# CAFE Faculty and Staff March 2021 Feedback Survey Report 28 May 2021

The College of Agriculture, Food and Environment conducted a survey of faculty and staff in the college to assess perceptions among themes of effectiveness and well-being in March 2021 as compared to the end of 2019, and to identify potential ideas for helping people. The following report is provided to summarize for interested readers the methods used, results found, and potential next steps.

# **Executive Summary**

A brief (~3-minute) survey designed to assess faculty and staff perceptions was deployed March 15 – 26, 2021. This was conducted in part as a mid-point follow-up to the UK@Work survey deployed every two years university-wide—and in part as a college investigation of work perceptions during the pandemic. The College of Agriculture, Food and Environment Office of Faculty Resources, Planning and Assessment staff met with college Faculty and Staff Councils to investigate appropriate and timely themes to frame survey questions, and collaborated with staff from the college business office, UK Human Resources, UK Work-Life, and UK Institutional Research for technical consultation on survey design and analysis.

Of 2,094 employees who received a unique invitation link to the survey by email, 555 (26.5%) responded. SAP<sup>™</sup> Employee data were used to create the contact list for survey invitations and were used as embedded data for survey responses in order to reduce effort on the part of the survey respondent and speed analysis. Respondents included faculty and staff, who were grouped by SAP<sup>™</sup> employee category, demographics, work location, or other criteria available through SAP<sup>™</sup> records without personally identifying the respondent. In creating the contact list care was taken to separate personally identifying information so that specific individuals/departments could not be associated with any specific response.

The survey instrument (Appendix A) was designed and deployed using Qualtrics<sup>™</sup> with primary goals to 1) anonymously collect quantitative and qualitative information, 2) require no more than five minutes to complete, 3) use embedded data of employee demographics from SAP<sup>™</sup>, and 4) aggregate results to aid decision-making and communication internally as the university transitions to the next phase(s) of university operations. More specifically, the survey instrument asked respondents to indicate their perception across themes of individual and team effectiveness, sense of work community, and personal well-being as compared to the end of 2019 through four prompts designed for quantitative analysis of survey results. In addition, two open text responses were used for qualitative analysis with prompts directing the respondent to provide information concerning things that are working better than at the end of 2019 and suggestions for enhancements going forward.

The survey results indicate that although there are common themes of specific challenges and improvements found over the past year, individual experiences and perceptions vary widely—making development of simple solutions common across all employees challenging. In general, college employees report similar levels of individual and team effectiveness as compared to the end of 2019, decreased levels of sense of community and well-being, along with impacts from communication and internet issues. Of the well-being themes investigated, anxiety and stress are self-reported at the highest levels among the five dimensions of well-being as compared to end of 2019. Faculty report less effectiveness and well-being than non-faculty employees in the college overall, while female and remote

work employees report higher levels of effectiveness and well-being than male employees and nonremote work employees respectively. The open text responses identified common themes of caregiving, remote work, communication, sense of community, time management and workload, technology, and well-being. These responses further clarified perceptions of improved effectiveness from greater access to technological resources/training and more distraction-free working time, while also clarifying the need for equitable structures and clear communication of expectations.

The college may deploy the survey again at times appropriate to understand changes in perception as we transition over the coming months, and in alignment with the 2021 UK@Work survey dates to allow for enhanced interpretation of results concerning college faculty and staff perceptions of work engagement.

# Methods

Prior to developing the survey instrument, the CAFE Office of Faculty Resources, Planning and Assessment (OFRPA) met with college and university partners to gain insight and form a partnership for this project. These partners include employees from the college business office, university HR, and university Institutional Research. OFRPA met with focus groups of the CAFE Faculty and Staff Councils to gain insight into common themes potentially affecting employee engagement during the COVID-19 pandemic. Information gained from these conversations was used to design a survey intended to solicit meaningful feedback from college faculty and staff. A test pilot survey administration was completed to test deployment and solicit feedback on the survey instrument.

SAP<sup>™</sup> Employee data were used to create the contact list for survey invitations and were used as embedded data for survey responses in order to reduce effort on the part of the survey respondent and speed analysis. In creating the contact list care was taken to separate personally identifying information so that specific individuals/departments could not be associated with any specific response.

The survey instrument (Appendix A) was designed and deployed using Qualtrics<sup>™</sup> with primary goals to 1) anonymously collect quantitative and qualitative information, 2) require no more than five minutes to complete, 3) use embedded data of employee demographics from SAP<sup>™</sup>, and 4) aggregate results to aid decision-making and communication internally as the university transitions to the next phase(s) of university operations.

The survey asked respondents to:

- indicate their perceptions of the sense of work community, personal well-being, and personal and team effectiveness at the time of response (March 2021) as compared to the end of 2019;
- indicate level of personal and team impact from caregiving responsibilities, communication with supervisor and/or colleagues, software/hardware resources, internet speed and stability, and physical work space; and
- provide open text feedback concerning things that are working better than at the end of 2019 and solutions for enhancing effectiveness in the current climate.

Communication to inform CAFE faculty and staff about the survey was conducted through four contacts as a modified Don A. Dillman et al. - The Tailored Design Method approach. The first contact was an announcement from Dean Cox in the March edition of the College Monthly clarifying the purpose and scope of the feedback survey. The second contact was the survey invitation, automated through Qualtrics, providing a unique link for each potential respondent (n=2,094). The invitation went to all college employees as a list generated from SAP employee records with the exception of student employees. Contact three consisted of an automated reminder invitation after one week. The fourth contact was on the final day of the survey window. Only potential respondents who had not yet completed the survey were included in the third and fourth contacts. The survey was open from March 15 - 26, 2021.

Survey results were exported from Qualtrics to IBM SPSS v. 27 for descriptive statistical and tests for differences analysis of quantitative data by Brian Lee and to Tableau for quantitative visualization by Tricia Coakley. In addition, there were a rich set of data intended to identify potential solutions and operations that were working better, which were collected through two open ended text questions and analyzed via qualitative analysis.

Two slider bar types of questions in the survey (question 1 and 4) created many null response results being exported from Qualtrics. We understand this to be a result of the respondent not realizing that the bar must be "touched" to record a response, and choosing to leave the bar in the starting position of "same as the end of 2019" when the mid-point adequately described their response. Based on this assumption, nulls were replaced for the following statistical and quantitative analyses. If the respondent answered any of the themes in the same question where a null appears for one or more of the themes, the null values were replaced with 50 (the numeric equivalent of "same as end of 2019" on the 1 - 100scale) for that respondent. If the respondent answered none of the themes, producing a null value for all themes in a single question, the nulls were not replaced for that respondent and treated as such in subsequent analysis. When testing for statistically significant differences between groups, the nonparametric tests of the Mann-Whitney U Test, Kruskal-Wallis H Test, and the Pearson Chi-Square Test were used.

## **Qualitative Methods**

The survey included two free text response boxes asking the questions:

1. Given the current conditions, please enter any solutions you recommend that would help faculty/staff be most effective or have the greatest positive impact on the work experience.

2. Please enter any comments concerning things that are working better than they were at the end of 2019, for you as an individual employee or for your work group as a whole.

To analyze responses to these questions, Tricia Coakley first read the text responses and drafted a list of first impression "themes." Megan Lucy then read the same text responses as well and made amendments to the themes list based on her observations. Having read all of the responses, Coakley and Lucy agreed that respondents did not express a substantial difference in approach to the two questions and in fact often continued thoughts from their first response into their second. Because of this, the two responses were treated as one continuous text for the remainder of the analysis and results presented. For the second qualitative analysis stage, Megan Lucy took the previously identified

themes and operationalized each text response opportunity with the terms "positive," "negative," "mixed," and "no response" in regards to each theme. The terms were then used in Microsoft Excel pivot tables to determine the proportion of positive and negative (mixed & no response) comments regarding each theme within groups of respondents.

Of potential interest based on what people were concerned about and thought might be potential effects of the pandemic we prepared to be able to analyze with these considerations in mind. Unfortunately, the following analyses do not investigate some possible and valuable between group comparisons that may be of interest, including race/ethnicity demographics, because the individual group respondent populations were too small to assess significance of differences and/or to prevent accidental inferences about individual respondents relative to the overall group sizes in the college.

## Results

The results will be presented from the quantitative portion first followed by the qualitative response themes. The survey collected 555 (26.5%) responses out of 2,094 college faculty and staff invitations. Of the 555 respondents, 509 were from full-time employees and 90.3% were from employees in the categories of Executive/Administrative/Managerial, Office & Clerical, Ext. Agent, Technical/Paraprofessional, and Faculty. These data collected resulted in a 99% overall confidence level with a 5% margin of error.

PAYSCALE TYPE	HOURLY = 217 (39.1%)	SALARIED EXEMPT = 338 (60.9%)
GENDER	Female = 362 (65.2%)	Male = 193 (34.8%)
SUPERVISOR	Yes = 189 (34.1%)	No = 363 (65.4%)
MAIN CAMPUS NORMAL WORK LOCATION	Yes = 284 (51.2%)	No = 269 (48.5%)
REMOTE WORK ADDRESS ENTERED	Yes = 131 (23.6%)	No = 419 (75.5%)
UNDER REPRESENTED MINORITY	Yes = 22 (4.0%)	No = 533 (96.0%)
FACULTY (PRIMARY ROLE)	Yes = 83 (16.3%)	No = 426 (83.7%)

## **Survey Respondents Descriptive statistics**

## **Question Response**

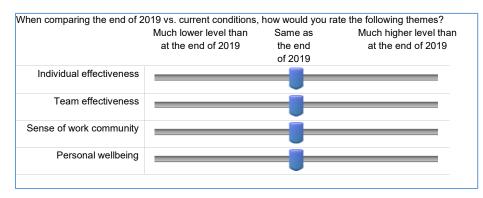
Each question typically resulted in a full response range across the quantitative question scale (*i.e.*, 0-100) range, indicating that faculty and staff respondents are experiencing the conditions in potentially very different ways.

## Individual and Team Effectiveness

Overall, when analyzing median responses, CAFE employees perceive individual and team effectiveness similar to that at the end of 2019, while perceiving a decrease in sense of work community and personal

well-being. Additionally, results indicate that the greatest actions/resources sources impacting individual and team effectiveness are communication issues as well as internet speed and stability.

Among the four themes of individual and team effectiveness, sense of work community, and well-being, the median value of responses indicate individual and team effectiveness being the same as the end of 2019 (value = 50), with a greater proportion of respondents indicating more than before than those indicating less than before. Personal well-being and sense of work community, however, resulted in median responses indicating less than at the end of 2019. The question as presented in the survey is below.



The results from the question are presented in the following table.

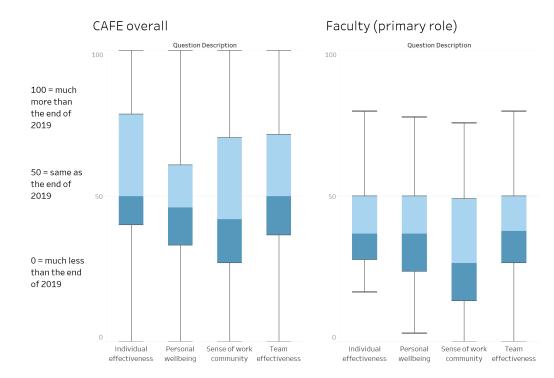
			(AS COMPARED TO 2019)
50	24.5	469	Same
50	24.6	398	Same
45	27.0	417	Less
49	25.3	417	Less
49	20.5	313	Less
	50 45 49	50 24.6   45 27.0   49 25.3	50 24.6 398   45 27.0 417   49 25.3 417

\*ANALYSIS RUN ON REGULAR FULL-TIME (EMPLOYEE PERSONNEL SUBAREA) ONLY

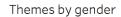
When considering that conditions might be affecting different employee categories differently, between group differences for the overall responses among themes (4-item aggregation across themes) were tested using non-parametric tests for differences (Mann-Whitney U and Kruskal-Wallis H). No significant differences were found based on supervisory responsibilities, payscale type, pre-pandemic work location being on main-campus, or faculty DOE (20% threshold). In contrast, statistically significant group differences were found when testing on gender, employee category (faculty), and having a remote work address entered in SAP with resulted presented in the following table.

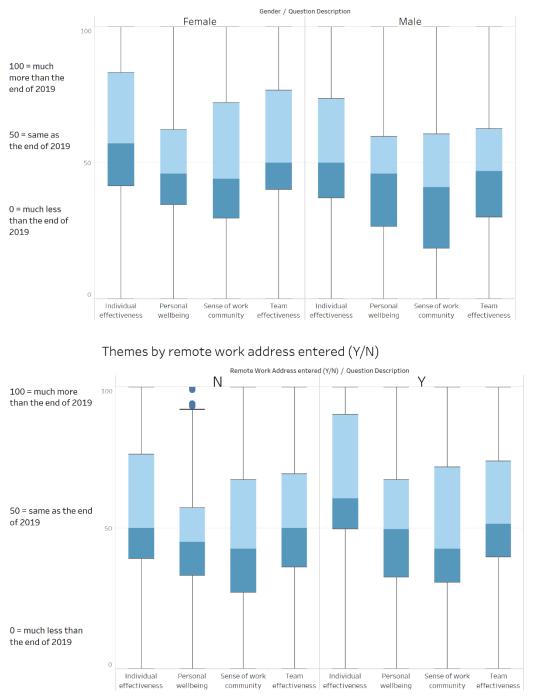
GROUPS	TEST	SIGNIFICANCE	CATEGORY (MEAN RANK) N	CATEGORY (MEAN RANK) N	MEANING
GENDER (F/M)	M-W U K-W H	.007 .000	Female (167) 205 Female (254) 300	Male (138) 108 Male (201) 169	More positive perception among females
REMOTE WORK ADDRESS ENTERED	M-W U K-W H	.023 .007	Yes (176) 83 Yes (264) 121	No (150) 230 No (225) 348	More positive perception among respondents with remote work address
FACULTY (PRIMARY)	M-W U K-W H	.000 .000	Yes (103) 48 Yes (165) 76	No (167) 285 No (248) 393	Less positive perception among faculty than non-faculty

Faculty respondents (excluding chairs and associate deans with a faculty appointment) indicated lower levels of effectiveness, sense of community, and well-being as compared to the end of 2019 than the college overall respondents. Female employees indicate higher levels of effectiveness than male employees, and employees who have entered a remote work address in SAP indicate higher levels than those who have not. These data are graphed in the following three figures.



Survey responses concerning themes of effectiveness and wellbeing



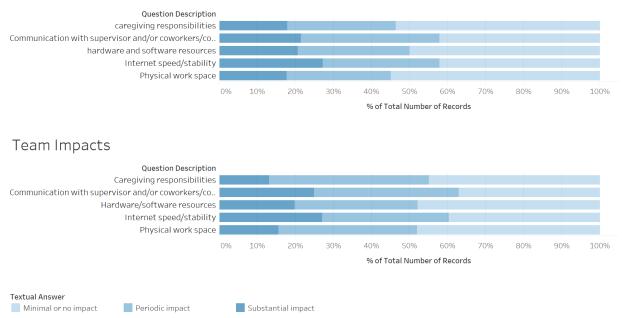


#### Hypothesized Sources of Work Related Impacts

During discussions with Faculty and Staff Councils focus groups, there were points of view expressed concerning five anticipated sources including—caregiving responsibilities, communication with supervisor and/or coworkers/colleagues, hardware and software resources, internet speed and stability,

and physical work space. Question 2 asked the respondent to consider five factors that may impact them individually while question 3 asked the repondentto consider how those same five factors impact their team as a whole. The answer choices for each item were one of three categories described as "minimal to no impact," "periodic impact," or "substantial impact."

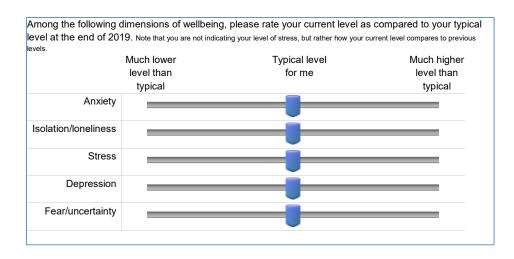
Respondents indicate that the greatest impacts to individual and team effectiveness are from "Communication with supervisor and/or coworkers" and "Internet speed / stability. Over 60% of respondents indicated team impacts from each of these sources. Overall, respondents indicated greater impacts to the team than to individual effectiveness across all sources and approximately 20% (1 in 5) of respondents indentify substantial impact in any one or more of these areas. Caregiving was indicated as more than statisically expected for the respondents younger than age 50.



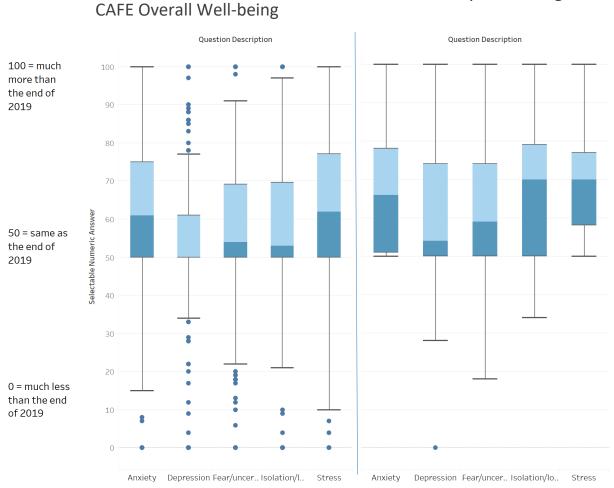
## Individual Impacts

#### **Personal Well-being**

The fourth survey question investigated five dimensions of personal well-being—anxiety, isolation/loneliness, stress, depression, and fear/uncertainty. Overall college respondents indicate (as median) increased levels of anxiety, fear/uncertainty, isolation/loneliness, and stress as compared to the end of 2019, while indicating similar levels of depression as prior perceptions. Median results from faculty respondents indicate higher levels of each well-being dimension than end of 2019 perceptions, and higher levels than those indicated by the college overall results. The survey question is show in the next figure while the descriptive graph and table follow on the next two pages.



The differences reported by faculty compared to the college overall are presented in the graph below and the table below provides greater detail on the overall college results.



Faculty Well-being

WELL-BEING THEME	MEDIAN	ST. DEV.	Ν	MEANING
ANXIETY	61	22.8	439	More anxiety
ISOLATION/LONELINESS	51	20.4	325	More I/L
STRESS	63	23.4	400	More stress
DEPRESSION	50	21.4	303	Same level of depression
FEAR/UNCERTAINTY	55	21.1	344	More F/U
OVERALL WELL-BEING	58	18.1	219	Less well-being overall
E ITEM CRONIDA CU'S AUDUA - 0.019/0.992)				-

5-ITEM CRONBACH'S ALPHA = 0.918(0.883)

## Qualitative results

An iterative process with review by multiple analysts was used to code themes identified through the two open response questions in the survey—1) Given the current conditions, please enter any solutions you recommend that would help faculty/staff be most effective or have the greatest positive impact on the work experience and 2) Please enter any comments concerning things that are working better than they were at the end of 2019, for you as an individual employee or for your work group as a whole.

Overall, common themes expressed provide more clarity to the quantitative results from the matrix scale survey questions and include expressions covering a wide range between concern over systems not working well, to gratitude for things working better than before and anticipation of beneficial changes to come as a result of organizational and individual learning since the end of 2019. Quantitatively the full range of responses were provided and a similar notion could be used to describe the qualitative responses, too.

Common themes identified include caregiving, remote work, communication, sense of community, time management and workload, technology, and well-being. The following graphics show a representational selection of comments on each theme, selected in proportion to the overall numbers of positive and negative comments submitted. The number of overall comments related to the theme is reflected in the comment theme heading. For example, on the next page there were 19 comments submitted regarding the theme Caregiving. Six of the comment were coded are negative while 12 comments were coded as positive and one comment was coded as mixed. In each callout, there is text that was provided by a survey respondent to provide more information and in relative proportion to all comments as selected by the team.

# **Comments Regarding Remote Work – 139 Total Comments**

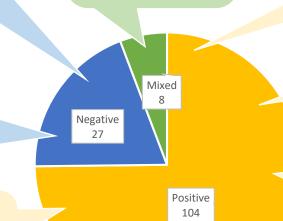
We need faculty, staff, and leadership back on campus. Our students, community partners, Extension offices, and own personal well-being need the interaction.

Staff have been told they can work from home during the pandemic. However, faculty who are on campus and teaching face to face have received no support from staff. Why has no effort been made by our department chair to have staff return to support roles?

> My ability to learn new skills and use online programs to achieve goals has greatly improved. I am more efficient and capable of accomplishing so much more at home and the days I come to the office.

> > Our ability to work, train, and engage virtually has greatly improved. Decreased travel has saved our program money.

We have a wider range of ways to reach clients, although inperson meetings help more with personal connections.



My immediate supervisors have been incredibly flexible and understanding, giving me the freedom to find new ways to thrive in these changing times without micromanaging every step or decision. We're constantly in communication.

For a lot of things, particularly writing and lecture planning, I am much more productive when I can do them at home, where the distractions are generally less. This also allows me to be more efficient with how I balance all of my other responsibilities outside of work, which improves my overall wellbeing.

> For me, working virtually has been great. I have a substantial commute and not having to deal with this means that I have been more focused and productive.

It has pushed our work team to adopt Teams for communication, and that has really helped with keeping folks informed and better organized.

Maintaining a hybrid schedule of working on campus and at home has been very helpful for my productivity. I am able to get a lot of work done at home without interruptions, but enjoy being on campus a couple of days each week to keep in touch with the team and maintain office operations.

# **Comments Regarding Well-being – 102 Total Comments**

Mental health considerations need to be improved upon due to the challenges of 2020. Most of our staff have been working more hours than before and moving forward, we will need to implement more work/life balance. People in general seem to be resistant to change but having some notification of this ahead of time helps.

Mixed

3

Negative

32

Working from home is so much better! I can do everything I need to do here and I even feel more connected here because of TEAMS, Zoom, etc. Plus, my anxiety level is lower when I am home as well.

> I cannot stress enough the positive impact that work from home benefit has had on my life!

Remote work when possible is better for me because I get more time with my family. I have a long commute so saving that time and gas helps a lot.

I have found having the ability to work remotely on a scheduled basis has improved my effectiveness. I am better able to focus on the tasks at hand, especially related to trainings, social media duties, and reports. It has decreased my stress level and allowed an improved work-life balance.

COVID has actually created significantly more work for me. Since my office is at home, I spend 10-20 more hours working. I am burned out from added work.

Be more intrusive about checking on the well-being of peers, supervisors, staff, colleagues. People are struggling, and sometimes struggling alone without others knowing.

> Flexible work schedule allows for more quality time with children, willingness to collaborate/work outside normal hours, and increased opportunities to exercise healthier options.

I am no longer stressed out about finding a parking space, avoiding traffic delays and getting to work on time. My health has improved, and my attendance has improved greatly!

Positive

67

# **Comments Regarding Time Management & Workload – 94 Total Comments**

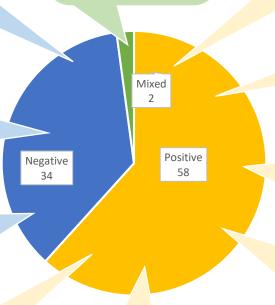
My workload has at least doubled to cover work usually completed by others. I'm extremely upset with the administration for turning a blind eye to the compounding problem.

The 4 members of my team that switched to remote work last spring did so because schools were closed and children were home. A year later, 3 members are still working only 2-3 office days per week. The extra work placed upon those of us that chose to remain on campus has generally not been considered.

> There should be a bonus for the few of us that worked on site, while we watched others "work" from home, and instead of being home those people were working side hustles and getting paid by UK.

> > I am able to get a lot of work done at home without interruptions, but enjoy being on campus a couple of days each week to keep in touch with the team and maintain office operations.

We are working on how reception rotation will work once we return to full capacity. It will need to be the same expectations for all staff support.



I can work quietly and undisturbed, I can participate in more back-to-back meetings because of Zoom, and I can still fulfill all my duties as both an employee and as a supervisor.

While the workload has remained at a high volume even during the pandemic, I sense that, for productive employees, working remotely has been a source of some stress relief. There is time and money saved by not having to commute.

> For me, working from home has allowed me to be more effective, there are no disruptions that affect my ability to get work finished in a timely manner.

Not traveling or having so many evening meetings has been wonderful! I have readjusted my approach to teaching to an online format.

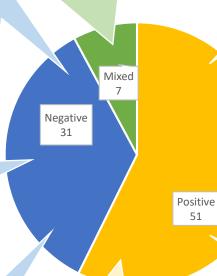
Being able to work from home, not having to deal with commute times and campus parking, has actually made my staff more productive. The focus on internet communications means we are talking more frequently and having more productive meetings.

# **Comments Regarding Communication – 89 Total Comments**

The flexibility with work from home options has been really good. It has helped my individual productivity at certain times. The challenge has been making sure our team members are healthy and doing well, communicating needs, and staying on the same "page."

Ask questions that are really asking if you need any assistance and meaning it, not just asking to be nice or because they feel like they have to. Actually reaching out to help. Having people to interact with and getting answers when needed and in a timely manner.

Explain new programs to order things to us before they require us to use them. I am hearing that this summer there will be another change in how we order things. I hope they do better at giving seminars, classes or online help that is actually understandable to the average worker here to explain the new process. We are reaching new audiences with the bulk social media time and content investments, but we have not remained well connected and targeted to many longstanding partners due to lack of time and attention



Communication was never bad but seems to be more effective now than ever before.

> My immediate supervisors have been incredibly flexible and understanding, giving me the freedom to find new ways to thrive in these changing times without micromanaging every step or decision. We're constantly in communication.

> > An innovative, hybrid model for inperson, Zoom, teleconferences, and other forms of communicating have the potential to maximize our organization.

I think it's been important that we've all been available for each other at any given time during the workday. We frequently will do video chats one and one and our weekly video chat as a group has been a big improvement to our awareness of each other's work.

We are having more team meetings. As my team is spread throughout the state, it was difficult to meet up in person. With the expectation that all meetings are via video conference, we are now more communicative as a team.

# **Comments Regarding Sense of Community – 84 Total Comments**

The University is a place for creativity, which often comes from interaction among colleagues. The lack of interaction impacts all aspects of our mission.

I take it one-day-at-atime. Others may not share my point-of-view. I need to be more sensitive to others emotions and values. I think that we had to learn how to communicate more effectively, which has been helpful. We also had to help each other out and collaborate more, which has had beneficial impacts on the work environment.

We have been isolated from other departments where our only communication would be from the occasional in-person discussion. [Not] having those nondepartment relationships is detrimental to understanding how CAFE works as a whole.

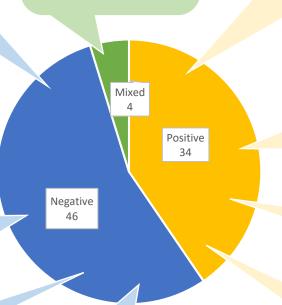
> If bandwidth created lag, I watched full grown adults laugh and disregard what the person was saying and move on talking over them instead of being patient and trying to accommodate tech failures.

> > We need the ability to work one-onone in the field with colleagues and clientele as a team. COVID limits effective teamwork.

We need to watch how people are supported in their efforts. When people are well respected for their efforts it helps, but when folks across campus tell how good the efforts have been, and then ask those people to do more, that is not productive. In the job I am in, I can see such an increased effort in team development. County offices are working more on things together better than they ever have and my hope is that continues. Communication in county offices has gotten better as well.

More older people including me are more proficient with Zoom and able to attend and even discuss online with others which is equalizing the bridges between people.

In many respects, I think the challenges of 2020 brought the FCS Extension Team closer together. It provided strong purpose to meetings where in the past some questioned the value, rallied the team around common goals, and provided means to use technology to strengthen some connection



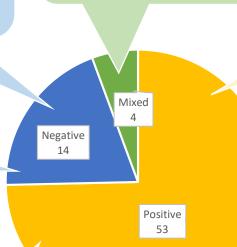
# **Comments Regarding Technology – 71 Total Comments**

Unfortunately, not every county in the state has incredible internet service and us feeling like we have to maintain the same level of programming we did before covid only do it virtual is not working. No one wants to join virtual programs.

Our IT system is a mess. They keep changing things and making it harder and harder to access materials. Teams in particular is clunky and difficult to use.

> We have been using zoom meetings for everything and have seen attendance increase at meetings. One on one meetings are more easy-going, and I have found employees to be less defensive and negative. Utilizing Teams meetings are a GREAT source for sharing screens and learning from each other.

Give up the notion of equivalency of online vs. in-person learning, there is no comparison...the students are bored and much less interactive in class...but, we should never, ever have in-person



Access to technology has improved. Virtual communication knowledge and use have improved productivity and education. New and updated training opportunities exceed all my expectations. Thank you

Greater access to remote computer support tools helped me as an individual to better support my greater team.

My Zoom skills are certainly better. FCS Extension has provided tremendous support and resources for FCS Agents and that has helped.

# **Comments Regarding Caregiving – 19 Total Comments**

All staff should return to campus no later than June 1 as k-12 will be out of session and normal summer childcare arrangements can be made for those with school age children.

Childcare has been a challenge but a return to school and day care has eliminated that.

The more flexible remote working schedule allows me to care for my parent when needed and still be able to complete work tasks.

I get those with childcare but we without or have child care are the only ones in the office working. There is no way working at home to help children in school can be equal to the Administrative staff that is working in the office all five days a week.

> The University provided flexibility to employees when facing unique challenges over this past year however, Extension was inflexible to many employees faced with childcare dilemmas during school and daycare closures.

> > Working from home saves time commuting and cost as well. It allows more flexibility in managing family life while being equally as productive.

Mixed 1 Negative 6

> Supporting requests for remote work, particularly for nursing mothers in the first year of their child's life, is beneficial to both maternal and child physical and mental health and provides for a smoother transition from parental leave.

Being able to work remotely has greatly aided in fulfilling my caregiving responsibilities.

Paid maternity leave (not just FMLA/ sick time) and bereavement leave (not just funeral leave) would have a positive impact on the work experience.

I think it would be beneficial to allow employees to work from home when schools are canceled instead of taking time off. If we were able and allowed to work from home in 2020 with no issues, then individual effectiveness would be greater working from home during school closures rather than taking time off due to caregiving responsibilities.

# Conclusions

The survey results crystalize themes heard during focus group discussions with the CAFE Faculty and Staff Councils, while further clarifying that the perceptions of individual experience around current work and well-being themes vary. In general, college employees report similar levels of individual and team effectiveness as compared to the end of 2019, decreased levels of sense of community and well-being, along with impacts from communication and internet issues. Of the well-being themes investigated, anxiety and stress are self-reported at the highest levels among the five dimensions of well-being as compared to end of 2019. Faculty report less effectiveness and well-being than non-faculty employees in the college overall, while female and remote work employees report higher levels of effectiveness and well-being than male employees and non-remote work employees respectively. The open text responses further clarified perceptions of improved effectiveness from greater access to technological resources/training and more distraction-free working time, while also clarifying the need for equitable structures and clear communication of expectations.

## Best practices information

There is benefit to be gained from sharing remote work best practices with others, specifically to address communication issues. Simple steps, such as setting office phones to forward to a number where the call will be received, ensuring the ability to check voicemail without going to the office, standardizing a 24 hour reply time for email and voicemail messages unless an out of office message is set, regular staff meetings with the entire team to enhance awareness of each other's work, and embracing the full functionality offered by Outlook calendar features and MS Teams can make a big difference in intra- and inter-office communication. The college employee resources and university Work Anywhere pages are useful for investigating options and sharing suggestions with others.

#### Well-being engagements

The college is working with UK Work-Life to communicate and/or develop and implement workshops or engagements for faculty and staff in CAFE covering specific themes identified through the survey results. These may include components to address personal well-being and/or individual and team effectiveness. Listservs and the College Weekly are being used to promote these resources as much as possible.

#### Presentations and Report

A short PowerPoint based presentation has been developed and present to the college's EOC, Chairs/Directors, as well as Staff and Faculty Councils in order to disseminate early findings. This report is intended to more fully document the process and results for people wanting more information that can be presented in a 15-minute conference style presentation.

## Proposed Ideas for Next Steps

## Longitudinal analysis

The college could deploy the survey again at a frequency appropriate to determine how perceptions across these themes are stable or change over time and in context of the UK@Work survey and/or similar efforts. We recognize that the university central administration has begun releasing information on returning to campus plans to be phased in in July 2021 and in place by August 2, 2021. In order to assess for changes, the survey should be run before and after any major changes to assess how faculty and staff perceptions are impacted by the change. An example would be to run the survey in July and

again in second half of September to identify perceptions before and after the start of the fall semester. Alternatively, a modified survey could be developed to assess the feasibility of potential changes. We may want to consider a later survey deployment to better understand how the return to campus is working for the faculty and staff.

Note that the much more comprehensive UK@Work survey, which assesses employee engagement across all colleges and non-academic units, is scheduled to run again in September 2021 and may serve as an additional resource for interpreting CAFE survey results if they occur around the same time.

## Survey administration technical updates

The survey instrument will be updated to request responses when no response is registered on the slider scale questions. This will clarify for respondents that the slider bar must be "touched" to register their response, and eliminate our need to replace nulls with assumed responses after the fact, although the analyses with and without null replacement did not indicate different overall conclusions.

Another helpful edit will be to add a question concerning frequency and duration of remote vs. inperson work location. This will allow us to investigate between group differences with more accuracy as the SAP entry may not be accurate across time as respondents transition their work arrangements.

# Appendix A

CAFE Faculty Staff Feedback Survey

Survey responses will be confidential and will not be linked to your name. Coded demographic information, such as your SAP employee category, will be combined with your answers to help us understand how to support unique populations in the college. If you have any questions, please contact tricia.coakley@uky.edu. Thank you for your time to provide feedback to the college.

When comparing the end of 2019 vs. current conditions, how would you rate the following themes?

Much	Same as	Much
lower level	the end of	higher level
than at the	2019	than at the
end of		end of
2019		2019

Individual effectiveness	
Team effectiveness	
Sense of work community	
Personal well-being	

	Minimal or no impact	Periodic impact	Substantial impact
Internet speed/stability	$\bigcirc$	$\bigcirc$	0
hardware and software resources	$\bigcirc$	$\bigcirc$	$\bigcirc$
caregiving responsibilities	$\bigcirc$	0	0
Physical work space	$\bigcirc$	$\bigcirc$	$\bigcirc$
Communication with supervisor and/or coworkers/colleagues	$\bigcirc$	$\bigcirc$	$\bigcirc$

Please indicate how each of the factors below impact **your individual effectiveness** in your current work environment.

Please indicate how each of the factors below impact **your work team's effectiveness** in the current work environment.

	Minimal or no impact	Periodic impact	Substantial impact
Internet speed/stability	$\bigcirc$	$\bigcirc$	$\bigcirc$
Hardware/software resources	$\bigcirc$	$\bigcirc$	$\bigcirc$
Caregiving responsibilities	$\bigcirc$	0	0
Physical work space	$\bigcirc$	$\bigcirc$	$\bigcirc$
Communication with supervisor and/or coworkers/colleagues	0	0	$\bigcirc$

Among the following dimensions of well-being, please rate your current level as compared to your typical level at the end of 2019. Note that you are not indicating your level of stress, but rather how your current level compares to previous levels.

Much	Typical	Much
lower level	level	higher level
than	for me	than
typical		typical

Anxiety	
Isolation/loneliness	
Stress	
Depression	
Fear/uncertainty	

Given the current conditions, please enter any solutions you recommend that would help faculty/staff be most effective or have the greatest positive impact on the work experience.

Please enter any comments concerning things that are working better than they were at the end of 2019, for you as an individual employee or for your work group as a whole.