



One of the strategic priorities in the College of Nursing Strategic and Operational Plan is to *enhance the teaching and working environment* within the College of Nursing. This means creating a teaching and working community that embodies the mission and values of the College of Nursing where all members are dedicated to completing the tasks within their role and doing them to the best of their ability and are enthusiastic about promoting the College of Nursing within and beyond the university. A happy employee is a productive employee.

Specifically, the objectives of this strategic priority are to i) create workplace wellness; ii) enhance clarity of roles and fostering of expertise among faculty and staff; and iii) establish clear processes and communication with faculty and staff.

The Workplace Culture Committee was established to help achieve these objectives and promote a positive workplace culture within the College of Nursing. (Culture is defined as the attitudes, values, and behaviours that contribute to the social and psychological environment).

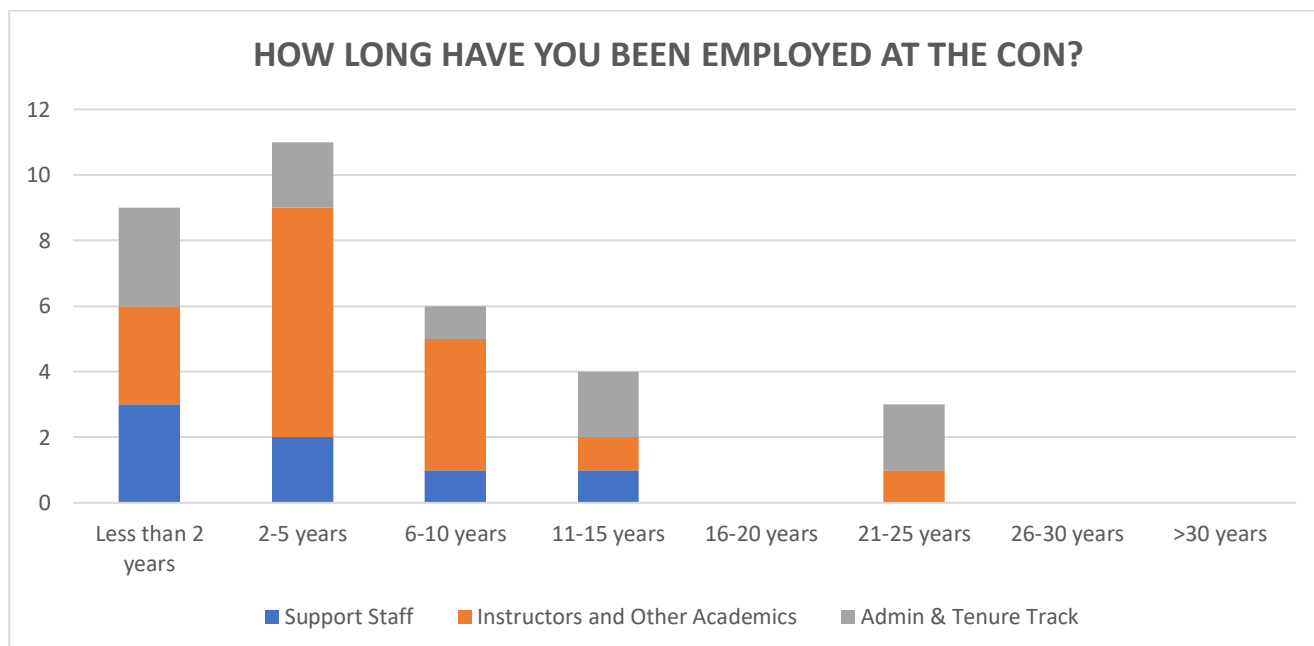
This survey has been designed to gauge where we are at in meeting these objectives and to obtain your input on how to create opportunities to learn from, with, and about each other to foster an environment in which we can thrive.

This document provides a general overview and summary of the survey results.

Respondents:

- Support Staff n = 7
- Instructors and Other Academics n = 16
- Administration and Tenure Track n = 10

**response rate is 25-30% across groups*



Across all 3 groups (support staff, instructors and other academics, administration and tenure track), most respondents **agree or strongly agree** that the College of Nursing (CON) is a great place to work (76%), and that they see themselves still working at the CON in two years' time (76%). However, of note specifically among support staff, 43% disagree or strongly disagree (and 43% are neutral) that there are good opportunities for them at the CON. (i.e., no opportunities to move into OA5 or AA1 positions).

Majority of respondents **agree or strongly agree** that they have a clear understanding of what is expected in their position (82%), have the resources (61%) and training opportunities (88%) to do their job well, and feel informed of what is happening within the CON (61%), RFHS (64%), and UofM (52%).

The majority also **agree or strongly agree** that they have good work-life balance (58%), the CON motivates them to go beyond what is expected of them in their role (52%), they feel safe reaching out to colleagues for help when needed (64%), and the CON promotes a supportive (55%) and engaging (52%) workplace community.

Most frequently, respondents indicated that the social committee/events, in-person activities/meetings, and Community Corner monthly sessions are the things promoting a supportive and engaging workplace.

In addition, responses overwhelmingly indicated that engaging with students/teaching practice and interacting with colleagues are what make respondents like coming to work each day.

Alongside these positive aspects of the workplace environment that exist, respondents identified areas that could be addressed to further improve the culture at the CON.

Two main themes emerged from the data: 1) a desire for more communication, transparency, and discussion around day-to-day processes and decisions in the College of Nursing; and 2) increasing presence/engagement of faculty and staff.

The most frequently used descriptors for the current culture at the CON are:

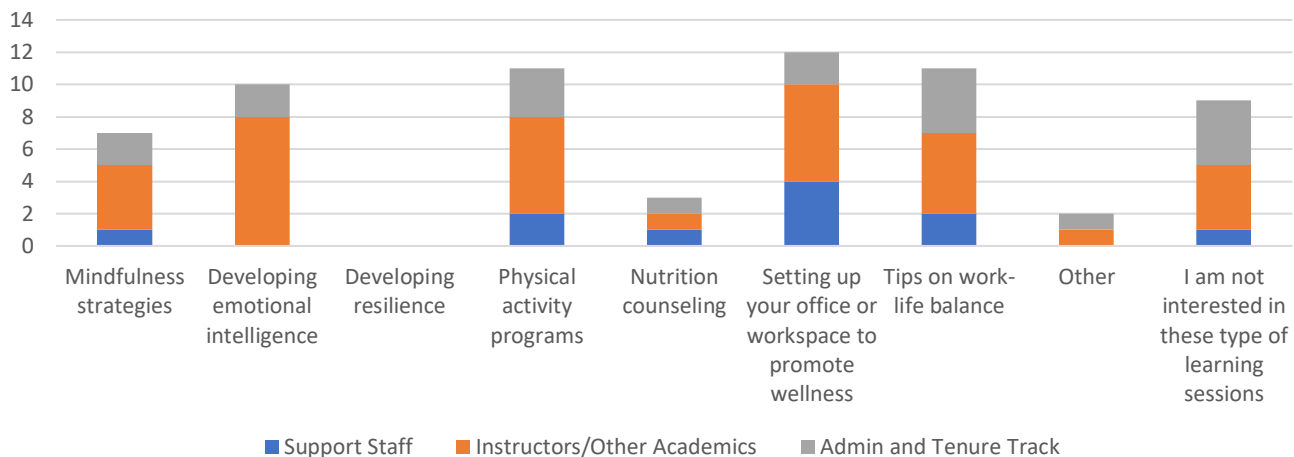
- 1) disconnected/isolated/siloed
- 2) disengaged
- 3) formal/hierarchal

Among instructors and other academics, only 31% agreed or strongly agreed that that they understand the work their colleagues do, and 38% agreed or strongly agreed that most of the systems and/or processes in the CON support them in getting their work done effectively and efficiently.

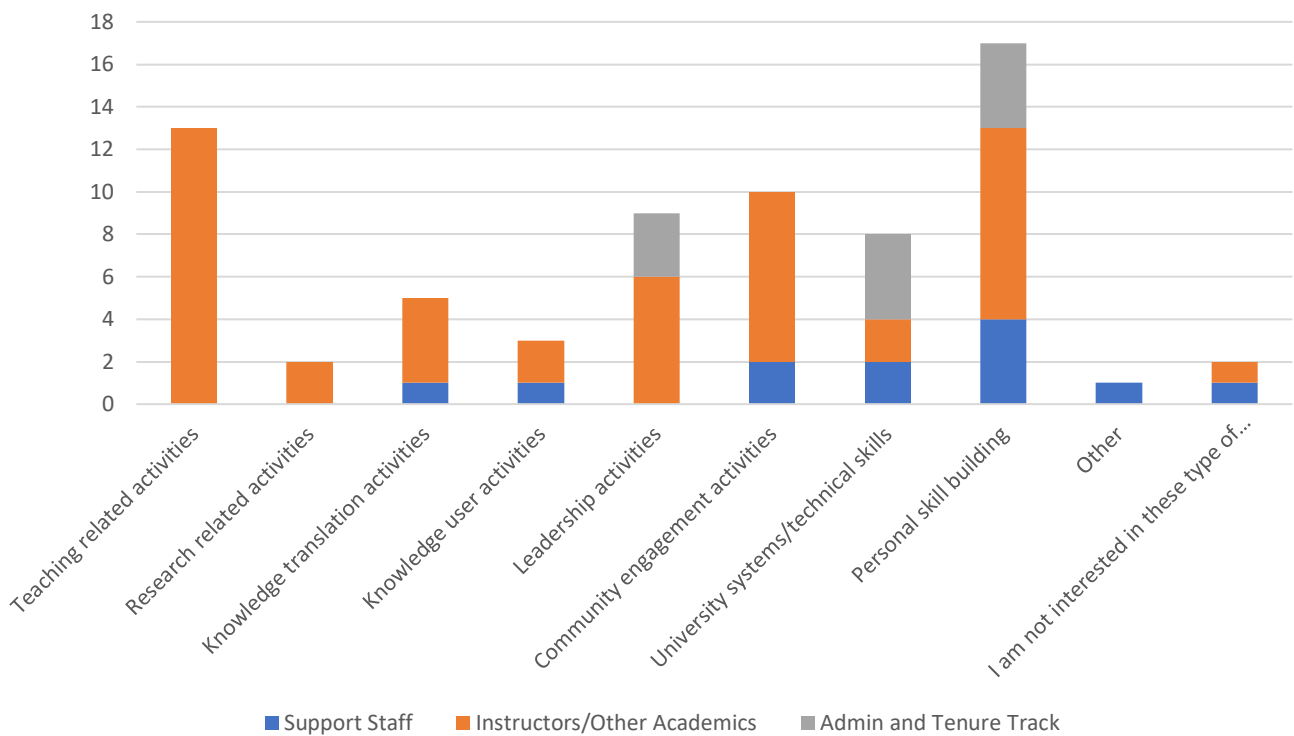
Similarly, among administration and tenure track only 40% agreed or strongly agreed that most of the systems and/or processes at the University support them in getting their work done effectively and efficiently.

While most respondents feel informed about what is happening in the CON/RFHS/UM, they identified a desire for increased consultation and involvement in decision-making to perform to the best of their ability and feel part of a supportive community at the CON. Respondents also identified wanting to have regular opportunities for discussion across faculty and staff to better understand the program/roles and be able to connect and collaborate in authentic ways. Encouraging or setting expectations around in-person presence is seen as an important component to facilitating this meaningful dialogue and fostering a more cohesive, well-connected program and collaborative culture.

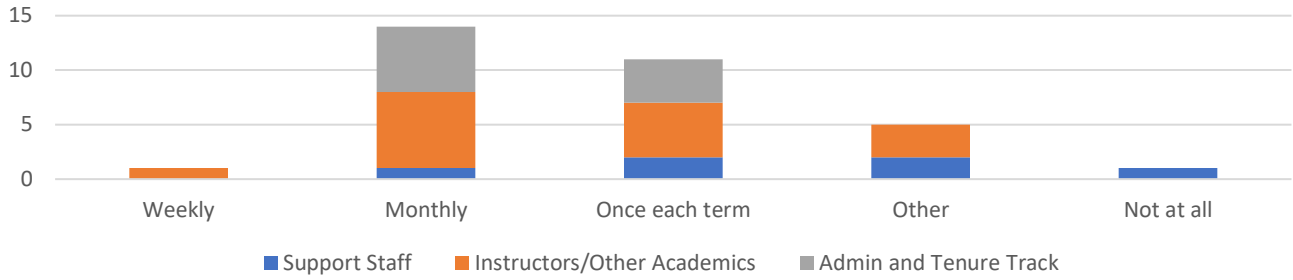
WHAT TYPES OF LEARNING SESSIONS WOULD YOU FIND HELPFUL TO PROMOTE WELLNESS IN THE WORKPLACE?



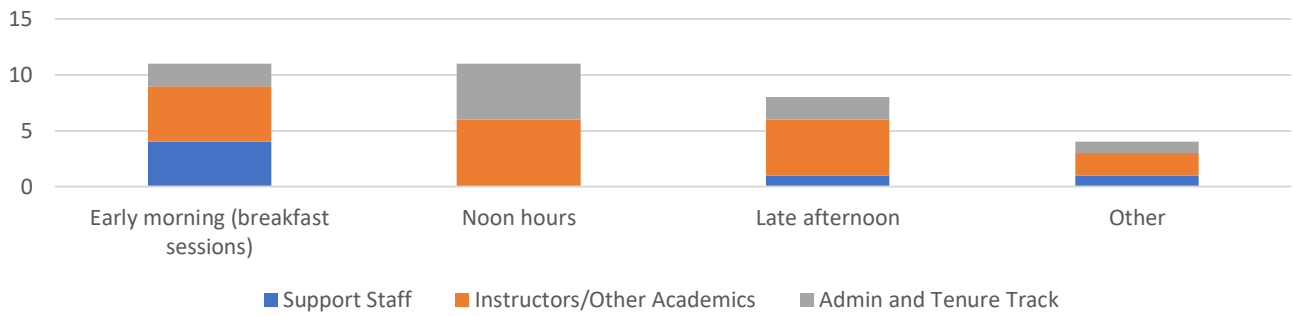
WHAT TYPES OF PROFESSIONAL DEVELOPMENT ACTIVITIES ARE YOU INTERESTED IN?



HOW FREQUENTLY WOULD YOU IDEALLY LIKE TO ENGAGE IN PROFESSIONAL DEVELOPMENT ACTIVITIES?



WHEN WOULD YOU LIKE THESE PROFESSIONAL DEVELOPMENT ACTIVITIES TO BE SCHEDULED?



WHAT CURRENTLY PREVENTS YOU FROM PARTICIPATING IN PROFESSIONAL DEVELOPMENT ACTIVITIES AT THE CON?

