
2022 UW–Madison
Staff Climate Survey Report
Qualitative Results



WISCONSIN
UNIVERSITY OF WISCONSIN–MADISON

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Executive Summary

In Spring 2022, all UW–Madison staff, excluding faculty and students, were offered the Staff Climate Survey. This survey was sponsored by the Offices of the Provost and the Vice Chancellor for Finance and Administration and administered by the University of Wisconsin Survey Center. The overall response rate of the survey was 38.3% (6,480 out of 16,939). Two survey questions called for staff to write responses, a short- and long-response question. There were 4,321 respondents to the short-response question (66.7% of total survey respondents, 25.5% of all staff) and 2,378 respondents to the long-response question (36.7% of total survey respondents, 14.5% of all staff).

Each qualitative response was individually assessed and sorted into one or more of 28 categories. Categories were then grouped into themes, with the responses from the most frequent themes across short- and long-answer summarized in this document. The complete list of all response categories is provided in Appendix 2 and the list of common themes is provided in Appendix 3.

Key findings for common themes include:

- Many respondents expressed a need for more guidance from central leadership on remote work and workplace flexibility policies.
- Employees with both positive and negative sentiments about remote work referenced the “invisible benefits” perceived as part of the current remote work structure.
- Respondents believe benefits could help recruit and retain a highly skilled workforce. Paid family leave is a key area for potential benefit expansion for staff across campus.
- Employees indicate the importance of transparent and actionable goals regarding diversity, equity, and inclusion, including a plan to track progress on each of those goals.
- Employees wish for increased opportunities for career planning, mentorship, and networking to advance their careers at UW.
- Respondents report a highly variable level of satisfaction with the overall campus climate depending on the relationships they have with supervisors, campus leadership, and their colleagues.
- Burnout is a critical concern for many administrative professionals, emphasized by inadequate staffing and the pandemic.

Across the qualitative categories and themes, there were common ideas of increasing communication, transparency, and resources to continue UW’s reputation as a great place to work.

Overview

In Spring 2022, the Office of the Provost and the Office of the Vice Chancellor for Finance and Administration jointly conducted a Staff Climate Survey. The University of Wisconsin Survey Center administered the survey.

A report of the quantitative results was prepared by DAPIR in November 2022. This quantitative report and a Tableau dashboard were publicized to the UW campus community in November 2022 (<https://provost.wisc.edu/staff-climate-survey-2022/>). The qualitative analysis, summarized in this report, was completed in collaboration between DAPIR and VCFA.

The goals of this survey included:

- Collecting data in the areas of climate, inclusion, engagement, and diversity
- Surveying all staff with one instrument to facilitate comparisons across the university
- Consolidating several similar surveys already administered at UW–Madison to reduce administrative burden

The Office of Human Resources generated the population list of all UW–Madison Academic Staff, University Staff, Limited Appointment Staff, and Postdoctoral Staff as of March 28, 2022. Data collection began on April 12, 2022, and closed on May 11, 2022. The 2022 Staff Climate Survey was available electronically in Qualtrics, and on paper, in the following languages: English, Spanish, Hmong, Tibetan, Chinese, and Nepali.

Surveyed staff were asked two open-text response questions: one of two short answer questions at random and a long answer question. The questions are as follows:

Short Answer:

- a) What are two things we can do to improve campus climate for you?
- b) What are two things we can do to improve campus climate in general?

Long Answer:

Is there anything more you want to tell us about the work environment at UW – Madison?

Of the 4,321 respondents to the short answer questions, 63.2% were women, 33.6% were men and 3.2% identified as nonbinary, other gendered or chose not to indicate a gender; 85.9% were white or unknown race and ethnicity, and 14.1% were people of color. Of the 2,378 respondents to the long answer question, 63.2% were women, 33.7% were men and 3.1% identified as nonbinary, other gendered, or chose not to indicate a gender; 83.4% were white or of unknown race and ethnicity, and 16.6% were people of color.

The results represented here reflect the attitudes and experiences of survey respondents, which may not represent staff who chose not to complete the survey. The results represented in this report may also not reflect current opinions on campus climate due to the considerable time it takes to complete qualitative analysis and the timing of the survey. The data collection period of April – May 2022 was just after the launch of TTC, during the transitional stages of remote work

2022 Staff Climate Survey Qualitative Results
Prepared April 2023, Haley Rogers, Office of Vice Chancellor for Finance and Administration, and Scott Wildman, Data, Academic Planning & Institutional Research

expectations, and while many people were actively experiencing challenges caused by the pandemic.

It is expected that this survey will be conducted regularly to allow for the measurement of changes in attitudes and experiences of staff over time. The survey will also be used to inform meaningful action as a part of the continuous improvement of campus climate.

Survey Results

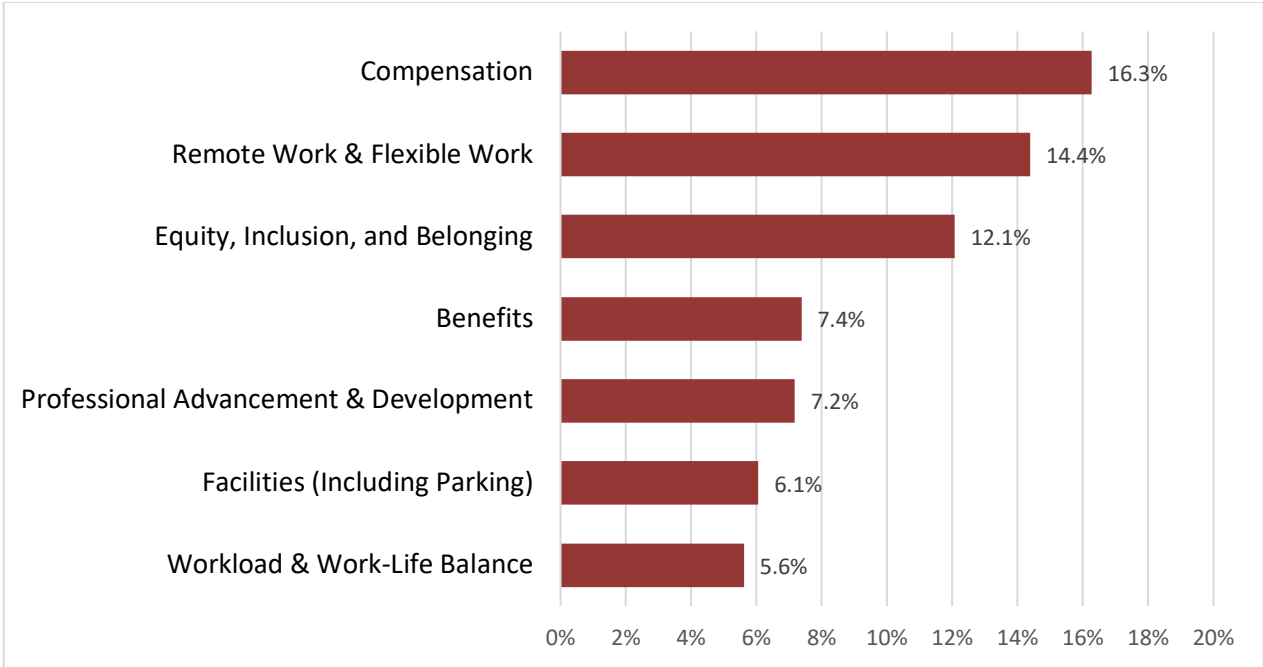
Each qualitative response was individually sorted into one or more of 28 categories. During analysis, categories were then grouped into themes based on frequency and similarity (e.g., Family Leave was grouped into the “Benefits” theme). The responses were then analyzed by theme, with the most frequent themes investigated for commonly shared sentiment and opportunities for further improvement. All qualitative response categories can be found in Appendix 2. A list of qualitative response themes can be found in Appendix 3.

Visualizations

The most common 7 themes that appeared in qualitative responses for each question appear in the visualizations below. The categories represented in visualizations for “What are two things we can do to improve campus climate for you?” and “What are two things we can do to improve campus climate in general?” – the two “short response” questions – are the same, with slight variation in the order of frequency.

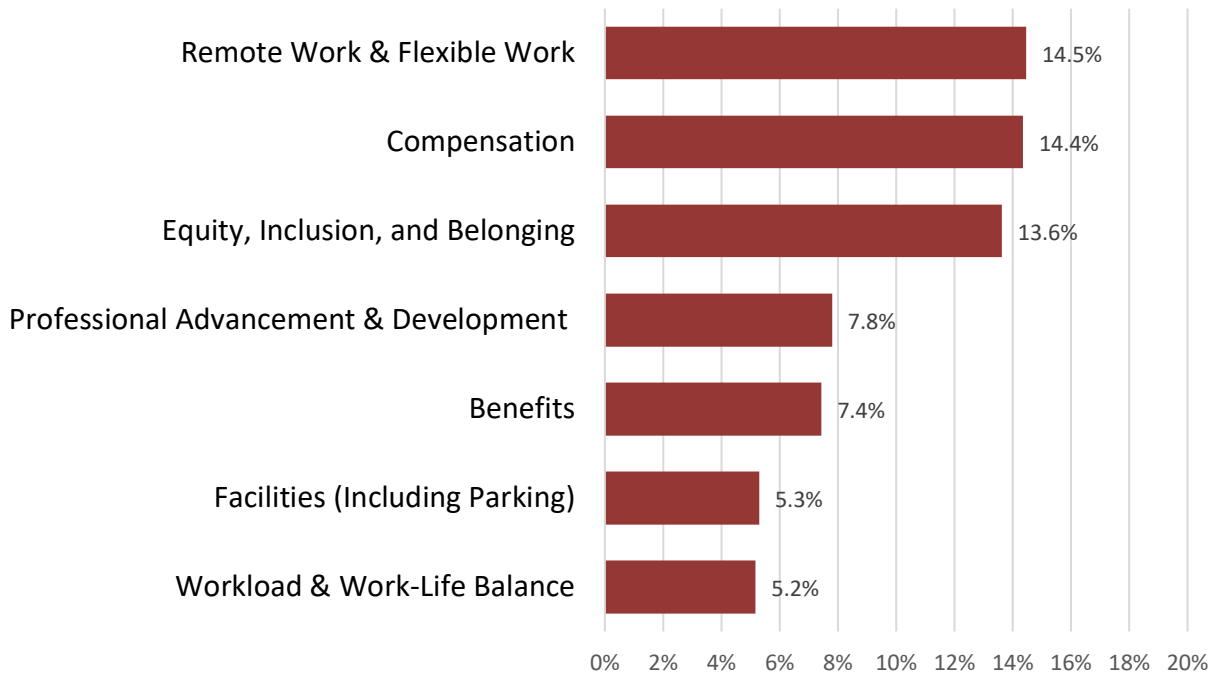
Question 27a: What are two things we can do to improve campus climate for you?

2,163 respondents provided a total of 3,881 responses to this question. The most common themes in this question were Compensation and Remote Work & Flexible Work, each representing more than 14% of total responses to this question. Equity, Inclusion, & Belonging, was referenced in more than 12% of the total responses. The other common thematic areas for this question include Benefits, Professional Advancement & Development, Facilities (including parking), and Workload & Work-Life Balance, each representing between 5.6% and 7.4% of total responses for this question.



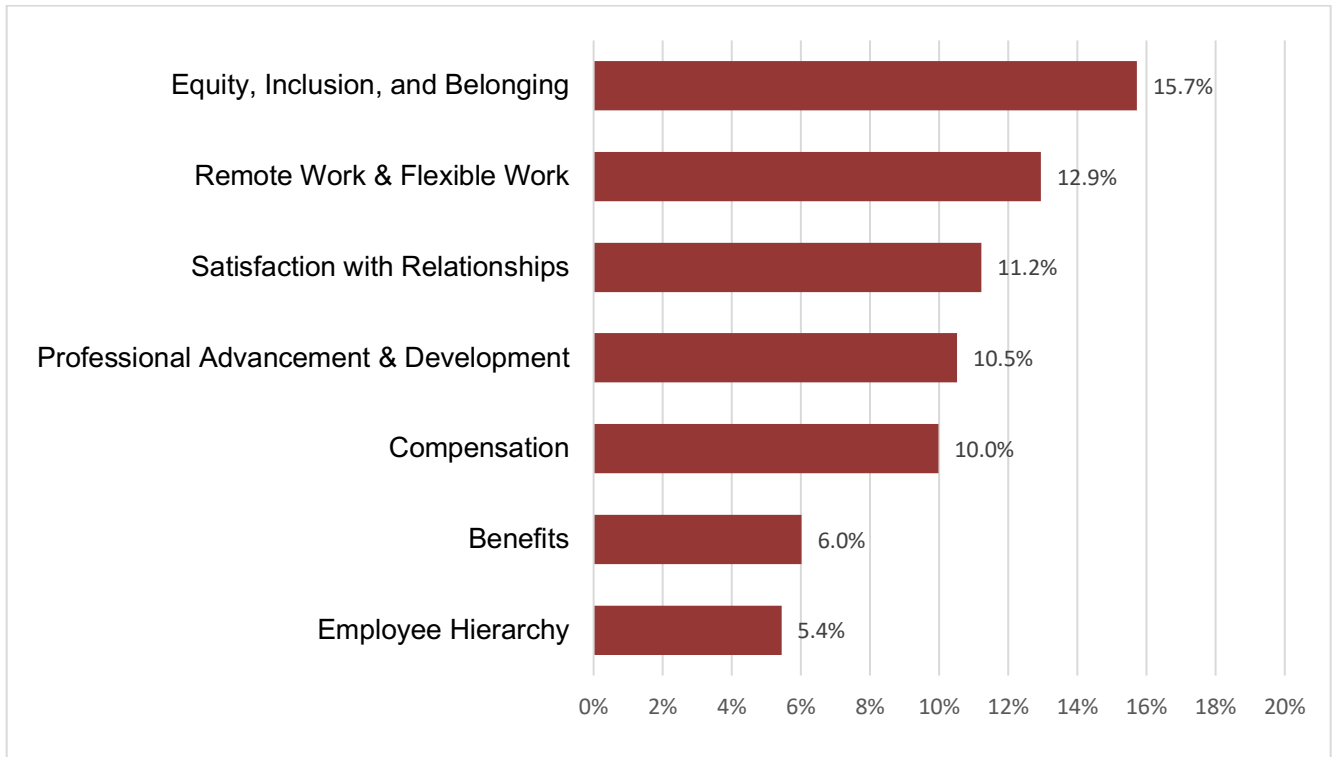
Question 27b: What are two things we can do to improve campus climate in general?

2,158 respondents provided a total of 3,946 responses to this question. Remote Work & Flexible Work and Compensation were the most common categories across responses, each represented in more than 14% of responses for this question. More than 13% of responses included references to Equity, Inclusion, and Belonging. Benefits, Professional Advancement & Development, Facilities (including parking), and Workload & Work-Life Balance were also in this question's top thematic areas, representing between 5.2% and 7.8% of the total responses.



Question 28: Is there anything more you want to tell us about the work environment at UW – Madison?

There were 2,378 respondents to this question. There were three distinct levels of frequency for the categories in this question. Equity, Inclusion, & Belonging, and Remote Work & Flexible Work were the most frequent categories, representing 15.7% and 12.9% of total long-answer responses, respectively. Satisfaction with Relationships, Professional Advancement & Development, and Compensation respectively represented 11.2%, 10.5%, and 10.0% of total responses. Benefits and Employee Hierarchy respectively represented 6.0% and 5.4% of responses to question 28.



Common Themes

Each of the following themes was formed through analysis of qualitative responses and their categorizations. Each theme that is summarized in this section represents at least 5% of total responses across all qualitative questions. In total, these themes represent a total of more than 75% of qualitative responses across questions. The themes are listed in order of frequency, beginning with the most frequent theme.

Remote Work & Flexible Work

The “Remote Work & Flexible Work” theme is a combination of responses categorized as Remote Work, representing 11.88% of total qualitative responses, and Flexible Work, representing 2.24% of qualitative responses. Overall, the Remote Work & Flexible Work theme was mentioned in 1,743 responses or 14.12% of total responses. Remote work was the category most frequently mentioned in Question 28 and Question 27a. It was the second most frequently mentioned topic in Question 27b.

Quantitative results show that a slight majority of respondents feel the remote work policy is very fairly or extremely fairly applied in their school, college, or division (53.9%). Also, a slight majority of respondents reported being very satisfied or extremely satisfied with the remote work policy in their department or work unit (56.8%) and at UW-Madison (54.0%).

Satisfaction with remote work policies varies greatly depending on the divisional support for remote work and individual supervisors’ sentiments about remote work. Some employees report that they feel their supervisor will deny a remote work request out of a generally negative perception of remote work. There is a perception that remote work is more acceptable for faculty than their support staff, which can contribute to tensions within the workplace.

Of responses to Question 28 categorized as Remote Work, approximately 86% of respondents had a positive sentiment (reporting satisfaction with their ability to work remotely and/or expressing a need for increasing remote work availability across campus), 10% had a negative sentiment (suggesting the need for limitations to the remote work policy and/or wanting a requirement for in-person work arrangements), and 4% percent had a mixed/neutral sentiment.

Employees with both positive and negative sentiments about remote work addressed the “invisible benefits” that seem to come with working remotely, including less money spent on parking, less time spent commuting, and more flexibility with general work responsibilities.

“While I recognize that some jobs are suited to remote and others to in-person, those that have been able to go remote have gained considerable benefit over those who have remained in-person, essentially equivalent to a raise . . . It has never been adequately addressed/compensated for those who were deemed “essential” workers and always required to be on campus.”

Many respondents expressed a need for more guidance from central leadership on remote work and workplace flexibility policies. It is recognized that policies should not be “one-size fits all,” but rather tailored to specific individuals and their job descriptions.

Some respondents report being “legacy remote workers,” reflecting on the fact that many of the current policies and practices do not seem to acknowledge that there were people with a full-time or majority remote schedule before the pandemic. Some individuals that went fully remote because of the pandemic reported the intention to leave UW if they were to be required to come back to the office in any capacity. Many other individuals expressed hope for a hybrid arrangement based on their work responsibilities and expressed hesitancy to stay in their current position if they had to be on campus full-time.

Those that have been working remotely (both “legacy” and individuals with more recent remote work agreements) report having a weak connection to campus and their colleagues. There is limited access to community engagement events and on-campus connections due to the timing of such events (often on-campus during the middle of the workday). Those that are critical of remote work note that they also feel a lack of connection to their colleagues with hybrid or remote schedules, noting that individuals who do not work fully on campus seem to have less commitment to the mission of UW and are unable to positively contribute to the workplace climate.

Compensation

The “Compensation” theme is a combination of the two categories Salary and Compensation & Benefits. Salary was the most common response category across all qualitative responses, represented in 1668, or 13.51%, of all responses. The Compensation & Benefits category represents .56% of all responses. The “Compensation” theme represents 1,737 responses or 14.07% of the total.

Quantitative results showed that only 28.3% of respondents report being very satisfied or extremely satisfied with their pay. University staff are significantly less likely to report being satisfied with their pay than other employee classes.

Employees shared concerns over the increased cost of living in Madison, raises/cost of living increases that do not match inflation, and frustration about salary inequity within departments and between people with the same Standard Job Description.

“The 2% raise this year was great and I appreciate it. Unfortunately, inflation is up way more than that and it is making it tough for me. I am hoping for a promotion this year, otherwise, I will have to look elsewhere.”

Employees also indicate the importance of the creation and regular updating of benchmarking reports to compare salary and benefits across employee classes to our peer institutions.

Equity, Inclusion, and Belonging

The Equity, Inclusion, and Belonging (EIB) theme is a result of the combination of the following response categories: Diversity, Equity, and Inclusion (DEI), comprising 9.74% of total survey responses; Hostile and Intimidating Behavior (HIB), comprising 2.07% of all qualitative responses; and Equity, comprising 1.74% of total survey responses. Overall, the EIB category included 1673 responses or 13.55% of all qualitative responses.

In the quantitative results, most respondents reported their department or work unit is very inclusive or extremely inclusive to employees regardless of their gender or gender identity (82.5%), sexual orientation (87.1%), race or ethnicity (79.5%), nationality or citizenship (84.7%), religious belief or customs (81.1%), political views or affiliations (69.9%), or disabilities (76.9%). For each of these characteristics, the lowest ratings come from individuals who identify in the minority group of that characteristic, usually in the range of 10 to 15 percentage points lower than those who do not identify in the minority group. Also in the quantitative results, staff rated their own department or work unit as being more committed to diversity (67.2% very committed or extremely committed) than their school, college, or division (62.2%) and UW–Madison as a whole (59.3%).

Employees indicate the importance of transparent and actionable goals regarding diversity, equity, and inclusion. Many commented that there are discussions about how to better campus climate regarding equity and inclusion happening across campus, but little actionable change or available resources to support created initiatives. They also desire transparent and actionable goals from senior and executive leadership, including a plan to track progress on each of those goals.

Many employees stressed the need for ensuring campus is an inclusive and inviting work environment for all people. Some respondents indicated that inclusive and equitable hiring practices and the increasing number of diverse faculty and staff at UW should be an essential focus. Other respondents noted that there must be action to intentionally advertise open positions to members of historically underrepresented communities to increase the number of applicants with diverse backgrounds.

Many respondents indicated the importance of expanding initiatives related to equity and inclusion, including a stronger focus on ageism, sexism, xenophobia, discrimination based on ability, and discrimination based on sexual orientation or gender identity in addition to deepening conversations about race and ethnicity. Staff report a need for training about a wide range of topics in the inclusivity and equity space that vary in complexity based on their level of knowledge about each specific topic.

UW–Madison is a large institution, with some employees noting the institution can feel “impersonal” and that those with minoritized identities can easily feel “invisible or unimportant.”

“People with intersectional identities feel let down by inequality . . . These are big structural issues that require big structural changes, and that is slow-moving work that is affected by many issues, some of which are outside the university's control. However, there are things in the university's control that the people most impacted are asking for and have been asking for a long time. Actions . . . are necessary to build trust.”

Some bilingual employees reported concerns over being welcome at campuswide events or having support from their immediate supervisor. Individuals with disabilities noted access to buildings, transit, and adequate office space can make it feel as though campus does not prioritize their well-being. Employees from minoritized communities shared the need for more options to report concerns over microaggressions, bias, and discrimination, potentially through an optionally – anonymous reporting system.

Several individuals expressed concern about the lack of opportunity for civil discourse on campus about solutions for issues involving equity and inclusion.

Professional Advancement & Development

The “Professional Advancement & Development” theme totals 1007 responses or 8.16% of the total response count. This theme is a combination of the Professional Development & Training category, which represents 5.50% of total responses, and the Title and Total Compensation (TTC) category, which represents 2.66% of total responses

Quantitative results support that this theme is of key importance, as only 21.2% of respondents indicated they understand how to plan their career at UW–Madison very well or extremely well.

Employees report enjoying working at UW–Madison and wish for the opportunity to advance in their careers while staying at UW. Many employee responses communicate a lack of clarity or confusion about “built-in” promotion and progression opportunities. Clarifying future career opportunities and providing clearer paths for raises and title changes is something employees would like to see from their supervisors, specifically during PMDP conversations. Career planning, mentorship opportunities, and networking opportunities for individuals across campus within the same career area were all referenced as potential solutions for employees desiring the opportunity to advance in their careers at UW. Employees in smaller units noted difficulty envisioning promotion opportunities given that some TTC titles require a set FTE of direct reports.

“I'm reaching a point where I should be advancing in my career but don't really see good options to do that on campus. I'm very unsure how my career can continue to grow here - if it can at all. I'd prefer it to grow on the team/unit I'm currently working in . . . I'm still not sure if it's a possibility.”

Some employees note that it is difficult to advance in their careers without a graduate degree or coursework, but it is difficult to obtain a degree while employed due to workload and lack of tuition reimbursement. Information about pathways for continuing education or offering for-credit coursework to staff could remedy this difficulty.

Employees express a need for increased transparency and education with salary, raise, and title expectations, especially with the changes implemented by TTC. Staff continues to report confusion on salary grades, how to move higher within the pay range assigned to a job description (progression) or how to advance to a new title (promotion), and how these interact with merit bonuses and cost of living increases.

Employees also report a need for the creation of more standardized onboarding training, as well as more consistent training on DEI in the workplace, professionalism, and “soft skills” that are useful in one’s career. Employees report wanting technical support and data systems training ranging in base level knowledge from novice to advance in both categories. Employees indicate hope for more communication on available or recommended professional development opportunities and training courses. With that, employees express the need for the integration of professional development and training within the work week or a yearly “bank” of professional development hours built into an employee’s contract.

Benefits

The Benefits theme is a result of the combination of the following response categories: General Benefits, comprising 3.76% of total survey responses; Leave (parental, family, medical, other paid), comprising 1.99% of total survey responses; Tuition Support/Remission, comprising .81% of total responses, and dual compensation/benefits comments, comprising .56% of total survey responses. Overall, the inclusive Benefits theme included 878 individual responses, or 7.12% of all qualitative responses.

Benefits are well regarded on campus – quantitative results showed that most respondents (62.1%) reported being very satisfied or extremely satisfied with their benefits. Many of the responses that were in the benefits category mentioned a concern over decreasing benefits over time, difficulty finding information about benefits online/limited availability to speak with benefits specialists in person, and a hope to expand benefits to help recruit and retain a highly skilled workforce.

The most frequently requested expansion of benefits includes paid family leave, assistance for the cost of childcare and eldercare, and availability of full or partial tuition reimbursement for employees and/or their immediate family members.

“The lack of paid family leave is not consistent with other universities or other jobs at large. It is extremely devaluing. We’re seeing many women having to leave the industry because of this and lack of daycare options (which was more severe during the pandemic).”

Other opportunities for benefit expansion mentioned in the responses include retirement savings matching eligibility for a wider range of employees, free membership to RecWell facilities, and subsidizing parking costs. Several employees noted they would prefer not having “out-of-pocket” costs even if that meant a lower salary. These “out-of-pocket” costs included insurance premiums and parking payments.

Employees noted that it can be difficult to find information about benefits and desire one location to find all benefit information, including “everything from health insurance to car rental discounts.” Employees also would appreciate the ability to have in-person or phone conversations with benefits specialists from HR, noting that most communication occurs through email or electronic notice.

Satisfaction with Relationships

The Satisfaction with Relationships theme is a combination of the Leadership category, representing 3.27% of qualitative responses, and the Managers/Directors category, representing 3.77% of qualitative responses. The “Satisfaction with Relationships” theme represents 868 responses, or 7.04% of the total.

From the quantitative results, most respondents reported being very satisfied or extremely satisfied with their coworkers (79.2%), immediate supervisor (74.0%), and direct reports (81.6%). Fewer respondents reported being very satisfied or extremely satisfied with senior leaders (42.1%).

Respondents report a highly variable level of satisfaction with the overall campus climate depending on the relationships they have with supervisors, campus leadership, and other colleagues. Some respondents express a desire for standardized training for all supervisors and people in leadership positions across campus. Examples given include training about how to respond to reports of HIB or microaggressions, holistic diversity training, and a general overview of good practices to create a responsive dialogue between supervisors and direct reports.

“This new role has been a night and day difference! I have seen improvements in work/life balance, equity of workload, support from leadership, etc. within my new department. It is shocking how different the two units are at the same institution.”

The variable levels of satisfaction with relationships were also reported to be impacted by employee class type. This “Employee Hierarchy” categorized in Question 28 leads to certain people on campus feeling unvalued/undervalued by colleagues and leadership. University Staff and Postdoctoral employees were more likely to report concerns about employee class value and the feeling of an existing hierarchical structure on campus. They also reported concerns about managers/supervisors with higher frequency than other employee classes. Staff from all employee classes report feeling that their work and ideas are lower in value than faculty on campus.

Workload & Work-Life Balance

The “Workload & Work-Life Balance” theme is a combination of the Workload category, representing 3.97% of qualitative responses, and the Work-Life Balance category, representing 1.56% of qualitative responses. The “Satisfaction with Relationships” theme represents 682 responses, or 5.53% of all qualitative responses.

Quantitative results show that A total of 59.4% of respondents reported being very satisfied or extremely satisfied with their work-life balance. Satisfaction with work-life balance seems to depend on division or job group, as there were man groups that had significantly lower satisfaction ratings.

Adequate staffing is reported as the most important aspect of maintaining a healthy workload and work-life balance. Respondents indicate that the timeline for hiring and difficulty retaining employees can both contribute to adequate staffing issues. Staff temporarily completing responsibilities of vacated positions express a desire for some form of compensation for adding this extra workload, whether that be through monetary compensation or more creative avenues.

When new staff are hired, the burden of training often falls to their colleagues, further contributing to an increased workload.

“Workloads since COVID have been almost unbearable for administrative staff in some units. Over the past two years, several of us on my team have worked 50-70 hours/week to keep lights on, people paid, leave administered, TTC, institutional certifications maintained, etc. We are burned out!”

Burnout is reported as a critical concern for many administrative professionals. Employees offered solutions such as more flexible work schedules, developing training or benefits for mental health or stress management support, and ensuring supervisors report realistic expectations for workload and appropriate expectations of hours/week dedicated to one’s job responsibilities.

Facilities & Parking

There were 669 total responses with feedback about facilities and parking, representing 5.42% of all qualitative responses. Most responses relating to parking or facilities are negative, addressing the prohibitive cost of annual parking permits, difficulty obtaining parking permits close to one’s workplace, and commenting generally about the aging infrastructure of UW. Other responses included concerns about the frequency and length of construction projects and the lack of communication regarding these projects to employees affected.

Example improvements to issues about parking proposed by employees include making parking a part of employment benefits/compensation rather than it being an out-of-pocket cost, having a sliding scale for parking cost or determining parking cost based on a percentage of employee compensation, and further incentivizing employees to use alternative modes of transportation other than driving to work. Employees also noted frustration with parking costs that increased at a higher percentage than standard salary increases.

Regarding facilities, employees express a need to have resources allocated to improve office space and air filtration, due to the impacts of and awareness raised by COVID. Some employees noted equity concerns with the lack of gender-neutral facilities and lactation rooms on campus. Also, increasing transparency about sustainability efforts across campus is reported as being important to many employees. For units that are split between multiple buildings across campus, there is a reported hope for either reunification or more streamlined campus transportation solutions as it is difficult for colleagues to collaborate in such offices.

Demographic Differences

Men responded with themes about facilities, concerns with managers/directors, and salary concerns more often than other employees. Women reported concerns about DEI, family leave, professional advancement opportunities, and remote work with more frequency than other employees. Nonbinary and other gendered individuals responded with concerns about DEI and HIB more frequently than other employees.

People who identify as LGBTQ+, those who report having a chronic illness, and/or report having a disability responded with concerns about HIB, DEI, and treatment from managers/supervisors more often than those that did not identify as such. Similarly, those that reported a non-citizen

status and those that practice some religion had more frequent reports of concerns about DEI and managers/directors.

Individuals that reported having a chronic illness responded with more concerns about changing remote work status and returning to the workplace.

Employees identifying as a part of a minoritized racial and ethnic group responded with more frequent concerns about DEI, HIB, and professional advancement than White employees. Concerns about professional advancement and development were especially salient for African American or Black respondents and American Indian or Alaska Native respondents.

APPENDIX 1. Links

2022 UW–Madison Staff Campus Climate Survey Quantitative Reports:

<https://provost.wisc.edu/staff-climate-survey-2022/>

2021 UW–Madison Student Campus Climate Survey:

<https://diversity.wisc.edu/campus-climate-survey-2021/>

2022 UW–Madison Inclusion in Science & Engineering Leadership Institute, Study of Faculty Worklife: <https://wiseli.wisc.edu/research/sfw/>

APPENDIX 2. Codebook

Response Category*	Overall Response Count	Response Rate
General Benefits	464	3.76%
Diversity, Equity, and Inclusion (DEI)	1202	9.74%
Equity	215	1.74%
Facilities (including parking)	669	5.42%
Faculty/tenure	31	0.25%
Flexible work	277	2.24%
Hostile and Intimidating Behavior (HIB)	256	2.07%
IT (including infrastructure)	61	0.49%
Leave (maternal, family, medical, other paid)	245	1.99%
Managers/Directors	465	3.77%
Mental Health (stress)	79	0.64%
General HR	519	4.21%
Professional Development & Training	679	5.50%
Remote work	1466	11.88%
Respect	310	2.51%
Salary	1668	13.51%
Compensation and Benefits	69	0.56%
Leadership	403	3.27%
Transparency	211	1.71%
Title and Total Compensation (TTC)	328	2.66%
Tuition Support/Remission	100	0.81%
Unions/Act 10/Politics	105	0.85%
Work-life balance	192	1.56%
Workload	490	3.97%
Climate	523	4.24%
Other	1047	8.48%
Employee Class Value	196	1.59%
Administrative Burden	72	0.58%
Total	12342	100%

*A single response may have indicated more than one response category

APPENDIX 3. Themes and Subcategories

Themes	Overall Response Count	Response Rate
Remote/Flexible Work	1743	14.12%
Remote Work	1466	11.88%
Flexible Work	277	2.24%
Compensation	1737	14.07%
Salary	1668	13.51%
Compensation & Benefits*	69	0.56%
Equity, Inclusion, and Belonging	1673	13.55%
DEI	1202	9.74%
HIB	256	2.07%
Equity	215	1.74%
Professional Advancement & Development	1007	8.16%
Professional Development & Training	679	5.50%
TTC	328	2.66%
Benefits	878	7.12%
General Benefits	464	3.76%
Leave (maternal, family, medical, other paid)	245	1.99%
Tuition support/remission	100	0.81%
Compensation & Benefits*	69	0.56%
Satisfaction with Relationships	868	7.04%
Managers & Directors	465	3.77%
Leadership	403	3.27%
Workload & Work-Life Balance	682	5.53%
Workload	490	3.97%
Work-Life Balance	192	1.56%
Facilities & Parking	669	5.42%
Facilities (Including Parking)	669	5.42%
Total		76.19%

*Represented in two separate themes; only counted once for total percentage