**
I receive recognition for a job well done	**9%**	**23%**	30%	**25%**	**12%**
I feel that outstanding performance will be recognized & rewarded	7%	14%	28%	**30%**	**20%**

Work-life balance

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Capilano University demonstrates a strong commitment to my health & well being	**5%**	**22%**	30%	**32%**	**11%**
I am able to maintain a healthy balance between my work & my personal life	**8%**	**30%**	18%	**33%**	**11%**
I feel the institution supports accommodation of my work schedule for child & elder care	**5%**	**23%**	49%	15%	8%
The university has been sensitive to the faculty's needs for a healthy work-life balance	5%	17%	33%	**38%**	**7%**
I am well aware of the university's Wellness initiatives	**5%**	**33%**	33%	**21%**	**8%**

Conflict and discrimination in an institution

	Strongly Agree	Agree	Neutral	Disagree	Str Dis-agree	Don't Know
I find that there is little discrimination at this institution by gender, race, age, sexual orientation, religion, etc	**31%**	**39%**	13%	4%	6%	6%
I believe that some areas have preferential treatment (rewards, development, allocation of space, course & sections)	**24%**	**32%**	19%	12%	2%	10%
I believe that conflict within the institution is effectively addressed	1%	8%	23%	**35%**	**25%**	8%
I believe that there is a destructive or toxic level of conflict within the institution	**29%**	**30%**	18%	12%	6%	5%
I have personally experienced harassment & bullying by co-workers, students or admin	9%	18%	16%	**28%**	**25%**	3%
I feel that the university's processes to deal with harassment are fair	3%	10%	**46%**	5%	7%	**30%**

I feel that the university's processes to deal with harassment are well communicated	3%	13%	**39%**	19%	7%	**19%**

Institutional communication processes:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I feel I am informed in a timely manner about important changes that affect me	5%	20%	14%	**35%**	**25%**
Communication is two-way; I feel there are effective ways for faculty to communicate their ideas & concerns	**5%**	**27%**	16%	**32%**	**19%**
I feel the coordinators & chair in my division listen to faculty concerns	**36%**	**47%**	10%	5%	3%
I feel the dean of my Faculty area listens to faculty concerns	**10%**	**38%**	20%	**21%**	**11%**
I feel the top levels of administration listen to faculty concerns	3%	7%	21%	**27%**	**42%**
I believe the coordinators & chair in my division communicate important information openly with faculty	**39%**	**42%**	14%	3%	2%
I believe my dean communicates important information openly with faculty	**13%**	**23%**	28%	**22%**	**14%**
I believe top levels of administration communicate important information openly with faculty	3%	8%	15%	**29%**	**44%**
I am satisfied with the information I receive from the top levels of administration about what's going on in my organization	3%	10%	13%	**25%**	**49%**
I believe the Senate & Board will listen to faculty concerns	3%	15%	23%	**32%**	**28%**

Satisfaction with the CFA

Questions: Satisfaction with the CFA.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Provides ample opportunity to participate in committees & decisions	46%	44%	8%	1%	1%
My steward effectively serves my interests	27%	50%	16%	6%	2%
Overall, the CFA serves the interests of the membership	29%	55%	10%	5%	2%
Serving the NS communities is important to the CFA	36%	42%	18%	4%	0%
CFA exec respects its membership	46%	39%	12%	3%	1%
And understands the members issue	41%	41%	13%	3%	2%
Is concerned about protecting the CA	63%	30%	6%	1%	1%
And must be involved in collegial decision making at Cap	65%	24%	9%	2%	1%

Participation in CFA:

	Freq	Occasionally	Never
I've served on a CFA committee	17%	42%	42%
Willing to in the future	15%	72%	14%
Willing to serve on the negotiating team	4%	33%	63%
Willing to serve on the executive	5%	32%	63%