2016 Strategic Plan Key Question Committee – Final Report

Question(s): *How do we ensure continued professional development for all employees and increase the 6-year retention rate of exempt and non-exempt staff?*

Members: *Kelly Anthony, Marcee Everly, Kim LaGrange, Alex Barrett, Andrea Boehme, **Tami Weinzapfel-Smith, Roxanne Torrence, Molly Hare***

Summary:

The committee met as many as 7 times to discuss issues related to the key question. We developed and administered a campus wide employee climate survey to get feedback. Through analysis of the results and through committee work, we identified key findings and offer recommendations based on this information.

Key Findings Summary

Use this section to provide a brief list of the key findings from the detailed section in the document below.

Key Finding 1	Employees are concerned about career advancement.
Key Finding 2	Employees are concerned about compensation/benefits.
Key Finding 3	Employees are concerned about adequate work force to achieve the goals of their unit
Key Finding 4	Employees are concerned about supervision.
Key Finding 5	Employees are generally positive about their employment at ISU (strong survey response rate and only three items with a mean score below 3.0/5.0).
Key Finding 6	Employees may or may not be aware of the progress that the University has directed toward Target Salaries.

Recommended Actions Summary

Use this section to provide a brief list of the recommended actions from the detailed section in the document below.

Recommended Action 1	Target salary is specific to those employees in a position for at least 5 years for non-exempt employees. Modification of this 5-year time to closely reflect the policy of 3-year target salary for exempt employees is recommended. (see attached Target Salary information)
Recommended Action 2	Consider increasing faculty and staff fee waivers from the current percent for 18 hours. An incremental increase over years to ultimately cover 100% and/or increasing the 18-hour limit is recommended.

Recommended Action 3	Develop a step progression to address promotion. For example, an AA1 who reports to a chairperson may not accurately reflect the duties and responsibilities of that position. Consider creating a position between AA1 and AA2 to target those chairperson assistant positions.
Recommended Action 4	Develop supervisor training, which would include robust training for Department Chairpersons.
Recommended Action 5	Consider offering additional health coverage plans, in additional to what the university currently offers, such as a high deductible plan with the option of a Health Savings Account. Since the University does not offer short-term disability, consider offering a voluntary short-term disability program.
Recommended Action 6	Develop a professional development plan template for staff employees to complete annually.

Background:

Since the inception of the Training and Professional Development area in 2011, a voluminous amount of work has been accomplished to develop a training curriculum. Our training and development programs are designed to improve individual and organizational performance in addition to assisting Indiana State University in achieving its overall institutional goals. These programs are designed to assist employees in gaining greater knowledge of the University's operations and how their work affects the University's mission, vision, and values.

It was essential in this initiative that appropriate attention be paid to issues related to staff recruitment and retention. To accomplish these tasks, the Training and Professional Development objectives were designed to continuously improve the knowledge, skills, and abilities of all employees so that they are able to think critically and communicate effectively, adjust to a changing environment, and enhance the quality of their work. This was accomplished by implementing a cohesive training and development plan by using innovative learning concepts and technology. One such concept includes the implementation of Sycamore eLearning. This online training solution is providing software, technology, and soft skills training through access to just-in-time learning. With constant access to high-quality learning resources, faculty, staff, and students at Indiana State can learn at their own pace, keeping their technology skills up-to-date and competitive in today's workplace.

The accomplishments of the previous initiatives have progressed the University with regard to professional development for those individuals who pursued it. The survey data indicated as it related to training and professional development, employees take advantage of training opportunities and that their supervisor supported their development. Indiana State employees who take advantage of the training opportunities afforded them and then pursue better compensation for their skill set in other places of employment. We do a quality job of training employees only to see them move on to earn higher pay in other places. While it is difficult to gather data on retention due to the sensitivity of responses on exit interviews, a common reason for not staying at Indiana State is due to compensation or opportunity to move up.

Analysis Methods:

The committee met multiple times to discuss our key question. The conversations included discourse related to what the question asked, what was currently happening on campus, and how we could proceed to get campus wide feedback related to employee professional development as well as retention rates.

Committee members had conversation with colleagues within units and when possible, across campus in both exempt and non-exempt positions. Several items of interest came to the forefront for committee discussion over time. It was easy to discern that campus knowledge of employee professional development varies greatly and often depends on the employment topic. It was decided that we needed an avenue to allow greater employee input of perceptions on campus to support what we currently believed to be true about professional development and why employees leave prior to year 6.

We felt it would be best to gather input from campus employees and allow all to express their viewpoint. The committee diligently worked on editing a climate survey that was developed based on best practices in the Human Resources discipline and previously administered in 2004. With the pressure of time, we worked to edit an effective survey instrument rather than begin from scratch. It was important that the edited survey reflect both the mission and values of the University. After the process of committee input to modifying the survey, a 60-item document was finalized. Topics on the survey included the following:

(1) Commitment to goals,
(2) Translation of goals into action,
(3) Enabling,
(4) Professional Development,
(5) Compensation/Benefits,
(6) Supervision,
(7) Community Service,
(8) Teamwork,
(9) Office politics,
(10) Organizational Stability,
(11) Diversity.

The survey instrument included 47 questions using a Likert scale with response options ranging from Strongly Disagree to Strongly Agree. Five of the questions gathered demographic data. Eight of the questions solicited open-ended responses to a prompt, while one question was included for open-ended comments without a prompt. Employees had a couple weeks to complete the 10-15 minute survey, which was accessed through a link to the online Qualtrics survey.

On December 10, the committee met to review the survey data and was thrilled with the 555 responses. With this rich and robust data, we broke down specific questions and organized the data into themes. All the Likert questions were rank ordered based on the mean score. The committee ultimately agreed that any question receiving a mean score below 3.0 (from 1.0 to 5.0) would be of particular interest.

Key Findings:

Use this section to discuss what you learned. This section, along with recommended actions, should make up the bulk of your report.

Analysis of the survey data was revealing. Out of a possible 47 questions using the Likert scale, twenty questions had a mean score of 4.0 or above (out of 5.0). Twenty-four responses had a mean score between 3.0 and 3.99. Only three questions had a mean score that fell below the 3.0 threshold.

The three questions that concerned the committee were:

"We have the staff we need to achieve our goals (mean 2.78)"
"The pay I receive for my job is appropriate, considering the work I am assigned to do (mean 2.98)."
"I have opportunities to advance in the University (mean 2.99)."

Open-ended questions were sorted and categorized into themes. The committee was concerned with the most common themes that emerged. One of the open-ended question asked, "Are there things about your job that would make you want to leave your job at the university?" (Question #58). Of the 15 categories of responses, the main themes that emerged included prevalent responses such as "pay," "supervision," and "short staffing."

The open-ended follow up question (Question #21) to the Benefits Likert scale question had eleven themes that emerged. Overwhelming, the theme of "health care/insurance" with 16 responses. The next highest category was "Flexible scheduling" with 4 responses.   "Retirement/401k" came in third most common, but nowhere near the responses as health care/insurance.

Question #60 was open-ended to allow for general comments without a specific prompt and had 13 themes emerge. The most prevalent themes (outside of miscellaneous and NA) included "advancement," "resources," and "leadership/supervision".

Professional growth questions included "I have taken advantage of the professional development opportunities provided by the University" (mean 3.69) and "I have the opportunity to get the professional development I need in order to become and stay knowledgeable in my field" (mean 3.51). The mean responses for both of these questions are in the bottom third of the survey. We conclude that employees may not be fully aware of the professional development opportunities available and/or that they do not feel supported in pursuing professional development.

Through analysis of the survey data, discussions among colleagues, and during all committee work, we suggest the following recommendations for consideration.

<u>Recommended Actions:</u>

Use this section to discuss what actions your committee believes the University should undertake to given your findings and our current situation and environment. Recall that this should not be a call for more study.

While some employees do not know about the Target Salary information located on the Human Resources webpage, it is clear that the emphasis on target salaries has improved on campus. Target salary is geared to those employees who have been in the position for at least 5 years for non-exempt employees. One recommendation is to consider modification of this 5-year time to mirror the 3-year time frame that exists for exempt employees.

In effort to address the health care/insurance findings, offering additional health coverage plans, in additional to what the university currently offers, such as a high deductible plan with the option of a

Health Savings Account is recommended. Since the University does not offer short-term disability, consider offering short-term disability option that would 100% paid by the employee.

Faculty and Staff fee waivers are a benefit on campus. However, improvements could be addressed to increase this benefit. We have approximately 125 employees utilizing the Faculty and Staff Fee Waiver. In effort to remain competitive with other colleges and universities in close proximity, consider increasing the faculty and staff fee waiver from the current percent for 18 hours. An incremental increase over years to ultimately cover 100% and/or increasing the 18-hour limit is recommended.

The entry-level position for Administrative Assistants is AA1. Most Chairperson's assistants fall into the category of AA1 and have great responsibility. Consider development of a step progression to address promotion. For example, an AA1 who reports to a Chairperson may not accurately reflect the duties and responsibilities of that position. Consider creating a position between AA1 and AA2 to target those Chairperson Assistant positions.

Supervision seems to be of concern to employees on campus. Development of a supervisor training series is recommended. In addition, the committee felt that a robust training for Department Chairpersons is recommended due to the unique nature of being situated between staff leadership and faculty development (between Human Resources and Academic Affairs).

We conclude that employees may not be fully aware of the professional development opportunities available and/or that they do not feel supported in pursuing professional development. By requiring individualized professional development plans for each staff member, we would increase employees' awareness of professional development opportunities and generate consideration/discussion of each employee's professional development needs. Side benefits of this might be increasing employees' awareness of skills needed for promotion and strengthening ISU's internal talent pipeline.

Steps and Target Salaries

For Exempt Employees

Step One	
Minimum of pay range	Entry level when employee is hired with minimal experience or moving from nonexempt to exempt with minimal experience in job classification.
Step Two	
First Quartile of pay range	When employee has met one of the two sets of criteria: **First criteria** • Three (3) consecutive years in current position • Three (3) consecutive years of Good Performance • No disciplinary action in the last five (5) years in file • Additional relevant education or certification **Second criteria** • Five (5) consecutive years in current position • Five (5) consecutive years of Good Performance • No disciplinary action in the last five (5) years in file
Step Three	
Midpoint of pay range	When employee has met one of the two sets of criteria: **First criteria** • Five (5) consecutive years in current position • Five (5) years of Good Performance • No disciplinary action in the last five (5) years in file • Additional relevant education or certification **Second criteria** • Ten (10) consecutive years in current position • Five (5) consecutive years of Good Performance • No disciplinary action for the last five (5) years in file

The target salaries are implemented for those employees who meet the criteria established above.
Any employee can move within the pay range based on years of service in position, relevant

education, and performance. Employees may also move within their ranges via in range adjustments, across the board, special performance or market adjustments as determined by the President. Target salaries are not projected above the midpoint of pay range. This is based on the premise that the midpoint represents the market salary for each position and the goal is to have all good employees who have been with the University for ten (10) years at the market pay for their position. Those who meet additional criteria may reach the midpoint within five (5) years.

For Non-Exempt Employees

Step One	
Minimum of pay range	Entry level when employee is hired.
Step Two	
First Quartile of pay range	When employee has met the following: • Five (5) consecutive years of Good Performance in current position • No disciplinary action in the last five (5) years in file
Step Three	
Midpoint of pay range	When employee has met one of the two sets of criteria: **First criteria** • Five (5) consecutive years in current position • Five (5) years of Good Performance • No disciplinary action in the last five (5) years in file • Additional relevant education or certification **Second criteria** • Ten (10) consecutive years in current position • Five (5) consecutive years of Good Performance • No disciplinary action for the last five (5) years in file

The target salaries are implemented for those employees who meet the criteria established above. Any employee can move within the pay range based on years of service in position, relevant education, and performance. Employees may also move within their ranges via in range adjustments, across the board, special performance or market adjustments as determined by the President. Target salaries are not projected above the midpoint of pay range. This is based on the premise that the midpoint represents the market salary for each position and the goal is to have

all good employees who have been with the University for ten (10) years at the market pay for their position. Those who meet additional criteria may reach the midpoint within five (5) years.

The Graph immediately below charts out each individual question in terms of: Raw numbers which replied to each option (Agree, Disagree, Neutral, etc.) and the Mean for each question (Or the average response when all of the different responses are accounted for). In order to idetify weak spots, we determined to focus on any

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total Responses	Mean
I am expected to perform at a high level.	3	3	20	184	343	553	4.56
I provide outstanding customer service.	1	0	24	210	316	551	4.52
I am committed to the goals of my department.	7	7	27	172	342	555	4.5
I feel my work makes a valuable contribution to the success of the department	6	7	30	232	280	555	4.39
I believe my work goals are in line with the goals of the department.	5	10	40	226	274	555	4.36
I get personal satisfaction from the work I do at my job.	8	16	49	210	271	554	4.3
I am proud to be part of this University.	13	13	45	221	263	555	4.28
I believe I am able to meet my work goals in a timely manner.	6	25	41	248	234	554	4.23
I am aware of the university policy on community service leave.	16	14	24	276	225	555	4.23
My work is directly related to the goals of my organization.	5	16	64	236	232	553	4.22
Overall, I enjoy my work a great deal.	8	15	59	243	226	551	4.21
My work is directly related to my position.	8	22	56	230	236	552	4.2
I believe the work I am assigned to do makes good use of my knowledge and skills.	11	31	55	224	234	555	4.15
I am clear of my own individual role in achieving the goals.	8	31	62	238	214	553	4.12
My supervisor is/would be supportive of my usage of the community service leave.	15	15	88	216	218	552	4.1
My immediate supervisor is/would be supportive of my professional development opportunities.	18	19	66	240	210	553	4.09
I plan to stay with this University for the forseeable future.	20	22	72	230	210	554	4.06
The organization offers benefits that are valuable to me.	14	21	69	283	167	554	4.03
I believe I am treated fairly by my supervisor.	27	33	51	229	214	554	4.03
I believe I am treated fairly by my co-workers.	12	17	85	268	171	553	4.03
People who work in my office try to cooperate and help each other.	18	38	65	256	174	551	3.96
I feel my work is appreciated by my supervisor.	36	38	63	196	219	552	3.95
My department has a plan to meet its goals	14	41	88	239	171	553	3.93
I am optimistic about the future of this University.	27	18	77	277	155	554	3.93
I believe I am treated fairly by my employer	21	35	82	273	143	554	3.87
I feel respected by the University.	25	42	78	267	138	550	3.82
I have the equipment I need to achieve my goals.	21	59	71	273	128	552	3.78
I believe that my co-workers are treated fairly.	19	47	102	260	126	554	3.77

I have the information I need to achieve my goals.	14	45	113	272	108	552	3.75
I receive timely feedback from my supervisor with regards to the work I do.	41	58	73	223	159	554	3.72
I feel as if my opinions matter to my team.	26	50	97	258	120	551	3.72
My input into departmental matters is welcomed	23	51	121	229	129	553	3.71
I have taken advantage of the professional development opportunities provided by the University.	6	39	151	282	76	554	3.69
We have the leadership we need to achieve our goals	50	63	81	203	156	553	3.64
Management keeps us generally informed of the latest "news" that affects our interests.	31	61	102	249	110	553	3.63
The University offers me opportunities to grow and learn new skills.	26	47	136	260	85	554	3.6
My supervisor does a good job of giving constructive criticism.	45	51	101	236	118	551	3.6
University Diversity initiatives are helping to make campus a better place for employees.	25	41	182	214	86	548	3.54
I have the opportunity to get the professional development I need in order to become and stay knowledgeable in my field.	29	61	134	259	71	554	3.51
Training has improved my job performance.	27	65	154	222	87	555	3.5
I feel my work is appreciated by the University.	32	68	152	231	70	553	3.43
Low level performance is addressed and corrected.	51	71	123	217	90	552	3.41
I feel my performance review helps me to do a better job.	54	89	155	189	61	548	3.21
I utilize the community service leave offered by the university.	44	115	168	127	97	551	3.21
I have opportunities to advance in the University.	61	113	186	156	37	553	2.99
The pay I receive for my job is appropriate, considering the work I am assigned to do.	59	151	124	179	39	552	2.98
We have the staff we need to achieve our goals.	108	153	101	135	55	552	2.78

All of the Questions and Answers below came from the open ended questions at the end of our survey. To analyze these, we coded out each individual statement and looked for common themes.

57. Please write a few words to complete this sentence: "This would be a better organization to work for if..."

my department were more centralized; we are spread all over campus which (I feel) hinders our ability to function as a cohesive unit. Not a lot of widespread camaraderie.

we didn't spend so much of our time helping a very few students and more of our time assisting a larger number of students. It seems like we only help those who cause us "grief/trouble".