



Workplace Climate at Boise State University

A Report Covering Satisfaction with Work Climate, Organizational Commitment, and Respondent Demographics

Executive Summary

This study reports on the results of the workplace climate survey administered in the spring of 2013. A committee was constituted in the fall of 2012 with a charge from the Provost to report on the workplace climate on campus, especially as compared to the prior 2005 study on climate. This report is the first of three and is limited to findings related to organizational commitment, satisfaction with the work climate and demographic information. Future reports will focus on (a) workload and communication and (b) harassment and discrimination. About 50% of benefit-eligible faculty and 57% of benefit-eligible professional and classified staff responded to the survey. In general, the demographics of the survey respondents were similar to the characteristics of benefit-eligible employees at the university.

Most respondents were happy with their Boise State experiences. For example, a strong majority (77%) indicated that they felt loyalty to Boise State, and 70% would recommend Boise State to others as a good place to work. However, about 24% of respondents expect to leave in the next two years and an additional 25% are uncertain about their plans. Staff members indicated they were more likely to leave compared to faculty members.

In addition to the closed-response survey items, respondents were invited to make comments on the reasons they might stay or leave and why they were satisfied or dissatisfied with the work environment. The comments received were mostly negative in tone. The main reason that respondents indicated that they might leave the university was pay. Comments related to satisfaction with the workplace, however, more often mentioned climate, though the role of leadership also was a frequent topic.

Were there differences in responses by group membership? Because the report covers 14 items, it was difficult to make comparisons between groups on each item. Therefore, the items were combined into three factors that measured departmental satisfaction, university satisfaction, and career development. Among the findings were:

- Faculty, classified staff, and professional staff had similar university satisfaction levels. Compared to classified and professional staff, faculty members were less satisfied with their career development. Classified staff members were the least satisfied at the department level.
- Females generally had higher department-level satisfaction levels and similar university-level satisfaction and career development levels compared to males.
- Minority and non-minority employees had similar satisfaction levels except for career development, where minority respondents had higher levels.
- Based on those who provided their sexual orientation, heterosexual and LGBTQ individuals had similar scores on departmental satisfaction and career development. However, LGBTQ individuals expressed lower levels of university satisfaction.

- Levels of university and departmental satisfaction were similar no matter the number of hours respondents worked. However, working more than 50 hours was related to lower career development scores.

Faculty members reported similar levels of university satisfaction and career development regardless of their college. Faculty in the Sciences division within the College of Arts and Sciences and faculty in COBE had lower departmental satisfaction scores, especially when compared to the Library. Differences disappear, however, when comparisons were made for the College of Arts and Sciences as a whole, rather than as separate divisions. The division where professional and classified staff members were employed also showed few differences. The only difference found was for university satisfaction where those assigned to the President's office (including Athletics, University Advancement, and Research Administration) had higher mean scores compared to Student Affairs.

Workplace Climate at Boise State University

A Report on Satisfaction with Work Climate, Organizational Commitment, and Respondent Demographics

Background

This report is the result of the work of the Workplace Climate Committee (see committee membership in Appendix A). The committee was formed in the fall of 2012 under the direction of the provost to assess the current workplace climate at Boise State and make comparisons to findings from the prior workplace climate survey conducted in 2005.

After reviewing a variety of instruments, the committee developed a survey that contained items covering the following areas: communication (9 items), workload and resources (4 items), trust and respect (6 items), recognition (4 items), organizational commitment (6 items), leadership (7 items), harassment-discrimination-diversity (5 items), satisfaction with the work climate (8 items), and demographic information (12 items). Faculty members were asked an additional 6 questions, and professional and classified staff members were asked 4 additional questions. Respondents also were invited to comment throughout the survey on issues of workload and communication; reasons for staying or leaving Boise State; experiences of harassment, intimidation, or the handling of grievances; and satisfaction with the work climate. In addition, a final invitation for comments was provided at the end of the survey. Several verbatim items were included from the prior workplace climate survey so that comparisons could be made. In general, however, the prior survey focused mainly on issues of harassment and discrimination compared to the current survey which was more broadly focused on workplace climate as a whole. A copy of the survey can be found in Appendix B.

The survey was administered between March 20, 2013 and April 13, 2013. Employees were invited to respond based on an e-mail from the provost. A reminder e-mail was also sent. The chance to win one of two iPads provided an additional incentive to respond. A total of 1,410 employees responded to one or more of the survey items. While it is impossible to say exactly how many employees received the request to participate in the survey since the request to take the survey went out in a mass email, we estimate that about 50% of benefit-eligible faculty and 57% of benefit-eligible staff responded to the survey. Further details on who responded can be found in the demographics section of the report.

The committee has agreed to release the results in a series of reports instead of one long document. This report will focus on **organizational commitment** and **satisfaction with the work climate**. In addition, **demographic descriptions** of who responded to the survey are provided with comparisons to all employees eligible to take the survey. Because comparisons across groups are an important part of the analysis (e.g., faculty vs. professional staff vs. classified staff responses or male vs. female responses) and the number of items is large, factor scores were used to make comparisons rather than separately discussing each of the 14 organizational commitment and work satisfaction items based on numerous demographic factors. Therefore, comparisons will be made based on departmental satisfaction, university satisfaction, and career development factor scores.

Demographic Information

The survey was completed by 379 respondents who indicated that they were faculty and 955 respondents who indicated that they were classified or professional staff. About 85% of each group was eligible for benefits at Boise State.

To address the question of response rates and similarity of the respondents to the general make-up of employees at Boise State, a file of benefit-eligible employees was provided by Human Resources (HR). Comparison data are available for age, gender, division or college where employed, and years at Boise State University.

Using only benefit-eligible employees for comparisons purposes, the faculty response rate was estimated at 50% (318 benefit-eligible respondents / 634 benefit-eligible employees). The staff response rate was estimated to be 57% (809 benefit eligible respondents / 1420 benefit eligible employees).

Faculty Demographic Comparisons

Age: Slightly more than half of the faculty members are under the age of 50 years; this is true for both the survey respondents and all benefit-eligible faculty members. In general, the distribution of age is close, though it appears that older faculty members were somewhat less likely to respond. See Table 1 for details.

Gender: Slightly more than half (52%) of faculty members are female. Women are somewhat overrepresented on the survey with 56% of the faculty respondents being female. See Table 2.

College: More faculty members from the college of Social Sciences and Public Affairs completed the survey compared to other colleges. While the numbers of faculty members in SSPA comprise about 16% of all faculty members, on the survey they were 23% of the total respondents. With the exception of Health Sciences, other colleges were slightly under-represented. See Table 3 for details.

Years at the university: As shown by Table 4, faculty members who have been here five years or less are under-represented on the survey. Although 36% of faculty members have been here for five years or less, only 26% of the respondents had been here that length of time. Therefore, faculty members with more years of employment are over-represented on the survey, especially by those with more than 15 years at Boise State.

Classified and Professional Staff Demographic Comparisons

Age: About 60% of classified and professional staff members at the university are under the age of 50, and the same percentage responded to the survey. See Table 5.

Gender: Women were much more likely to respond to the survey compared to their overall numbers. Although women comprise 56% of all staff personnel, they comprised 69% of the respondents. See Table 6.

Division: It generally appears that all divisions were well-represented on the survey. Personnel under the President's Office (including Athletics, Research and Economic Development, and University Advancement) may have responded somewhat more frequently than other divisions. However, an exact comparison is impossible. One reason is that a number of people selected "other" as their division so it is unclear where to count them. Another issue is that the current organizational chart wasn't reflected in the division options both on the survey and in the data provided by HR; the splitting of Finance and Administration division into Finance and Administration and Campus Operations and General Counsel is missing. Also, to protect the anonymity of those working in several smaller units, the Office of the President, Research and Economic Development, Athletics, and University Advancement were combined into a single unit. Details can be found in Table 7.

Years at the University: Slightly less than half (47%) of staff members have been at the University five years or less. The percentage responded to the survey was similar at 44%. No particular pattern emerged that would indicate that there was an under-representation based on years employed. See Table 8 for details.

Other Demographic information from the survey

A variety of other demographic information was also requested as part of the workplace climate survey. These items are displayed in Table 9 with highlights presented here.

Ethnicity: About 8% of faculty and professional staff members described themselves as members of a minority group, while 12% of classified staff members were minorities. Between 15% (professional staff) and 22% (faculty) declined to identify their racial/ethnic background.

Veteran's status: While only a few (3%) of faculty members were veterans, about 8% of classified and professional staff members identified as veterans. At the high end, about 15% of faculty members preferred not to respond to this question. At the low end, 7% of professional staff preferred not to respond.

Disability: About 3% of each role group indicated that they had a permanent disability. Again, however, a number of individuals preferred not to respond to this question.

Sexual orientation: The percentage who identified as LGBTQ (Lesbian, Gay, Bisexual, Transitioning, or Questioning) ranged from a low of 4% for professional staff to 6% for faculty members. However, about 25% of faculty, 22% of classified staff, and 18% of professional staff indicated that they preferred not to respond to the question.

Hours spent per week on the job: Certainly, the 40-hour work week appears to be non-existent for many faculty and staff members. Only 9% of faculty reported working 40 hours or less, 40% worked 41-50 hours per week, 35% worked 51 to 60 hours per week, and 16% worked over 60 hours per week. While only 20% of professional staff indicated that they worked a 40-hour week or less, the number of additional hours worked was not as extreme as that reported by faculty members. Most professional staff (61%) worked 41-50 hours per week, with 16% working 51-60 and 4% working over 60 hours per week. Classified staff members have more stringent rules around the number of hours they can work without additional compensation, so 69% reported that they worked a 40-hour week or less. However, slightly over 30% reported working more than 40 hours.

Hours spent per week providing care for family members: Most respondents reported spending at least some time on care of family members. The number of respondents with no time spent on care ranged from 19% of faculty to 22% of professional staff and 24% of classified staff. The percentage who spent over 20 hours per week on family care ranged from 31% of classified staff to 38% of faculty members.

Table 1. Age distribution of faculty taking the survey and overall

		Frequency	Survey Percent	Survey Percent After eliminating "prefer not to respond"	University Percent
Valid	Under 30	4	1.3	1.4	0.8
	30-39	62	19.6	22.3	21.6
	40-49	87	27.4	31.3	28.5
	50-59	89	28.1	32.0	30.1
	60 or older	36	11.4	12.9	18.9
	I prefer not to respond	39	12.3	----	
	Total	317	100.0		
Missing	System	1			
Total		318			

Table 2. Gender distribution of faculty taking survey and overall

		Frequency	Survey Percent	Survey Percent After eliminating "prefer not to respond"	University Percent
Valid	Male	116	36.7	44.1	48.1
	Female	147	46.5	55.9	51.9
	I prefer not to respond	53	16.8		
	Total	316	100.0		
Missing	System	2			
Total		318			

Table 3. College where faculty members are located

		Frequency	Survey Percent	University Percent
Valid	Arts and Sciences – Arts and Humanities division	62	20.4	33.3
	Arts and Sciences –Sciences division	33	10.9	
	Business and Economics	23	7.6	10.7
	Education	30	9.9	11.0
	Engineering	30	9.9	11.2
	Health Sciences	41	13.5	10.3
	Library	14	4.6	5.4
	Social Sciences and Public Affairs	71	23.4	16.4
	Total	304	100.0	
Missing	System	14		
Total		318		

Table 4. Years of employment at Boise State by faculty members

		Frequency	Survey Percent	University Percent
Valid	Less than 1	22	7.0	10.3
	1-5	60	19.0	25.9
	6-10	87	27.6	22.9
	11-15	59	18.7	18.8
	16-20	39	12.4	9.6
	over 20	48	15.2	12.6
	Total	315	100.0	
	Missing	System	3	
Total		318		

Table 5. Age distribution of staff taking survey and overall employment at university

		Frequency	Survey Percent	Survey Percent After eliminating "prefer not to respond"	University Percent
Valid	Under 30	78	9.7	10.7	11.4
	30-39	163	20.3	22.3	25.1
	40-49	195	24.3	26.7	24.2
	50-59	219	27.2	30.0	26.4
	60 or older	75	9.3	10.3	13.0
	I prefer not to respond	74	9.2		
	Total	804	100.0		
Missing	System	5			
Total		809			

Table 6. Gender of staff taking survey compared to gender distribution of all employees

		Frequency	Survey Percent	Survey Percent After eliminating "prefer not to respond"	University Percent
Valid	Male	221	27.5	31.0	43.8
	Female	493	61.3	69.0	56.2
	I prefer not to respond	90	11.2		
	Total	804	100.0		
Missing	System	5			
Total		809			

Table 7. Division where employed¹

		Frequency	Survey Percent	University Percent
Valid	Academic Affairs (includes all colleges, Extended Studies, and the Library)	265	34.1	34.1
	Student Affairs	160	20.6	21.3
	Finance and Administration	211	27.1	26.5
	Athletics, University Advancement, Research Administration, or the President's Office	76	9.8	18.1
	Other (Please describe)	66	8.5	
	Total	778	100.0	
Missing	System	31		
Total		809		

¹ Note that both the survey and the data provided by HR used an outdated administrative structure where FOAM and several other units are listed under Finance and Administration when they actually now fall under the VP for Campus Operations and General Counsel.

Table 8. Years employed at the university

		Frequency	Survey Percent	University Percent
Valid	Less than 1	100	12.5	11.6
	1-5	249	31.1	35.4
	6-10	208	26.0	22.0
	11-15	118	14.7	16.8
	16-20	46	5.7	6.9
	over 20	80	10.0	7.3
	Total	801	100.0	
Missing	System	8		
Total		809		

Table 9. Other demographic items with comparisons by role

		My role is					
		Faculty or dean		Professional staff		Classified staff	
		Count	Percent of group	Count	Percent of group	Count	Percent of group
Ethnic group	White non-Hispanic	223	70.1	362	76.5	242	72.0
	Minority group member	26	8.2	38	8.0	39	11.6
	Prefer not to respond	69	21.7	73	15.4	55	16.4
I am a veteran	Yes	9	2.9	38	8.2	25	7.6
	No	258	82.4	391	84.6	270	82.6
	I prefer not to respond	46	14.7	33	7.1	32	9.8
I have a permanent disability	Yes	7	2.2	12	2.6	10	3.0
	No	261	82.9	409	88.3	277	84.2
	I prefer not to respond	47	14.9	42	9.1	42	12.8
My sexual orientation is:	Heterosexual	219	68.9	376	79.5	245	72.9
	LGBTQ	19	6.0	18	3.8	16	4.8
	Prefer not to respond	80	25.2	79	16.7	75	22.3
Hours spent per week on the job	20 or less	0	0.0	5	1.1	5	1.5
	21-30	3	0.9	11	2.3	14	4.2
	31-40	28	8.8	78	16.5	212	63.1
	41-50	127	39.9	287	60.7	103	30.7
	51-60	110	34.6	75	15.9	2	0.6
	over 60	50	15.7	17	3.6	0	0.0
Hours spent providing care for family members	None	58	18.7	102	21.7	79	24.2
	1-10	71	22.9	128	27.3	87	26.6
	11-20	72	23.2	75	16.0	60	18.3
	21-30	40	12.9	44	9.4	38	11.6
	31-40	24	7.7	25	5.3	19	5.8
	Over 40	45	14.5	95	20.3	44	13.5

Organizational commitment items and comments

Quantitative results:

The survey consisted of six (6) questions regarding organizational commitment. As shown by Table 10 below, a large majority (76.5%) felt a loyalty to Boise State. Still, 15% would rather work for another organization even if the pay and benefits were the same. Slightly less than 60% felt (a) they had ample opportunity for learning and skills development and (b) that their career development was encouraged.

Table 10. Commitment to the organization items

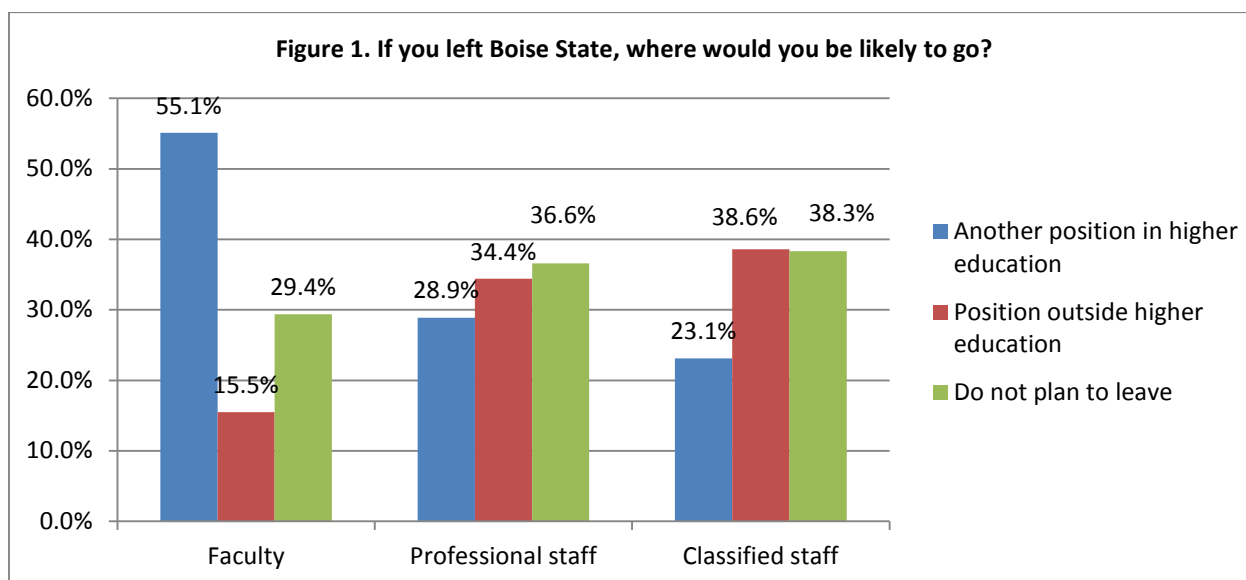
Items:		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I feel loyalty to this university	Count	35	73	210	577	459
	Percent	2.6%	5.4%	15.5%	42.6%	33.9%
I am allowed ample time for skill development and learning opportunities	Count	88	202	271	559	234
	Percent	6.5%	14.9%	20.0%	41.3%	17.3%
My career development is encouraged	Count	77	184	299	523	271
	Percent	5.7%	13.6%	22.1%	38.6%	20.0%
I would rather work for a different organization even if my pay and the benefits were the same	Count	292	526	325	127	76
	Percent	21.7%	39.1%	24.1%	9.4%	5.6%

One of the main ways that commitment to the organization is expressed is by staying rather than seeking another job elsewhere. As noted in Table 11, 24% of survey participants expect to leave in the next two years, while 25% are uncertain of their plans. The remaining 50% indicated they will not be leaving. Classified staff members were most likely to say they planned to leave, and faculty members were least likely to say they planned to leave.

Did those who planned to leave Boise State also want to leave higher education altogether? Results differed by role at the university; 55% of faculty would be going to another university and 29% and 23% of professional staff and classified staff, respectively, would remain in higher education(see Figure 1 for details).

Table 11. How likely is it that you will leave your job in the next two years

			Role			Total	
			Faculty or dean	Professional staff	Classified staff		
How likely is it that you will leave your job in the next two years for reasons other than retirement?	I am leaving due to retirement	Count	11	9	24	44	
		Percent	2.9%	1.8%	5.5%	3.3%	
	I definitely will be leaving	Count	14	32	45	91	
		Percent	3.7%	6.2%	10.3%	6.8%	
	I probably will be leaving	Count	31	78	79	188	
		Percent	8.2%	15.2%	18.1%	14.1%	
	I am uncertain	Count	93	143	104	340	
		Percent	24.5%	27.9%	23.8%	25.6%	
	I probably will not be leaving	Count	107	121	79	307	
		Percent	28.2%	23.6%	18.1%	23.1%	
	I will not be leaving	Count	123	130	106	359	
		Percent	32.5%	25.3%	24.3%	27.0%	
	Total		Count	379	513	437	1329
			Percent	100.0%	100.0%	100.0%	100.0%



Qualitative results:

Respondents also had an opportunity to comment further on their reasons for staying or leaving Boise State, and 452 chose to do so. To analyze the comments, a sub-committee developed a coding scheme and then coded the comments based on the scheme. Table 12 below shows the coding scheme, along with the number of comments that fell under each category.

Table 12. Reasons for staying or leaving Boise State coding scheme and examples of responses

Category	Description	Number of comments
Recognition	Pay or other forms recognition such as complimenting the respondent on a good job are discussed	145 (136 negative, 5 neutral, 4 positive)
Resources	Similar to the “Recognition” category except that resources such as time, staff, etc. are discussed instead.	20 (18 negative, 2 neutral)
Climate/ culture	The respondent discusses general characteristics of the university, college or department	57 (42 negative, 1 neutral, 14 positive)
Leadership/ Management	A particular individual (e.g., supervisor) or set of individuals (e.g., upper administration) are mentioned in the comment compared to a general discussion of the climate	38 (32 negative, 1 neutral, 5 positive)
Personal or administrative reasons	The respondent indicates they are going elsewhere because they graduated, contract was up, wanted to be closer to family, etc.	83 (65 neutral, 11 negative, 7 positive)
Harassment or discrimination	All of these comments will be negative and mention that they or someone they know experienced harassment or discrimination	3 (all negative)
Opportunities to use skills or advance	Respondent comments on whether their skills are being well-used, whether they are challenged in their job, or whether they have to leave in order to advance	31 (24 negative, 2 neutral, 5 positive)
General	Respondent makes a comment that doesn’t refer to anything in particular	39 (30 positive, 7 neutral, 2 negative)
Other	Comment is about a specific topic but doesn’t fit any of the categories above.	36 (18 negative, 17 neutral, 1 positive)

The following categories contained more than 10% of the comments made:

Recognition (145 comments or 32% of total comments): Most comments were negative in tone and related to salaries. The general message was that Boise State’s salaries are low to begin with but that salary compression also is a factor with the addition of new employees whose salaries exceed those of employees already here. The low pay of adjuncts was also mentioned by many.

Personal or Administrative reasons (83 comments or 18% of total comments): Most of the comments in this category were factual in nature and generally neutral in tone. In most cases, respondents were simply explaining the circumstances that caused them to indicate that they might be leaving Boise State.

Climate or culture reasons (57 comments or 13% of total comments): Comments classified under “Climate or Culture” covered a number of themes. They included comments about the fast-paced nature and lack of resources in the current work environment, changing academic focus (e.g., STEM vs. the humanities, the emphasis on research, self-funding academic programs), ageism, lack of respect for classified employees, and general morale among others. Most comments were negative in tone.

Satisfaction with work climate items and comments

Quantitative results related to work place satisfaction:

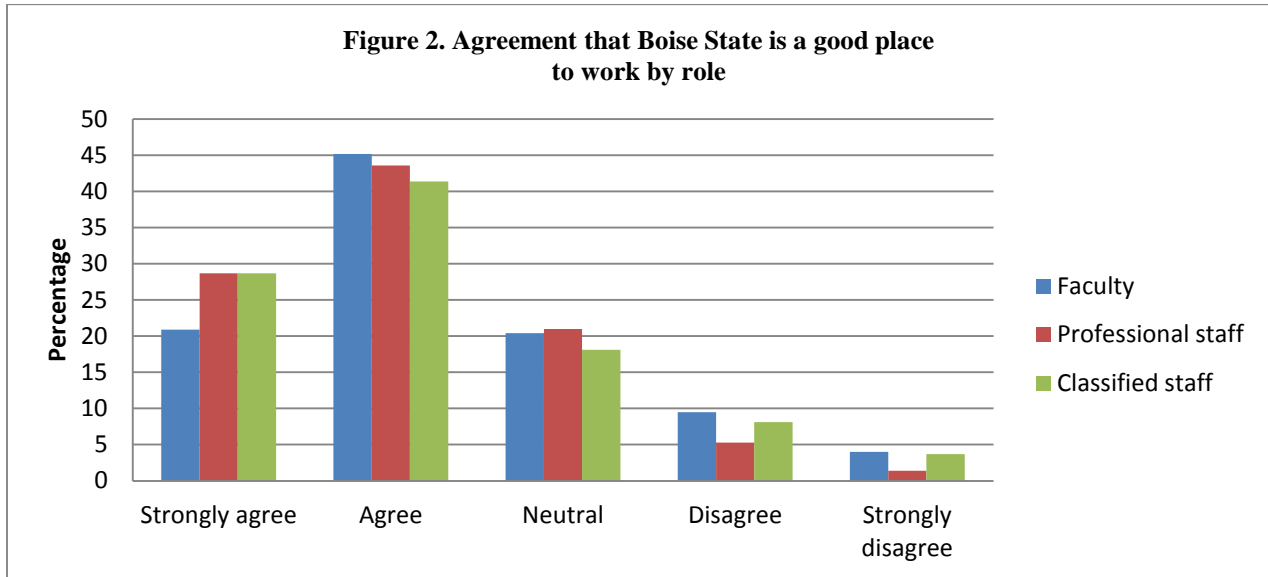
Satisfaction with the work climate is closely related to organizational commitment, with less satisfied individuals more likely to seek a job elsewhere. The following tables display the items related to satisfaction with the work climate. Note that 70% of participants would recommend Boise State to others as a good place to work (see Table 13).

Table 13. I would recommend Boise State to others as a good place to work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	351	24.5	26.5	26.5
	Agree	573	40.0	43.3	69.8
	Neutral	264	18.4	19.9	89.7
	Disagree	98	6.8	7.4	97.1
	Strongly Disagree	38	2.6	2.9	100.0
	Total	1324	92.3	100.0	
Missing	System	86	7.7		
Total		1410	100.0		

Figure 2 provides a breakdown by role of the percentage of those who would recommend Boise State to others. Note that faculty members were somewhat less likely to strongly agree that they would recommend Boise State to others as a good place to work.

Figure 2. Agreement that Boise State is a good place to work by role



Respondents also were asked to rate on a 100-point scale their perceptions of the overall morale among employees at both the university level and at the department level. Although a majority of responses were above the neutral point with 69% providing a positive rating of university morale and 66% providing a positive rating of departmental morale, the average rating was only 64 for the university and 62 for the department.

Other areas of satisfaction include how participants feel about their contribution through their work, use of their skills on the job, teamwork, and mentoring. As shown by Table 14, 94% of participants feel they make a valuable contribution through their work at Boise State, and 71% of participants feel their job makes good use of their skills and abilities. In addition, a majority of respondents (65%) feel there is a spirit of teamwork and cooperation in their area. Still, about a third feel isolated and excluded within their department or area. Only half, however, feel they get the mentoring they need in their job.

Table 14. Work contributions, use of skills, teamwork, mentoring, and isolation items

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I make a valuable contribution through my work at Boise State University	Count	2	16	62	579	672
	Percent	0.2%	1.2%	4.7%	43.5%	50.5%
I experience a sense of isolation or exclusion in my department or area	Count	210	420	248	298	155
	Percent	15.8%	31.6%	18.6%	22.4%	11.6%
There is a spirit of teamwork and cooperation in my area	Count	65	167	234	558	307
	Percent	4.9%	12.5%	17.6%	41.9%	23.1%
I feel that I get the mentoring I need	Count	100	228	333	486	181
	Percent	7.5%	17.2%	25.1%	36.6%	13.6%
My job makes good use of my skills and abilities	Count	61	132	181	597	358
	Percent	4.6%	9.9%	13.6%	44.9%	26.9%

Qualitative results related to work satisfaction:

At the end of the section of the survey on workplace satisfaction, respondents were invited to comment regarding their satisfaction with the workplace climate, and 224 chose to do so. Because organizational commitment and workplace satisfaction are closely related, we were able to use the same set of response categories to code the comments for this section that were used to code the comments related to reasons for staying or leaving. As you will see in Table 15 below, the most frequently mentioned categories changed when discussing workplace satisfaction. Instead of the top category being recognition, now was the

workplace climate was mentioned most frequently. Leadership was the second most frequently mentioned area, and recognition, especially the role of salary, was the third most mentioned area.

The following categories contained at least 10% of the comments made:

Climate or culture reasons (78 comments or 35% of the total comments): The themes under this category varied widely and included comments about “haves vs. have nots”, isolation, communication styles, resources, and morale, among other less frequently found comments and general comments about the climate at Boise State.

Leadership (44 comments or 20% of the total comments): Comments were categorized as related to leadership when the comment discussed a specific person or group of people in leadership positions. The comments in this category mainly covered the impact of the leaders’ behavior and decisions on the work unit. A number of “hostile work environment” comments fell under this category.

Recognition (31 comments or 14% of the total comments): Most comments focused on the lack of equitable salaries compared to those outside the institution or compared to others within the institution, though some comments focused on recognition in the broader sense.

Table 15. Coding scheme and examples for responses to the prompt about reasons for providing their satisfaction rating

Category	Description	Number of comments
Recognition	Pay or other forms recognition such as complimenting the respondent on a good job are discussed	31 (30 negative, 1 neutral)
Resources	Similar to the “Recognition” category except that resources such as time, staff, etc. are discussed instead.	19 (16 negative, 3 neutral)
Climate/ culture	The respondent discusses general characteristics of the university, college or department	78 (45 negative, 24 neutral, 9 positive)
Leadership/ Management	A particular individual (e.g., my supervisor) or set of individuals (e.g., upper administration) are mentioned in the comment compared to a general discussion of the climate at the institution	44 (38 negative, 6 positive)
Personal or administrative reasons	The respondent indicates they are going elsewhere because they graduated, contract was up, wanted to be closer to family, etc.	2 (both negative)
Harassment or discrimination	All of these comments will be negative and mention that they or someone they know experienced harassment or discrimination	2 (both negative)
Opportunities to use skills or advance	Respondent comments on whether their skills are being well-used, whether they are challenged in their job, or whether they have to leave in order to advance	20 (18 negative, 1 neutral, 1 positive)
General	Respondent makes a comment that doesn’t refer to anything in particular	7 (4 positive, 2 neutral, 1 negative)
Other	Comment is about a specific topic but doesn’t fit any of the categories above.	20 (13 neutral, 6 negative, 1 positive)

Comparisons on Workplace Satisfaction by Group Membership

The workplace climate survey includes the 14 items related to organizational commitment and workplace satisfaction and numerous demographic items. It becomes almost impossible to discuss each item for each of the demographics without losing the reader in the process. Therefore, a factor analysis was conducted to group the items together and use those reduced groups of items (factors) to explore differences by demographics. Three factors emerged that accounted for 62% of the variability. The scores on each factor were standardized with a mean of 10 and standard deviation of 2.

Table 16 displays the loadings on the three factors. Factor loadings below .40 are not displayed in order to more readily identify the factors. When interpreting the factor loadings, think of them as correlations between the item and the factor as a whole. The higher the absolute value, the more strongly the item contributes to the factor. If a negative sign is included as part of the factor, that indicates that the item has an inverse relationship with the factor. Note that one item, “I make a valuable contribution through my work at Boise State University,” did not load on any of the three factors.

Table 16. Items and their loadings on three factors

Rotated Factor Matrix			
Items:	Factors and loadings		
	University satisfaction	Department satisfaction	Career Development
I would recommend Boise State to others as a good place to work	.738		
I feel loyalty to this university	.685		
I would rather work for a different organization even if my pay and the benefits were the same	-.585		
How would you rate the overall morale among employees at the university level	.534		
How likely is it that you will leave your job in the next two years for reasons other than retirement	.411		
There is a spirit of teamwork and cooperation in my area		.687	
I feel that I get the mentoring I need		.622	
I experience a sense of isolation or exclusion in my department or area		-.592	
My job makes good use of my skills and abilities		.540	
How would you rate the overall morale among employees at the department/unit level	.441	.505	
I make a valuable contribution through my work at Boise State University			
I am allowed ample time for skill development and learning opportunities			.759
My career development is encouraged			.658
<i>Notes: Extraction Method: Maximum Likelihood. Rotation Method: Varimax with Kaiser Normalization.</i>			

The first factor was named “**University satisfaction**” because the items most strongly related to this factor included: “I would recommend Boise State to others as a good place to work,” “I feel loyalty to this university,” and “I would rather work for a different organization even if my pay and benefits were the same” (negative relationship). Two other items covering ratings of university morale and likelihood of leaving were also included in this factor.

The second factor was named “**Departmental Satisfaction**” because the items most strongly related to the factor mentioned the department or area. They include: “There is a spirit of teamwork and cooperation in my area,” “I feel that I get the mentoring I need,” and “I experience a sense of isolation or exclusion in my department or area” (negative relationship). Two other items also were included with the Departmental Satisfaction factor. See Table 16 for details.

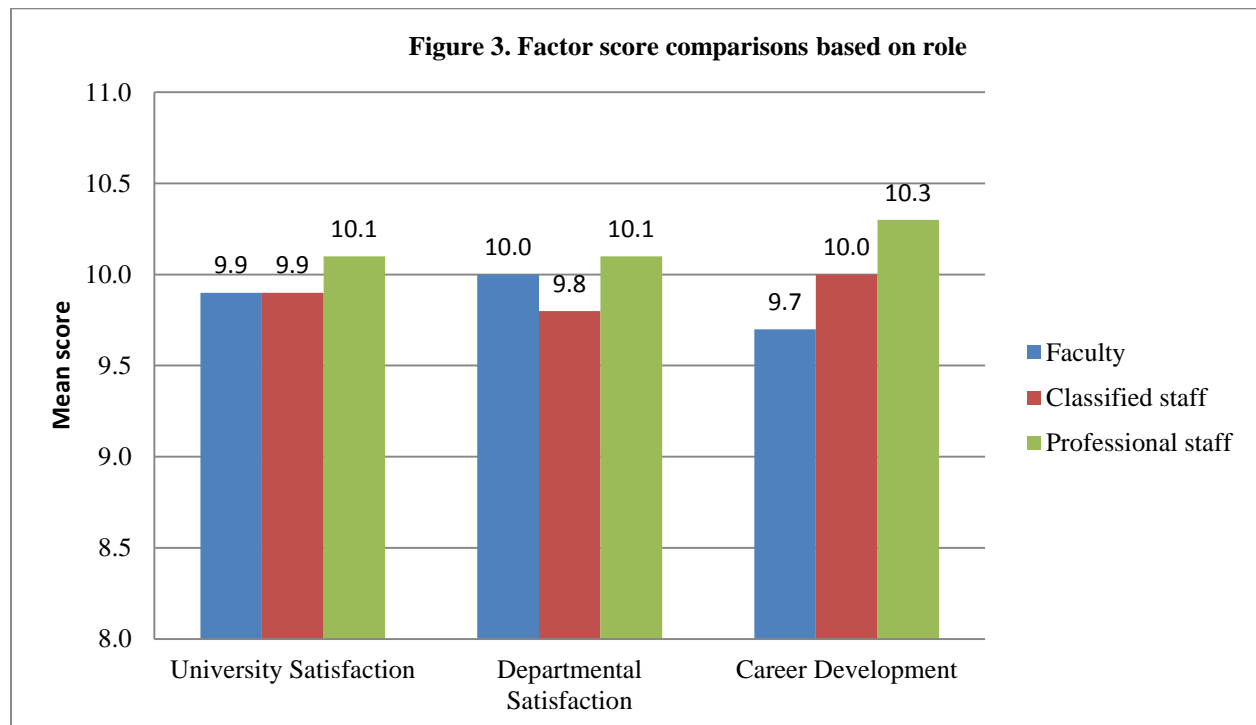
The third factor was named “**Career Development**” and included only two items with loadings above .40. The items were “I am allowed ample time for skill development and learning opportunities” and “My career development is encouraged.”

Respondents’ scores on the three factors were then tested for mean differences using multivariate analysis of variance on the following demographic variables :

- Role at the university (faculty, professional staff, classified staff)
- Age
- Gender
- Minority status
- Sexual orientation
- Hours spent on the job
- Hours spent providing care for family members
- Years employed at Boise State
- College (for faculty members)
- Division (for professional and classified staff)

The Results:

Role differences: Faculty member, professional staff, and classified staff had similar ratings of their satisfaction with the university. However, classified staff members were less satisfied at the department level compared to faculty and professional staff. When assessing career development, faculty members were the least satisfied, professional staff fell in the middle, and classified staff members were the most satisfied. See Figure 3 for details.



Age differences: Again, significant differences were found for all three factors. However, for both university and departmental satisfaction, only those who preferred not to provide their age had a mean score lower than everyone else. For career development, the under-30 group had the highest scores compared to all others and the “prefer not to respond” group had the lowest scores compared to all others.

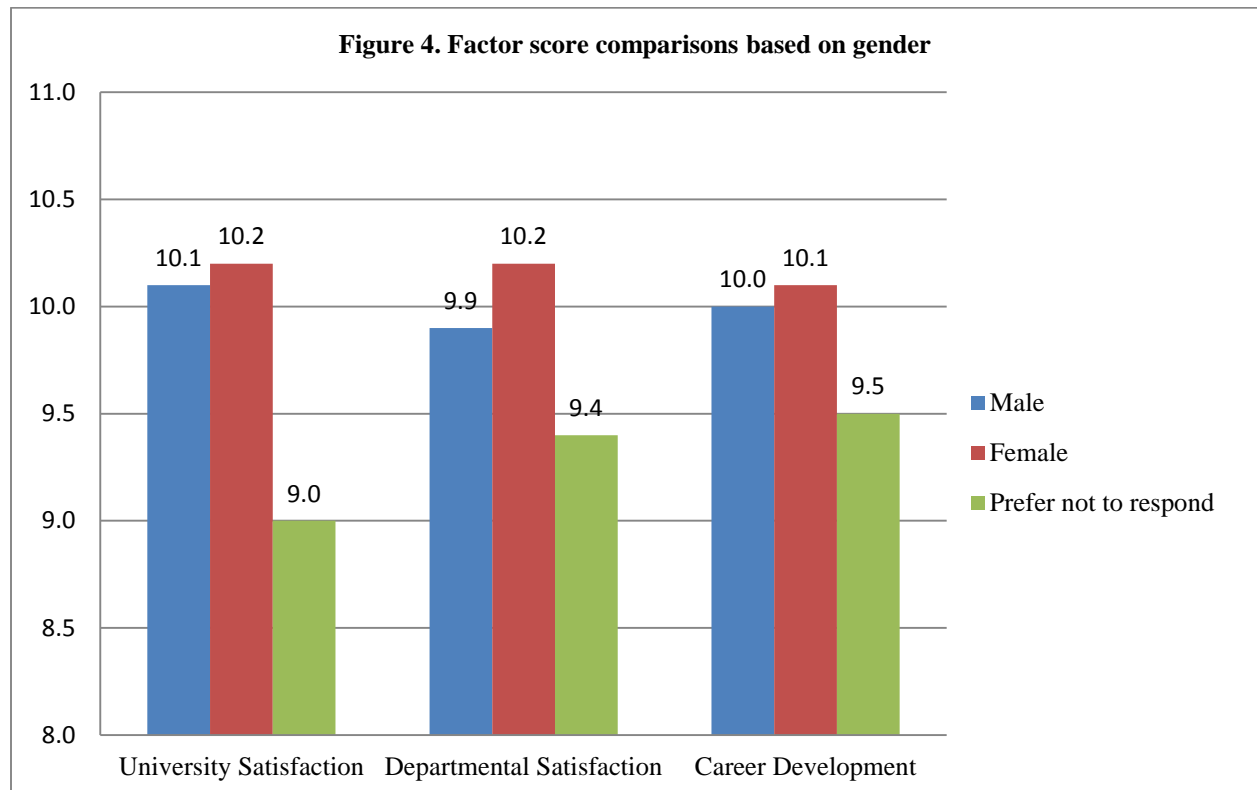
Gender differences: Significant differences were found for all three factors. Males and females had similar university satisfaction and career developments scores, and those who preferred not to give their gender had significantly lower scores. Females were most satisfied at the departmental level and those who preferred not to respond had the lowest departmental satisfaction. Males had a mean departmental satisfaction score that fell between the two extremes. See Figure 4.

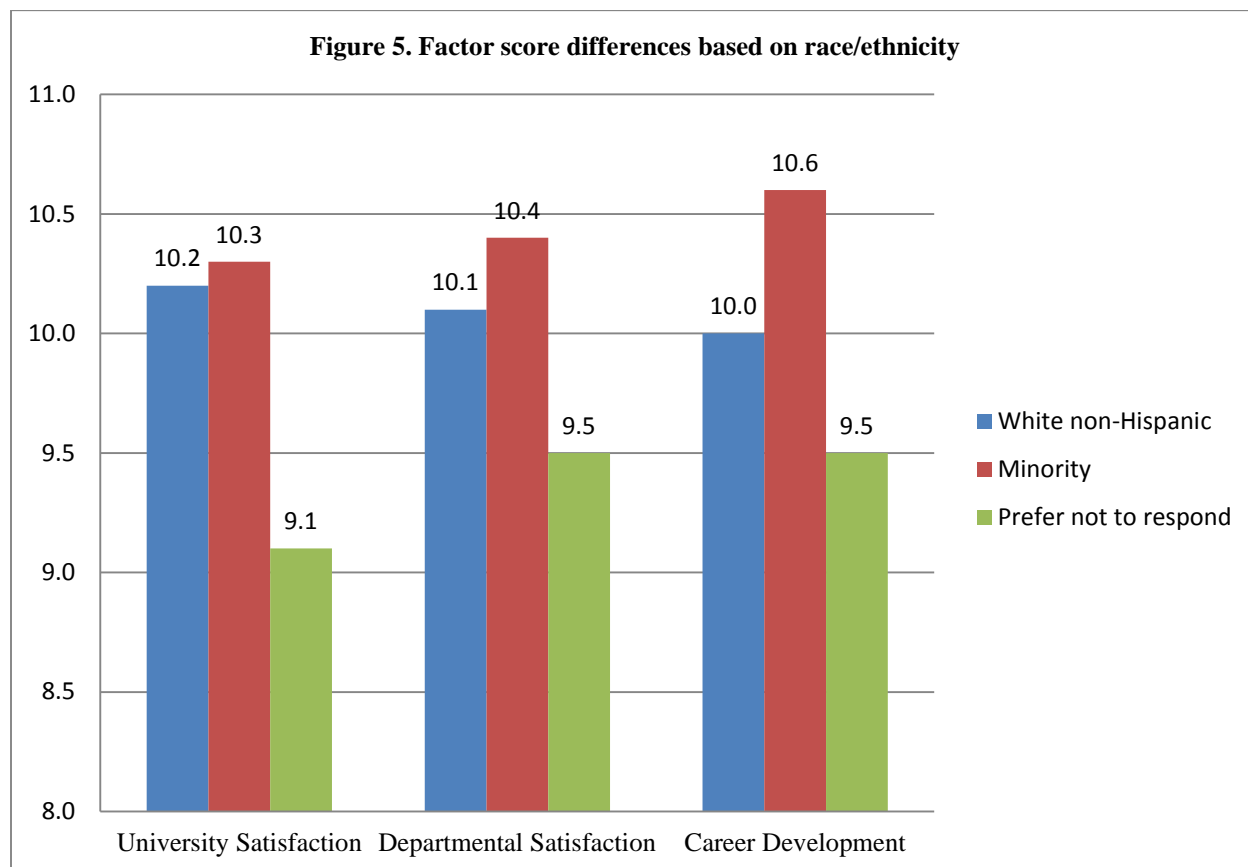
Ethnic group differences: White non-Hispanic and minority group members had similar university and departmental satisfaction mean scores, while those who preferred not to provide their race/ethnicity had decidedly lower scores. For career development, minority group members had the highest scores, followed by white non-Hispanics, and then those who preferred not to respond. See Figure 5.

Sexual orientation differences: Heterosexuals had the highest mean university satisfaction scores, followed by LGBQ individuals, with those who preferred not to identify their sexual orientation having the lowest scores. Heterosexuals had higher departmental satisfaction and career development scores compared to those who preferred not to provide their sexual orientation; LGBQ individuals fell in the middle and did not differ significantly from either group.

Hours spent per week on the job: University and department satisfaction scores were similar no matter the number of hours worked. However, career development scores were highest for those working 20 hours or less per week. Those who worked 21-50 hours per week had the next highest career development scores, while those who worked over 50 hours had the lowest career development scores.

Hours spent per week caring for family members: University satisfaction, departmental satisfaction, and career development scores were similar no matter the number of hours spent caring for family members.





Years employed at Boise State: Similar levels of university satisfaction were found no matter the number of years of employment. Employees who have been at Boise State less than one year had the highest levels of departmental satisfaction and career development satisfaction, and those who had been employed for 11-15 years had the lowest levels.

College where faculty member is employed: In general, responses were fairly similar by college. No significant differences were found for university satisfaction or career development. For departmental satisfaction, The Sciences division of Arts and Sciences and faculty in the College of Business and Economics had the lowest scores, while the library faculty had the highest average departmental satisfaction score. Figure 6 displays the scores and shows how they grouped by college. You will see that the “A” group of means included all of the colleges except the Library. The “B” group of means included all colleges except the Sciences division of the College of Arts and Sciences and the College of Business and Economics (COBE). By looking where the lines do not overlap, we see that at the low end, the Sciences division and COBE differ from the means of the other colleges, while at the high end, the Library mean doesn’t overlap with any other college. These distinctions disappear, however, when the Sciences and Humanities division are combined into the College of Arts and Sciences as a whole.

Division where staff members are employed: The only difference found was for university satisfaction where those who identified themselves as Student Affairs employees had the lowest average score while those listed under the President’s office (including Athletics, University Advancement, Research Administration) had the highest mean score.

Figure 6. Average departmental satisfaction score by college

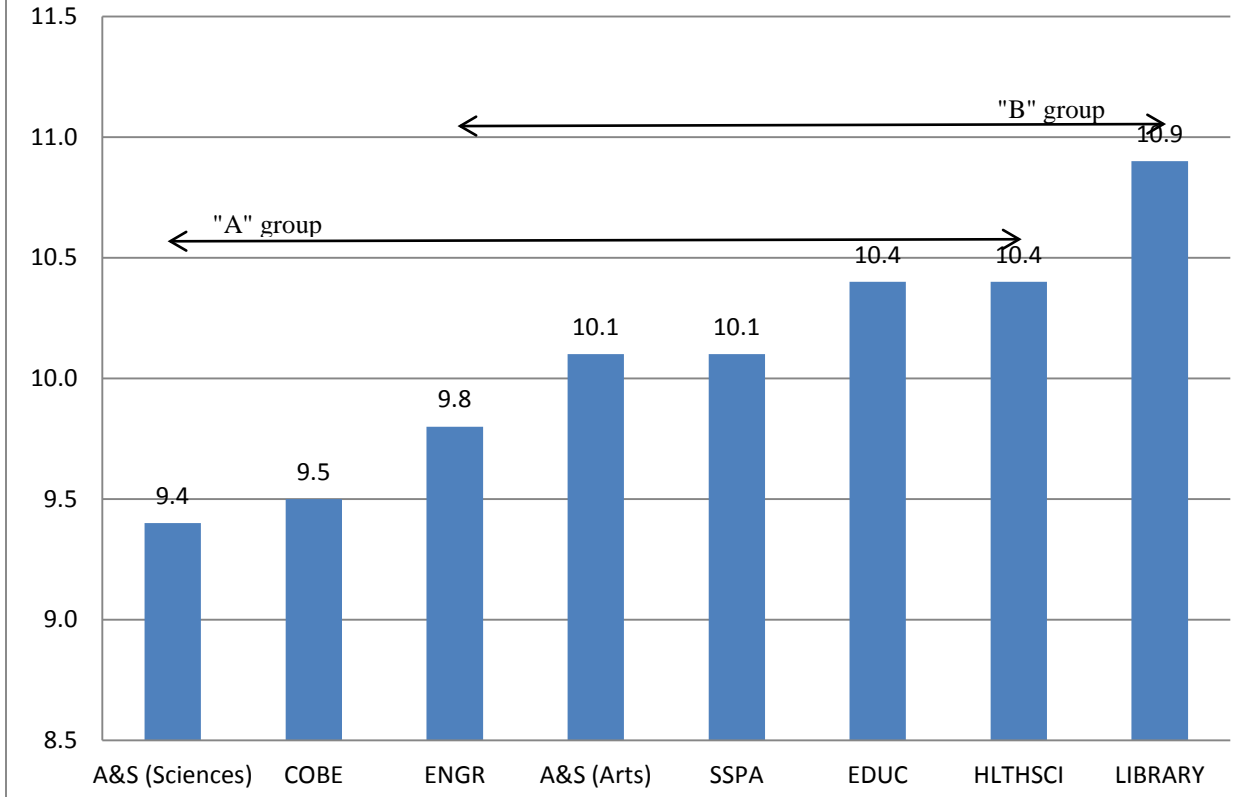
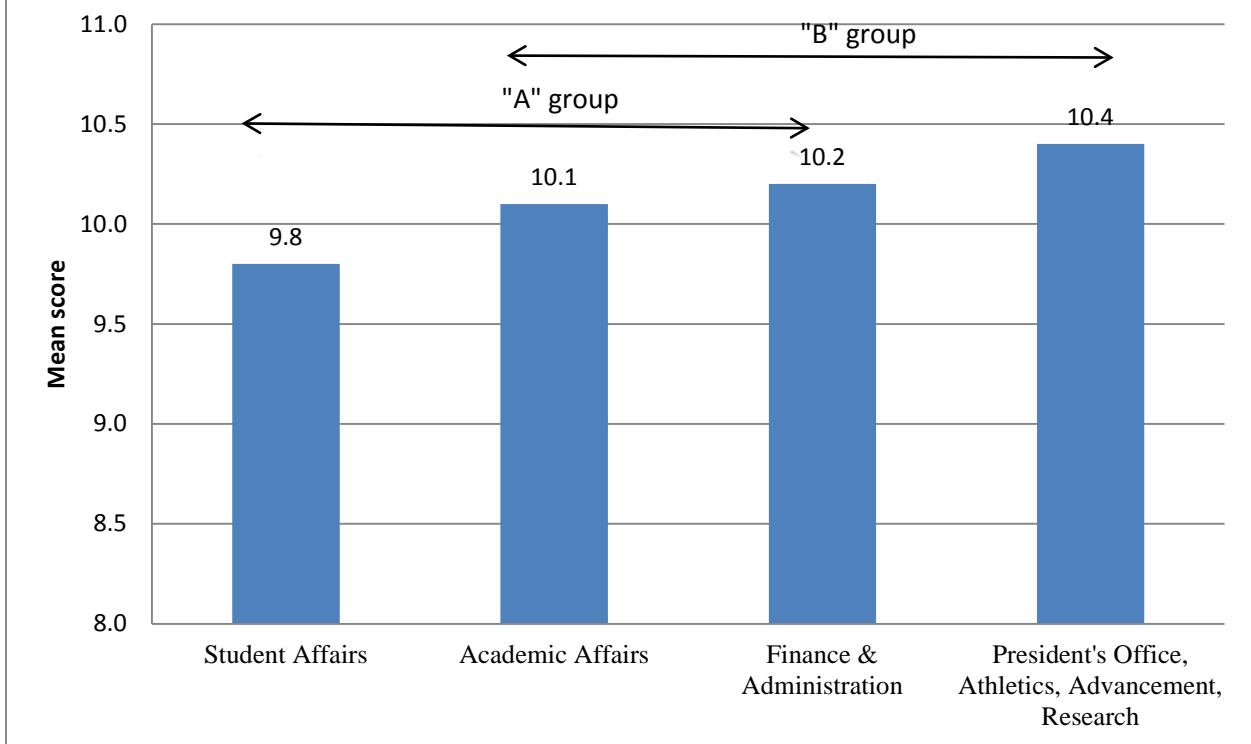


Figure 7. University satisfaction scores by division



Appendix A: Committee Members

Co-Chairs:

Marcia Belcheir, Associate Director, Office of Institutional Research

Alicia Garza, Associate Professor, Department of World Languages

Committee members:

Robin Allen, Associate Professor, School of Social Work

Shelly Doty, Association of Classified Employees

Marty Downey, Associate Professor, School of Nursing

Teri Gormley, Technical Records Specialist 2, Accounts Payable

Tyler Harris, Manager, Student Union

Bob McCarl, Professor Emeritus, Sociology

Cheryl Oestreicher, Assistant Professor, Library

Shikar Sarin, Professor, Marketing and Finance

Jennifer Smith, Associate Professor, Electrical and Computer Engineering

Katelyn Smith, Professional Staff Association

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