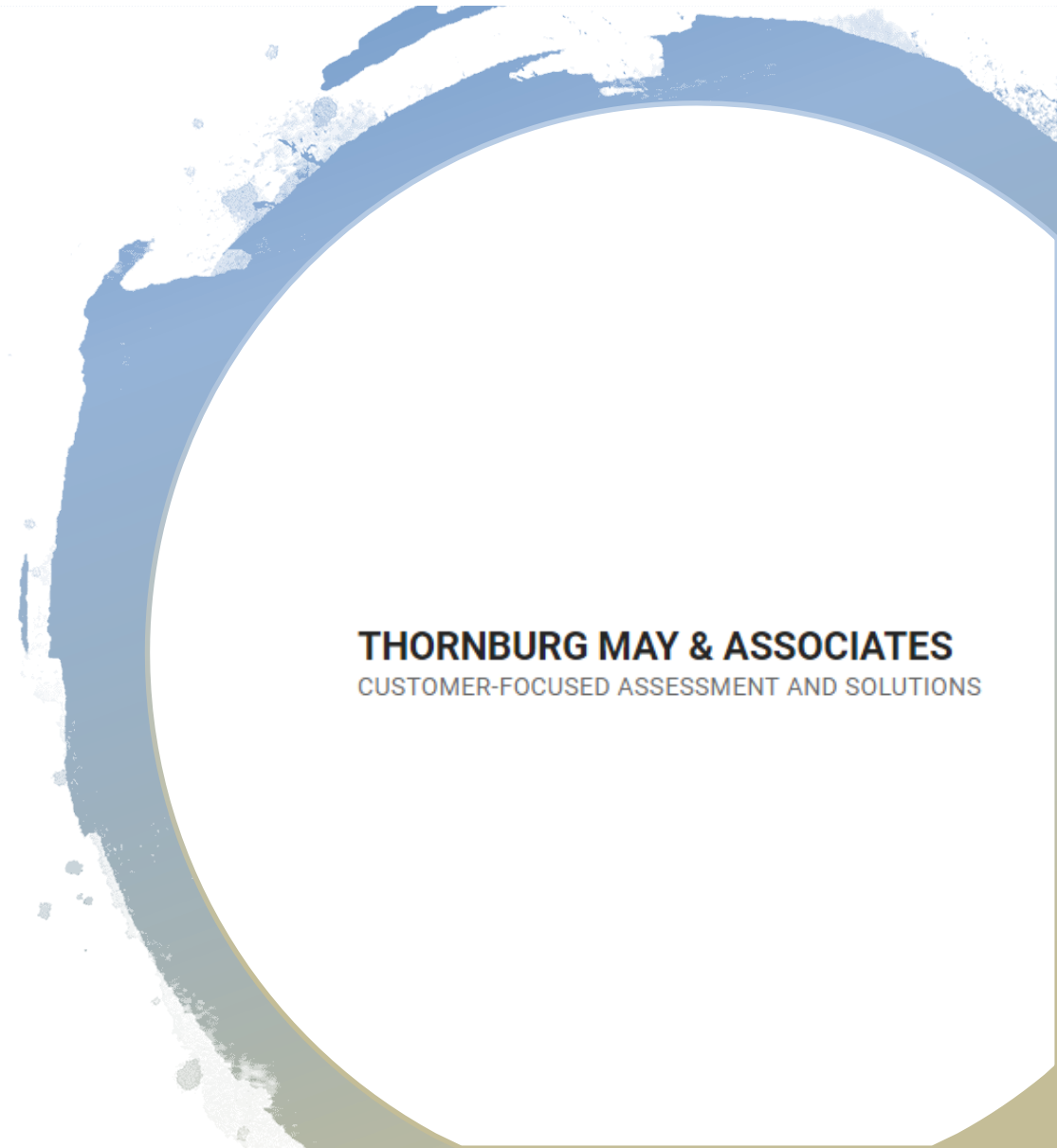November 30, 2018

Clayton State University Report of Findings

THORNBURG MAY & ASSOCIATES
CUSTOMER-FOCUSED ASSESSMENT AND SOLUTIONS

Foreword

In mid-2018, Clayton State University requested a study to better understand communication dynamics within the university, as part of its strategic planning process.

The current study followed a communication audit that focused on the frequency of use of communication channels, level of satisfaction with communication channels, how informed employees feel about topics, types of information employee want, representativeness of diversity and inclusiveness of communication, and overall communication satisfaction. The current study was designed to complement the communication audit and focused on the role of communication and its relationship to the university's mission and vision, employee job experiences, employee identification and alignment, and workplace climate and culture.

We view communication not as a single, isolated phenomenon within an organization, but rather as a complex, ongoing, negotiated process whereby the organization is constituted in/through formal and informal practices of communication. From this perspective, communication is central to a wide range of employee experiences and is relevant to hiring, training, performance appraisal, retention, decision-making, teamwork, and leadership, among others. Communication impacts how employees make sense of their work and their organization including:

their identities within the organization,

the purpose that the organization serves,

the extent to which their own personal values align to the organization's values,

and the consistency with which the organization's stated values are carried out day-to-day

In addition, communication satisfaction on the job is one of the best predictors of job satisfaction and, in turn, employee retention. The quality of communication within an organization is also directly related to employee performance.

Given this more central understanding of communication's impact on employees and, as a result, an organization's success, the survey focused on both the explicit employee-reported perceptions of communication and also the content and context of communication at Clayton State University.

This report summarizes the responses of 264 employees, representing all departments and job types. Survey responses were gathered in September and October of 2018 as part of Clayton State University's strategic planning process. The survey ensured the confidentiality of employee responses.

Executive Summary

Context

In mid-2018, Clayton State University requested a study to better understand communication dynamics within the university, as part of its strategic planning process. This executive summary is designed to provide a high-level overview of the results of that survey conducted for Clayton State University in September and October of 2018. The survey was organized around both quantitative and qualitative questions about the relationship between communication and the university's mission and vision, employee job experiences, employee identification and alignment, and workplace climate and culture.

The excellent response rate to the survey represents a strong desire among Clayton State employees to contribute to the continued success of the university. In addition, employees' detailed and extensive comments on the survey indicate a commitment and passion for the university.

Results

The results of the survey represent a number of substantive strengths at Clayton State University, which are evident in both the quantitative and qualitative data. Employees consistently note the sense of pride they feel for both the legacy and future direction of Clayton State University. Further, employees report that university leaders are visible, accessible, and have a vision for the future.

It is also very encouraging that employees support the university's mission and vision, as well, with particularly strong support for "creating an outstanding educational experience" that "prepares diverse students of background/ages for success." This sense of pride is translated in their desire to further communicate the benefits of Clayton State, both as an educational institution and as a workplace, to internal and external audiences. Employees also want to understand how the mission and vision connect to their day-to-day work and want to personally contribute to them. Employees report that they make a difference at the university, but that they still want to do more.

In addition, a large percentage of employees are satisfied with communication, overall, within and across units/divisions at Clayton State University. Employees note that the university tends to have a collegial, friendly atmosphere in which co-workers tend to appreciate one another. Survey data indicate that employees have effective, professional relationships with one another and that co-workers value their work. Yet, fewer employees report that they have the resources and tools to do their jobs effectively.

Employees also want to learn from, and collaborate with, others across campus. However, those efforts are sometimes stymied by the inability to find and contact key personnel in other areas, ambiguous policies and procedures, and slow response times to questions and requests. Faculty want to share information with one another but feel limited by university restrictions on various modes of communication.

Executive Summary, continued

Strengths

Pride

Commitment

Motivation

Diversity

Challenges

Compensation

Training

Mentoring

Promotion

Results, continued

Overall, the survey data suggest that employees feel that their supervisors value their work, communicate clearly and fairly about job responsibilities, and handle any work-related conflicts appropriately. By contrast, though, employees are less satisfied with their ability to participate in decisions that affect their work and to have their feedback acted upon. A major area of concern for employees is their perceived opportunities to advance or be promoted, which is among the lowest scores on the survey.

In general, employees respond that they are treated equally based on their race, sex, age, ethnicity, and sexual orientation, although some employees express concerns about equity and fairness. When asked how they feel at work, employees scored high on feeling trusted and competent. Fewer staff, however, feel that they are informed. Fewer faculty members feel recognized/appreciated and included. Across the board, faculty and staff both state concerns about current levels of compensation, which may be exacerbated by limited resources in the current context of higher education funding.

Among all human performance management practices, the survey data indicate that employees are more positive about how the university recruits and hires, promotes diversity and inclusion, and evaluates performance. They report that the university is less effective in training, mentoring, and promoting employees. This latter finding translates into employees' concerns about retaining high-quality co-workers.

Even given some of the specific areas for improvement noted above, the survey data, in total, provide a sense of a vibrant, thriving university that offers an outstanding education for students and a supportive, engaging work environment for employees. The results also suggest a number of opportunities for the university, which have been identified as a series of recommendations at the conclusion of this report. Communication interventions, in particular, may be a cost-effective method to leverage current strengths and address potential areas of concern. Overall, the university's many strengths suggest that simple operational measures may vastly improve the day-to-day communication environment and maximize the potential of a highly engaged, dedicated employee community.
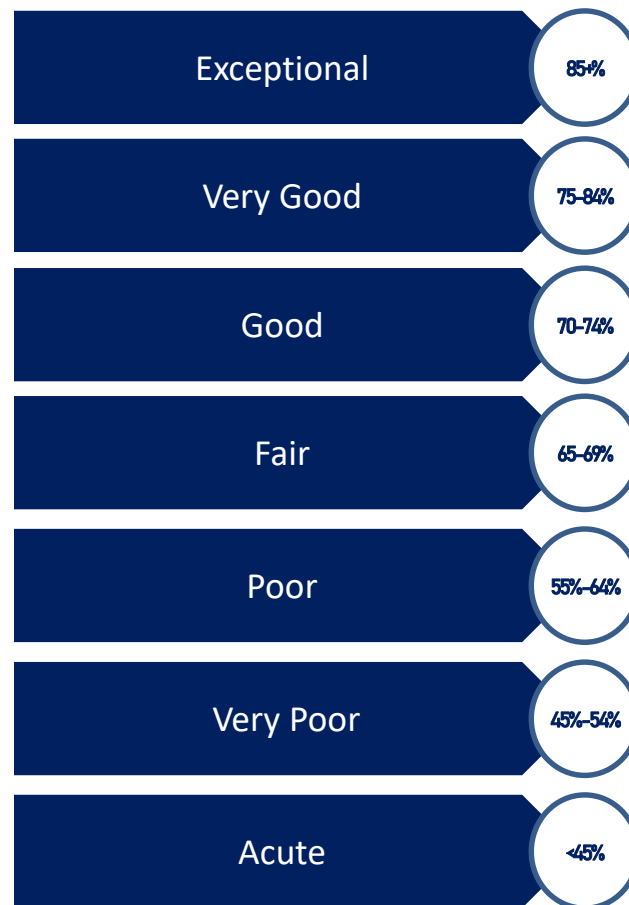
Response Guidelines

Response Options
Strongly Agree, Somewhat Agree, Neither Agree nor Disagree, Somewhat Disagree, Strongly Disagree

Negative Responses
Strongly Disagree, Somewhat Disagree
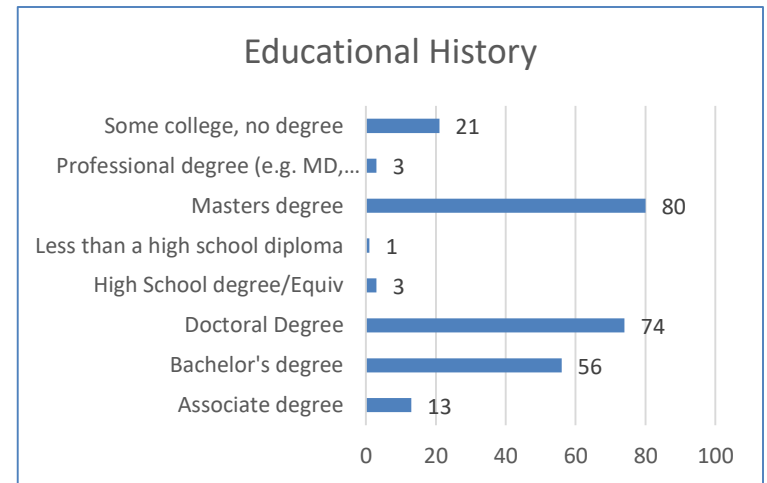
Positive Responses
Somewhat Agree, Strongly Agree
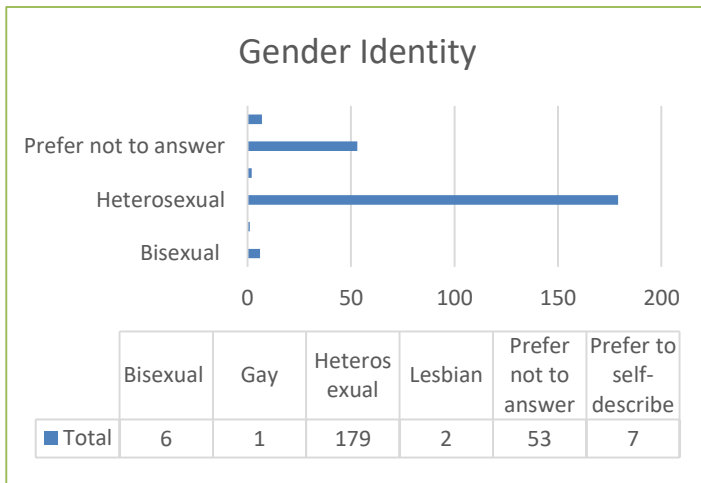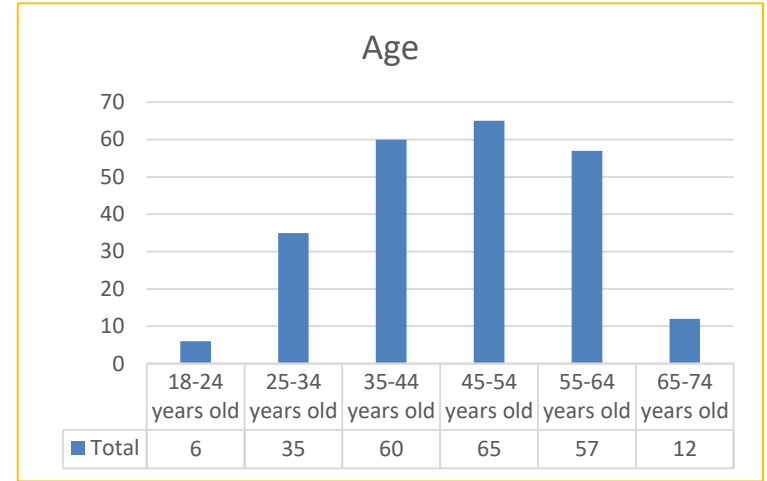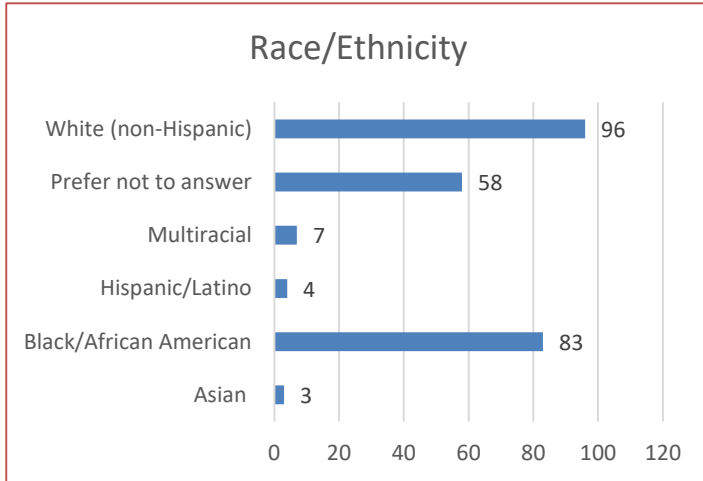
Category	Range
Exceptional	85+%
Very Good	75–84%
Good	70–74%
Fair	65–69%
Poor	55%–64%
Very Poor	45%–54%
Acute	<45%

SURVEY PARTICIPANT DEMOGRAPHICS

12/11/2018

Demographics Summary

Race/Ethnicity

Category	Value
White (non-Hispanic)	96
Prefer not to answer	58
Multiracial	7
Hispanic/Latino	4
Black/African American	83
Asian	3

Age

	18-24 years old	25-34 years old	35-44 years old	45-54 years old	55-64 years old	65-74 years old
Total	6	35	60	65	57	12

Gender Identity

	Bisexual	Gay	Heterosexual	Lesbian	Prefer not to answer	Prefer to self-describe
Total	6	1	179	2	53	7

Educational History

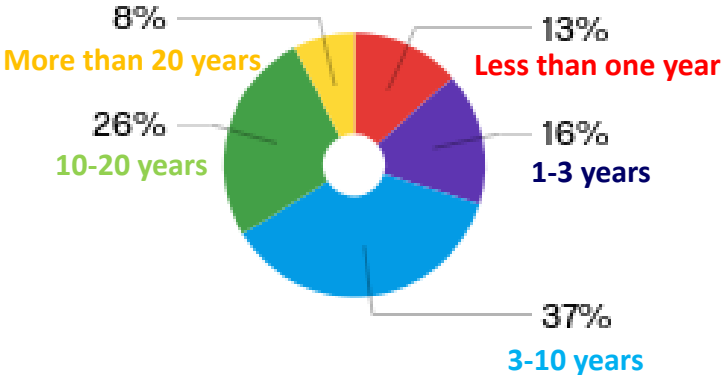| Category	Value
Some college, no degree	21
Professional degree (e.g. MD,…)	3
Masters degree	80
Less than a high school diploma	1
High School degree/Equiv	3
Doctoral Degree	74
Bachelor's degree	56
Associate degree	13

Demographics Summary, continued

How many years have you worked at Clayton State University?

What division do you work for?

College of Arts and Sciences	22.65%	53
Enrollment Management, or Office of the Provost	16.67%	39
College of Health	11.11%	26
Information Technology	7.69%	18
College of Business	5.56%	13
Auxiliary Services	4.70%	11
University Advancement	3.85%	9
Budget and Finance	3.42%	8
Office of the President	2.99%	7
College of Information and Mathematical Sciences	2.99%	7
Campus Life	2.99%	7
University Housing	2.56%	6
Spivey Hall	2.56%	6
University Health Services, Counseling and Psychological Services	2.14%	5
Veterans Resource Center, Disability Resource Center, Campus Information, Career Services	1.71%	4
Recreation and Wellness and Student Activities Center	1.71%	4
Public Safety	1.71%	4
Human Resources	1.71%	4
Facilities Management/Operations Services	1.28%	3
Total	100%	234

Jobs and Roles of Respondents

Faculty (32%) Staff (61%)

Faculty (89) Staff (172) Both Faculty and Staff (20) *

32% Professor (32%) 28% Associate Professor (28%) 23% 17% Lecturer (17%)

Professor (26) Associate Professor (23) Assistant Professor (18) Lecturer (14)

21% 4% 42% 33%

Academic Services Professional (31) Accounting Professional (7)

Administrative Support (Exec. Assistant, etc.) (63)

Director, Assistant Director and Above (49)
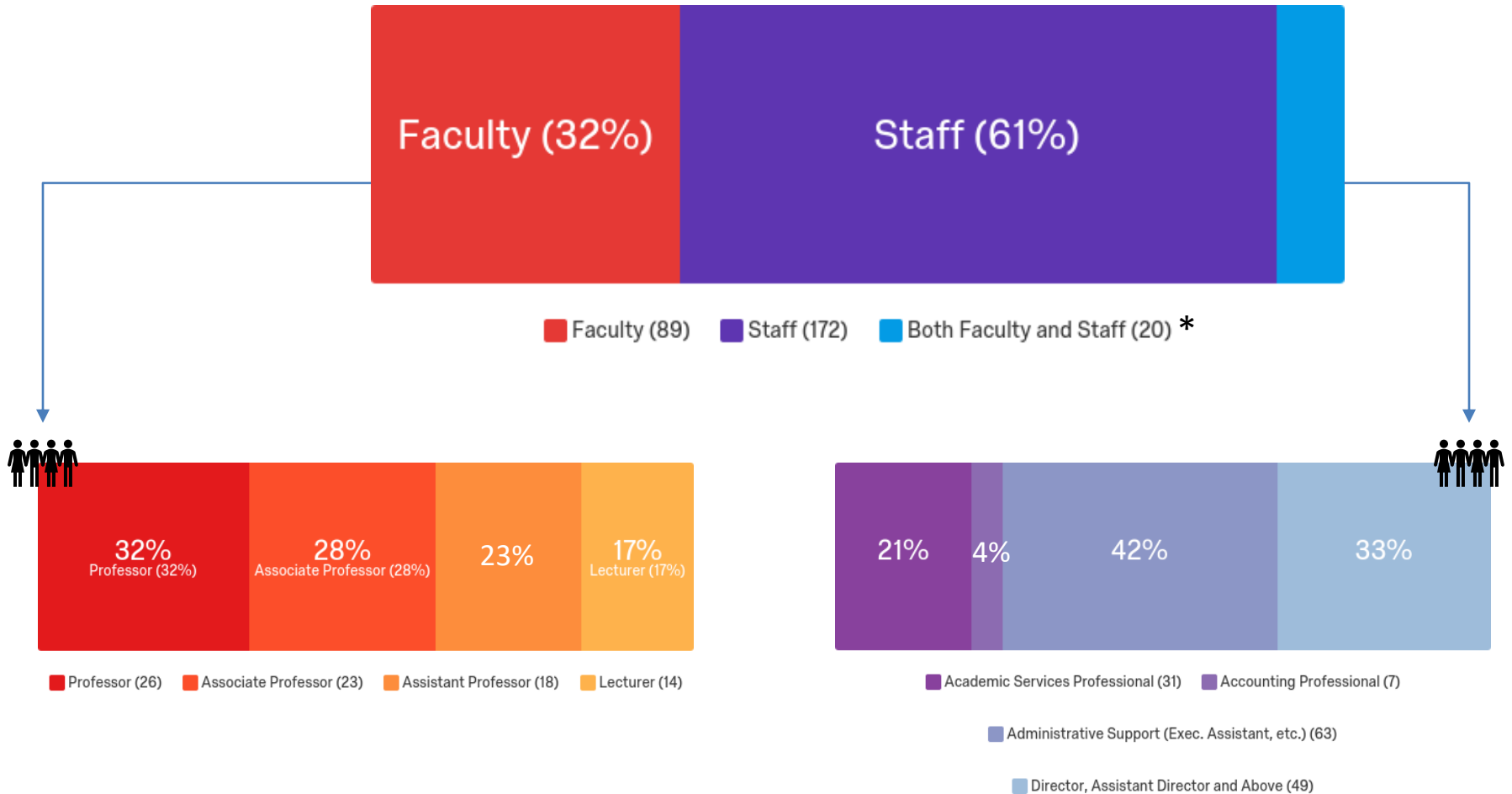
*Note that the use of "Both Faculty and Staff" throughout the document refers to employees who have job responsibilities that cross both Faculty and Staff roles simultaneously. "All Employees" refers to faculty, staff, and those who are "both faculty and staff."
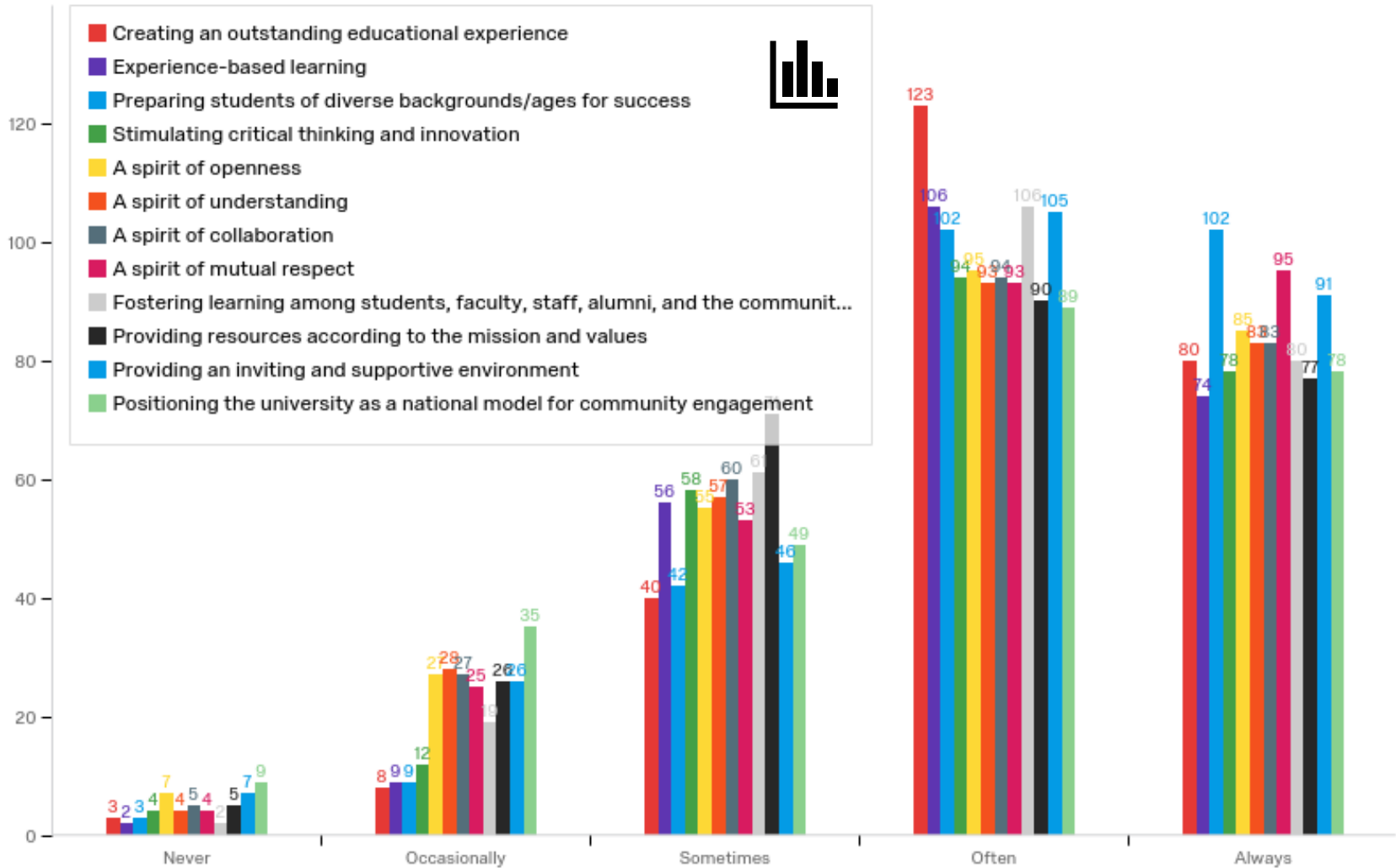
CLAYTON STATE UNIVERSITY'S MISSION AND VISION

To what extent does Clayton State University meet our commitments to the following aspects of our mission?

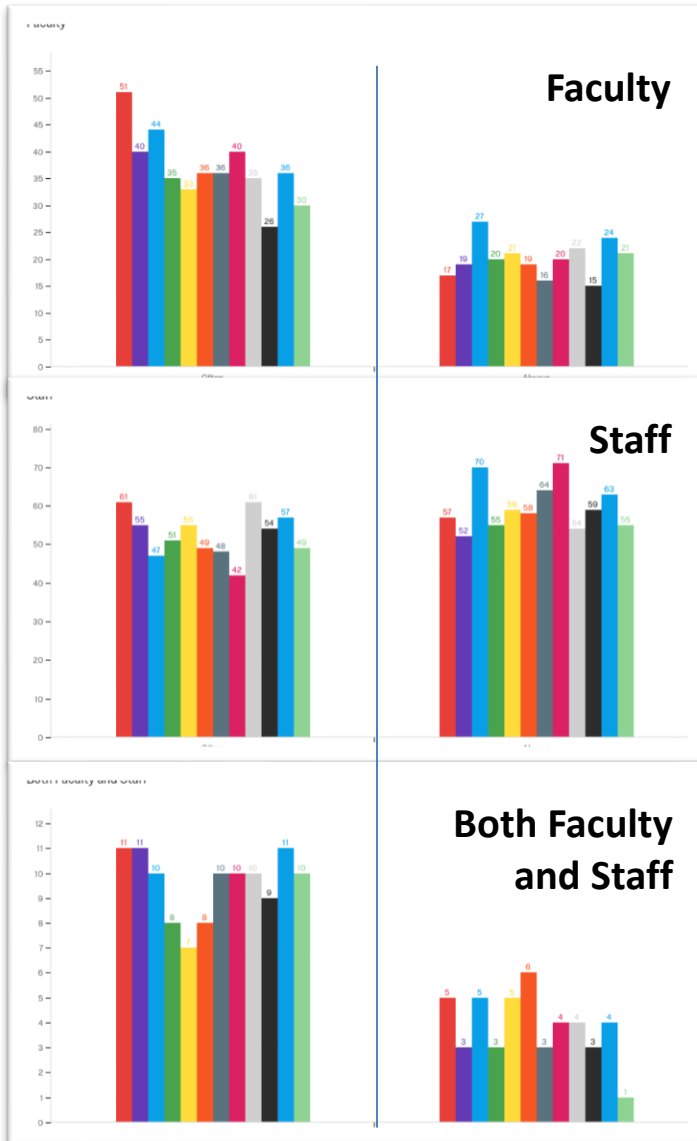|		Minimum	Maximum	Mean
1	Creating an outstanding educational experience	1.00	5.00	4.06
2	Experience-based learning	1.00	5.00	3.98
3	Preparing students of diverse backgrounds/ages for success	1.00	5.00	4.13
4	Stimulating critical thinking and innovation	1.00	5.00	3.93
5	A spirit of openness	1.00	5.00	3.83
6	A spirit of understanding	1.00	5.00	3.84
7	A spirit of collaboration	1.00	5.00	3.83
8	A spirit of mutual respect	1.00	5.00	3.93
9	Fostering learning among students, faculty, staff, alumni, and the community	1.00	5.00	3.91
10	Providing resources according to the mission and values	1.00	5.00	3.77
11	Providing an inviting and supportive environment	1.00	5.00	3.90
12	Positioning the university as a national model for community engagement	1.00	5.00	3.74

To what extent does Clayton State University meet our commitments to the following aspects of our mission?

To what extent does Clayton State University meet our commitments to the following aspects of our mission?

Often   **Always**

Faculty

Staff

Both Faculty and Staff

- Creating an outstanding educational experience
- Experience-based learning
- Preparing students of diverse backgrounds/ages for success
- Stimulating critical thinking and innovation
- A spirit of openness
- A spirit of understanding
- A spirit of collaboration
- A spirit of mutual respect
- Fostering learning among students, faculty, staff, alumni, and the communit...
- Providing resources according to the mission and values
- Providing an inviting and supportive environment
- Positioning the university as a national model for community engagement

Employees who identify as *Staff*

are more positive **than Faculty**

or employees who are both

Faculty and Staff.

13

Themes: Comments about Clayton State University's Mission and Vision

Employees do not see the university's mission and vision communicated to faculty, staff, students, and the community.

The execution of the mission and vision is lost in day-to-day, immediate needs, particularly in terms of resource allocation.

Staff members don't believe that they have input into the overall direction of the university.

Decisions are viewed as short-term, rather than strategic and long-term.

Pursuing additional community outreach and engagement is viewed as an unmet opportunity.

Clayton State University's Mission and Vision

- "We are trying to do our best in accordance with available funding."

- "We have people who live in the next county who have never heard of this university. Our lack of communication with them is certainly not furthering our mission of being a national model for community outreach."

- "We need to work much harder at getting our mission and vision out to the community, state, and beyond. Communication within the university needs MUCH improvement as we don't know what other departments are doing."

- "This place is now more of a business than an educational facility. The mission of the university has not changed, but it seems like it unofficially has. I no longer feel that CSU is a good learning environment or working environment."

- "We throw around words like 'mission' and 'vision' and 'dreams' a lot. Less dreaming, more making real."

Highlight

"People really care about student success here."
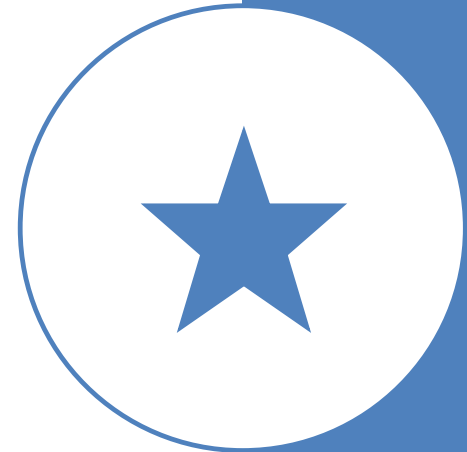
With Whom Do Employees Communicate the Most Frequently?

1	Information Technology	12.41%	115
2	Budget and Finance	9.28%	86
3	Enrollment Management, or Office of the Provost (Graduate Studies, Institutional Research, Extended Programs)	8.95%	83
4	Human Resources	8.95%	83
5	Facilities Management/Operations Services	8.74%	81
6	College of Arts and Sciences	8.52%	79
7	Auxiliary Services	5.93%	55
8	Public Safety	5.29%	49
9	College of Health, College of Information and Mathematical Sciences	5.29%	49
10	University Housing	4.31%	40
11	Campus Life	3.99%	37
12	College of Business	3.34%	31
13	University Advancement	3.34%	31
14	Office of the President	3.34%	31
15	Veterans Resource Center, Disability Resource Center, Campus Information, Career Services	2.91%	27
16	University Health Services, Counseling and Psychological Services	2.27%	21
17	Recreation and Wellness and Student Activities Center	1.83%	17
18	Spivey Hall	1.29%	12
	Total	Total	927

How Often Do Employees Communicate with these High Frequency Departments?

Question	Daily		Weekly		Monthly		Annually		Total
Information Technology	22%	25	33%	38	39%	45	5%	6	114
Budget and Finance	19%	16	49%	42	29%	25	2%	2	85
Enrollment Management, or Office of the Provost	49%	41	31%	26	18%	15	1%	1	83
Human Resources	14%	12	23%	19	41%	34	22%	18	83
Facilities Management/Operations Services	17%	14	40%	32	35%	28	9%	7	81
College of Arts and Sciences	42%	33	30%	24	24%	19	4%	3	79

Satisfaction in Communicating with Each Division/Unit

		Mean	Count
1	Office of the President	4.74	31
2	Spivey Hall	4.71	14
3	University Health Services, Counseling and Psychological Services	4.67	21
4	Veterans Resource Center, Disability Resource Center, Campus Information, Career Services	4.41	27
5	College of Business	4.34	32
6	Auxiliary Services	4.33	57
7	Enrollment Management, or Office of the Provost (Graduate Studies, Institutional Research, Extended Programs)	4.26	84
8	Campus Life	4.16	38
9	Public Safety	4.1	50
10	College of Arts and Sciences	4.1	81
11	University Advancement	4.1	31
12	Information Technology	4.08	119
13	Recreation and Wellness and Student Activities Center	4.06	17
14	College of Health, College of Information and Mathematical Sciences	4.04	49
15	Facilities Management/Operations Services	4.02	83
16	Human Resources	3.92	85
17	Budget and Finance	3.64	87
18	University Housing	3.61	41

I am satisfied with communication with this division/unit.

Office of the President

84%
Strongly agree
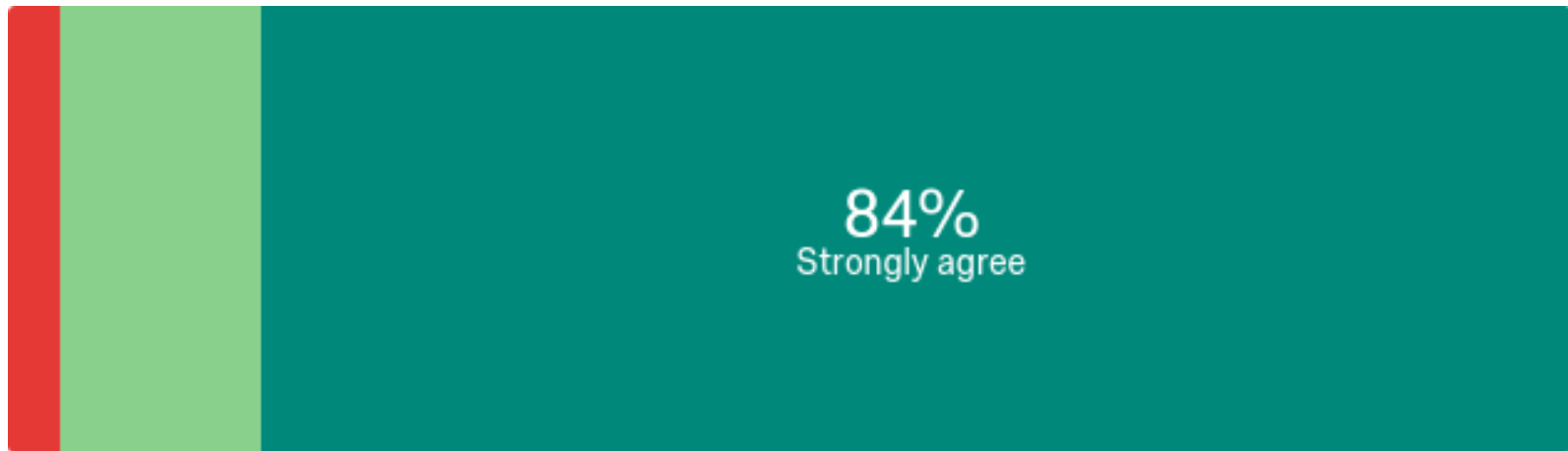
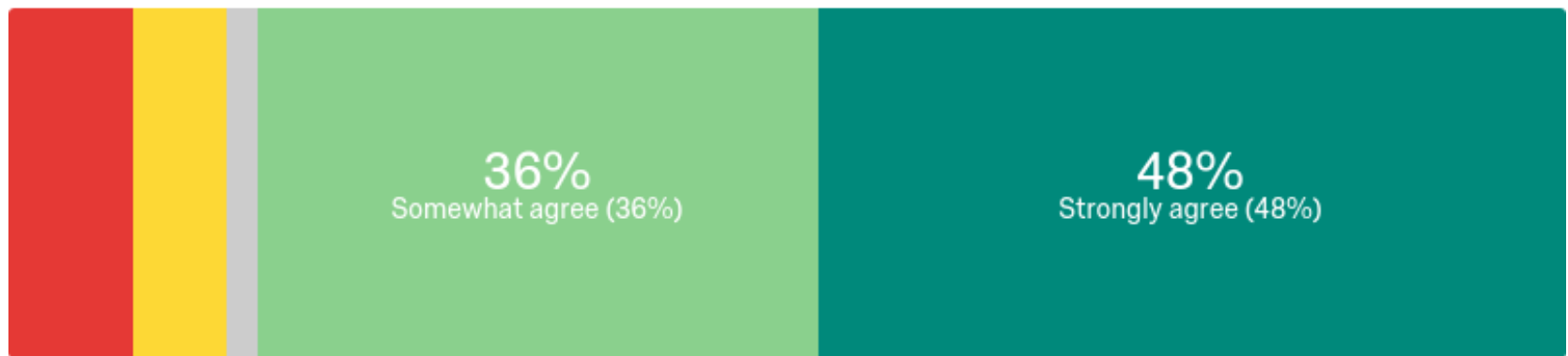🟥 Strongly disagree (1)　　🟨 Somewhat disagree (0)　　⬜ Neither agree nor disagree (0)

🟩 Somewhat agree (4)　　🟩 Strongly agree (26)

Exceptional　98%

I am satisfied with communication with this division/unit.

Public Safety

36%
Somewhat agree (36%)

48%
Strongly agree (48%)

- Strongly disagree (4)
- Somewhat disagree (3)
- Neither agree nor disagree (1)
- Somewhat agree (18)
- Strongly agree (24)

Very Good 84%

I am satisfied with communication with this division/unit.

Information Technology

27% Somewhat agree
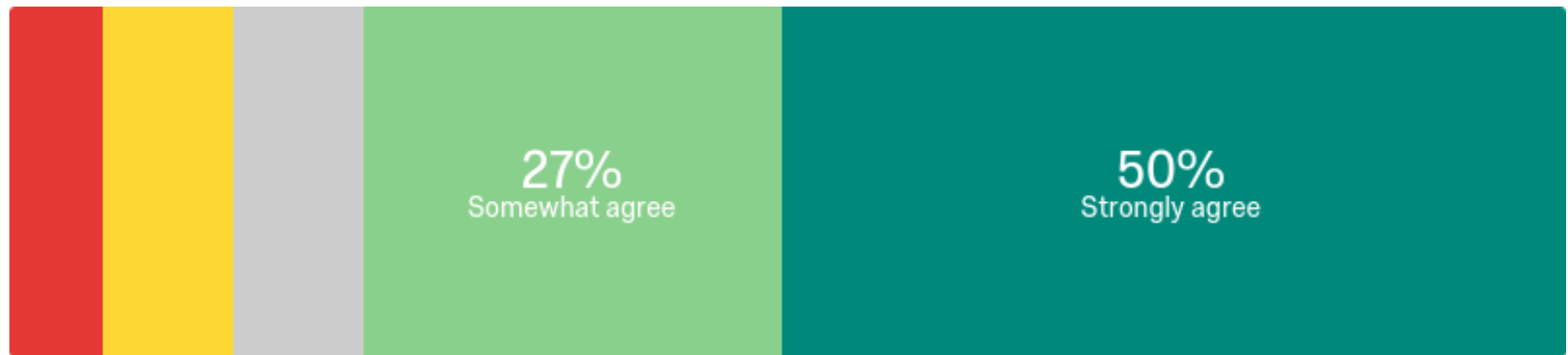
50% Strongly agree

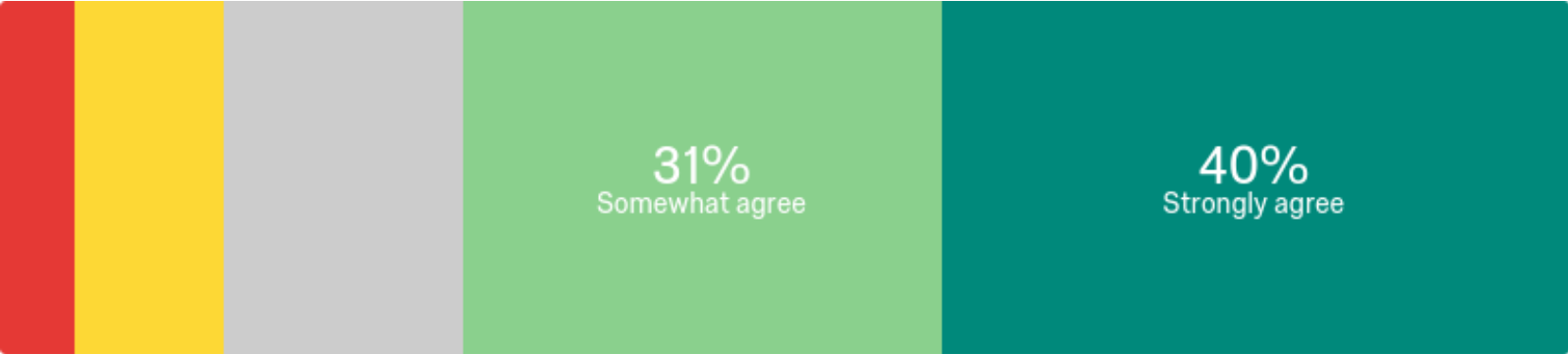■ Strongly disagree (7) ■ Somewhat disagree (10) ■ Neither agree nor disagree (10) ■ Somewhat agree (32)

■ Strongly agree (60)

Very Good 77%

I am satisfied with communication with this division/unit.

Human Resources

31%
Somewhat agree

40%
Strongly agree

Strongly disagree (4)　　Somewhat disagree (8)　　Neither agree nor disagree (13)　　Somewhat agree (26)

Strongly agree (34)

Good　71%

I am satisfied with communication with this division/unit.
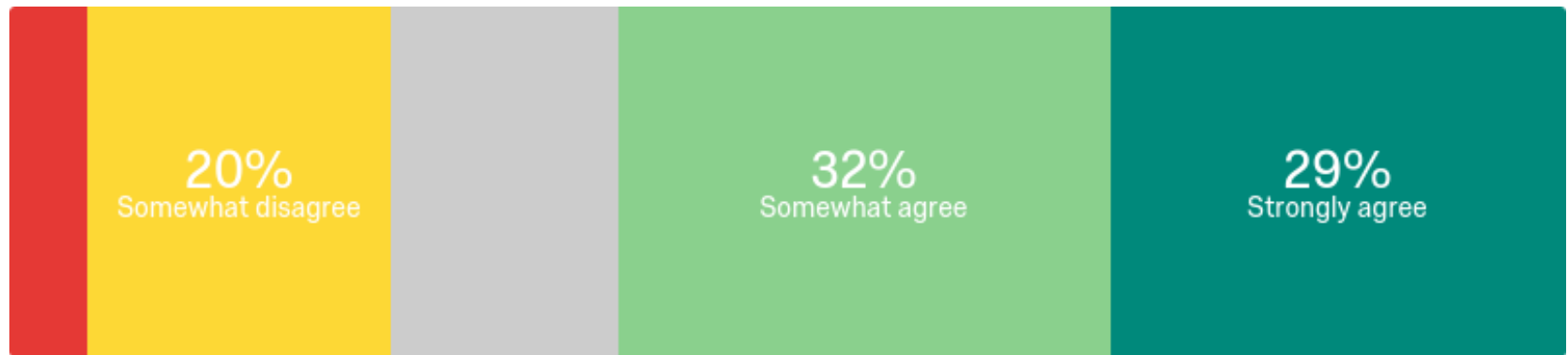
Budget and Finance

32%
Somewhat agree (32%)

33%
Strongly agree (33%)

Strongly disagree (7) Somewhat disagree (16) Neither agree nor disagree (7) Somewhat agree (28)

Strongly agree (29)

Fair 65%

I am satisfied with communication with this division/unit.

University Housing

	20% Somewhat disagree	**32%** Somewhat agree	**29%** Strongly agree

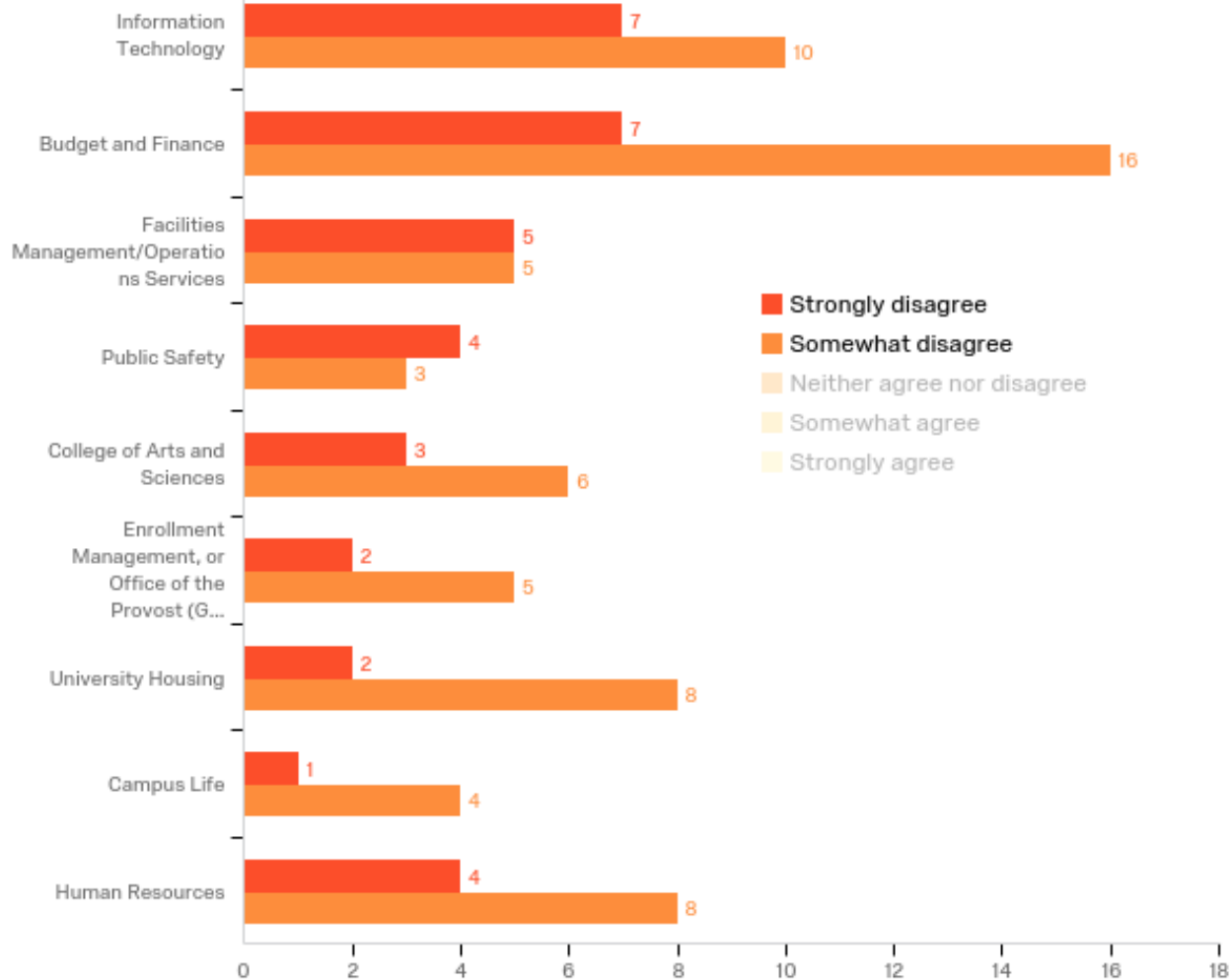■ Strongly disagree (2) ■ Somewhat disagree (8) ■ Neither agree nor disagree (6) ■ Somewhat agree (13)

■ Strongly agree (12)

Poor **61%**

I am satisfied with communication with this division/unit.

Counts of participants who were dissatisfied in communicating with various units.

Themes: Opportunities or Challenges Communicating with other Divisions/Units

Employees state that response times and responsiveness from some units/divisions (HR, budget and finance, public safety, IT) are slow, ineffective and, at times, unprofessional.

Employees note that changes in policies and procedures need to be communicated more effectively across units/divisions.

Employees state that a lack of contact/resource information for co-workers across the university impedes their ability to do their work efficiently.

Employees report that some decisions are not communicated downward to inform them about changes.
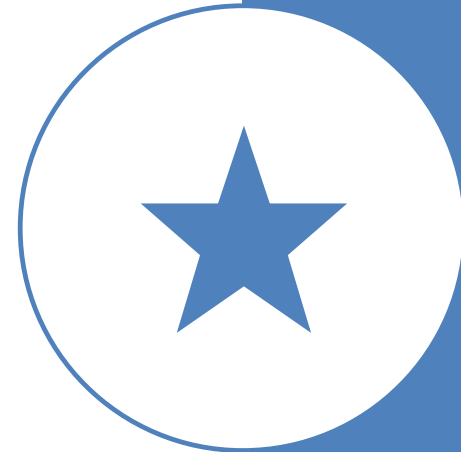
Faculty feel limited in communication by the lack of a faculty email list.

Opportunities or Challenges in Communicating with Other Divisions/Units

- "There is no documentation to let faculty and staff know what to do or who to contact in many situations."

- "There is no standard way to accomplish tasks stated on some departments' websites to help others figure out what the appropriate procedure is."

- "Policies are consistently changing without proper communication."

- "Often emails and phone calls are not acknowledged or addressed in a timely manner."

- "Decisions are not communicated down to staff to make them aware of what is going on within the division and on campus."
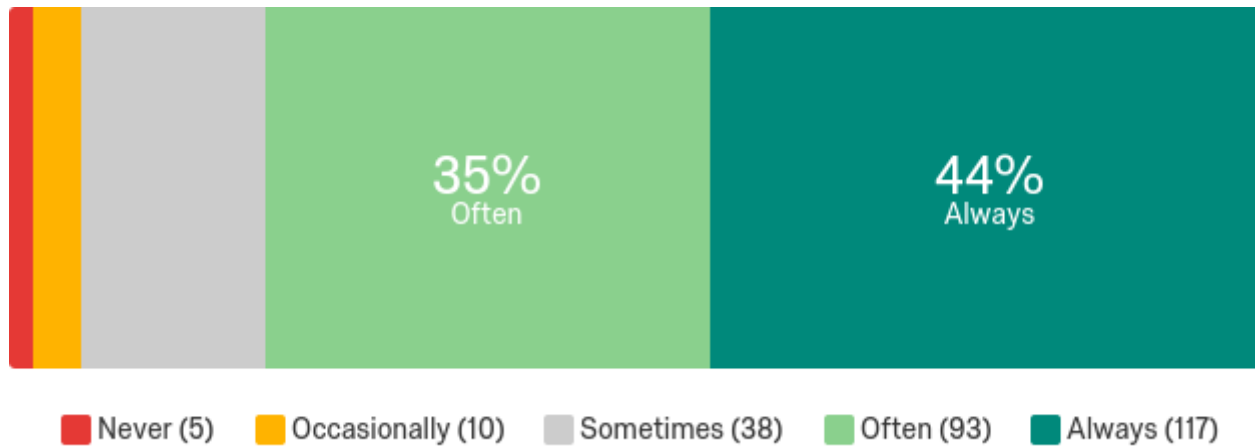
Highlight

80% of employees are satisfied with communication, overall, within and across divisions.

WORKPLACE CLIMATE AND CULTURE

12/11/2018

I have the training to do my job effectively.

35% Often

44% Always

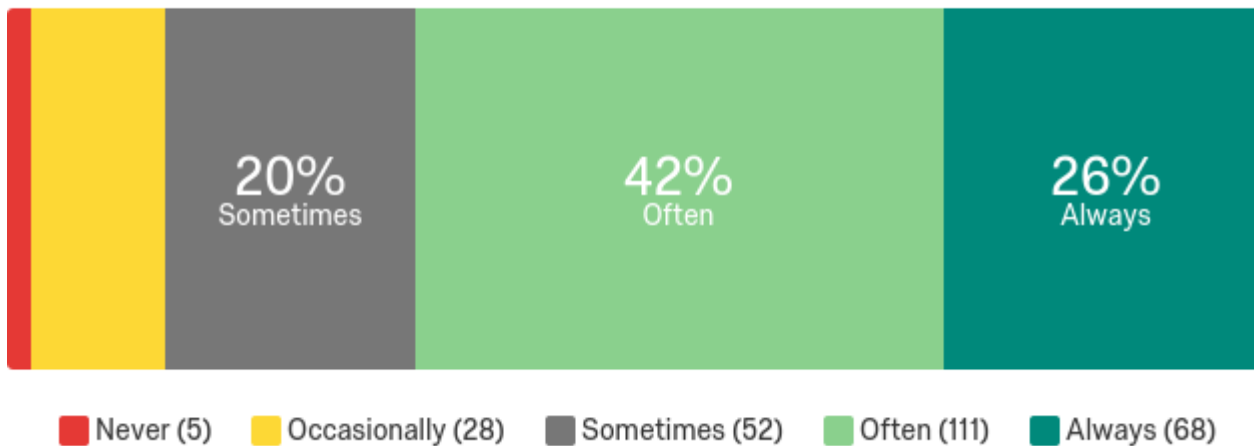■ Never (5) ■ Occasionally (10) ■ Sometimes (38) ■ Often (93) ■ Always (117)

*Very Good 79%

*While 79% of employees report satisfaction with training in the survey, *lack* of training is a strong theme in employee comments and in later survey questions. The comments are not closely aligned to any demographic, perhaps indicating inconsistency in access to training or inconsistency in expectation for training even within job functions. Availability of training is an area of opportunity, since the university's mission is aligned to education and there is significant organizational competency around education.

I have the resources and tools to do my job effectively.
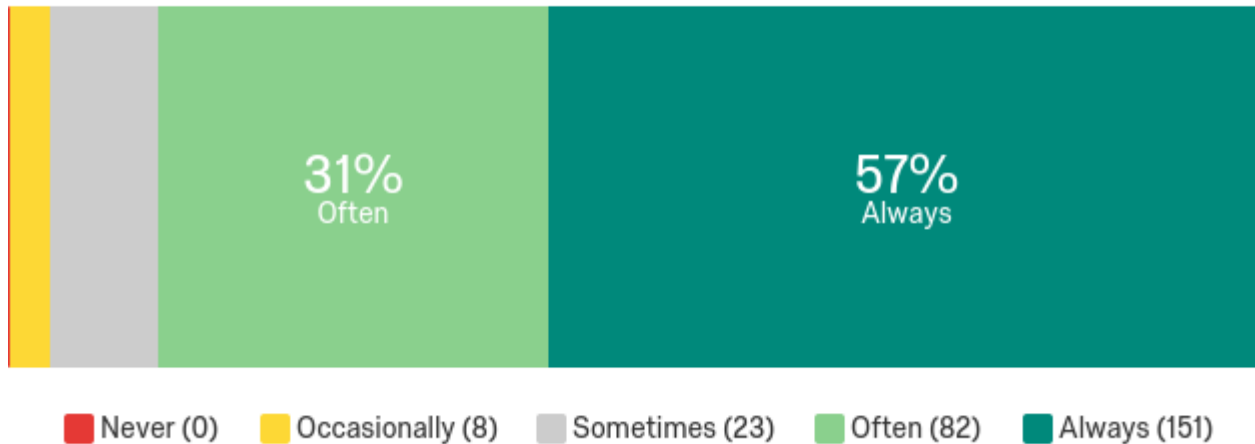
I have the resources and tools to do my job effectively.

| 20% Sometimes | 42% Often | 26% Always |

■ Never (5) ■ Occasionally (28) ■ Sometimes (52) ■ Often (111) ■ Always (68)

CEB High Performing Benchmark 73% 👏

Fair **68%**

32

I have effective professional relationships with my co-workers.

I have effective professional relationships with my co-workers.
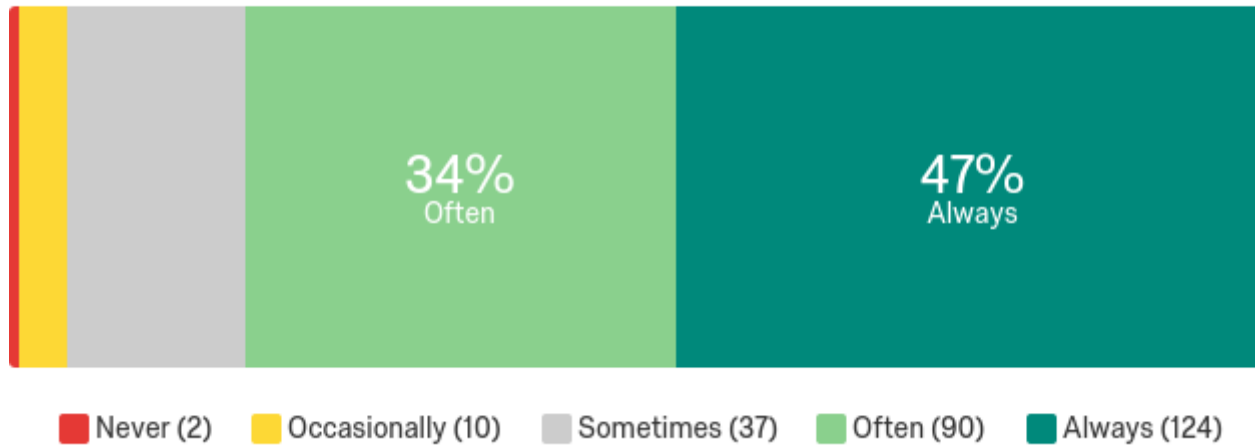

31%
Often

57%
Always

■ Never (0) ■ Occasionally (8) ■ Sometimes (23) ■ Often (82) ■ Always (151)

Exceptional 88%

My co-workers value my work.

My co-workers value my work.

34%
Often

47%
Always

■ Never (2) ■ Occasionally (10) ■ Sometimes (37) ■ Often (90) ■ Always (124)

Very Good 81%

I work with employees outside of my department.

Faculty

21%

79%

Staff

9%

91%

Both Faculty and Staff

11%

89%

Yes   No
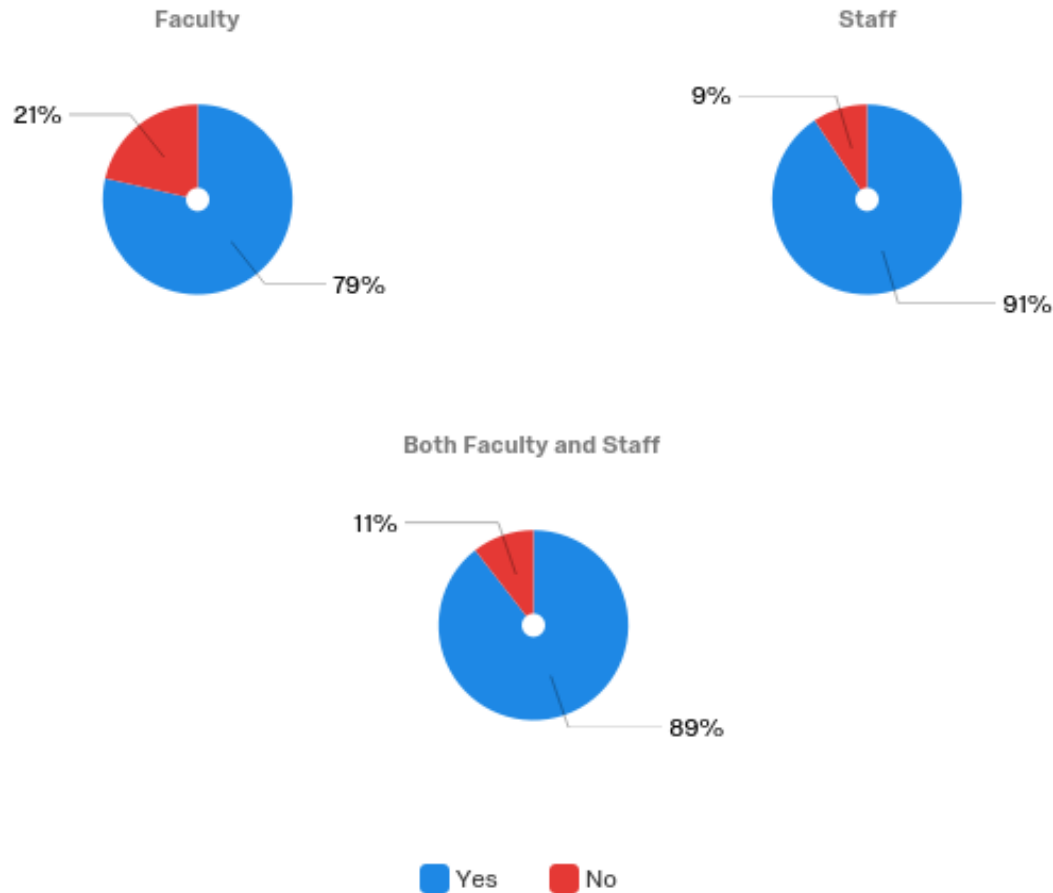
Collaborating with employees outside of my immediate work group is rewarding.

16% Sometimes 50% Often 29% Always

Never (1) ■ Occasionally (10) ■ Sometimes (36) ■ Often (114) ■ Always (66)
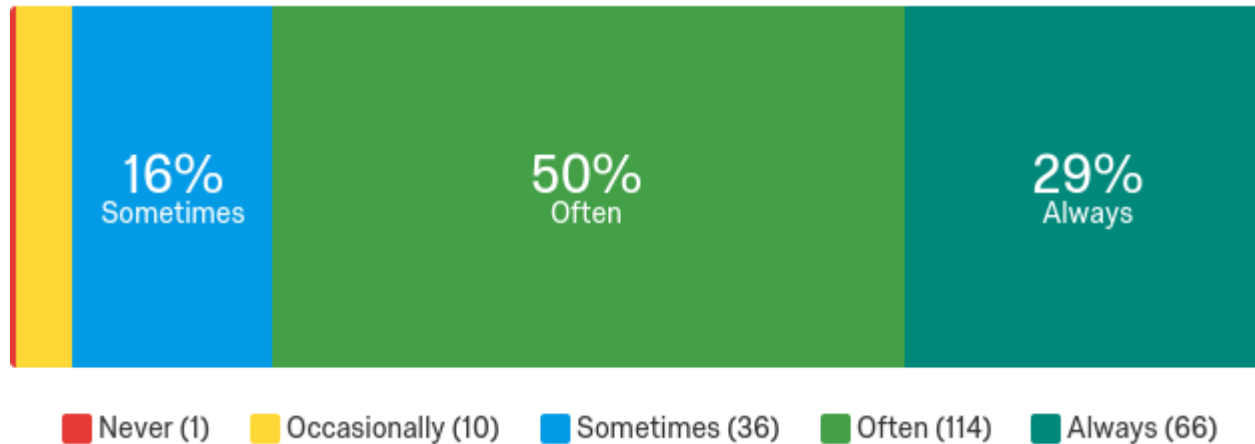
Very Good 79%

# Themes: Barriers to Communication Outside Your Immediate Work Group

Employees find it difficult to collaborate with other units/divisions because response times for email messages and phone calls are slow.

Communication with other units/divisions is more challenging when roles, responsibilities, and expectations are unclear.

Top down communication and restrictions on all-campus email messages limit collaboration and coordination across units/divisions.
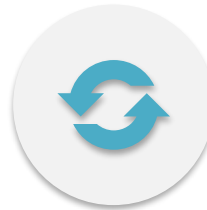
Collaboration could be strengthened with more regular updates on projects and initiatives in other units/divisions.

Collaboration could be improved if employees understood the work performed by others outside of one's own work group.

Some employees note that they learn from other units/divisions, which makes them more effective at their jobs.

Quotes about Barriers to Communication with Employees Outside Your Immediate Work Group

- "There is very little visible collaboration across departments."

- "It's hard to collaborate when phone calls are not returned or emails are not answered in a timely manner."

- "Communication is often frustrating due to lack of clear jobs and goals."

- "When an issue arises, sometimes it's difficult to know who or where to go to find a solution."

- "Collaboration can be a lot of fun and it is usually an opportunity to learn. However, it also invariably seems to be twice as much trouble and take four times as long as just doing it yourself. Collaboration here is something you really have to WANT to do, because it is not going to be easy."

- "I believe communication could be improved by gaining a better understanding of the work performed by others outside our work groups."

- "Learning from other departments makes me more effective in my job."

Highlight

Quick Fix Opportunity for Key Complaint:

Increase accessibility to group email lists.
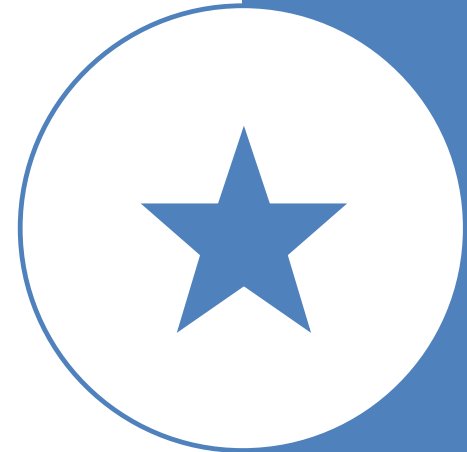
The managers or leaders in my department value my work.

The managers or leaders in my department value my work.

30% Often

48% Always

■ Never (4) ■ Occasionally (15) ■ Sometimes (38) ■ Often (78) ■ Always (127)

Very Good 78%

40
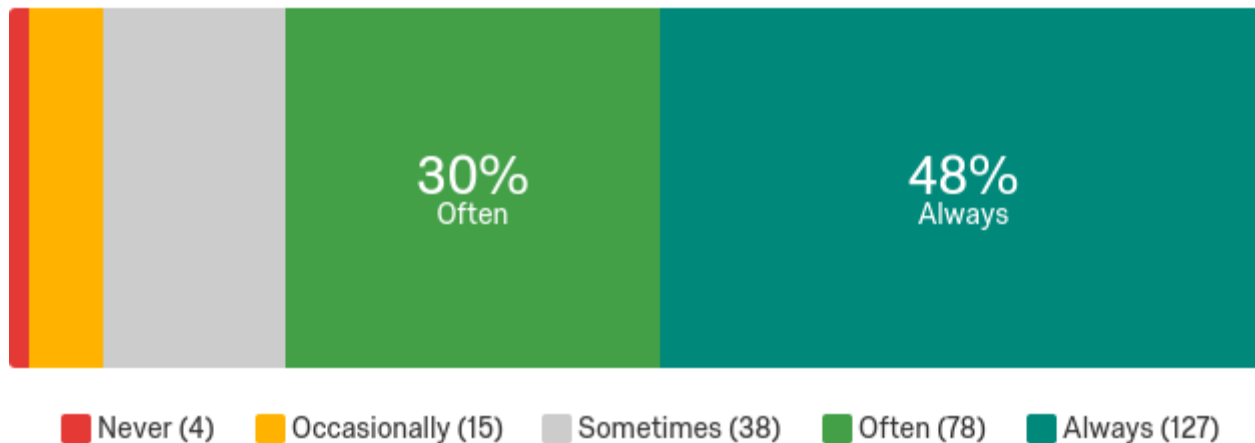
I participate in decisions that affect my work life.

I participate in decisions that affect my work life.

| 19% Sometimes | 40% Often | 29% Always |

Never (10)　Occasionally (23)　Sometimes (50)　Often (104)　Always (75)
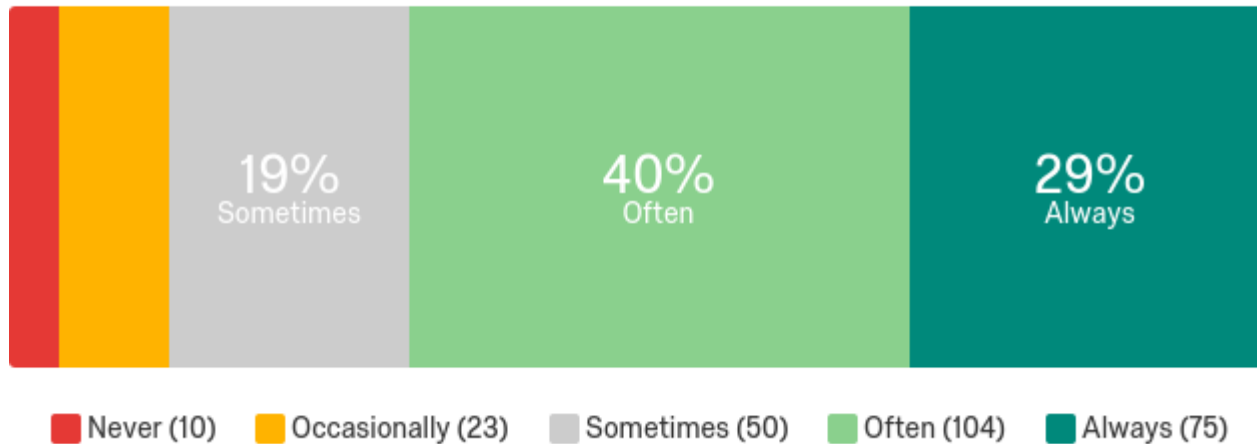
Fair 69%

My feedback is acted upon.

My Feedback is acted upon.

26%
Sometimes

43%
Often

■ Never (9)   ■ Occasionally (37)   ■ Sometimes (69)   ■ Often (112)   ■ Always (35)
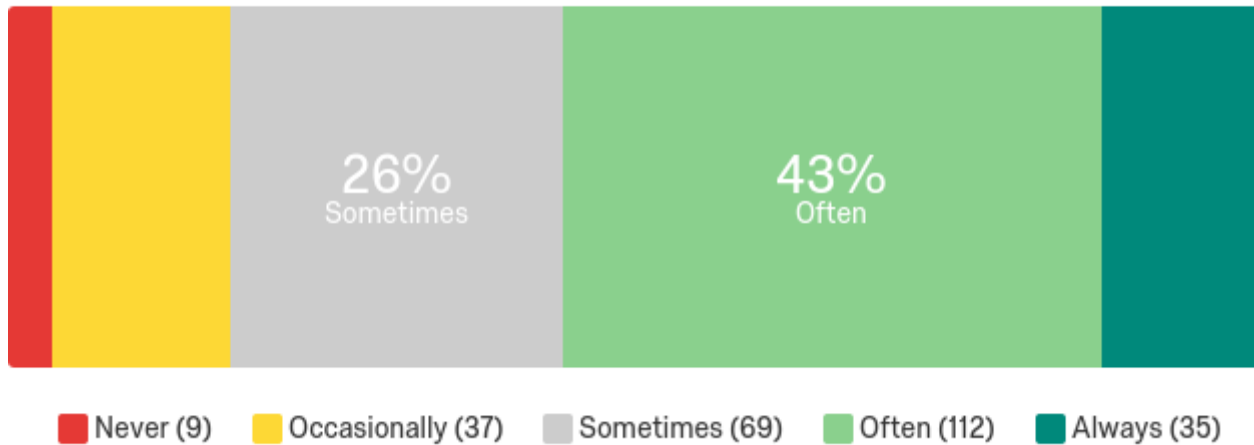
Very Poor   54%

My immediate supervisors communicate clearly and fairly about my job responsibilities.

My immediate supervisor communicates clearly and fairly about my job responsibilities.

30%
Often

51%
Always

■ Never (6) ■ Occasionally (19) ■ Sometimes (24) ■ Often (79) ■ Always (132)
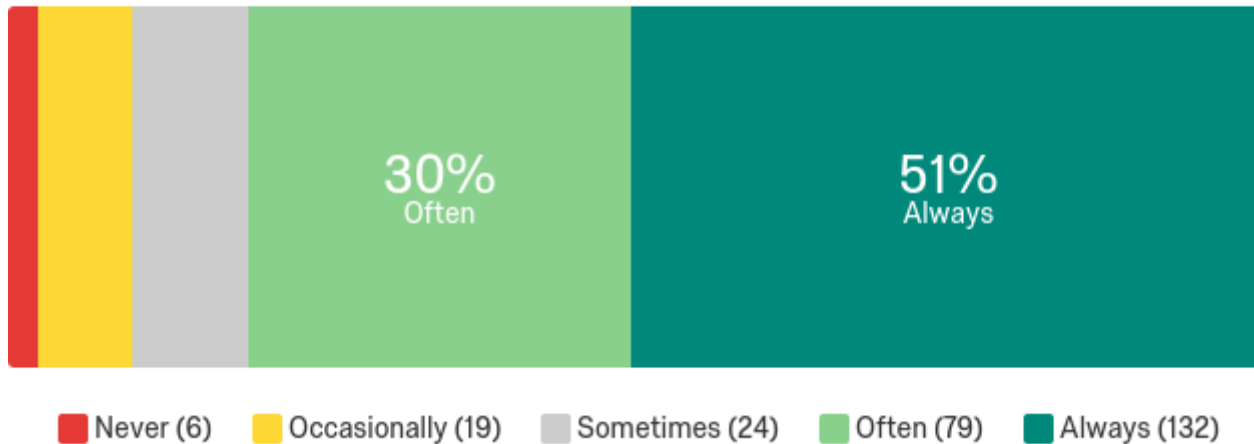
Very Good   81%

My supervisor communicates clearly and fairly about my performance.

My supervisor communicates clearly and fairly about my performance.

26%
Often

53%
Always

■ Never (6)   ■ Occasionally (15)   ■ Sometimes (35)   ■ Often (67)   ■ Always (136)
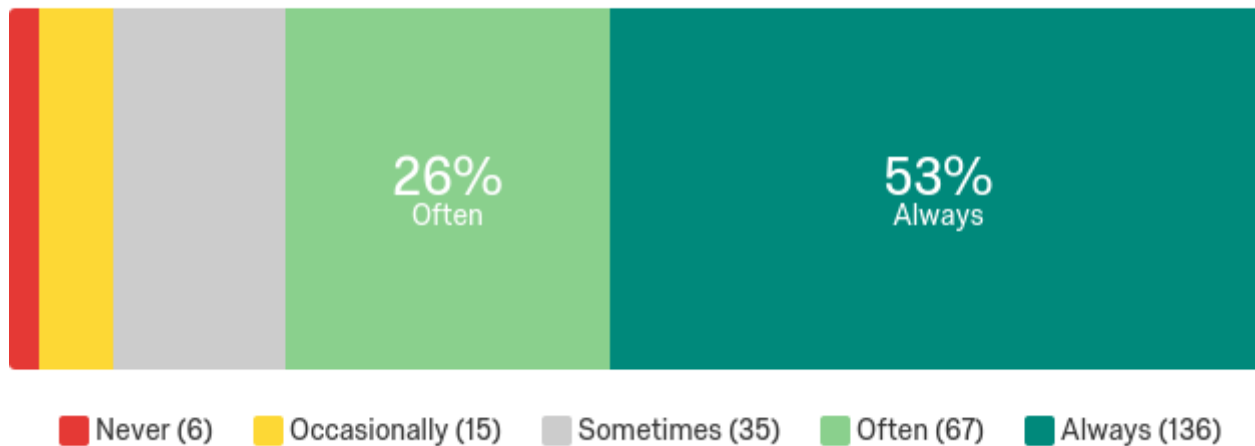
Very Good   79%

Conflicts are handled fairly and effectively.

Conflicts are handled fairly and effectively.

30%
Often

42%
Always

■ Never (8) ■ Occasionally (27) ■ Sometimes (37) ■ Often (78) ■ Always (108)
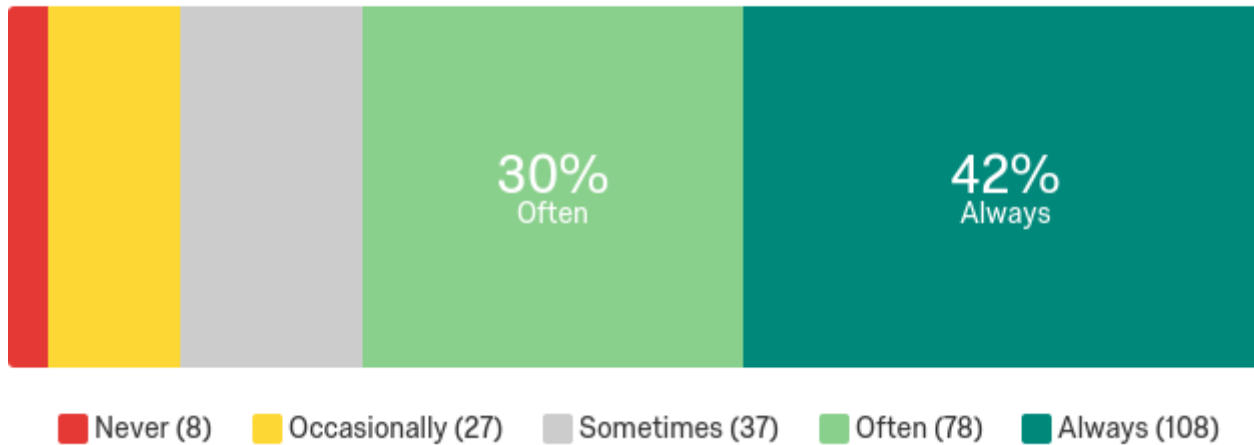
Good 72%

I have opportunities to advance or be promoted.

I have opportunities to advance or be promoted.

29% Never	18% Sometimes	19% Often	20% Always

■ Never (73)   ■ Occasionally (34)   ■ Sometimes (46)   ■ Often (49)   ■ Always (50)
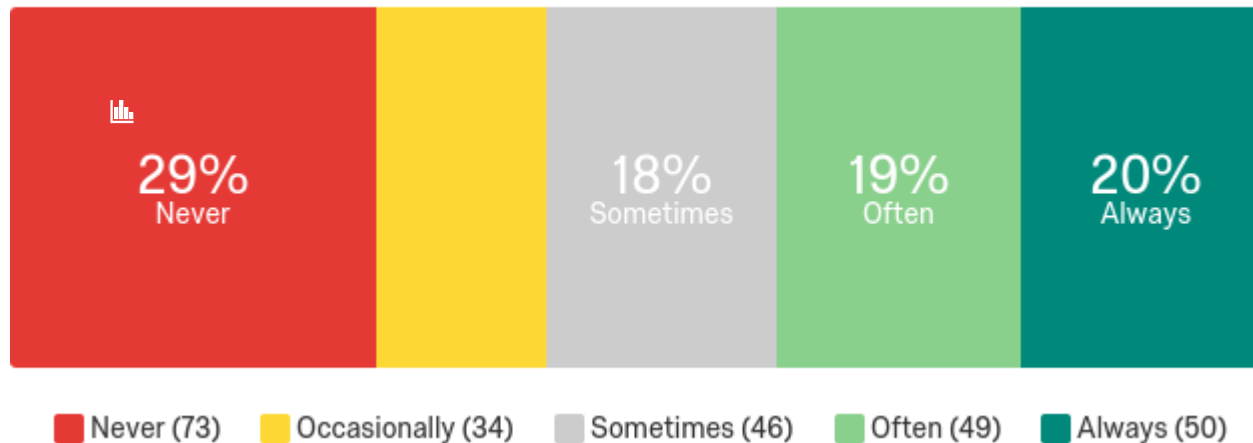
50+% Agree in Facilities/Operations, HR, Veterans Resource Center, Career Services

50+% Disagree in Spivey Hall, Budget/Finance, University Health Services

Acute 39%

I have opportunities to advance or to be promoted.

I have opportunities to advance or be promoted.

IDENTIFICATION AND ALIGNMENT

12/11/2018
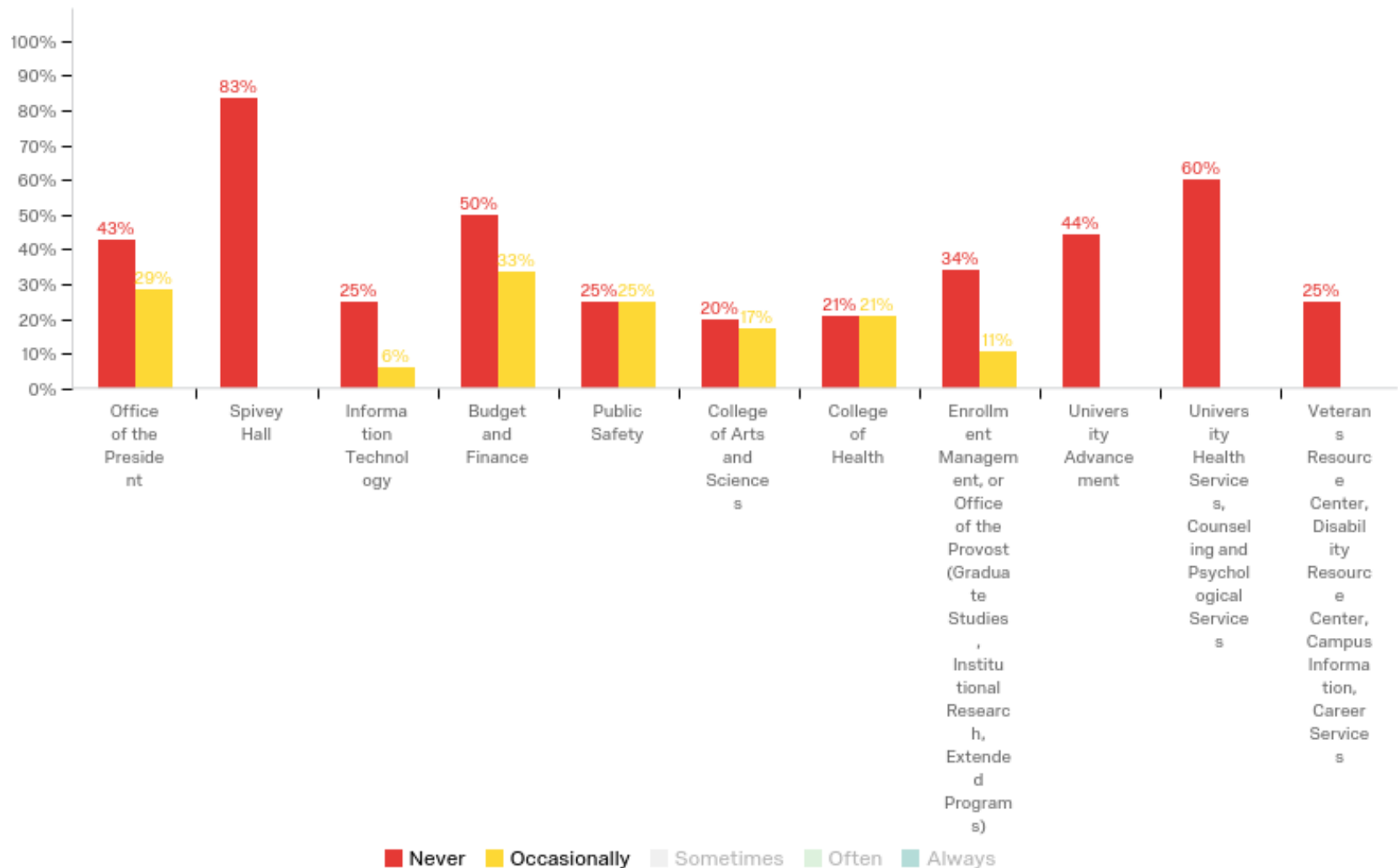
Q28: I make a difference at Clayton State University.

20% Sometimes	32% Often	45% Always

■ Never (1)　■ Occasionally (7)　■ Sometimes (52)　■ Often (82)　■ Always (116)
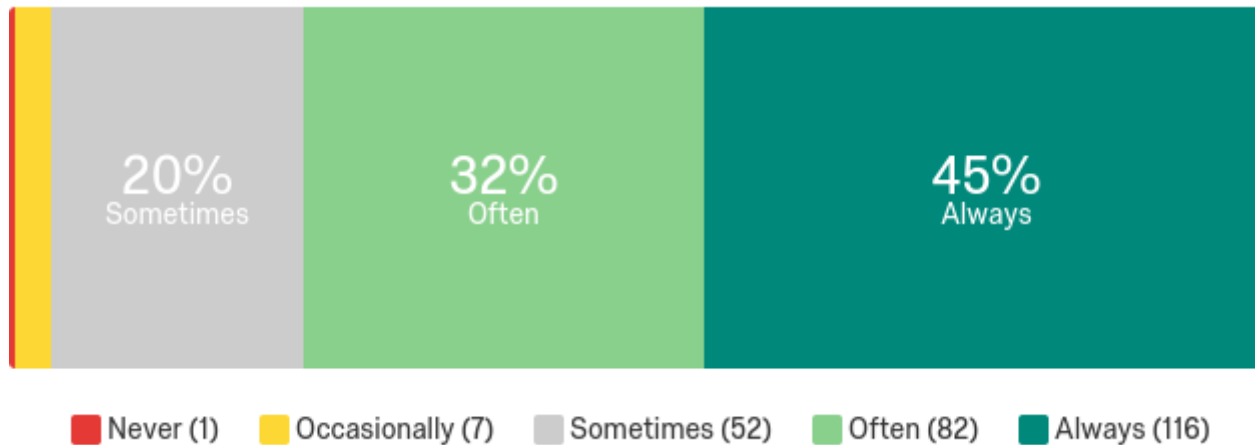
Very Good　77%

Q29: I am proud to work at Clayton State University.

13% Sometimes   35% Often   46% Always

■ Never (3) ■ Occasionally (14) ■ Sometimes (33) ■ Often (88) ■ Always (117)
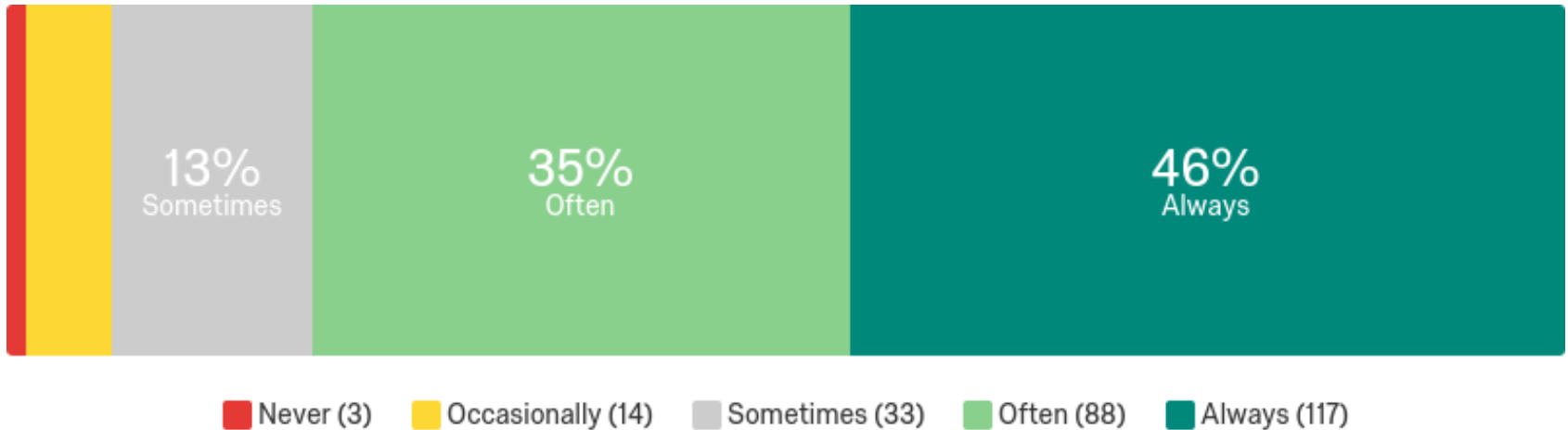
CEB High Performing Benchmark

72% 👏

Very Good **81%**

I am proud to work at Clayton State University.
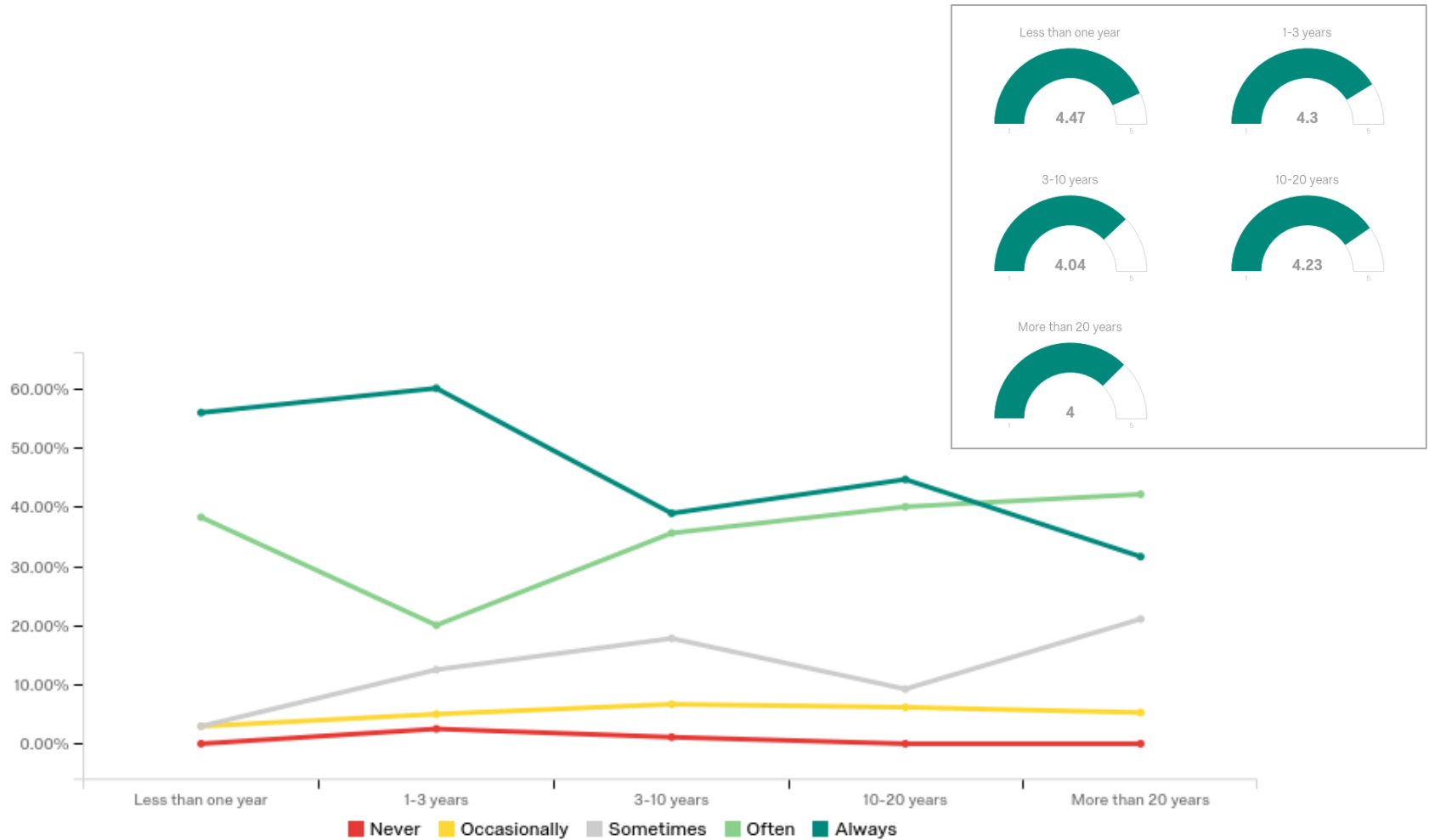
A vast percentage of employees are proud to work at Clayton State University. During the period of 3-10 years of employment, however, pride declines.

"Clayton State University is the best workplace! I always feel supported, respected, and valued. My supervisors and co-workers are always friendly, helpful, and collaborative…. I am thankful to be a part of this great community!"

Q30 - I am treated equally based on my:

*Count, not % of respondents
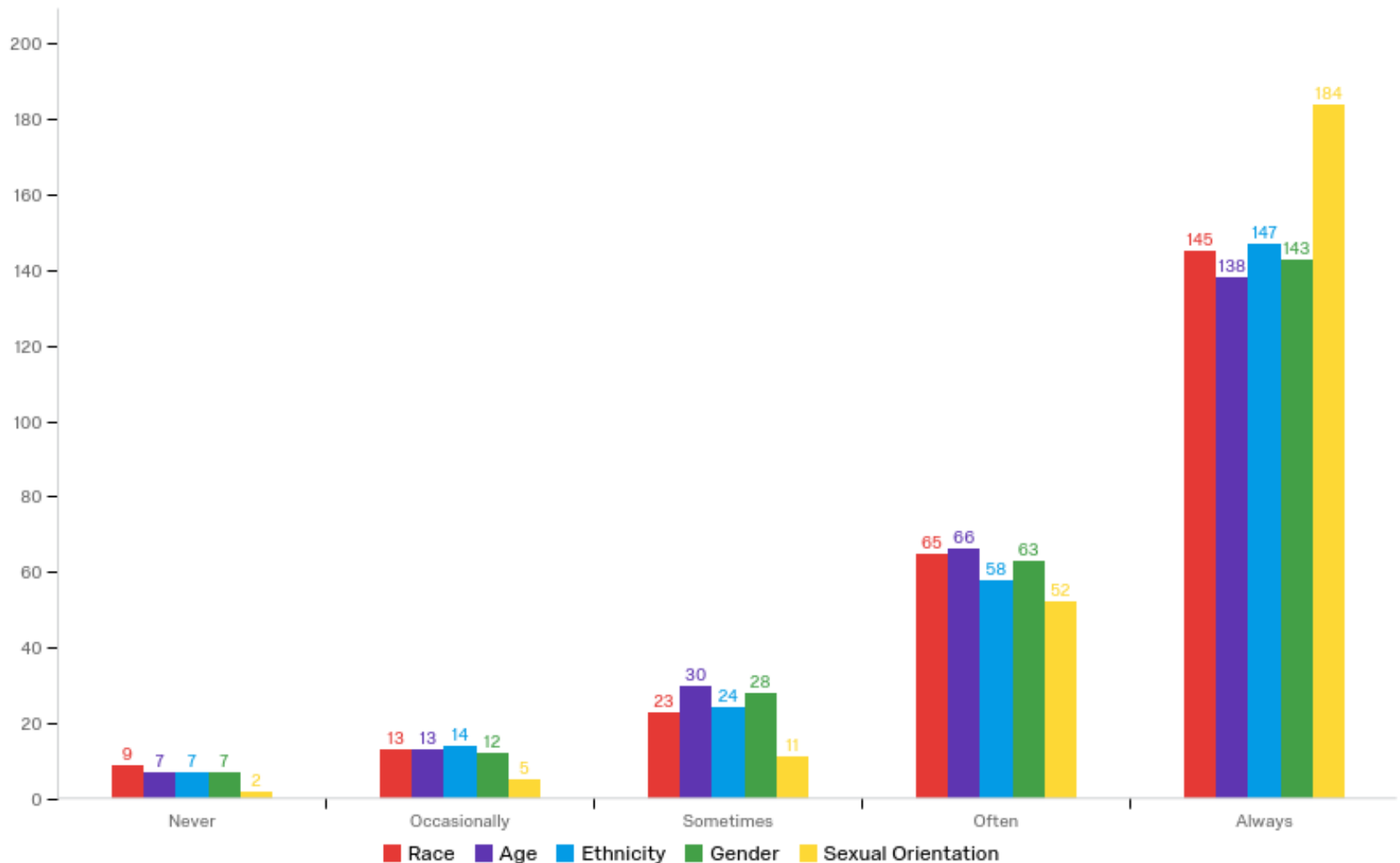
At work, I feel . . .

#	Field	Minimum	Maximum	Mean	Count
1	Trusted	1.00	5.00	**4.20**	259
2	Valued	1.00	5.00	3.99	259
3	Recognized/ Appreciated	1.00	5.00	3.82	258
4	Understood	1.00	5.00	3.76	256
5	Competent	1.00	5.00	**4.34**	258
6	Informed	1.00	5.00	**3.71**	258
7	Included	1.00	5.00	3.79	258
8	Respected	1.00	5.00	4.05	259

At work, I feel . . .

(all roles combined)

	Never	Occasionally	Sometimes	Often	Always

Trusted — 1.93% / 5.02% / 10.42% / 35.91% / 46.72%
Valued — 2.32% / 8.88% / 16.22% / 32.43% / 40.15%
Recognized/Appreciated — 3.49% / 10.85% / 20.16% / 31.40% / 34.11%
Understood — 3.13% / 11.72% / 19.53% / 37.11% / 28.52%
Competent — 1.55% / 0.78% / 8.91% / 39.53% / 49.22%
Informed — 4.65% / 11.24% / 20.54% / 35.27% / 28.29%
Included — 3.88% / 9.30% / 21.71% / 33.72% / 31.40%
Respected — 3.09% / 6.56% / 13.13% / 36.68% / 40.54%
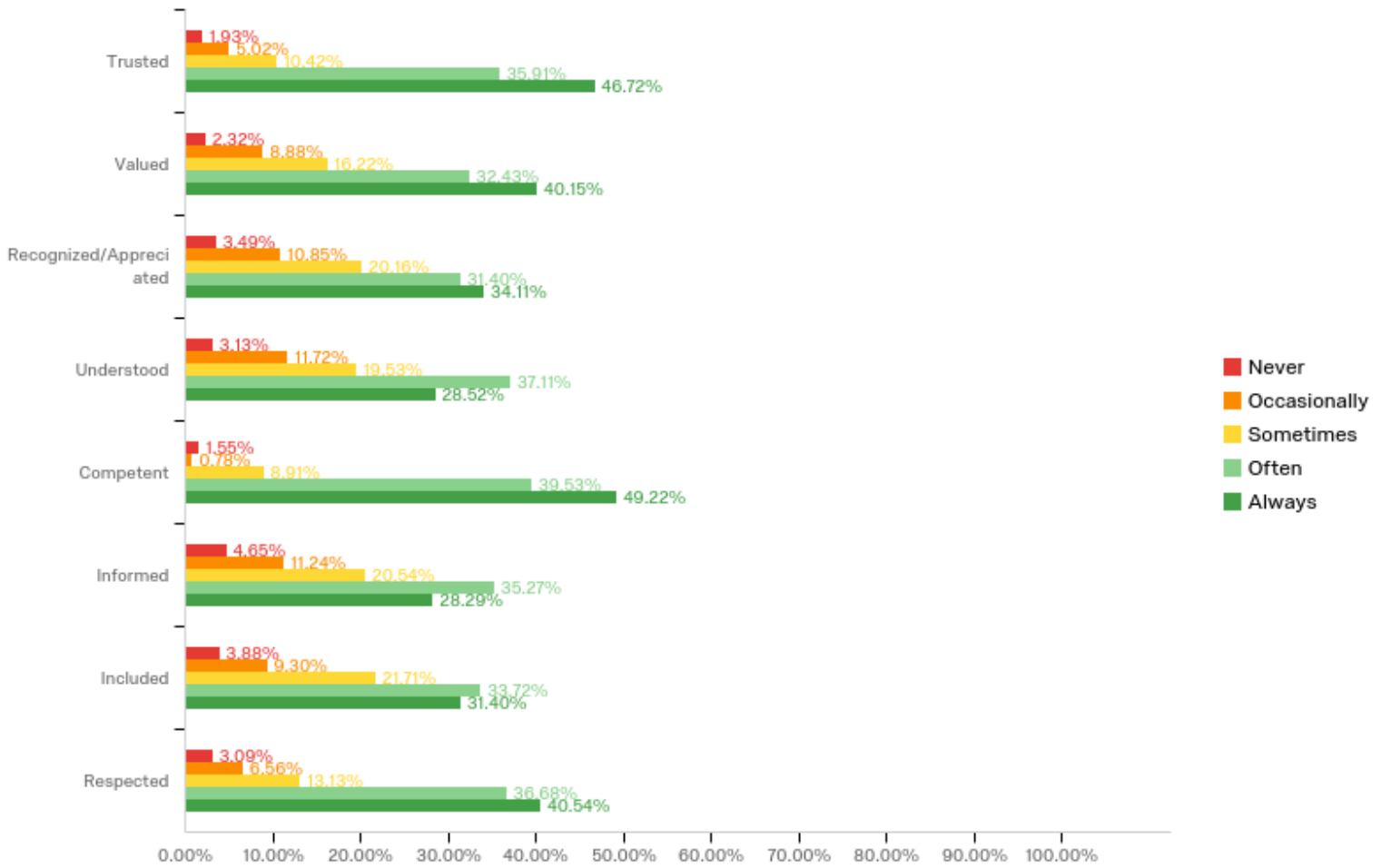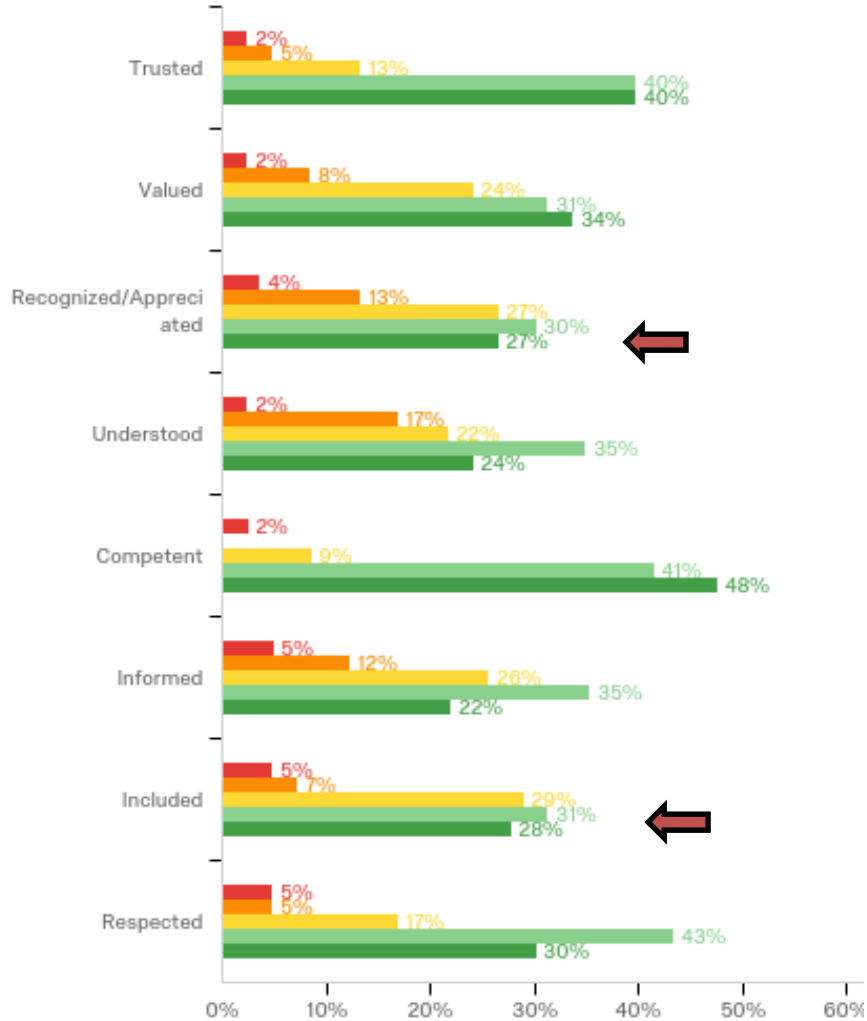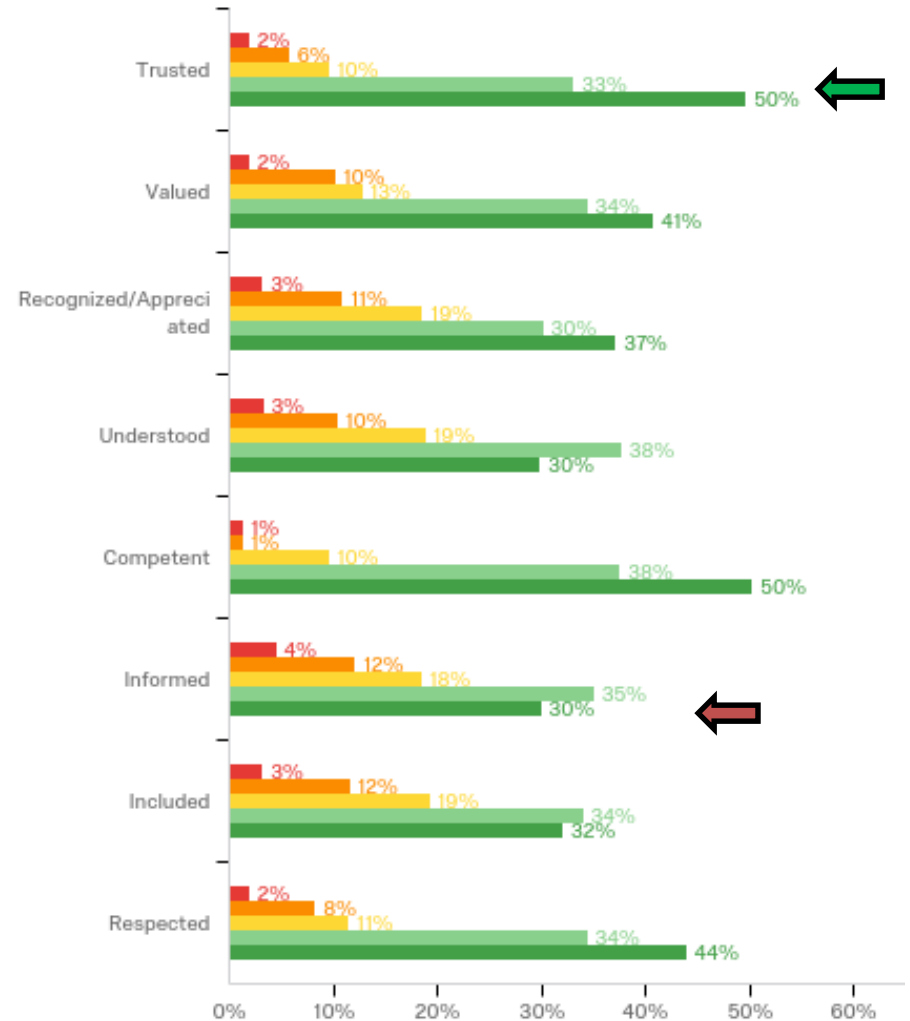
At work, I feel:

At work, I feel:

Both Faculty and Staff
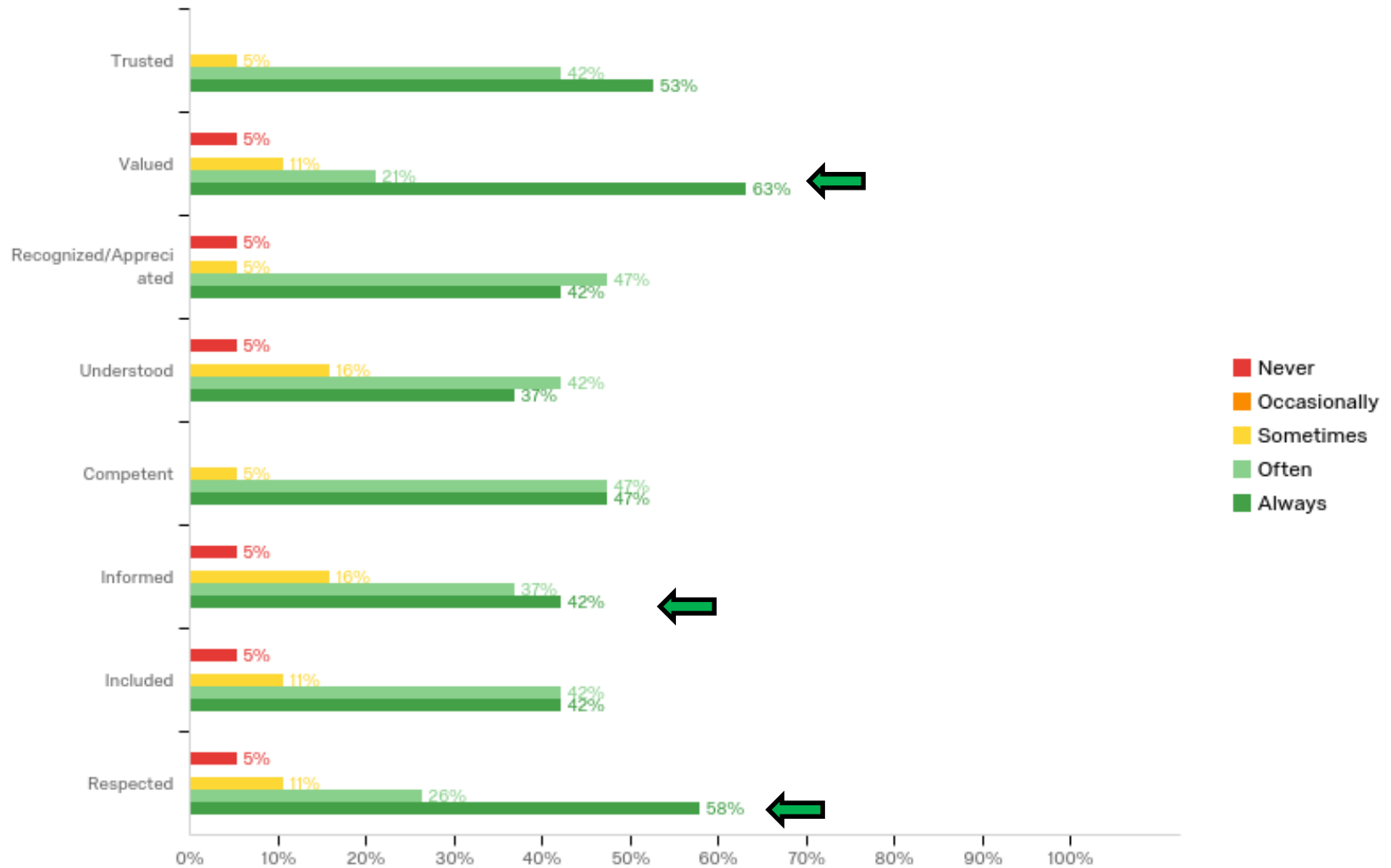
Compared to faculty and staff, employees who serve as *both* faculty and staff feel more positively about their work.

I am treated equally based on my:

(Count of Responses)

True

Legend: Race, Age, Ethnicity, Gender, Sexual Orientation

	Race	Age	Ethnicity	Gender	Sexual Orientation
Never	9	7	7	7	2
Occasionally	13	13	14	12	5
Sometimes	23	30	24	28	11
Often	65	66	58	63	52
Always	145	138	147	143	184
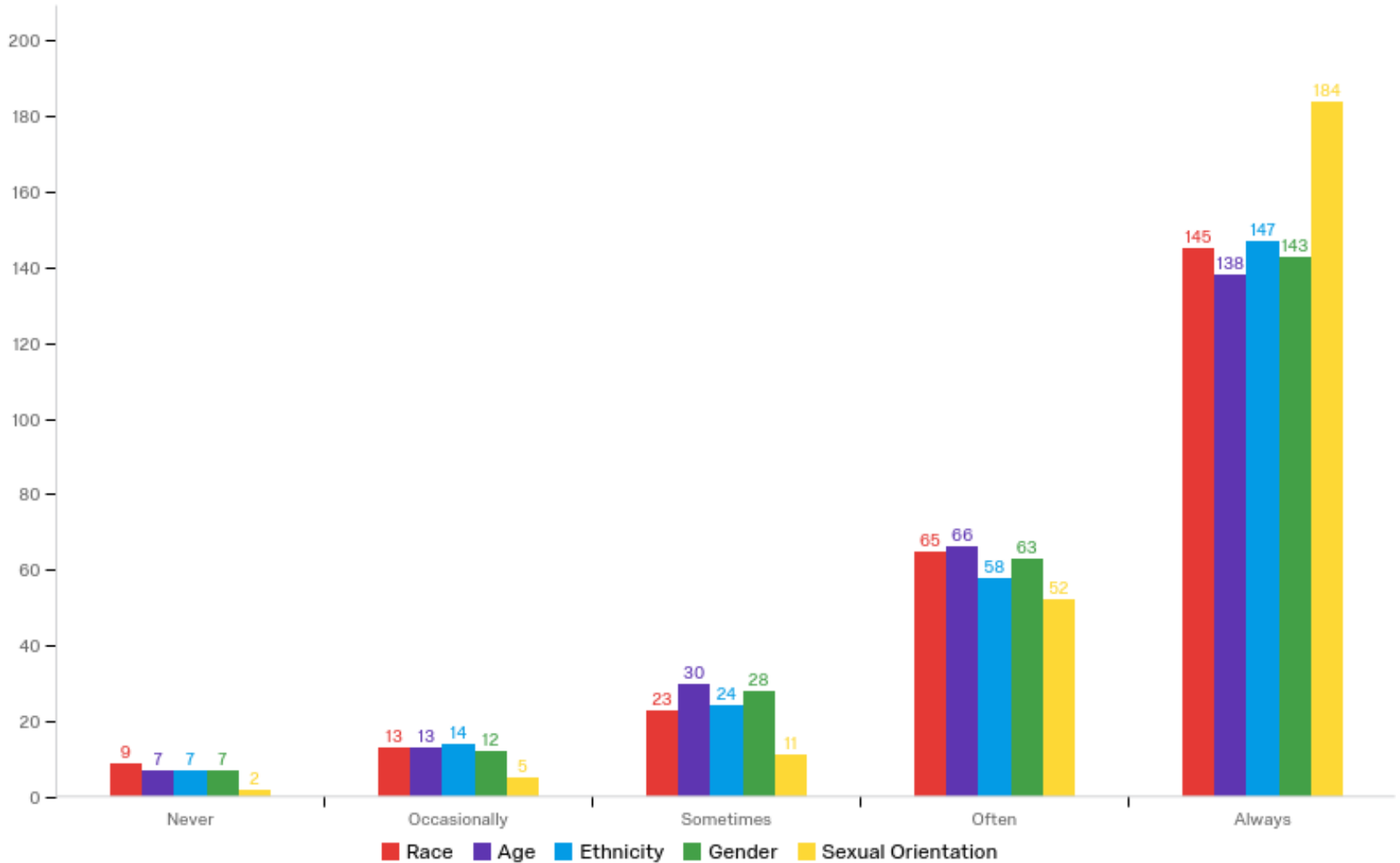
Themes: Comments about CSU as a Place to Work

Training should be more comprehensive (including new employee training and professional development) and directly relevant to job responsibilities at Clayton State University.

Employees state the need for more adequate compensation, recognition, and rewards.

Employees are concerned about the high turnover rate and prefer that promotion from within be more common.

Mentoring is limited because employees need to focus on immediate tasks, given limited resources.

Some employees report a shift in the culture/values of the university, with less mutual respect and consideration for one another.

Some employees express concern about the university's ability to recruit and retain a diverse faculty, while others are worried about fairness and equity in staff pay and supervisor support.

Quotes about CSU as a Place to Work

- "Training is essentially by default. We need training that helps new employees understand how things work at Clayton State University."

- "I do not feel valued because of my pay. It is not consistent with market rate for my position."

- "Clayton State is an environment of very little rewards."

- "Turn over is extremely high. Retaining and promoting within would boost morale and alleviate the high turnover rate."

- "The focus is on getting the job done and meeting deadlines rather than developing, nurturing, or training individuals with potential."

Highlight

Many employees are strong advocates for Clayton State University.

Clayton State University is effective in the following:

Clayton State University is effective in the following:

Clayton State University is effective in the following:

Clayton State University is effective in the following:

Legend:
- Recruiting New Employees
- **Hiring Employees**
- Training Employees
- Mentoring Employees
- Evaluating Employees
- Promoting Employees
- Managing Employee Performance Problems
- Rewarding Employee Excellence
- Promoting Diversity and Inclusion

Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
16	41	72	77	46

Very Poor 49%

Clayton State University is effective in the following:
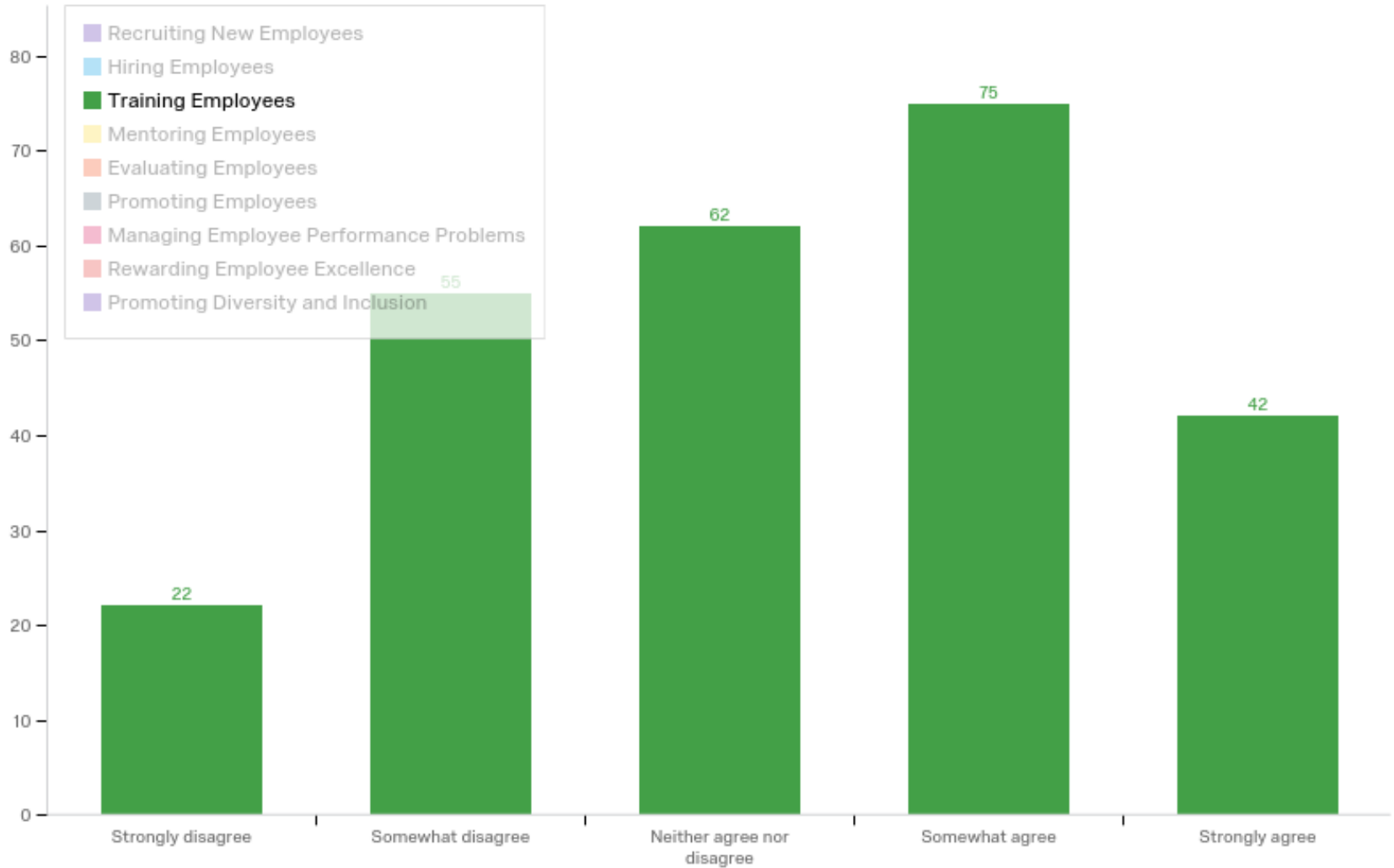
Legend:
- Recruiting New Employees
- Hiring Employees
- **Training Employees**
- Mentoring Employees
- Evaluating Employees
- Promoting Employees
- Managing Employee Performance Problems
- Rewarding Employee Excellence
- Promoting Diversity and Inclusion

Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
22	55	62	75	42

Very Poor 46%

Clayton State University is effective in the following:

Acute   39%
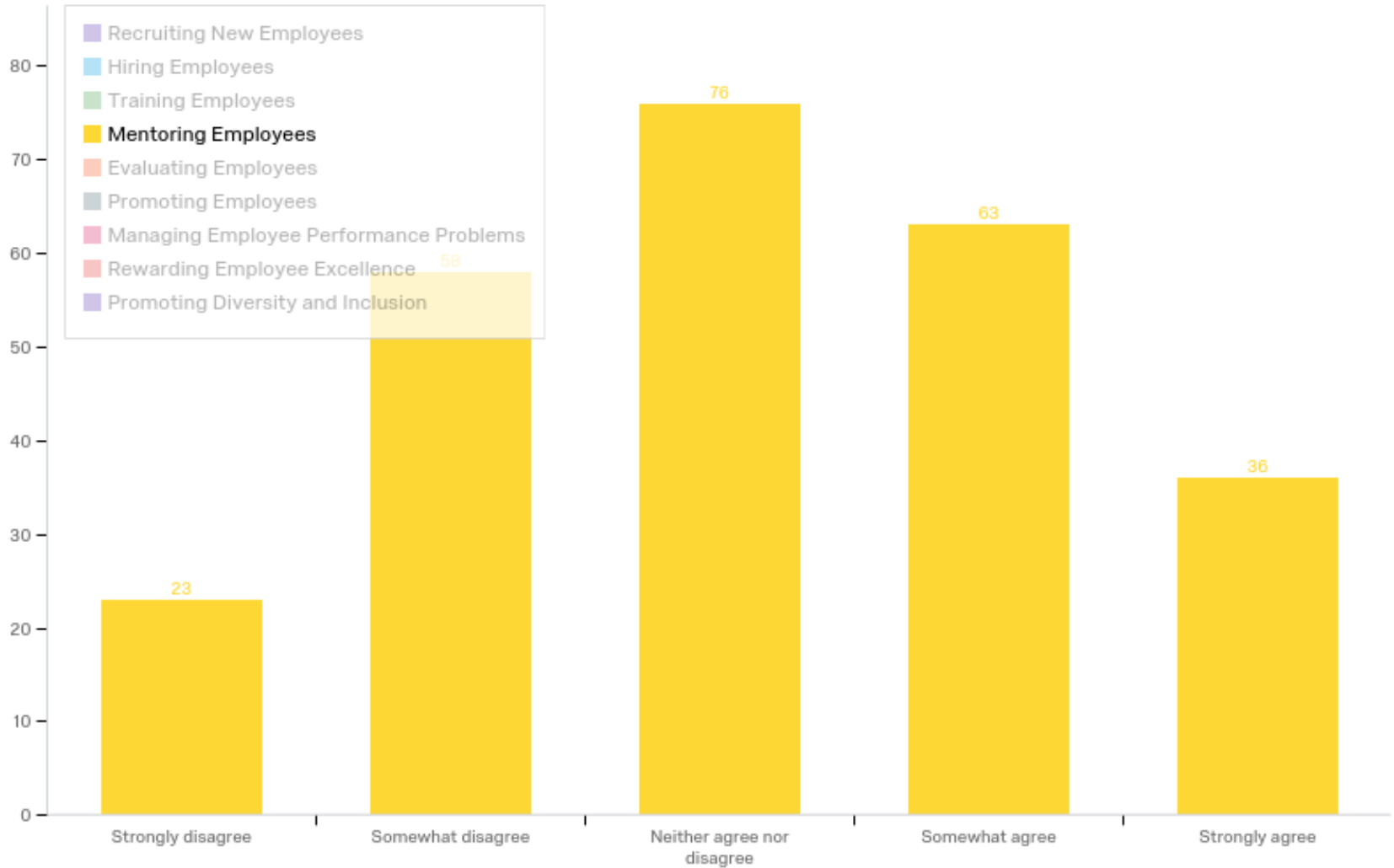
Clayton State University is effective in the following:
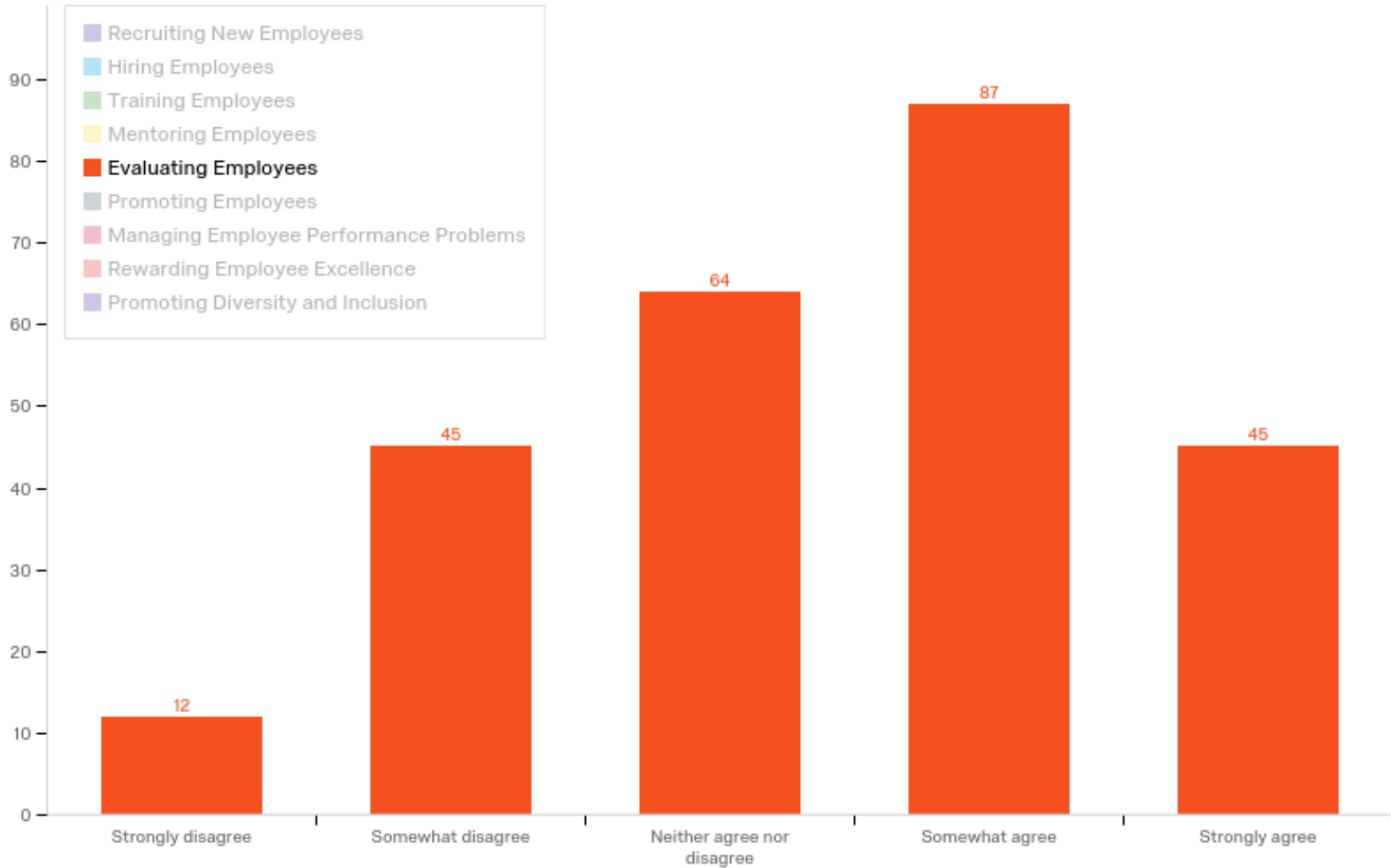
Very Poor 52%

Clayton State University is effective in the following:

69

Acute 43%

Clayton State University is effective in the following:

Legend:
- Recruiting New Employees
- Hiring Employees
- Training Employees
- Mentoring Employees
- Evaluating Employees
- Promoting Employees
- **Managing Employee Performance Problems**
- Rewarding Employee Excellence
- Promoting Diversity and Inclusion

Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
14	50	85	66	39

Acute 41%

Clayton State University is effective in the following:

Legend:
- Recruiting New Employees
- Hiring Employees
- Training Employees
- Mentoring Employees
- Evaluating Employees
- Promoting Employees
- Managing Employee Performance Problems
- **Rewarding Employee Excellence**
- Promoting Diversity and Inclusion

Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
17	52	65	78	45

Very Poor 48%

71

Clayton State University is effective in the following:

Likelihood to recommend to a prospective student and prospective employee

NPS = % **PROMOTERS** – % **DETRACTORS**

Prospective Student	**53%**	-	**17%**	**NPS 36**
Prospective Employee	**42%**	-	**25%**	**eNPS* 17**

17   36

-100 to 100
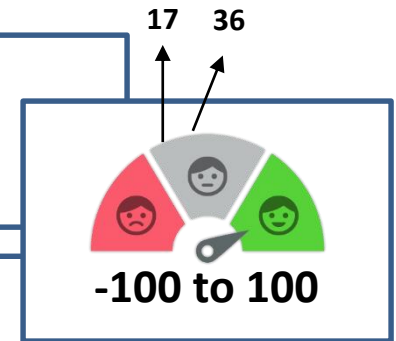
*Employee NPS. Caution that employee NPS can be substantially lower than customer NPS scores. Employees often hold their workplaces to even higher standards than do customers.

Net Promoter Score Benchmarks

Average NPS by Industry

Net Promoter Scores vary widely by industry, as you can see from the average scores for 23 industries. Knowing what similar companies have achieved helps you to set realistic goals for improvement, and realism is key to the long-term success of your program.

Industry	Score
Department/Specialty Stores	62
Tablet Computers	56
Brokerage/Investments	50
Online Entertainment	47
Online Shopping	45
Airlines	44
Smartphones	44
Auto Insurance	43
Laptop Computers	43
Hotels	40
Grocery/Supermarkets	40
Credit Cards	39
Home/Contents Insurance	38
Shipping Services	38
Cell Phone Service	37
Banking	35
Software & Apps	31
Life Insurance	30
Drug Stores/Pharmacies	28
Travel Websites	23
Health Insurance	13
Cable/Satellite TV	1
Internet Service	-1

NPS Leaders by Industry

Congratulations to the NPS leaders for each industry.

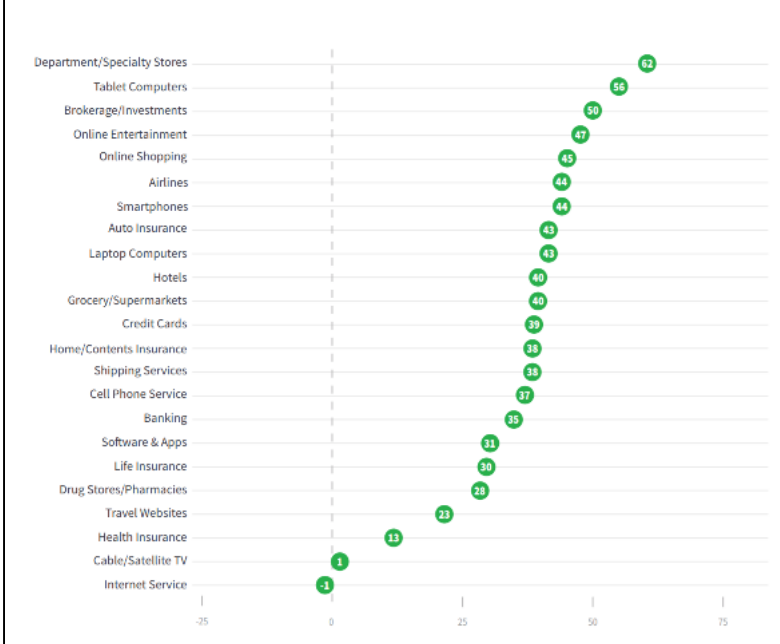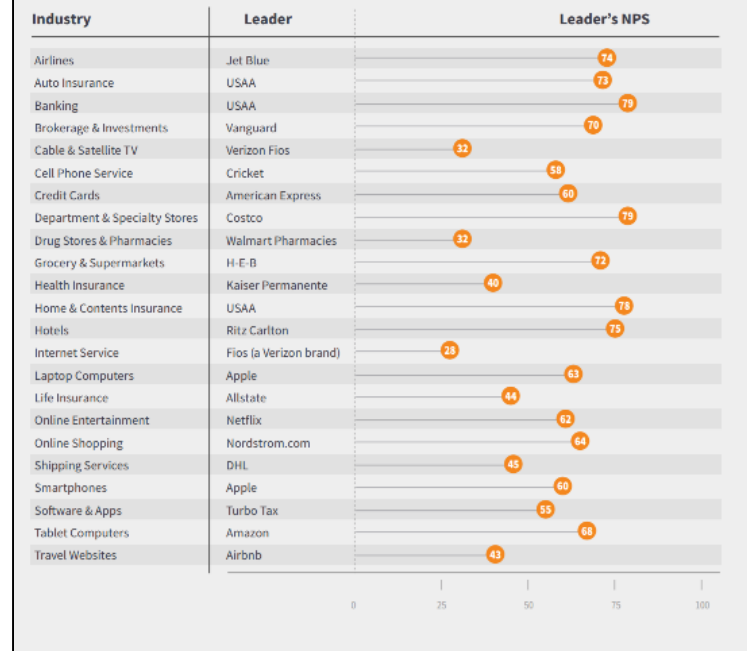| Industry	Leader	Leader's NPS
Airlines	Jet Blue	74
Auto Insurance	USAA	73
Banking	USAA	79
Brokerage & Investments	Vanguard	70
Cable & Satellite TV	Verizon Fios	32
Cell Phone Service	Cricket	58
Credit Cards	American Express	60
Department & Specialty Stores	Costco	79
Drug Stores & Pharmacies	Walmart Pharmacies	32
Grocery & Supermarkets	H-E-B	72
Health Insurance	Kaiser Permanente	40
Home & Contents Insurance	USAA	78
Hotels	Ritz Carlton	75
Internet Service	Fios (a Verizon brand)	28
Laptop Computers	Apple	63
Life Insurance	Allstate	44
Online Entertainment	Netflix	62
Online Shopping	Nordstrom.com	64
Shipping Services	DHL	45
Smartphones	Apple	60
Software & Apps	Turbo Tax	55
Tablet Computers	Amazon	68
Travel Websites	Airbnb	43

http://info.nice.com/rs/338-EJP-431/images/NICE-Satmetrix-infographic-2018-b2c-nps-benchmarks-050418.pdf

For what reasons did you recommend or not recommend Clayton State University to prospective *students*?

Clayton State University offers an excellent, accessible, and cost-effective education.

The university provides a welcoming atmosphere for students.

Faculty are committed to their teaching.

Employees do their best to serve students.

Recommending CSU to Prospective Students

- "The environment is welcoming and friendly. The campus is beautiful. The academics are culturally responsive, collaborative, and preparatory for career ready graduates."

- "Clayton offers an excellent education at a great value."

- "Clayton State University has always been a student-centered institution."

- "Faculty are devoted to teaching."

Highlight

Clayton State University offers a high-quality, relevant education to a diverse student population, supported by faculty and staff committed to their success.

For what reasons did you recommend or not recommend Clayton State University to prospective *employees*?

An employee's work experience at the university varies, depending on the department.

Employees appreciate the benefits but are concerned about low pay, in comparison to peer institutions, especially when it impacts retention.

Employees state that they notice a strong commitment to students.

Faculty believe that Clayton State University is a good place to begin a career, but not necessarily to continue it.

Employees state that they are concerned about the university's ability to retain good employees.

Employees note that there are great opportunities for the university to grow.

Recommending CSU to Prospective Employees

- "This University is staffed with many people committed to doing the very best for our University and students."

- "I love working here. The climate is very conducive to teach and succeed in education."

- "Friendly, peaceful working environment, opportunity to assist students, and great benefits."

- "Clayton State is an OK place to begin one's career, but it's only good while you're 'new.'"

- "We operate extremely lean but do not have the processes and procedures in place to do so effectively."

- "When someone really great comes along that can do a job really well...they never stay."

- "I see a lot of potential for growth at CSU. We have tons of room for growth."

Highlight

Employees experience great benefits, a beautiful campus, and a family-oriented, trusting culture.
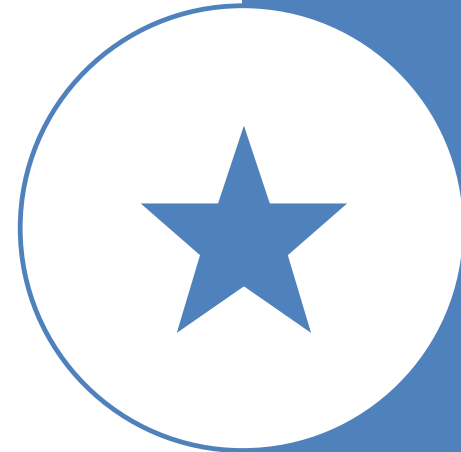
Themes: What do you like most about Clayton State University?

Employees state that they have collegial, friendly relationships with their colleagues.

Employees note that they enjoy working with the students and seeing them learn and grow.

Employees appreciate the diversity of the university, particularly among the students.

Employees like the beautiful, natural setting of the university, as well as its location.

Employees state that university leaders are visible, accessible, and have a vision for the future.

What Do You Like Most about Clayton State University?

- "What I like most about CSU is the learning environment, the location, and the diversity of both employees and students."

- "We have a friendly, peaceful working environment, as well as opportunities to assist students."

- "The students. I love the diversity in all aspects: age, race, background... The students are definitely the best part about this University."

- "Of all the worthwhile and lovely campuses on which I have walked, there is no other campus that gives me a sense of peace and tranquility than CSU."

- "Clayton's leadership has a clear vision for the university. There are numerous opportunities to grow and improve the culture at Clayton. It is an exciting time to be an employee of Clayton."

Highlight

Employees believe in the immense
potential of Clayton State University.
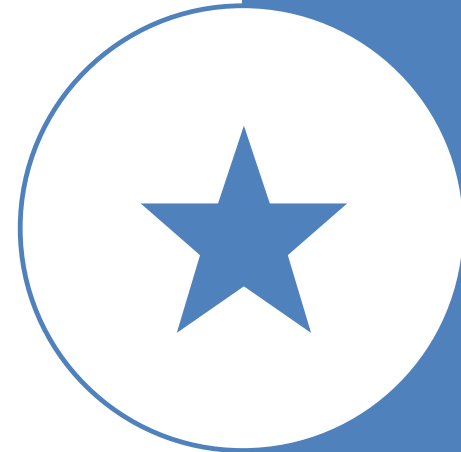
What should Clayton State University do to improve?

Employees want the university to improve pay, training, recognition, and opportunities for advancement.

Employees want the university to hire additional personnel, where specifically needed, and focus on retention of outstanding staff and faculty.

Employees want policies and procedures to be clear, efficient, and well-understood.

Employees want to be included in decisions that directly impact them.

Employees want the university to strengthen internal communication to improve collaboration and external communication to improve its identity and profile.

What Should Clayton State University do to Improve?

- "We need to focus on advancement opportunities, recognition, and pay rate improvement."

- "Communication and interdepartmental involvement would help grow the community feel and improve teamwork."

- "I believe we could motivate employees by making sure they fully understand what they do, why they do it, and how it fits into the University mission/goals."

- "Clayton has a lot of potential, but in order to realize this potential we need to hire people that really have a proven track record in their area of expertise that will help advance the university and then support them."

- "Dramatically increase our visibility. I still believe that improving/increasing our image would go very far toward making CSU all it can be and helping others to see all that CSU already is."

Risks

- Unresponsive Public Safety
  - High severity, low frequency concern
- Competitiveness of pay
  - High frequency, medium severity
- Slow response times in HR
  - High frequency, medium severity
  - Suggestion of inconsistency in execution of policy, perhaps driven by inadequate staffing. May escalate quickly to high severity if not further explored.

Recommended Focus Areas

Support Employee Learning

Encourage Communication and Connection

Boost Mid-Career Professionals

Foster a Service Mindset

Democratize Decision Making

Enhance and Celebrate Compensation

Advance the Brand

Detailed Recommendations

Support Employee Learning

- Mentoring
- People & Policy Portal
- Learn *Together*

- Assess gaps in the current state of mentoring in the university. Create a skill-based, needs-based, culture-based, or mission-based foundation for the program and create explicit goals and cadence for mentoring meetings. Develop, communicate, and train mentors and mentees on effective mentoring. Provide support and funding for qualified mentoring activities. Evaluate training offerings by role.
- Develop a streamlined repository of university policies and procedures. At the unit level, make sure that all new policies and procedures are agreed upon, understood, and stored in an accessible location. When changes in policies and procedures occur, justifications should be provided. Develop a standardized, accessible means for employees to see the roles and responsibilities of co-workers in other units/divisions.
- Focus on organizational learning as a motivator to communicate and collaborate more regularly. Identify and reward early innovators in inter-unit collaboration and cooperation.

Encourage Communication and Connection

- Open Access to Others
- Dream Teams
- Standardize Memorable Moments

- Enable faculty (through listservs or other means) to efficiently communicate with one another across unit/division boundaries. Initiate a discussion about how to best balance the needs for centralized and decentralized communication. Clarify which types and forms of communication should be centralized and which should be decentralized.
- Identify projects and initiatives where inter-unit synergy is beneficial or necessary.
- Intentionally craft priority aspects of the employee experience. Ensure that key moments in their work lives are consistently, predictably managed according to centralized standards that enhance their affinity for the University.

Detailed Recommendations, cont.

Boost Mid-Career Professionals

- Analyze Exits
- Retain Talent

- Assess details related to turnover (unit, position type, seniority, race/sex/ethnicity) to identify problem areas. Pay particular attention to mid-career employees.
- Identify high faculty performers in early or mid-career and proactively provide them with additional opportunities (merit raises/bonuses, fellowships, course release, etc.) Encourage managers to identify, earlier, quality personnel at risk to exit. Support candid conversations regarding how best to retain quality personnel.
- Explore career pathing for all job families/tracks. Expand opportunities for advancement and promotion. Allow for advancement in "management" track roles and also "technical" track roles to ensure mobility without necessity for managing people. Connect Employee Learning, Mentoring, and Dream Team projects to explicit advancement opportunities.

Foster a Service Mindset

- SLAs
- Service Tools
- Celebrate

- Develop a service mentality for internal stakeholders. Hold units accountable for their ability to serve other employees on campus with specific service level agreements and 360 degree evaluations, if needed.
- Track response times—and successful resolution of problems-- for various units/divisions using workflow tools, ticket tracking tools, and automated measures of success for priority, routine processes.
- Reward, recognize, and celebrate great service levels.

Detailed Recommendations, cont.

Democratize Decision Making

- Participation
- Inclusion

- Where appropriate, provide transparent rationales for both long and short-term decisions. Identify ways to communicate about how short-term actions connect to long-range goals. Foster purpose and participation.
- At the unit level, identify projects and initiatives that will benefit from broader participation in decision-making. Establish processes to ensure full, candid contributions to decision-making. Celebrate active participation in teams and committees so that all employees see collaboration as a norm.

Enhance and Celebrate Compensation

- Recognize
- Total Compensation View

- Identify preferred employee behaviors that are directly tied to the university's strategic plan. Encourage informal mechanisms of recognition within units/divisions. Where possible, provide seed funding for small, but regular employee recognition.
- Perform a market compensation study and increase pay as needed to meet competitive standards. When additional compensation is not available because of limited resources, provide transparent information regarding how and why raises, bonuses, etc. are provided. Provide *total compensation* statements for employees that feature benefits, campus environment, etc.

Advance the Brand

- Core Messages
- Public Pride
- Mission Everywhere

- Conduct a branding initiative that celebrates the university's many strengths in a consistent, intentional way. Start with employees, hone the messaging, and then move to alumni, then the broader community.
- Use high level of employees' pride in the university to strengthen commitment to 1-2 key dimensions of your mission and vision that are most relevant to the university's aspirations. Give employees easy ways to publicly celebrate their CSU spirit.
- Connect the core values of the mission and vision to employee hiring, training, performance appraisal, and promotion.

Appendix I | # ENGAGEMENT BACKGROUND

Background of the Engagement

SITUATION

Clayton State University seeks an internal communication assessment of administration, faculty, and staff as part of a strategic planning process.

DETAILS

A communication assessment will identify:

- the effectiveness of past communication

- strengths and weaknesses in current communication practices

- untapped opportunities for future communication among administration, faculty, and staff

POTENTIAL IMPACT

Clayton State University seeks additional insight about its internal communication processes in order to further strengthen collaboration, diversity, and inclusion. Results from a communication assessment can be used to:

- facilitate collaboration across divisions and departments to improve decision-making and problem-solving

- improve co-worker perspective-taking to draw on the benefits of a diverse set of employees

- strengthen commitment to, and identification with, the university to improve job satisfaction and retention

Assessment Objectives

- Understand past, current, and preferred communication
  - Identify current goals and objectives for communication
  - Explore relationship between communication and strategic plan and/or other university initiatives
  - Determine satisfaction/dissatisfaction with communication practices
  - Examine "road blocks and open lanes" for role of diversity and inclusion

- Scope
  - Phase 1: Survey approximately 400 employees, using a customized integration of communication satisfaction and diversity/inclusion questionnaires.
  - Compile quantitative and qualitative data and provide written report of data. Presentation of data is available upon request.

Survey Design

- Communication Satisfaction Questionnaire includes:
  - overall communication satisfaction with various sources
  - communication climate
  - relationship with superiors and subordinates
  - horizontal communication
  - performance evaluation and feedback
  - organizational identification and integration
  - areas of communication that need improvement
- Diversity and Inclusion Questionnaire includes:
  - mentoring and social support
  - co-worker trust and respect
  - culture of inclusion
  - teamwork and collaboration
  - career advancement and professional development opportunities
  - employee voice
  - employee engagement
  - participation in decision-making
  - equity in hiring, evaluation, and promotion

  Note: Questionnaire items were integrated into one survey.

Appendix II

FOLLOW-UP QUESTIONS

Satisfaction with Collaboration Breakdown by Years Worked at Clayton State University
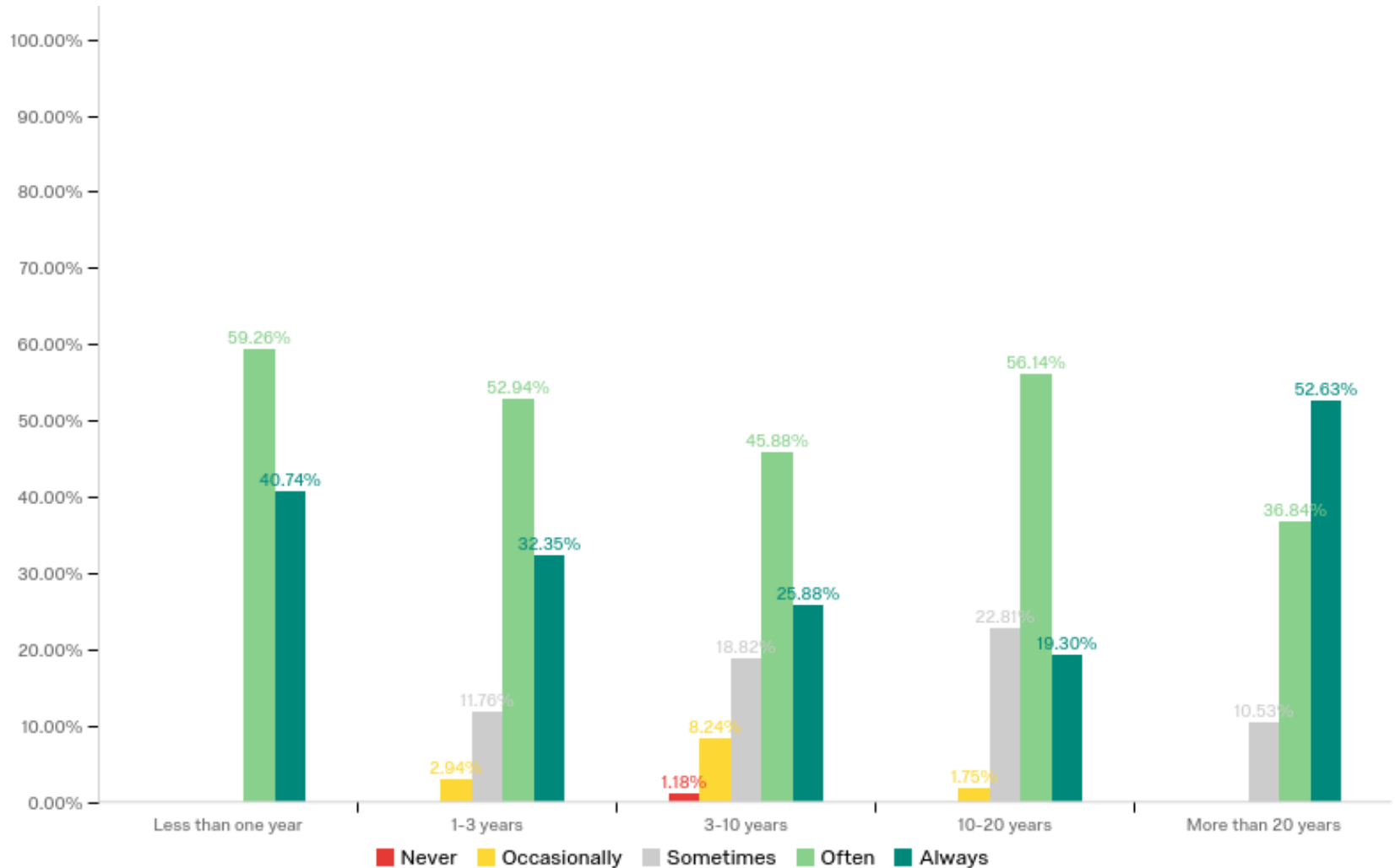
Satisfaction with Collaboration Outside of My Department Breakdown By Race
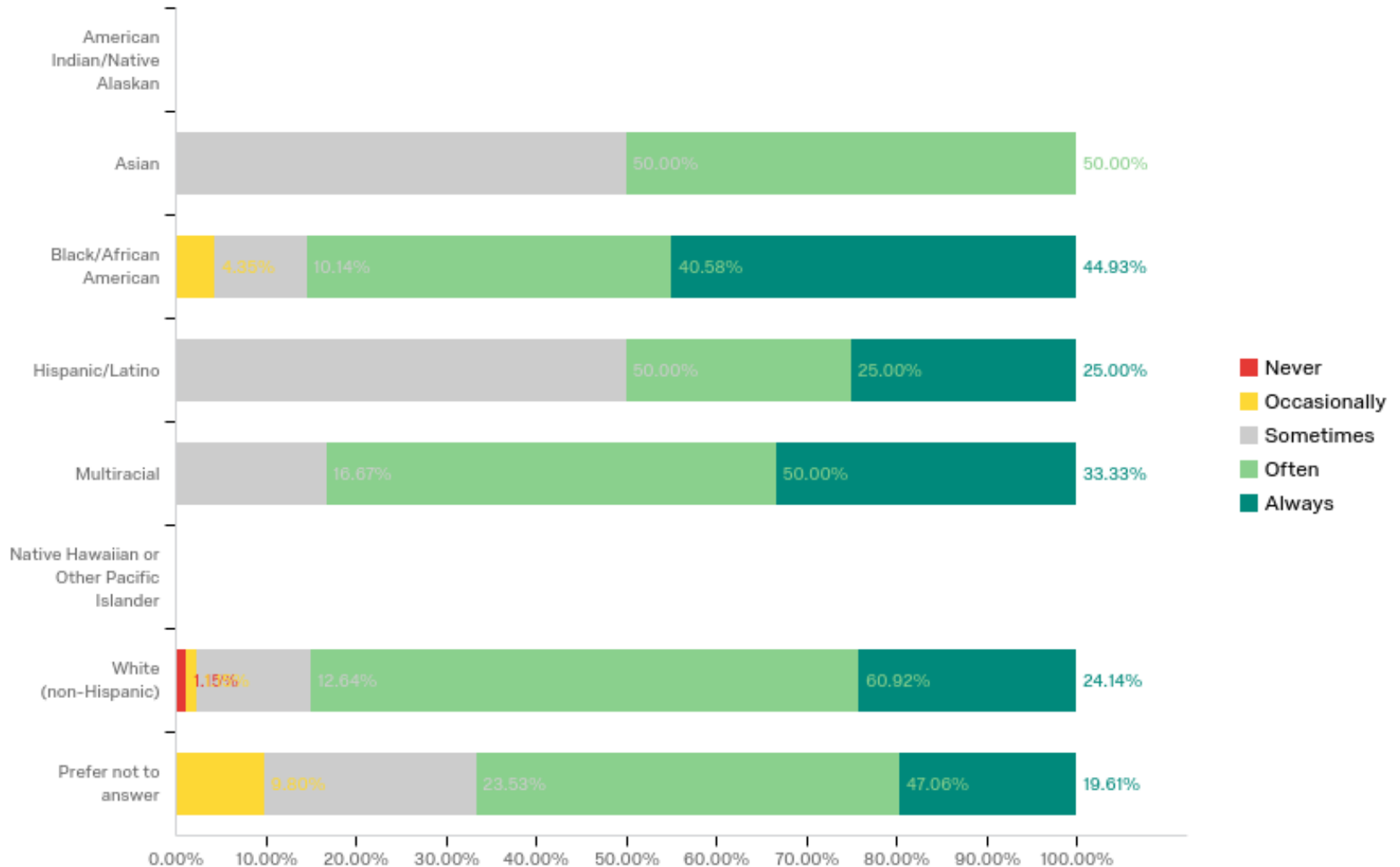
Years Worked at Clayton State University Breakdown by Race

Question	Asian	Black/African American	Hispanic/Latino	Multiracial	White (non-Hispanic)	Prefer not to answer	Total
Less than one year	2.94%	52.94%	5.88%	2.94%	17.65%	17.65%	34
1-3 years	2.50%	50.00%	0.00%	2.50%	27.50%	17.50%	40
3-10 years	1.11%	25.56%	1.11%	5.56%	43.33%	23.33%	90
10-20 years	1.54%	26.15%	1.54%	0.00%	44.62%	26.15%	65
More than 20 years	0.00%	26.32%	0.00%	0.00%	52.63%	21.05%	19

Years Worked at Clayton State University Breakdown by Race
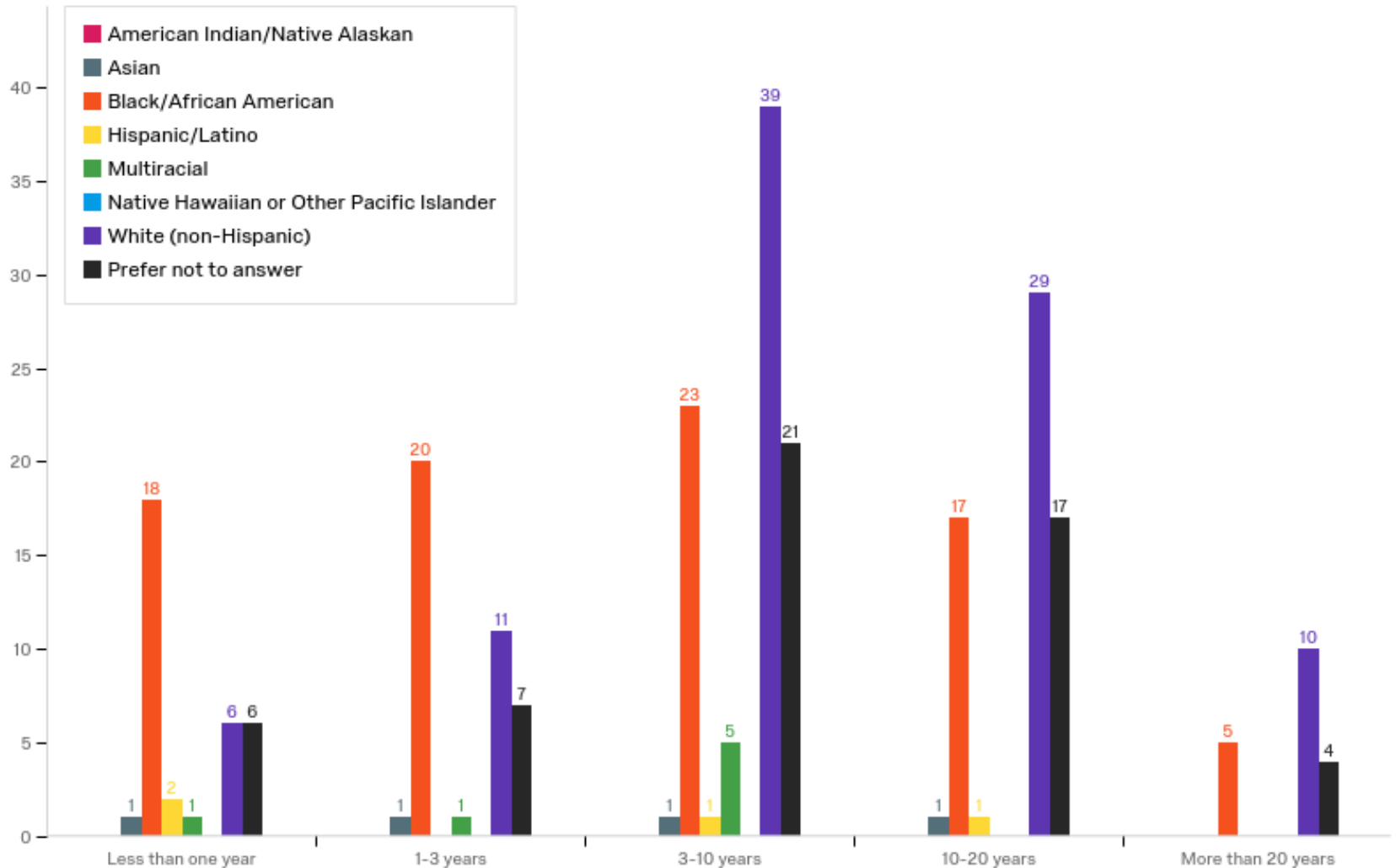
Who Communicates with Whom? (Faculty View)

Question	Professor		Associate Professor		Assistant Professor		Lecturer		Total
Information Technology	33.33%	12	19.44%	7	27.78%	10	19.44%	7	36
Auxiliary Services	33.33%	2	0.00%	0	50.00%	3	16.67%	1	6
Budget and Finance	90.00%	9	10.00%	1	0.00%	0	0.00%	0	10
Facilities Management/Operations Services	33.33%	2	16.67%	1	33.33%	2	16.67%	1	6
Public Safety	20.00%	2	30.00%	3	20.00%	2	30.00%	3	10
College of Business	20.00%	2	30.00%	3	30.00%	3	20.00%	2	10
College of Arts and Sciences	34.09%	15	31.82%	14	18.18%	8	15.91%	7	44
College of Health, College of Information and Mathematical Sciences	35.00%	7	35.00%	7	10.00%	2	20.00%	4	20
Enrollment Management, or Office of the Provost (Graduate Studies, Institutional Research, Extended Programs)	47.62%	10	38.10%	8	14.29%	3	0.00%	0	21
University Advancement	37.50%	3	50.00%	4	0.00%	0	12.50%	1	8
Recreation and Wellness and Student Activities Center	33.33%	1	0.00%	0	33.33%	1	33.33%	1	3
University Housing	0.00%	0	100.00%	1	0.00%	0	0.00%	0	1
Campus Life	40.00%	4	30.00%	3	30.00%	3	0.00%	0	10
University Health Services, Counseling and Psychological Services	33.33%	1	33.33%	1	0.00%	0	33.33%	1	3
Veterans Resource Center, Disability Resource Center, Campus Information, Career Services	50.00%	3	0.00%	0	16.67%	1	33.33%	2	6
Spivey Hall	14.29%	1	14.29%	1	42.86%	3	28.57%	2	7
Office of the President	100.00%	4	0.00%	0	0.00%	0	0.00%	0	4
Human Resources	31.82%	7	27.27%	6	13.64%	3	27.27%	6	22

Who Communicates with Whom? (Staff View)

Question	Academic Services Professional		Accounting Professional		Administrative Support (Exec. Assistant, etc.)		Director, Assistant Director and Above		Total
Information Technology	19.40%	13	1.49%	1	46.27%	31	32.84%	22	67
Facilities Management/Operations Services	6.15%	4	1.54%	1	53.85%	35	38.46%	25	65
Budget and Finance	9.38%	6	10.94%	7	46.88%	30	32.81%	21	64
Enrollment Management, or Office of the Provost (Graduate Studies, Institutional Research, Extended Programs)	30.19%	16	1.89%	1	30.19%	16	37.74%	20	53
Human Resources	12.00%	6	6.00%	3	48.00%	24	34.00%	17	50
Auxiliary Services	14.29%	7	10.20%	5	48.98%	24	26.53%	13	49
University Housing	22.22%	8	8.33%	3	27.78%	10	41.67%	15	36
Public Safety	9.09%	3	3.03%	1	42.42%	14	45.45%	15	33
College of Arts and Sciences	15.38%	4	0.00%	0	50.00%	13	34.62%	9	26
Office of the President	8.70%	2	0.00%	0	34.78%	8	56.52%	13	23
Campus Life	26.09%	6	0.00%	0	34.78%	8	39.13%	9	23
College of Health, College of Information and Mathematical Sciences	27.27%	6	0.00%	0	31.82%	7	40.91%	9	22
Veterans Resource Center, Disability Resource Center, Campus Information, Career Services	33.33%	6	0.00%	0	33.33%	6	33.33%	6	18
College of Business	18.75%	3	0.00%	0	25.00%	4	56.25%	9	16
University Advancement	18.75%	3	0.00%	0	31.25%	5	50.00%	8	16
University Health Services, Counseling and Psychological Services	20.00%	3	6.67%	1	40.00%	6	33.33%	5	15
Recreation and Wellness and Student Activities Center	9.09%	1	0.00%	0	63.64%	7	27.27%	3	11
Spivey Hall	0.00%	0	16.67%	1	50.00%	3	33.33%	2	6

Variance in Satisfaction with Communication with Each Department

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
Budget and Finance	1	5	3.64	1.32	1.75	87
University Housing	1	5	3.61	1.23	1.51	41
Information Technology	1	5	4.08	1.2	1.45	119
Public Safety	1	5	4.1	1.2	1.45	50
Facilities Management/Operations Services	1	5	4.02	1.16	1.35	83
Recreation and Wellness and Student Activities Center	1	5	4.06	1.16	1.35	17
Human Resources	1	5	3.92	1.16	1.35	85
Campus Life	1	5	4.16	1.14	1.29	38
University Advancement	1	5	4.1	1.12	1.25	31
College of Arts and Sciences	1	5	4.1	1.06	1.13	81
Enrollment Management, or Office of the Provost (Graduate Studies, Institutional Research, Extended Programs)	1	5	4.26	1.02	1.05	84
College of Health, College of Information and Mathematical Sciences	1	5	4.04	0.99	0.98	49
Auxiliary Services	1	5	4.33	0.96	0.92	57
Veterans Resource Center, Disability Resource Center, Campus Information, Career Services	1	5	4.41	0.91	0.83	27
College of Business	2	5	4.34	0.81	0.66	32
Office of the President	1	5	4.74	0.76	0.58	31
Spivey Hall	3	5	4.71	0.7	0.49	14
University Health Services, Counseling and Psychological Services	3	5	4.67	0.56	0.32	21