Organizational Climate Research Findings

Selkirk College | **SELKIRK INNOVATES**

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Executive Summary

An organizational climate survey was administered to all employees at Selkirk College (n=652) in February 2023. The purpose of the research was to better understand employee perceptions specific to the organization's processes, policies, and practices and to signal opportunities to further improve the organization's climate. The college initiated this research because past related survey results were outdated and the institution required a new baseline. The research included the development of a new survey tool that focused on job satisfaction, employee commitment, sense of community, organizational identification, inclusion climate, work-related stress, indigenization, and institutional communications.

With a response rate of 43%, the results suggest the organizational climate of the college is generally positive. Areas of strength include: job satisfaction linked to values alignment and work teams; optimism related to a renewal of college leadership; effectiveness of institutional communications; a clear understanding of work roles; and strong collaboration and supervisory support within some work teams. Areas requiring improvement include: enhancing transparency and inclusive decision-making; support for excellence in education in the context of changing student and technological needs; improving respectful workplace communications for some work teams; change management and support related to the implementation of new systems; anonymous feedback mechanism to enable high service standards; addressing pockets of bullying through non-hierarchical resolution processes; and equitable employment practices related to time pressures, performance review, promotion and equal pay for equal work. Results also showed differences in results among respondents. Newer employees (less than five years) and employment equity-seeking groups (Indigenous Peoples, Persons with a Disability, Members of Visible Minorities) report higher levels of organizational climate satisfaction than longer-term employees (greater than six years). This finding suggests areas of concern may be signaling some more systemic issues.

Results from this study should continue to help guide existing and future organizational climate improvement efforts and be used as a benchmark tool in 2025 to measure the impact of organizational climate improvement efforts over time.

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Introduction

Understanding and enhancing employee experience is crucial, and one effective way to do this is by gathering feedback from employees about important issues and areas that require improvement in the work environment. Selkirk College, a post-secondary institution with campuses and learning centres in the West Kootenay and Boundary Regions in the southern-interior of British Columbia, Canada, is interested in better understanding the employee experience in order to support data-driven decision-making.

Lacking up-to-date data on employee experience, the college chose to conduct an organizational climate survey. Organizational climate is defined as the meanings people attach to interrelated bundles of experiences they have at work (Schneider et al., 2013). More specifically, organizational climate refers to a set of attributes which can be perceived about a particular organization and/or how its subsystems deal with their members and environment. The purpose of the 2023 Selkirk College Organizational Climate research project was to create a new survey and process that can be replicated over time, and to establish a new baseline for the college.

The following report provides an overview of the work completed (methods), a summary of the qualitative and quantitative results, and provides a discussion of overlap and differences between the qualitative and quantitative data, followed by a conclusion.

Methodology

Several assumptions can be made about assessments of organizational climate, including: perceptual responses sought are primarily descriptive rather than evaluative; the level of inclusiveness of the items, scales, and constructs are macro rather than micro; the units of analysis tend to be attributes of the organization or specific subsystems rather than the individual; and the perceptions have potential behavioural consequences (Hellriegel & Slocum, 1974).

THE SURVEY

The team at Selkirk Innovates conducted an extensive literature review for this project, which informed the questions and scales used in the research instrument. Existing perceptual climate instruments from the academic literature were used to better understand job satisfaction (Dolbier et al., 2005), affective employee commitment (Allen & Meyer, 1990; Eisinga et al., 2010; Lee et al., 2001; Magazine et al., 1996; Maqsood et al., 2012; Meyer et al., 1993, 2002; Meyer & Allen, 2004), psychological sense of community (Jason et al., 2015), organizational identification (Bergami & Bagozzi, 2000), inclusion (Nishii, 2012), and work related stress (Balducci et al., 2015; Bevan et al., 2010; Bond & Bunce, 2003; Brookes et al., 2013; Cousins et al., 2004; Edwards & Webster, 2012; Houdmont et al., 2013; Marcatto et al., 2014; Ravalier et al., 2013; Toderi & Balducci, 2015). The resulting survey instrument can be found in the appendices.

The resulting survey instrument includes five validated scales (groups of questions) and two single measures (i.e., job satisfaction and organizational identification). Using scales that have been tested and validated by academic literature gives a high level of confidence that the questions being asked will provide the accurate data needed to make evidence-based decisions. Some of the questions may seem similar or overlapping. This is by design, as questions appear in each validated scale in order to maintain

the integrity of the scales being used. Additionally, similar questions allow for cross referencing to further validate the findings. The survey also included six demographic questions, one question on the college's commitment to Indigenization and reconciliation, three questions related to communications, and one open ended question to capture related qualitative data.

DATA COLLECTION

The resulting survey was administered online by third-party vendor, Discovery Research and advertised by Selkirk College through a range of communications channels. The survey was open to all Selkirk College employees (n=652) from February 7-24, 2023. The survey was voluntary, and participants were able to skip questions. Selkirk Innovates received the aggregated and anonymized results from Discovery Research and conducted quantitative and qualitative data analyses.

DATA ANALYSIS

Quantitative data was analyzed using descriptive statistics (including mean, mode, and range) for each individual question. Scale results were determined by generating the accumulated score for the related questions and turning each into a percentage (e.g., 3.5 out of possible high score of 5 = 70%). A bench mark of 70% was used to signal areas requiring improvement (<70%).

Discovery Research reversed the scores for questions 4, 5, and 6, and the Selkirk Innovates research team reversed scores for questions 36, 37, and 42. This reversal makes reporting consistent so that a high score implies a positive connotation, and a low score reflects a negative connotation. See the appendices for the survey instrument.

Quantitative data is first presented by scales (validated groupings of questions), and second, by the overarching themes: leadership and institutional considerations, workplace culture, and employment and equitable practices. Note, quantitative questions did not include a focus on excellence in education given the research focus on organizational climate. Regardless, respondents did provide qualitative comments specific to excellence in education which are presented in the qualitative analysis.

Responses to open ended questions were coded using a manual, emergent coding approach in NVivo. Multiple rounds of coding were completed. Team members did a separate initial pass at emergent coding to identify themes. Initial themes were reviewed by the team in order to develop a consistent coding list. Team members then re-coded the data using the same code list, reviewing the results together to understand emergent themes, magnitude, interaction, and sentiment. A third and final round of coding was undertaken to ensure that ideas were coded only to one theme. This final round of coding was done during a live session to ensure agreement across the research team and to allow for cross referencing of the qualitative data with themes emerging from the academic literature specific to the scales used. The third round of coding also allowed for the research team to further analyze comments, identifying whether they reflected I) a clear recommendation, II) things that respondents appreciated or felt was working well (positive), III) things that respondents did not appreciate or felt were not working (negative), or IV) or a mix of the three.

Qualitative and quantitative data were further analyzed against demographic variables, including duration of employment and respondents who identified as part of an equity seeking group. Equity seeking groups include Indigenous Peoples, Members of Visible Minorities, and Persons with Disabilities (n=43). Although women are also included in the Employment Equity Act, they were removed from this

analysis so as to not mask the other groups. However, women who identified as members of the other groups were included in the analysis.

POSITIONALITY

It is important to note that the three members of the research team are also Selkirk College staff members, representing different positions and different durations of work. The research team acknowledges that they bring their own personal experiences and biases with them to this research.

Results

Respondent Demographics

Responses related to respondent demographics (e.g., sex/gender, location, work unit) where there were less than 10 respondents were masked in reporting in order to protect respondent privacy.

RESPONSE RATE

A total of 283 employees completed the survey (43% response rate). The reported statistics have a +/- 3.7% error with a 90% confidence interval, meaning that true value for the whole population (652 employees) will be within 3.7% of the reported value 9 times out of 10 if the survey was repeated with the same response rate.

GENDER

Respondents were primarily female (54%), followed by male (27%), prefer not to say (16%), no answer (2.5%), and other (0.7%).

EMPLOYMENT DURATION

As shown in **Figure 1**, the majority of respondents have worked at the college for more than 10 years (33%), followed by six to 10 years (24%), three to five years (20%), one to two years (12%), and less than one year (10%).
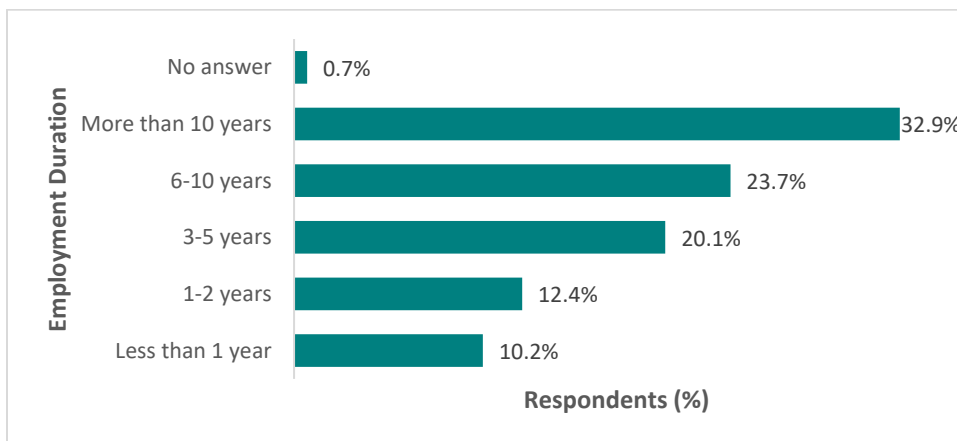
Figure 1: Respondents by employment duration (%), 2023

EMPLOYMENT LOCATION

The majority of respondents reported working on the Castlegar campus (51%), followed by Nelson – Tenth Street (17%), Nelson – Silver King (13%), Trail (8%), Other (6.6% - includes locations reporting less than 10 respondents), and the Applied Research and Innovation Centre (4%). See **Figure 2**. Note, some respondents reported multiple campus locations.
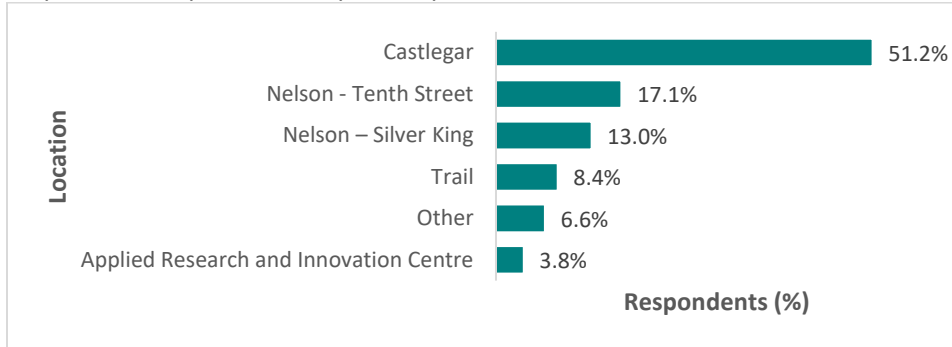
Figure 2: Respondents by employment location (%), 2023

WORK UNIT

As detailed in **Figure 3**, the majority of respondents reporting work unit preferred not to say (26%), followed by Other (22% - includes units with less than 10 respondents), Facilities & Business Services (10%), School of Health & Human Services (8%), School of University Arts & Sciences (7%), Registrar's Office (5%), Academic Upgrading & Development (5%), Student Affairs (4%), Selkirk Innovates (4%), Community Education & Workplace Training (3%), and School of the Arts (3%). Some employees reported multiple work units.
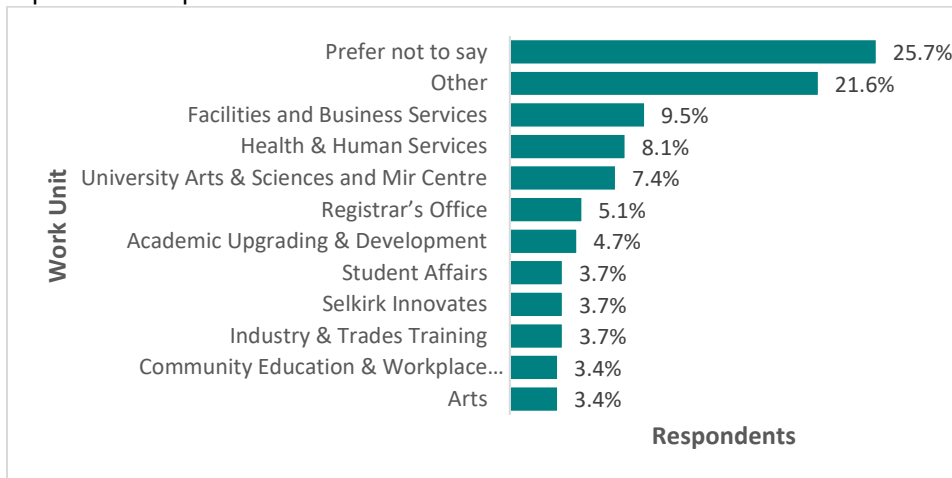
Figure 3: Respondents by work unit (%), 2023

EQUITY SEEKING

A total of 175 respondents (62%) identified with at least one equity seeking group and 24 respondents (9%) reported intersectionality (more than one equity seeking group). Of respondents identifying with an equity seeking group, 78% are women and 'other' gender, 6.5% are persons with disabilities, 10.5% are members of visible minorities, and 5% are Indigenous Peoples. For the purposes of analysis, equity

seeking groups included Indigenous Peoples, Members of Visible Minorities, and Persons with Disabilities (and women who also identified with one of these equity categories) (n=43).

Quantitative Data: Scales & Single Measures

OVERVIEW

According to the five organizational climate scales (groups of questions), results show the 70% threshold being met or exceeded in four of the five scales, with respondents reporting a strong sense of community (80%), positive perceptions of work-related stress (78%), high job satisfaction (76%), and strong employee commitment (71%) (**Figure 4**). The fifth scale, inclusion climate (67%), is an area requiring improvement specific to employment and equitable practices, and inclusive decision-making and change management.
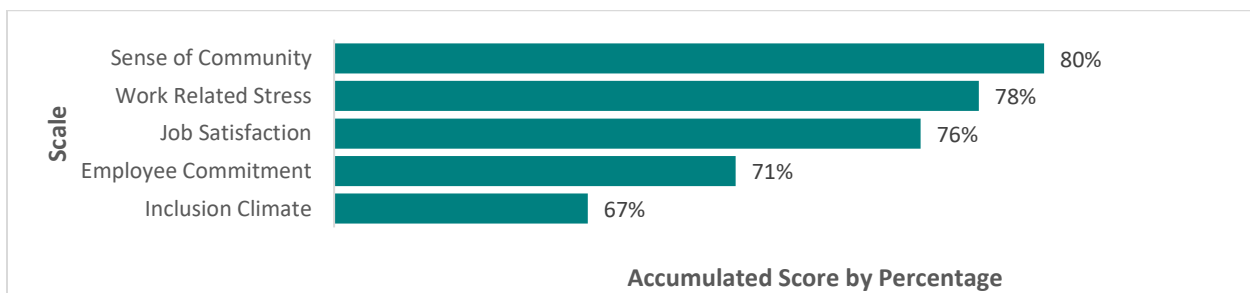
Figure 4: Organizational climate scales, 2023

Within the scales, individual employment and equitable practice variables that scored below the 70% threshold include: performance review, fair promotion process, equal pay for equal work, a safe way to voice grievances, and time pressures. Individual inclusive decision-making and change management variables below the target include: employee input, consideration of ideas, updating work practices, diversity in problem solving, change consultations, and changes into practice.

In response to the college-specific questions, respondents reported a positive commitment to reconciliation with Indigenous Peoples (84%), understanding of institutional communications (78%), useful institutional communications (72%), and timely institutional communications (70%).

As detailed in Figure 5, close to half of respondents (47%) reported having a moderate to large overlap between their own identity and that of the college.

Q17: Please indicate which case best describes the level of overlap between your own and Selkirk College's identities.

A Far apart	B Close together but separate	C Very small overlap	D Small overlap	E Moderate overlap	F Large overlap	G Very large overlap	H Complete overlap	9 I don't know
6%	16%	7%	15%	28%	19%	4%	2%	3%
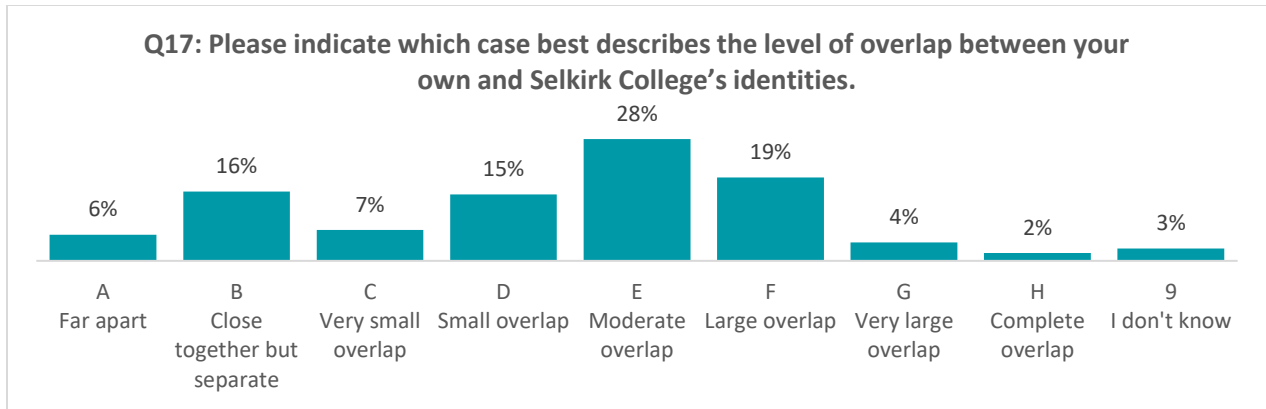
Figure 5: Organizational identity, 2023

INDIVIDUAL QUESTIONS

Questions from 'scales' were then re-grouped by emerging qualitative themes and prominent sub-themes (**Figure 6**) with related findings presented below, including job satisfaction and institutional alignment, leadership and communications (includes remaining sub-themes – decision-making, bureaucracy, and communications), workplace culture, and employment and equitable practices. Note, the theme of excellence in education did not include related quantitative data aside from the institutional question on indigenization and reconciliation.

LEADERSHIP & INSTITUTIONAL CONSIDERATIONS
- Job Satisfaction & Institutional Alignment
- Decision-making, Accountability & Change
- Bureaucracy & Hierarchy
- Communications, Mandate & Role

EXCELLENCE IN EDUCATION
- Service Supports
- Indigenization & Reconciliation
- Quality, Delivery & Student Needs
- Accessibility & 21st Century Education

WORKPLACE CULTURE
- Inclusion, Respect & Connections
- Grievances & Conflict Resolution
- Peer Support & Collaboration
- Mental Health, Stress & Burnout

EMPLOYMENT & EQUITABLE PRACTICES
- Workload Demand & Control
- Supervisory Support
- Compensation & Job Security
- Performance Review & Promotion

Figure 6: Organizational climate analytic framework, 2023

There are 11 questions related to job satisfaction and institutional alignment (**Figure 7**). Respondents reported positive perceptions of organizational importance (83%), feeling like the college is a good fit (82%), thinking the college is a good organization (80%), and intending to stay with the college (80%). A possible area for improvement or further exploration is where employees feel as though the college's problems are their own (62%).

Figure 7: Questions related to job satisfaction and institutional alignment by accumulated score, 2023

As shown in **Figure 8**, out of the 12 questions about leadership and communications, respondents reported strong understanding of how their work fits into the overall aim of the college (86%). Respondents also reported having clarity around departmental goals (80%), and that institutional communications are understandable, useful and timely (78%, 73%, and 70% respectively). Several areas for improvement below the 70% threshold include: actively seeking employee input (67%); effective change management (67%); change consultation (65%); leveraging employee insights to rethink or redefine work practices (65%); diverse input for problem-solving (63%); and genuine consideration of employee ideas (63%).
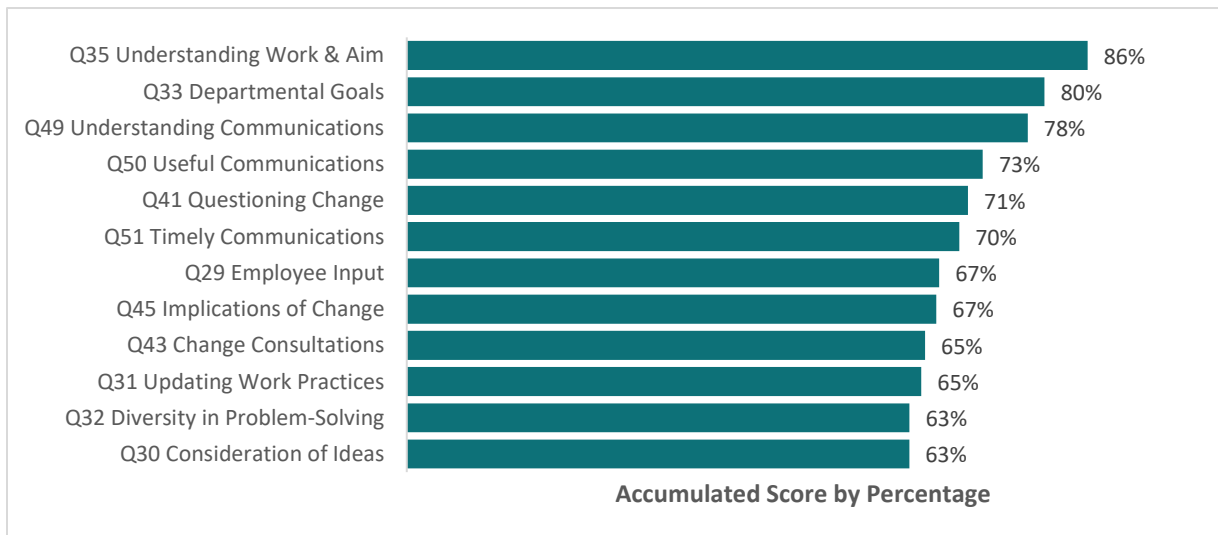
Figure 8: Questions related to leadership and institutional considerations by accumulated score, 2023

Many of the 14 questions about workplace culture exceed the 70% threshold (**Figure 9**). Respondents reported strong positive perceptions regarding bullying and harassment (90%, respectively) and feeling good helping the college and its employees (87%). Only two questions related to workplace culture scored below the 70% threshold: effective conflict resolution (65%) and safe mechanisms for voicing grievances (63%).

Figure 9: Questions related to workplace culture by accumulated score, 2023

As detailed in **Figure 10**, respondents reported having a choice in deciding how to complete work and having a say over the way they work (83% and 82%, respectively). Questions below the 70% threshold include having unrealistic time pressures (67%), fair processes for performance review and promotion (66% and 61% respectively), and receiving "equal pay for equal work (61%)."
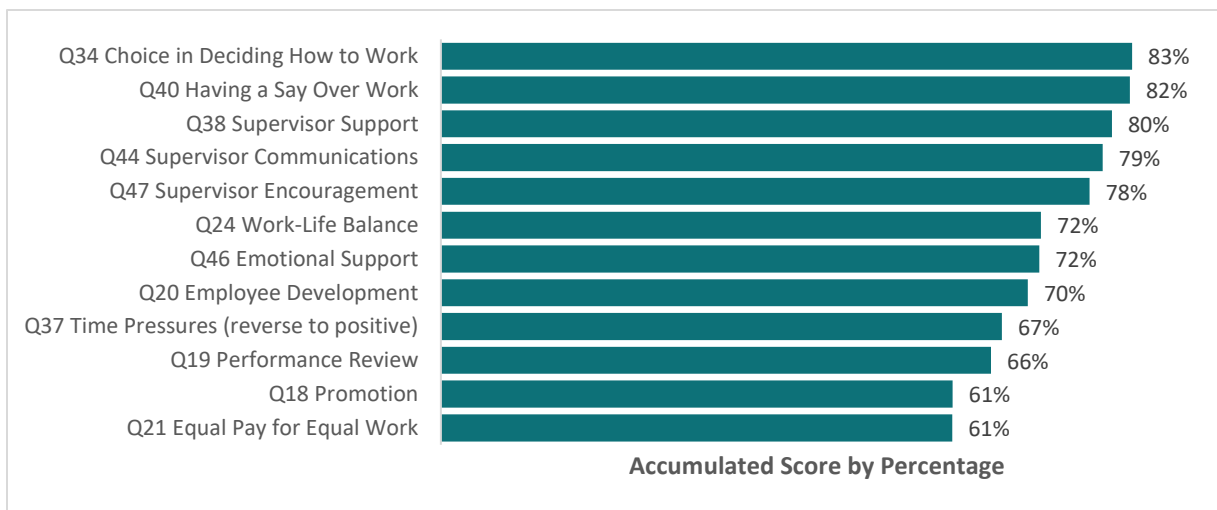
Figure 10: Questions related to employment and equitable employment practices by accumulated score, 2023

DIFFERENCES ACROSS RESPONDENT TYPES

A comparative analysis of variables across the 'scales' reveals lower levels of satisfaction reported by longer term employees, and, in a few cases, equity seeking groups. In addition to the one variable scoring less than 70% reported by all employees in the employee commitment scale (i.e., Q3 organizational problems), respondents employed more than ten years reported three additional variables below the target, including: sense of belonging, emotional attachments, and sense of family. Equity seeking groups reported two additional variables below the 70% target: sense of belonging and sense of family. An analysis of sense of community reveals that respondents employed six to ten years, more than ten years, and equity seeking groups reported one variable lower than the target: secure

sharing and asking (across all three groups). A comparative analysis of the inclusion climate scale reveals lower levels of satisfaction by longer term employees. Respondents employed six to ten years report lower than target scores on twelve of fifteen variables and those employed more than ten years report lower than target scores on fourteen of fifteen variables. Specific areas of concern include: employee development, non-threatening environment, work-life balance and personal connections in addition to the nine variables identified in the all employee average, including: promotion, performance review, equal pay for equal work, grievances, conflict resolution, employee input, consideration of ideas, updating work practices, and diversity in problem-solving. Of note, equity seeking groups reported lower levels of inclusion satisfaction on only six of fifteen variables, including: employee development, non-threatening work environment, valuing people, employee input, consideration of ideas, and diversity in problem-solving. Longer duration employees also report lower levels of satisfaction related to work related stress, with respondents employed six years or more identifying questioning change and emotional support as areas of concern, in addition to time pressures, change consultation and changes into practice. Longer term employees (employed six years or more) also report lower levels of satisfaction related to the timeliness of institutional communications.

Table 1: Variables scoring less than 70%, 2023

Scales	Total College	<1 year	1-2 years	3-5 years	6-10 years	>10 years	Equity Seeking Groups	Scale Total
Job Satisfaction	0	0	0	0	0	0	0	1
Employee Commitment	1	1	1	1	1	4	3	6
Sense of Community	0	0	0	0	1	1	1	9
Inclusion	9	3	6	7	12	14	6	15
Work Related Stress	3	0	2	3	5	5	2	15
Indigenization & Reconciliation	0	0	0	0	0	0	0	1
Institutional Communications	0	0	0	0	1	1	0	3

Qualitative Data: The Themes

A total of 131 respondents provided additional, qualitative comments. As detailed in the methodology section, during the third round of coding, responses were broken up into individual ideas (n=267), each of which was coded. As detailed in **Figure 11**, the majority of respondents providing qualitative comments were those employed more than 10 years (35%), followed by six to-10 years (28%), three to five years (16%), one to-two years (11%), less than one year (8%), and no response (1%).
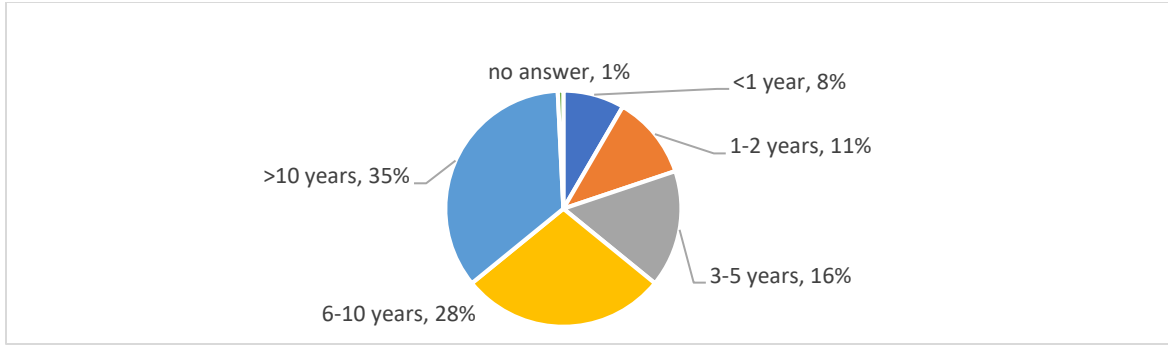
Figure 11: Qualitative respondents by duration of employment (n=131), 2023

Qualitative data was analyzed using grounded theory and is presented by theme, reflecting both the magnitude of each theme and sub-theme (by number of coded ideas), and, whether comments reflected a recommendation, positive comments (i.e., things that respondents appreciated or felt was working well), negative comments (i.e.,) things that respondents did not appreciate or felt were not working, or a mix of the three.

As detailed in **Figure 12**, themes with the highest number of comments focused on leadership and institutional considerations (34%), followed by employment and equitable practices (26%), workplace culture (25%), and excellence in education (15%).
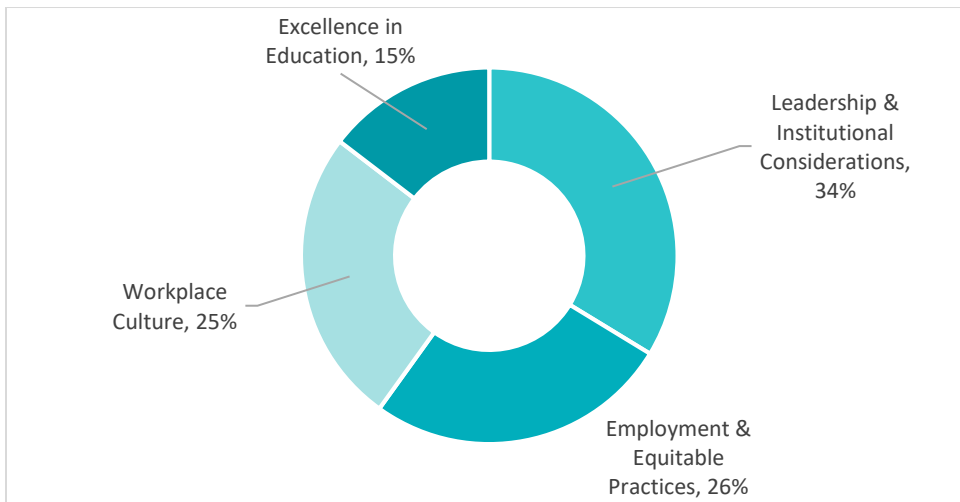
Figure 12: Number of comments by theme (n=267), 2023

THEMES AND SUB-THEMES

The largest theme grouped by number of coded ideas is ***leadership and institutional considerations (Figure 3).*** This theme focused on job satisfaction and institutional alignment (13%) - one of the largest sub-themes across all four themes - followed by decision-making, accountability and change (9%), bureaucracy and hierarchy (6%), and communications, mandate and role (5%). A high level of job satisfaction was reported by the majority of respondents. Aspects of high satisfaction appear to be tied to work teams and connection to values-based work, e.g., the opportunity to serve students and the communities. Lower levels of job satisfaction appear to be primarily tied to recent changes, e.g., Unit 4, operational changes related to COVID-19. Aspects of inclusive decision-making include: optimism over new leadership; good overall communications with a need to improve understanding of where information is located; reports of being consulted on change that impacts daily work or providing

consultation without clarity if input was used; a clear understanding of role noted both within departments and within the college as a whole; and hierarchy noted with calls for opportunities to provide anonymous feedback and share ideas or communicate concerns beyond a direct supervisor.

The second largest theme was ***employment and equitable* practices,** which was focused on workload demand and control (10%) - one of the largest sub-themes across the four themes - followed by supervisory support (6%), compensation and job security (5%), and performance review and promotion (4%). The workload of Chairs in larger schools was reported as unrealistic, understaffing was reported in some areas resulting in unrealistic goals, and streamlined processes (e.g., Unit 4) have served to increase workload at the user level. Some respondents note the inequity of some staff having the ability to work remotely, the need for more direction related to succession planning and promotion, and some report wages are not competitive.

The third theme by order of magnitude was ***workplace culture.*** This theme focused on inclusion, respect and connections (14%) - the largest sub-theme across any of the themes - followed by grievances and conflict resolution (5%), peer support and collaboration (3%), and mental health, stress and burnout (3%). High levels of team work, collaboration, and mutual respect was reported by some while others report lack of respect from colleagues, students, and sometimes supervisors. Feedback also suggests harassment and bullying behavior may be present in pockets of the organization including a need to improve related grievance processes. Respondents also indicate an appetite for more opportunities to socialize and collaborate within and across teams.

Lastly, the ***excellence in education*** theme focused on support services (6%), accessibility and 21st century learning environment (4%), quality, delivery and student needs (3%), and Indigenization and reconciliation (1%). Comments highlight new systems (e.g., Unit 4) and timing of roll outs have impacted the quality of instruction, some reports of declining instructional quality driven by 'good enough' attitudes, changing student needs requiring additional supports including real time and accessible service supports, more support for Indigenization, and the need for facilities, technologies, and delivery mode to keep pace with the demands of a 21st century learning environment.

OPPORTUNITIES

As detailed in the methods section, qualitative comments were also analyzed based on whether they reflected I) a clear recommendation (recommendation), II) things that respondents appreciated or felt was working well (positive), III) things that respondents did not appreciate or felt were not working (negative), and IV) or a mix of the three (mixed). As shown in **Figure 13**, responses varied. Comments related to job satisfaction were overwhelmingly positive, while comments related to workload were primarily negative, and comments on inclusion varied.
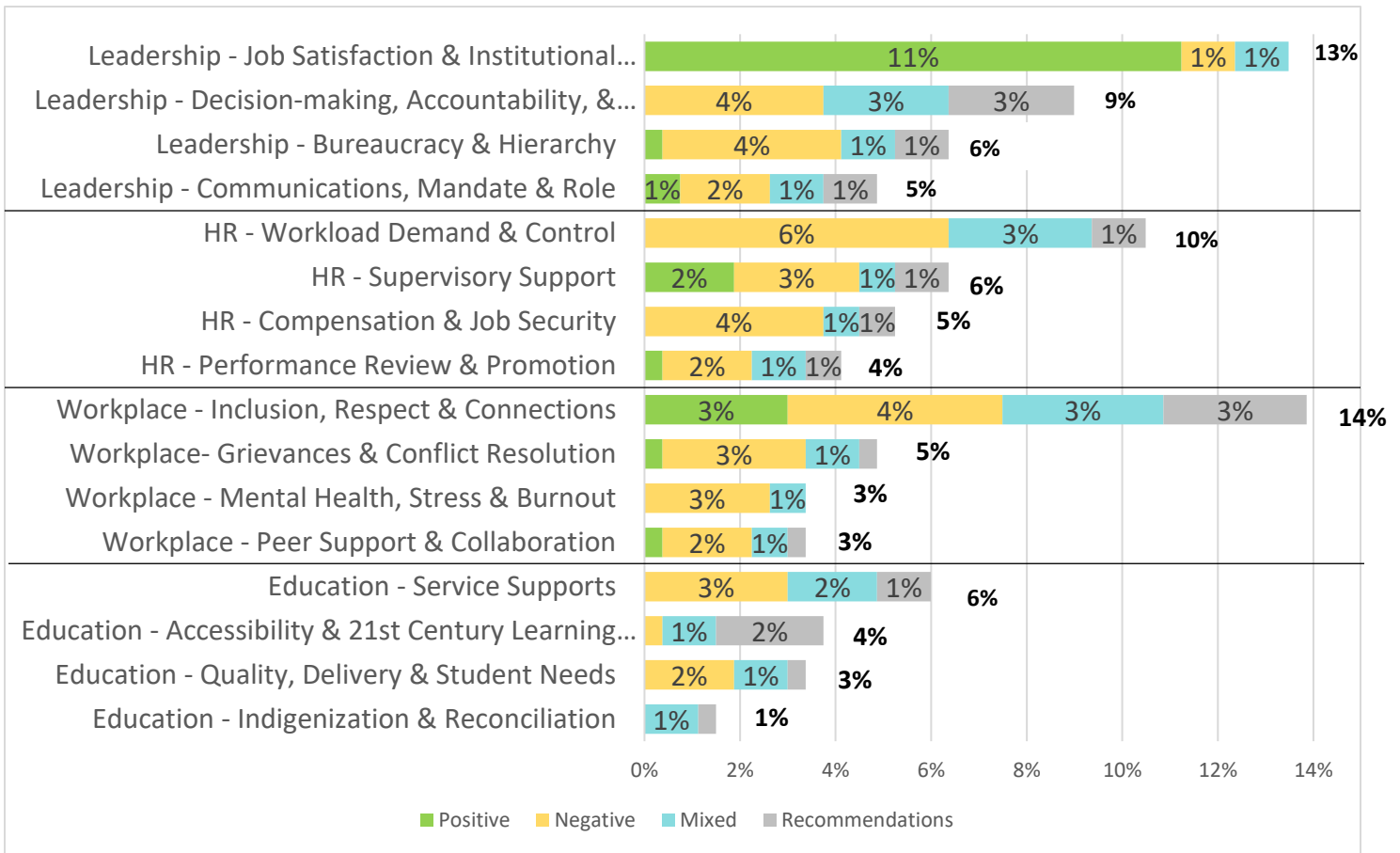
Figure 13: Number of comments by sub-theme (comments n=267), 2023

Further analysis of the above revealed that longer duration employees provided more negative comments (e.g., things they disliked or felt were not working) than newer employees. As detailed in **Figure 14**, 65% of respondents employed more than 10 years included a negative comment, followed by 67% provided by those employed three to-five years, 59% by those employed six to 10 years, 33% by those employed one to -two years, and 27% by those employed less than one year.
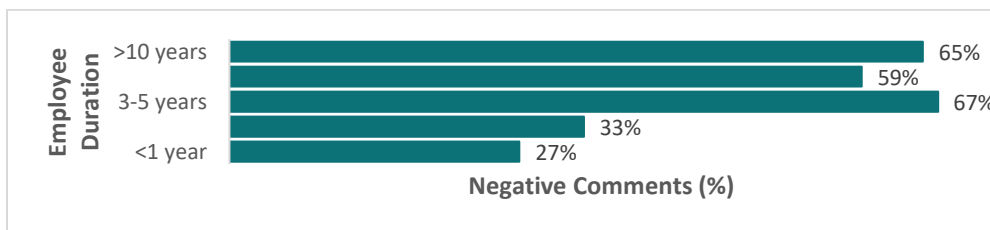
Figure 14: Number of negative comments by employee duration, 2023

Discussion

The following section discusses how the qualitative and quantitative findings relate to each other, using the four qualitative themes as headings.

Leadership & Institutional Considerations

As detailed in the quantitative analysis section above, only one of eleven variables (9%) related to *job satisfaction and institutional alignment* scored below the 70% threshold. The question, 'I really feel like the college's problems are my own' scored 62% (Q3). Respondents also reported lower levels of alignment with respect to organizational identity (Q17). These lower scores could be related to confusion regarding what the question was asking as indicated in qualitative comments and high number of 'I don't know' responses and/or could reflect a shift post-COVID-19 to a need to detach somewhat with the organization's problems and identity in order to promote mental health and/or work-life balance. Overall, quantitative and qualitative data point to high levels of job satisfaction.

Six of twelve variables (50%) related to leadership and institutional considerations scored below the 70% target, including Q29 - employee input (67%), Q45 - implications of change (67%), Q43 - change consultations (65%), Q31 - updating work practices (65%), Q32 - diversity in problem solving (63%), and Q30 - consideration of ideas (63%). Of note, a number of these areas also received high numbers of 'I don't know' responses (see Appendix 3). An analysis of qualitative data alongside quantitative data suggests the theme of change and related consultation is an area needing improvement. With a number of mentions of Unit 4 and operational changes related to COVID-19 in qualitative comments, findings also suggest respondents considered organizational climate outside of 'the last 6 months' which was provided as an instruction. Regardless, inclusive and transparent decision-making presents an area that could benefit from focused improvement efforts to ensure staff are consulted and feel their contributions are valued and considered in the decision-making process.

Excellence in Education

Respondents were not asked to consider variables related to excellence in education (aside from the institutional question on indigenization and reconciliation) as the focus of the research is on organizational climate. Regardless, 15% of additional comments focused on this area. Similar to inclusive decision-making, comments on this theme included a signal to organizational change that pre-dates the 'within the last 6 months' focus of the research. Comments primarily focused on declining service supports with a number of references to Unit 4 and perceived administrative downloading, the impact of declining service supports on instructional quality, and the need to meet the demands of a 21st century learning environment – including shifting student requirements.

Workplace Culture

Quantitative data signals a positive work place culture, however the qualitative data signals mixed opinions with some employees reporting high levels of respect and collaboration with others reporting lower levels of collaboration and respect. Grievances and conflict resolution emerged from the quantitative and qualitative data as an area needing improvement with some mention of hierarchy constrained conflict resolution. Of note, grievances and conflict resolution also received high levels of 'I don't know' responses (see **Appendix 3**). Quantitative data from the work-related stress scale indicate low levels of stress (78%); however, a small number of employees report stress and burnout (n=10) in their qualitative comments. Qualitative data further suggests employees are seeking more opportunities to socialize and get to know one another within and outside of work teams.

Employment & Equitable Employment Practices

Quantitative data signals a need to explore time pressures, and equitable employment practices related to performance review, promotion and equal pay for equal work. Of note, performance review, equal pay for equal work and promotion received high levels of 'I don't know' responses (see **Appendix 3**). Work-life balance (72%) was identified as an area of strength in the quantitative analysis. Comments related to time pressures referred to workload in the context of so much important work to do and not enough time to do it or unrealistic workload levels for some (e.g., School Chairs in larger schools). Comments also referenced the impact of workload on team members when important roles remained vacant and/or there was a lack of vacation coverage. Reference to Unit 4 and administrative downloading was also referenced. Supervisory support was reported as positive by some respondents and needing improvement by others. There was also an indication across themes that some respondents do not feel valued for the work they do. Some perceptions emerged in the qualitative comments that the promotion process is unfair – with some leaders promoted without the required skills or knowledge. A few respondents reported they have not participated in a performance review. Comments related to precarious employment and non-competitive wages also emerged. Given employment practices are largely guided by union agreements, addressing these areas of concern in the context of labour relations may be helpful to address related perceptions.

Related Initiatives Underway

Following post-survey consultations with members of the college's Leadership Team, a number of ongoing efforts to support and enhance areas that require improvement were identified. Related initiatives currently underway include:

Transparency & Inclusive Decision-Making
- Diverse expertise on policy review committees
- Diverse consultation in policy development process and transparent feedback loop
- President's Town Halls

Support for Excellence in Education
- Modernizing classrooms and purchasing highly specialized technologies thanks to generous support from Columbia Basin Trust

Workplace Culture
- Safe channels for reporting microaggression, discrimination, bullying and harassment (Equity, Diversity & Inclusion Action Plan Goal 4.2)
- Offering regular Campus Conversation & Connection events

Equitable Employment Practices
- Exploring how to incorporate equity, diversity, and inclusion lenses in succession planning for executive positions and critical roles (Equity, Diversity & Inclusion Action Plan Goal 6.1)
- Exploring how to incorporate bias-reduction strategies in all recruitment and hiring processes (Equity, Diversity & Inclusion Action Plan 6.2)

Conclusion

Findings suggest the organizational climate of the college is positive. Areas of strength include: job satisfaction linked to values alignment and work teams, optimism related to a renewal of college leadership, effectiveness of institutional communications, clear understanding of work roles, and strong collaboration and supervisory support within some work teams. Areas requiring improvement include: transparency and inclusive decision-making, support for excellence in education in the context of changing student and technological needs, respectful workplace communications for some work teams, change management and support related to the implementation of new systems, anonymous quality improvement related feedback, pockets of bullying requiring non-hierarchical resolution processes, and equitable employment practices related to time pressures, performance review, promotion and equal pay for equal work.

Newer employees (less than five years) and equity seeking groups (Indigenous Peoples, Persons with a Disability, and Members of Visible Minorities) report higher levels of organizational climate satisfaction than longer term employees (greater than six years). Longer term employees also provided more qualitative and negative comments, including reference to previous years. As a result, these more historic (as opposed to 'within the last 6 months'), perspectives should be taken into consideration.

These findings should be used to help guide organizational climate improvements over the next two years, and be used as a bench mark tool in 2025 to measure the impact of organizational climate improvement efforts overtime.

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Appendices

Appendix 1: Selkirk College Organizational Climate Survey Questionnaire

Job Satisfaction

Please indicate the level of your agreement or disagreement with each statement by selecting a number from 1 to 7 using the following scale: 1=extremely dissatisfied, 7=extremely satisfied, 8=I don't know.

1. Taking everything into consideration, how do you feel about your job as a whole?

Employee Commitment

Please indicate the level of your agreement or disagreement with each statement by selecting a number from 1 to 5 using the following scale: 1=strongly disagree, 2=disagree, 3=undecided, 4=agree, 5=strongly agree, 6=I don't know.

2. I would be very happy to spend the rest of my career with Selkirk College.
3. I really feel as if Selkirk College's problems are my own.
4. I do not feel a strong sense of "belonging" to Selkirk College.
5. I do not feel "emotionally attached" to Selkirk College.
6. I do not feel like "part of the family" at Selkirk College.
7. Selkirk College has a great deal of personal meaning for me.

Psychological Sense of Community

Please indicate the level of your agreement or disagreement with each statement by selecting a number from 1 to 5 using the following scale: 1=strongly disagree, 2=disagree, 3=undecided, 4=agree, 5=strongly agree, 6=I don't know.

8. I think Selkirk College is a good organization.
9. I am not planning on leaving Selkirk College.
10. For me, Selkirk College is a good fit.
11. Employees can depend on each other at Selkirk College.
12. Employees can get help from other employees if they need it.
13. Employees are secure in sharing opinions or asking for advice.
14. Selkirk College is important to me.
15. I have friends at Selkirk College.
16. I feel good helping Selkirk College and its employees.

Organizational Identification

Please indicate which case (A, B, C, D, E, F, G, or H) best describes the level of overlap between your own and Selkirk College's identities.

17. Imagine that one of the circles at the left in each row represents your own self-definition or identity and the other circle at the right represents Selkirk College's identity (see **Figure 15**).

Inclusion Climate

Please indicate the level of your agreement or disagreement with each statement by selecting a number from 1 to 5 using the following scale: 1=strongly disagree, 2=disagree, 3=undecided, 4=agree, 5=strongly agree, 6=I don't know.

18. Selkirk College has a fair promotion process.
19. The performance review process is fair at Selkirk College.
20. Selkirk College invests in the development of all of its employees.
21. Employees at Selkirk College receive "equal pay for equal work."
22. Selkirk College provides safe ways for employees to voice their grievances.
23. Selkirk College is characterized by a non-threatening environment in which people can reveal their "true" selves.
24. Selkirk College values work-life balance.
25. Selkirk College commits resources to ensuring that employees are able to resolve conflicts effectively.
26. Employees at Selkirk College are valued for who they are as people, not just for the jobs that they fill.
27. At Selkirk College, people often share and learn about one another as people.
28. Selkirk College has a culture in which employees appreciate the differences that people bring to the workplace.
29. At Selkirk College, employee input is actively sought.
30. At Selkirk College, everyone's ideas for how to do things better are given serious consideration.
31. At Selkirk College, employees' insights are used to rethink or redefine work practices.
32. Top management exercises the belief that problem-solving is improved when input from different roles, ranks, and functions is considered.

Health & Safety – Work Related Stress

Please indicate the level of your agreement or disagreement with each statement by selecting a number from 1 to 5 using the following scale: 1=strongly disagree, 2=disagree, 3=undecided, 4=agree, 5=strongly agree, 6=I don't know.

33. I am clear about the goals and objectives of my department.
34. I have a choice in deciding how I do my work.
35. I understand how my work fits into the overall aim of Selkirk College.
36. I am subject to bullying at work.
37. I have unrealistic time pressures.
38. I can rely on my supervisor to help me out with a work problem.
39. I get help and support I need from colleagues.
40. I have some say over the way I work.
41. I have sufficient opportunities to question managers about change at work.
42. I am subject to personal harassment in the form of unkind words or behaviour.
43. Staff are consulted about change at work.
44. I can talk to my supervisor about something that has upset or annoyed me about work.
45. When changes are made at work, I am clear how they will work out in practice.
46. I am supported through emotionally demanding work.
47. My supervisor encourages me at work.

Indigenization

Please indicate the level of your agreement or disagreement with each statement by selecting a number from 1 to 5 using the following scale: 1=strongly disagree, 2=disagree, 3=undecided, 4=agree, 5=strongly agree, 6=I don't know.

48. Selkirk College is committed to reconciliation with Indigenous peoples, which is the intentional process of establishing and maintaining respectful and right relationships with Indigenous governments, organizations, families and learners.

Communication

Please indicate the level of your agreement or disagreement with each statement by selecting a number from 1 to 5 using the following scale: 1=strongly disagree, 2=disagree, 3=undecided, 4=agree, 5=strongly agree, 6=I don't know.

49. The information I receive is easy to understand.
50. The information I receive is useful.
51. I receive information in time to make good use of it.

Open-ended

52. Do you have any additional comments and/or recommendations?

Demographics

53. Duration of employment at Selkirk College:
    1. Less than 1 year
    2. 1-2 years
    3. 3-5 years
    4. 6-10 years
    5. More than 10 years
54. Location of Campus / Learning Centre (select all that apply):
    - Trail
    - Castlegar
    - Nelson – Silver King
    - Nelson – Tenth Street
    - Nelson – Victoria Street
    - Kaslo
    - Grand Forks
    - Nakusp
    - Selkirk Technology Access Centre
    - Applied Research & Innovation Centre
55. Please indicate your department/school (select all that apply):
    - IT
    - Finance
    - Human Resources

- Facilities and Business Services (e.g., Ancillary Services, Health & Safety, Campus Management, Facilities, Maintenance)
- Library
- Communications & Public Engagement
- Industry & Trades Training
- Arts
- Hospitality & Tourism
- Business
- Environment & Geomatics
- Community Education & Workplace Training
- University Arts & Sciences and Mir Centre
- Academic Upgrading & Development
- Health & Human Services
- Selkirk Innovates
- Selkirk International
- Teaching & Learning Centre
- Registrar's Office
- Student Affairs (e.g., Student Access & Support, Athletics & Recreation, CEES)
- Indigenous Education & Engagement
- Other (please specify)
- Prefer not to say

56. Do you identify as belonging to one or more of the Government of Canada's employment equity designated groups? Please select all that apply:
    - Indigenous Peoples
    - Members of visible minorities
    - Persons with disabilities

57. What was your sex at birth? (refers to sex assigned at birth) * [1]
    1. Male
    2. Female
    3. Prefer not to say

58. What is your gender? (Refers to current gender which may be different from sex assigned at birth and may be different from what is indicated on legal documents.) * [1]
    1. Male
    2. Female
    3. Other, please specify:
    4. Prefer not to say

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[1] *These questions are in accordance with Statistics Canada's current guidelines for the census.

Figures

	ME	SC	
A	○	○	Far Apart
B	○	○	Close Together but Separate
C	◎◎		Very Small Overlap
D	◎◎		Small Overlap
E	◎◎		Moderate Overlap
F	◎◎		Large Overlap
G	◎◎		Very Large Overlap
H	○		Complete Overlap
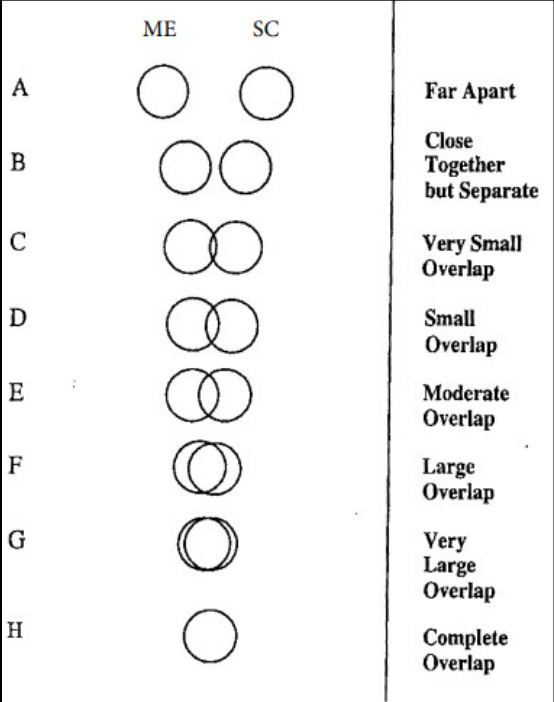
Figure 15: Q17: Organizational identity

Appendix 2: Selkirk College organizational climate survey average scores by employment duration and employment equity groups, 2023

Values highlighted in grey indicate being below the 70% threshold.

Question/Index	Total - College	< 1yr	1-2 yrs	3-5 yrs	6-10 yrs	>10 years	Employment Equity Groups
Job Satisfaction (Scores on scale 1-7)	**5.4/8**	**5.7**	**5.5**	**5.5**	**5.2**	**5.3**	**5.0**
Q1 Job Satisfaction	5.4	5.7	5.5	5.5	5.2	5.3	5.0
Employee Commitment (Scores on scale 1-6)	**3.6/6**	**3.6**	**3.6**	**3.6**	**3.5**	**3.5**	**3.5**
Q2 Career Happiness	4.0	4.0	4.1	4.0	3.8	4.0	3.8
Q3 Organizational Problems	3.1	3.3	3.1	3.1	3.2	3.0	3.2
Q4 Sense of Belonging	3.6	3.7	3.7	3.7	3.5	3.4	3.4
Q5 Emotional Attachment	3.6	3.7	3.7	3.7	3.6	3.4	3.7
Q6 Sense of Family	3.5	3.6	3.7	3.6	3.5	3.3	3.4
Q7 Personal Meaning	3.7	3.6	3.6	3.8	3.7	3.8	3.7
Psychological Sense of Community (Scores on scale 1-5)	**4.0/6**	**4.0**	**4.2**	**4.1**	**3.9**	**4.0**	**3.8**
Q8 Good Organization	4.0	4.1	4.1	4.2	3.9	3.9	3.8
Q9 Intention to Stay	4.0	4.0	4.1	4.1	3.8	4.0	3.7
Q10 Good Fit	4.1	4.1	4.1	4.3	3.9	4.2	4.0
Q11 Depending on Employees	3.7	3.9	4.1	3.8	3.6	3.7	3.6
Q12 Getting Help from Employees	4.0	4.0	4.1	4.1	3.9	4.0	3.8
Q13 Secure Sharing & Asking	3.6	3.8	4.1	3.8	3.3	3.3	3.3
Q14 Organizational Importance	4.2	4.2	4.2	4.2	4.1	4.1	4.1
Q15 Friends	4.0	3.7	4.2	4.1	4.0	4.1	3.8
Q16 Helping Org & Employees	4.3	4.3	4.5	4.4	4.3	4.3	4.2
Organizational Identification (Scores on scale 1-8)	**4.3/9**	**4.3**	**4.8**	**4.5**	**4.2**	**4.0**	**4.2**
Q17 Organizational Identity	4.3	4.3	4.8	4.5	4.2	4.0	4.2

Inclusion Climate (Scores on scale 1-6)	3.4/6	3.7	3.5	3.6	3.2	3.1	3.5
Q18 Promotion	3.1	3.0	2.2	3.3	3.0	2.9	3.7
Q19 Performance Review	3.3	3.4	3.1	3.6	3.2	3.1	3.9
Q20 Employee Development	3.5	3.7	3.7	3.9	3.4	3.2	3.3
Q21 Equal Pay for Equal Work	3.1	3.4	3.0	3.0	2.9	3.1	3.6
Q22 Grievances	3.2	3.6	3.3	3.3	2.9	3.1	3.6
Q23 Non-Threatening Environment	3.5	3.8	4.0	3.9	3.3	3.2	3.2
Q24 Work-Life Balance	3.6	4.0	4.1	3.9	3.4	3.2	3.6
Q25 Conflict Resolution	3.3	3.6	3.1	3.3	3.1	3.2	3.7
Q26 Valuing People	3.6	3.8	4.1	3.9	3.5	3.3	3.3
Q27 Personal Connections	3.6	3.9	3.9	3.9	3.5	3.4	3.5
Q28 Workplace Culture	3.7	3.9	4.1	3.9	3.7	3.5	3.7
Q29 Employee Input	3.4	3.7	3.9	3.6	3.3	2.9	3.3
Q30 Consideration of Ideas	3.2	3.7	3.7	3.3	3.0	2.9	3.3
Q31 Updating Work Projects	3.2	3.7	3.6	3.4	3.0	3.0	3.6
Q32 Problem-Solving	3.2	3.6	3.3	3.3	3.0	2.9	3.1
Heath & Safety Work Related Stress (Scores on scale 1-6)	3.9/6	4.1	4.2	4.0	3.7	3.8	3.9
Q33 Departmental Goals	4.0	3.9	4.2	4.0	3.9	4.1	4.2
Q34 Choice in Deciding	4.1	4.3	4.5	4.2	4.0	4.1	4.1
Q35 Understanding Work x Aim	4.3	4.3	4.5	4.4	4.2	4.2	4.3
Q36 Bullying	4.5	4.7	4.8	4.7	4.3	4.3	4.3
Q37 Time Pressures	3.4	4.0	3.7	3.4	3.0	3.3	3.4
Q38 Supervisor Support	4.0	4.1	4.2	4.2	3.7	4.0	3.9
Q39 Collegial Support	4.1	4.2	4.5	4.1	3.9	4.0	4.0
Q40 Having a Say Over Work	4.1	4.1	4.5	4.2	3.9	4.0	4.0
Q41 Questioning Change	3.5	3.7	3.9	3.7	3.3	3.4	3.7
Q42 Harassment	4.5	4.8	4.7	4.8	4.4	4.3	4.2

Q43 Change Consultations	3.3	3.6	3.4	3.3	3.1	3.2	3.5
Q44 Supervisor Communications	4.0	4.2	4.1	4.0	3.7	4.0	3.6
Q45 Changes into Practice	3.3	3.9	3.7	3.4	3.2	3.2	3.6
Q46 Emotional Support	3.6	4.0	4.0	3.8	3.4	3.3	3.8
Q47 Supervisor Encouragement	3.9	3.8	4.3	4.0	3.8	3.8	3.9
Indigenization (Scores on scale 1-6)	**4.2/6**	**4.1**	**4.3**	**4.1**	**4.2**	**4.2**	**4.2**
Q48 Indigenous Reconciliation	4.2	4.1	4.3	4.1	4.2	4.2	4.2
Communications (Scores on scale 1-6)	**3.7/6**	**4.0**	**3.8**	**3.8**	**3.7**	**3.5**	**3.6**
Q49 Understanding Communications	3.9	4.1	4.1	4.0	4.0	3.7	3.7
Q50 Useful Communications	3.6	4.0	3.8	3.7	3.6	3.5	3.6
Q51 Timely Communications	3.5	3.9	3.7	3.7	3.4	3.2	3.6

Appendix 3: Selkirk College organizational climate survey results by possible range of scores, response rate, count of "I don't know" responses, average, mode, and standard deviation, 2023

Question/Index	Possible Range of Scores	Response Rate (/283)	Count of "I don't know"	Average (excludes IDK)	Mode	Standard Deviation (excludes IDK)
Q1 Job Satisfaction	1-7	280	1	5.4	6	1.2
Q2 Career Happiness	1-5	282	3	4.0	5	1.0
Q3 Organizational Problems	1-5	282	21	3.1	4	1.1
Q4 Sense of Belonging	1-5	283	2	2.4	2	1.1
Q5 Emotional Attachment	1-5	283	5	3.6	4	1.1
Q6 Sense of Family	1-5	283	3	3.5	4	1.2
Q7 Personal Meaning	1-5	283	2	3.7	4	1.0
Q8 Good Organization	1-5	283	1	4.0	4	0.8
Q9 Intention to Stay	1-5	283	3	4.0	4	0.9
Q10 Good Fit	1-5	283	0	4.1	4	0.9
Q11 Depending on Employees	1-5	283	9	3.7	4	1.1
Q12 Getting Help from Employees	1-5	283	3	4.0	4	0.8
Q13 Secure Sharing & Asking	1-5	283	9	3.6	4	1.1
Q14 Organizational Importance	1-5	283	0	4.2	4	0.8
Q15 Friends	1-5	283	2	4.0	4	0.8
Q16 Helping Org & Employees	1-5	283	1	4.3	4	0.6
Q17 Organizational Identity	1-8	283	8	4.3	5	1.7
Q18 Promotion	1-5	283	64	3.1	4	1.1
Q19 Performance Review	1-5	283	58	3.3	4	1.1
Q20 Employee Development	1-5	283	16	3.5	4	1.1
Q21 Equal Pay for Equal Work	1-5	283	38	3.1	4	1.2

Q22 Grievances	1-5	283	58	3.2	4	1.1
Q23 Non-Threatening Environment	1-5	283	10	3.5	4	1.0
Q24 Work-Life Balance	1-5	283	4	3.6	4	1.1
Q25 Conflict Resolution	1-5	283	64	3.3	4	1.0
Q26 Valuing People	1-5	283	11	3.6	4	1.0
Q27 Personal Connections	1-5	283	10	3.6	4	0.9
Q28 Workplace Culture	1-5	283	14	3.7	4	0.9
Q29 Employee Input	1-5	283	6	3.4	4	1.1
Q30 Consideration of Ideas	1-5	283	22	3.2	4	1.1
Q31 Updating Work Projects	1-5	283	30	3.2	4	1.1
Q32 Problem-Solving	1-5	283	48	3.2	4	1.2
Q33 Departmental Goals	1-5	283	1	4.0	4	0.9
Q34 Choice in Deciding	1-5	283	2	4.1	4	0.8
Q35 Understanding Work x Aim	1-5	283	3	4.3	5	0.8
Q36 Bullying	1-5	283	6	4.5	5	0.8
Q37 Time Pressures	1-5	283	3	3.4	3	1.1
Q38 Supervisor Support	1-5	283	4	4.0	5	1.1
Q39 Collegial Support	1-5	283	2	4.1	4	0.8
Q40 Having a Say Over Work	1-5	283	4	4.1	4	0.8
Q41 Questioning Change	1-5	283	18	3.5	4	1.1
Q42 Harassment	1-5	283	6	4.5	5	0.8
Q43 Change Consultations	1-5	283	22	3.3	3	1.0
Q44 Supervisor Communications	1-5	283	6	4.0	5	1.2
Q45 Changes into Practice	1-5	283	15	3.3	3	0.9
Q46 Emotional Support	1-5	283	23	3.6	4	1.1
Q47 Supervisor Encouragement	1-5	283	4	3.9	5	1.2
Q48 Indigenous Reconciliation	1-5	283	17	4.2	4	0.7

Q49 Understanding Communications	1-5	283	0	3.9	4	0.8
Q50 Useful Communications	1-5	283	3	3.6	4	0.8
Q51 Timely Communications	1-5	283	2	3.5	4	0.9

Appendix 4: Selkirk College organizational climate survey average scores[2] ordered descending, all respondents, 2023

Question/Index	Total Average Score
Q1 Job Satisfaction	5.4
Q36 Bullying	4.5
Q42 Harassment	4.5
Q16 Helping Org & Employees	4.3
Q17 Organizational Identity	4.3
Q35 Understanding Work Aim	4.3
Q48 Indigenous Reconciliation	4.2
Q14 Organizational Importance	4.2
Q34 Choice in Deciding	4.1
Q10 Good Fit	4.1
Q40 Having a Say Over Work	4.1
Q39 Collegial Support	4.1
Q15 Friends	4.0
Q33 Departmental Goals	4.0
Q8 Good Organization	4.0
Q38 Supervisor Support	4.0
Q12 Getting Help from Employees	4.0
Q9 Intention to Stay	4.0
Q2 Career Happiness	4.0
Q44 Supervisor Communications	4.0
Q49 Understanding Communications	3.9
Q47 Supervisor Encouragement	3.9
Q28 Workplace Culture	3.7
Q11 Depending on Employees	3.7
Q7 Personal Meaning	3.7
Q50 Useful Communications	3.6
Q27 Personal Connections	3.6
Q24 Work-Life Balance	3.6
Q46 Emotional Support	3.6
Q26 Valuing People	3.6
Q5 Emotional Attachment	3.6

[2] 5-point Likert scale used with exception of Q1 (7-point Likert) and Q17 (8 point organizational identity alignment)

Q4 Sense of Belonging	3.6
Q13 Secure Sharing & Asking	3.6
Q41 Questioning Change	3.5
Q23 Non-Threatening Environment	3.5
Q20 Employee Development	3.5
Q51 Timely Communications	3.5
Q6 Sense of Family	3.5
Q29 Employee Input	3.4
Q37 Time Pressures	3.4
Q45 Changes into Practice	3.3
Q19 Performance Review	3.3
Q43 Change Consultations	3.3
Q25 Conflict Resolution	3.3
Q31 Updating Work Projects	3.2
Q32 Problem-Solving	3.2
Q22 Grievances	3.2
Q30 Consideration of Ideas	3.2
Q3 Organizational Problems	3.1
Q18 Promotion	3.1
Q21 Equal Pay for Equal Work	3.1

Appendix 5: Selkirk College organizational climate survey average scores ordered descending, by respondents who have been at the institution for one year or less, 2023

Question/Index	Average Score < 1 Year
Q1 Job Satisfaction	5.7
Q42 Harassment	4.8
Q36 Bullying	4.7
Q16 Helping Org & Employees	4.3
Q35 Understanding Work x Aim	4.3
Q34 Choice in Deciding	4.3
Q17 Organizational Identity	4.3
Q44 Supervisor Communications	4.2
Q14 Organizational Importance	4.2
Q39 Collegial Support	4.2
Q40 Having a Say Over Work	4.1
Q10 Good Fit	4.1
Q48 Indigenous Reconciliation	4.1
Q38 Supervisor Support	4.1
Q8 Good Organization	4.1
Q49 Understanding Communications	4.1
Q46 Emotional Support	4.0
Q24 Work-Life Balance	4.0
Q2 Career Happiness	4.0
Q9 Intention to Stay	4.0
Q12 Getting Help from Employees	4.0
Q37 Time Pressures	4.0
Q50 Useful Communications	4.0
Q45 Changes into Practice	3.9
Q28 Workplace Culture	3.9
Q11 Depending on Employees	3.9
Q33 Departmental Goals	3.9
Q27 Personal Connections	3.9
Q51 Timely Communications	3.9
Q47 Supervisor Encouragement	3.8
Q23 Non-Threatening Environment	3.8
Q13 Secure Sharing & Asking	3.8

Q26 Valuing People	3.8
Q15 Friends	3.7
Q30 Consideration of Ideas	3.7
Q29 Employee Input	3.7
Q4 Sense of Belonging	3.7
Q20 Employee Development	3.7
Q41 Questioning Change	3.7
Q5 Emotional Attachment	3.7
Q31 Updating Work Projects	3.7
Q32 Problem-Solving	3.6
Q25 Conflict Resolution	3.6
Q6 Sense of Family	3.6
Q22 Grievances	3.6
Q7 Personal Meaning	3.6
Q43 Change Consultations	3.6
Q19 Performance Review	3.4
Q21 Equal Pay for Equal Work	3.4
Q3 Organizational Problems	3.3
Q18 Promotion	3.0

Appendix 6: Selkirk College organizational climate survey average scores ordered descending, by respondents who have been at the institution for one to two years, 2023

Question/Index	Average Score 1-2 Years
Q1 Job Satisfaction	5.5
Q17 Organizational Identity	4.8
Q36 Bullying	4.8
Q42 Harassment	4.7
Q39 Collegial Support	4.5
Q40 Having a Say Over Work	4.5
Q16 Helping Org & Employees	4.5
Q34 Choice in Deciding	4.5
Q35 Understanding Work x Aim	4.5
Q48 Indigenous Reconciliation	4.3
Q47 Supervisor Encouragement	4.3
Q33 Departmental Goals	4.2
Q38 Supervisor Support	4.2
Q14 Organizational Importance	4.2
Q15 Friends	4.2
Q44 Supervisor Communications	4.1
Q8 Good Organization	4.1
Q10 Good Fit	4.1
Q12 Getting Help from Employees	4.1
Q9 Intention to Stay	4.1
Q13 Secure Sharing & Asking	4.1
Q26 Valuing People	4.1
Q28 Workplace Culture	4.1
Q2 Career Happiness	4.1
Q11 Depending on Employees	4.1
Q24 Work-Life Balance	4.1
Q49 Understanding Communications	4.1
Q23 Non-Threatening Environment	4.0
Q46 Emotional Support	4.0
Q27 Personal Connections	3.9
Q29 Employee Input	3.9
Q41 Questioning Change	3.9

Q50 Useful Communications	3.8
Q5 Emotional Attachment	3.7
Q20 Employee Development	3.7
Q4 Sense of Belonging	3.7
Q6 Sense of Family	3.7
Q37 Time Pressures	3.7
Q45 Changes into Practice	3.7
Q30 Consideration of Ideas	3.7
Q51 Timely Communications	3.7
Q7 Personal Meaning	3.6
Q31 Updating Work Projects	3.6
Q43 Change Consultations	3.4
Q22 Grievances	3.3
Q32 Problem-Solving	3.3
Q19 Performance Review	3.1
Q25 Conflict Resolution	3.1
Q3 Organizational Problems	3.1
Q21 Equal Pay for Equal Work	3.0
Q18 Promotion	2.2

Appendix 7: Selkirk College organizational climate survey average scores ordered descending, by respondents who have been at the institution for three to five years, 2023

Question/Index	Average Score 3-5 Years
Q1 Job Satisfaction	5.5
Q42 Harassment	4.8
Q36 Bullying	4.7
Q17 Organizational Identity	4.5
Q16 Helping Org & Employees	4.4
Q35 Understanding Work x Aim	4.4
Q10 Good Fit	4.3
Q40 Having a Say Over Work	4.2
Q14 Organizational Importance	4.2
Q34 Choice in Deciding	4.2
Q38 Supervisor Support	4.2
Q8 Good Organization	4.2
Q15 Friends	4.1
Q39 Collegial Support	4.1
Q48 Indigenous Reconciliation	4.1
Q12 Getting Help from Employees	4.1
Q9 Intention to Stay	4.1
Q44 Supervisor Communications	4.0
Q49 Understanding Communications	4.0
Q2 Career Happiness	4.0
Q47 Supervisor Encouragement	4.0
Q33 Departmental Goals	4.0
Q24 Work-Life Balance	3.9
Q26 Valuing People	3.9
Q23 Non-Threatening Environment	3.9
Q27 Personal Connections	3.9
Q20 Employee Development	3.9
Q28 Workplace Culture	3.9
Q13 Secure Sharing & Asking	3.8
Q46 Emotional Support	3.8
Q11 Depending on Employees	3.8
Q7 Personal Meaning	3.8

Q50 Useful Communications	3.7
Q5 Emotional Attachment	3.7
Q51 Timely Communications	3.7
Q4 Sense of Belonging	3.7
Q41 Questioning Change	3.7
Q29 Employee Input	3.6
Q6 Sense of Family	3.6
Q19 Performance Review	3.6
Q37 Time Pressures	3.4
Q31 Updating Work Projects	3.4
Q45 Changes into Practice	3.4
Q43 Change Consultations	3.3
Q30 Consideration of Ideas	3.3
Q25 Conflict Resolution	3.3
Q32 Problem-Solving	3.3
Q22 Grievances	3.3
Q18 Promotion	3.3
Q3 Organizational Problems	3.1
Q21 Equal Pay for Equal Work	3.0

Appendix 8: Selkirk College organizational climate survey average scores ordered descending, by respondents who have been at the institution for six to ten years, 2023

Question/Index	Average Score 6-10 Years
Q1 Job Satisfaction	5.2
Q42 Harassment	4.4
Q36 Bullying	4.3
Q16 Helping Org & Employees	4.3
Q17 Organizational Identity	4.2
Q48 Indigenous Reconciliation	4.2
Q35 Understanding Work x Aim	4.2
Q14 Organizational Importance	4.1
Q15 Friends	4.0
Q49 Understanding Communications	4.0
Q34 Choice in Deciding	4.0
Q10 Good Fit	3.9
Q12 Getting Help from Employees	3.9
Q8 Good Organization	3.9
Q39 Collegial Support	3.9
Q40 Having a Say Over Work	3.9
Q33 Departmental Goals	3.9
Q9 Intention to Stay	3.8
Q2 Career Happiness	3.8
Q47 Supervisor Encouragement	3.8
Q44 Supervisor Communications	3.7
Q28 Workplace Culture	3.7
Q38 Supervisor Support	3.7
Q7 Personal Meaning	3.7
Q11 Depending on Employees	3.6
Q50 Useful Communications	3.6
Q5 Emotional Attachment	3.6
Q4 Sense of Belonging	3.5
Q6 Sense of Family	3.5
Q27 Personal Connections	3.5
Q26 Valuing People	3.5
Q51 Timely Communications	3.4

Q24 Work-Life Balance	3.4
Q20 Employee Development	3.4
Q46 Emotional Support	3.4
Q41 Questioning Change	3.3
Q23 Non-Threatening Environment	3.3
Q29 Employee Input	3.3
Q13 Secure Sharing & Asking	3.3
Q3 Organizational Problems	3.2
Q45 Changes into Practice	3.2
Q19 Performance Review	3.2
Q43 Change Consultations	3.1
Q25 Conflict Resolution	3.1
Q31 Updating Work Projects	3.0
Q30 Consideration of Ideas	3.0
Q32 Problem-Solving	3.0
Q37 Time Pressures	3.0
Q18 Promotion	3.0
Q22 Grievances	2.9
Q21 Equal Pay for Equal Work	2.9

Appendix 9: Selkirk College organizational climate survey average scores ordered descending, by respondents who have been at the institution for ten years or more, 2023

Question/Index	Average Score >10 Years
Q1 Job Satisfaction	5.3
Q16 Helping Org & Employees	4.3
Q36 Bullying	4.3
Q42 Harassment	4.3
Q35 Understanding Work x Aim	4.2
Q48 Indigenous Reconciliation	4.2
Q10 Good Fit	4.2
Q14 Organizational Importance	4.1
Q33 Departmental Goals	4.1
Q15 Friends	4.1
Q34 Choice in Deciding	4.1
Q38 Supervisor Support	4.0
Q17 Organizational Identity	4.0
Q40 Having a Say Over Work	4.0
Q2 Career Happiness	4.0
Q39 Collegial Support	4.0
Q9 Intention to Stay	4.0
Q44 Supervisor Communications	4.0
Q12 Getting Help from Employees	4.0
Q8 Good Organization	3.9
Q7 Personal Meaning	3.8
Q47 Supervisor Encouragement	3.8
Q49 Understanding Communications	3.7
Q11 Depending on Employees	3.7
Q28 Workplace Culture	3.5
Q50 Useful Communications	3.5
Q4 Sense of Belonging	3.4
Q41 Questioning Change	3.4
Q27 Personal Connections	3.4
Q5 Emotional Attachment	3.4
Q13 Secure Sharing & Asking	3.3
Q46 Emotional Support	3.3

Q6 Sense of Family	3.3
Q26 Valuing People	3.3
Q37 Time Pressures	3.3
Q51 Timely Communications	3.2
Q20 Employee Development	3.2
Q23 Non-Threatening Environment	3.2
Q24 Work-Life Balance	3.2
Q45 Changes into Practice	3.2
Q43 Change Consultations	3.2
Q25 Conflict Resolution	3.2
Q21 Equal Pay for Equal Work	3.1
Q22 Grievances	3.1
Q19 Performance Review	3.1
Q3 Organizational Problems	3.0
Q31 Updating Work Projects	3.0
Q29 Employee Input	2.9
Q18 Promotion	2.9
Q32 Problem-Solving	2.9
Q30 Consideration of Ideas	2.9

Appendix 10: Selkirk College organizational climate survey average scores ordered descending, by respondents who belong to employment equity groups, 2023

Question/Index	Average Score Employment Equity Groups
Q1 Job Satisfaction	5.0
Q35 Understanding Work x Aim	4.3
Q36 Bullying	4.3
Q16 Helping Org & Employees	4.2
Q17 Organizational Identity	4.2
Q33 Departmental Goals	4.2
Q42 Harassment	4.2
Q48 Indigenous Reconciliation	4.2
Q14 Organizational Importance	4.1
Q34 Choice in Deciding	4.1
Q10 Good Fit	4.0
Q39 Collegial Support	4.0
Q40 Having a Say Over Work	4.0
Q19 Performance Review	3.9
Q38 Supervisor Support	3.9
Q47 Supervisor Encouragement	3.9
Q2 Career Happiness	3.8
Q8 Good Organization	3.8
Q12 Getting Help from Employees	3.8
Q15 Friends	3.8
Q46 Emotional Support	3.8
Q5 Emotional Attachment	3.7
Q7 Personal Meaning	3.7
Q9 Intention to Stay	3.7
Q18 Promotion	3.7
Q25 Conflict Resolution	3.7
Q28 Workplace Culture	3.7
Q41 Questioning Change	3.7
Q49 Understanding Communications	3.7
Q11 Depending on Employees	3.6
Q21 Equal Pay for Equal Work	3.6

Q22 Grievances	3.6
Q24 Work-Life Balance	3.6
Q31 Updating Work Projects	3.6
Q44 Supervisor Communications	3.6
Q45 Changes into Practice	3.6
Q50 Useful Communications	3.6
Q51 Timely Communications	3.6
Q27 Personal Connections	3.5
Q43 Change Consultations	3.5
Q4 Sense of Belonging	3.4
Q6 Sense of Family	3.4
Q37 Time Pressures	3.4
Q13 Secure Sharing & Asking	3.3
Q20 Employee Development	3.3
Q26 Valuing People	3.3
Q29 Employee Input	3.3
Q30 Consideration of Ideas	3.3
Q3 Organizational Problems	3.2
Q23 Non-Threatening Environment	3.2
Q32 Problem-Solving	3.1

Appendix 11: Selkirk College organizational climate survey count of "I don't know" responses ordered descending, 2023

Question/Index	Count of "I don't know"
Q18 Promotion	64
Q25 Conflict Resolution	64
Q19 Performance Review	58
Q22 Grievances	58
Q32 Problem-Solving	48
Q21 Equal Pay for Equal Work	38
Q31 Updating Work Projects	30
Q46 Emotional Support	23
Q30 Consideration of Ideas	22
Q43 Change Consultations	22
Q3 Organizational Problems	21
Q41 Questioning Change	18
Q48 Indigenous Reconciliation	17
Q20 Employee Development	16
Q45 Changes into Practice	15
Q28 Workplace Culture	14
Q26 Valuing People	11
Q23 Non-Threatening Environment	10
Q27 Personal Connections	10
Q11 Depending on Employees	9
Q13 Secure Sharing & Asking	9
Q17 Organizational Identity	8
Q29 Employee Input	6
Q36 Bullying	6
Q42 Harassment	6
Q44 Supervisor Communications	6
Q5 Emotional Attachment	5
Q24 Work-Life Balance	4
Q38 Supervisor Support	4
Q40 Having a Say Over Work	4
Q47 Supervisor Encouragement	4
Q2 Career Happiness	3

Q6 Sense of Family	3
Q9 Intention to Stay	3
Q12 Getting Help from Employees	3
Q35 Understanding Work x Aim	3
Q37 Time Pressures	3
Q50 Useful Communications	3
Q4 Sense of Belonging	2
Q7 Personal Meaning	2
Q15 Friends	2
Q34 Choice in Deciding	2
Q39 Collegial Support	2
Q51 Timely Communications	2
Q1 Job Satisfaction	1
Q8 Good Organization	1
Q16 Helping Org & Employees	1
Q33 Departmental Goals	1
Q10 Good Fit	0
Q14 Organizational Importance	0
Q49 Understanding Communications	0

Appendix 12: Additional data tables

Number of respondents reporting negative sentiment, 2023

Open-ended question results	<1 yr	1-2 yrs	3-5 yrs	6-10 yrs	>10 yrs	No answer	Total
Minimum one (1) negative comment	3	5	14	22	30	1	75
Total number of respondents	11	15	21	37	46	1	131
Percentage of negative comments by respondent duration	27%	33%	67%	59%	65%	100%	57%

Number of comments by theme, 2023

Themes	#	%
Leadership	90	34%
Education	39	15%
Workplace	68	25%
HR	70	26%
Total	**267**	

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