

Missouri State University
2015 STAFF SURVEY FINDINGS
Final Report
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Staff Survey Development

The 2015 Missouri State University Staff Survey was developed by staff members committed to providing actionable data on key issues that affect staff and their work environment. Key members involved in this effort are:

- Advisement Center Christina Bowles
- College of Education, Scott Fiedler
- Computer Services, Ryan Wilson
- Office of Human Resources, Edward Choate
- Office of Human Resources, Julie Dubinsky
- Office of Human Resources, Paula Wilhelm

Introduction

This report presents the findings from a survey administered to all staff at the Springfield and Mountain Grove campuses.

This survey was designed with multiple goals in mind, including the following:

- To provide baseline information about staff perceptions regarding their job satisfaction, commitment to Missouri State University, engagement at work, work-life culture, supervisors style of leadership, and loyalty to the University as a place to work and as a place for education.
- To examine attitudes toward current professional development activities and to assess needs of future professional development activities.
- To survey use of, awareness in, and lack of interest in different benefits provided by Missouri State University.
- To identify staff use of Wellness programs.
- To examine staff use of discounted events offered by Missouri State University.
- To assess staff perceptions of Foster Recreation Center as a facility for their use.
- To measure staff perceptions of the Public Affairs Mission.
- To provide an outlet for staff to express what's exciting about their job, what are blocks and hindrances they experience at work, and what they would change to improve effectiveness and satisfaction at work.

Findings from this survey can be compared to future survey efforts to examine changes over time. Results of this survey may assist Human Resources and Staff Senate plan for future staff needs.

Confidentiality

This project was approved by the Missouri States University Human Subject Committee. Any information that was obtained in connection with this study and that can be identified to one individual will remain confidential and will be disclosed only as required by law.

Respondents were invited to make additional comments throughout the survey. We are not reporting verbatim comments. We coded the content of these comments into general categories. These categories and the number and percent of respondents providing the comment are shown in tables in the report. Occasionally, we paraphrase a comment to provide clearer meaning to a vague category label.

Data Collection

On November 4, 2015, we sent an email inviting 1,278 staff members to participate in the survey. This email contained a link to the survey. We sent reminder emails five times over the next 10 days. We closed the survey at 5:00 PM CDT on November 13, 2015. We received usable responses from 676 individuals for a response rate of 53%.

Respondents

We asked staff to tell us their job category and the number of years worked at Missouri State University. We provided categories for years worked to prevent any individual from being identified. We provided a response option of “I prefer not to say” for those who did not wish to report their job category or tenure.

<i>Table 1. What is Your Job Category?</i>		
	Number	Percent
Administrative Support Positions	204	30.2%
Executive/Administrative/Managerial Positions	163	24.1%
Information Systems and Technical	61	9.0%
Skilled Crafts/Trade Positions	47	7.0%
Other	119	17.6%
I prefer not to say	73	10.8%
No response	9	1.3%
Total	676	

<i>Table 2. How Many Years have you worked at Missouri State University?</i>		
	Number	Percent
5 years or less	252	37.3%
6 to 10 years	152	22.5%
11 to 15 years	102	15.1%
16 to 20 years	62	9.2%
More than 20 years	69	10.2%
I prefer not to say	31	4.6%
No response	8	1.2%
Total	676	

Job and Organizational Attitudes

We included twenty-two job and organizational attitude items on the survey. Responses were made using a 5-point scale (1 to 5). For all items, a higher score indicates greater endorsement of the attitude. Items with larger standard deviations indicate greater variability among responses.

Table 3. Means, Standard Deviations (SD), and Percent Responding in Descending Order of Mean Score

Attitude Dimension	Item	Statistics			Percent of Responses				
		Number	Mean	SD	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Individual consideration management	My supervisor treats me as an individual rather than just a member of a group.	673	4.13	1.16	5.5%	5.9%	11.4%	24.4%	52.7%
Work-life culture	In the event of a conflict, my supervisor is understanding when employees have to put their family first.	674	4.10	.89	1.5%	5.5%	9.9%	47.5%	35.6%
Work load	During the past 12 months, how often did you have too much work to do?	673	3.39	1.33	6.2%	27.2%	18.1%	17.8%	30.6%
Job satisfaction	I enjoy my job.	673	4.06	.85	1.0%	4.9%	12.2%	51.0%	30.9%
Individual consideration management	My supervisor listens attentively to my concerns.	675	4.00	1.20	4.7%	9.9%	13.6%	23.9%	47.9%
Job engagement	I am challenged by my job.	675	3.97	.85	1.2%	6.1%	12.7%	54.8%	25.2%
Affective commitment	I would be happy to spend the rest of my career with Missouri State University	676	3.92	.98	2.5%	6.8%	16.7%	44.2%	29.7%
Work unit performance	Members' of my work unit have an opportunity to learn and develop.	676	3.86	.96	2.5%	9.6%	10.1%	54.6%	23.2%
Work unit performance	The employees in my office identify with being a highly effective unit.	675	3.84	.98	2.5%	8.9%	15.7%	47.7%	25.2%
Affective commitment	I feel a strong sense of "belonging" to Missouri State University.	675	3.74	1.01	2.7%	10.4%	20.4%	43.1%	23.4%

Table 3. Means, Standard Deviations (SD), and Percent Responding in Descending Order of Mean Score

Attitude Dimension	Item	Statistics			Percent of Responses				
		Number	Mean	SD	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Work load	At work, I am frequently interrupted by others.	674	3.73	1.05	1.5%	14.5%	19.9%	38.3%	26.1%
Work-life culture	Upper management encourages supervisors to be sensitive to employees' family and personal concerns.	674	3.71	1.03	4.0%	8.9%	20.8%	44.8%	21.5%
Work-life culture	In my work unit, employees can easily balance their work and family lives.	674	3.67	.98	3.1%	11.7%	16.0%	53.4%	15.7%
Social cohesion	Employees here probably get along much better than in most other work settings.	672	3.66	.85	0.9%	7.6%	31.0%	45.8%	14.7%
Social cohesion	Most employees would miss their coworkers if they were to leave their jobs.	672	3.65	.85	1.9%	8.6%	21.9%	57.1%	10.4%
Continuance commitment	Too much of my life would be disrupted if I decided to leave Missouri State University now.	675	3.41	1.12	5.3%	16.7%	27.3%	32.6%	18.1%
Social cohesion	Workers here enjoy socializing with other workers outside the workplace.	671	3.26	.87	3.7%	13.1%	40.2%	38.9%	4.0%
Continuance commitment	One of the few negative consequences of leaving Missouri State University would be the scarcity of available alternatives.	674	3.26	1.07	5.8%	18.1%	31.9%	32.5%	11.7%
Active management by exception	My supervisor closely monitors my performance for errors.	670	3.06	1.21	12.1%	20.7%	29.4%	24.6%	13.1%
Active management by exception	My supervisor keeps track of my mistakes.	667	2.45	1.28	30.1%	25.0%	22.9%	13.2%	8.7%
Passive avoidant management	My supervisor waits for things to go wrong before taking action.	669	2.33	1.34	39.0%	19.0%	20.8%	12.4%	8.8%
Passive avoidant management	My supervisor avoids making decisions.	665	2.04	1.23	48.6%	19.2%	17.1%	9.9%	5.1%

Job Attitude Data Analysis and Interpretation

We calculated the average of items measuring the same attitude so we can use the average as a composite score. For example, we assessed social cohesion with three items. To calculate the composite score of social cohesion, we summed a person's response to all three items and divided by three to find the average. By doing this, we tap into the behavioral domain of *Social Cohesion* using one score rather than three separate scores.

Perceptions of Leadership

We included six items on the survey to assess three types of leadership or management styles as perceived by respondents. We asked survey respondents to answer with respect to their supervisor. Figure 1 presents the overall average for each leadership style.

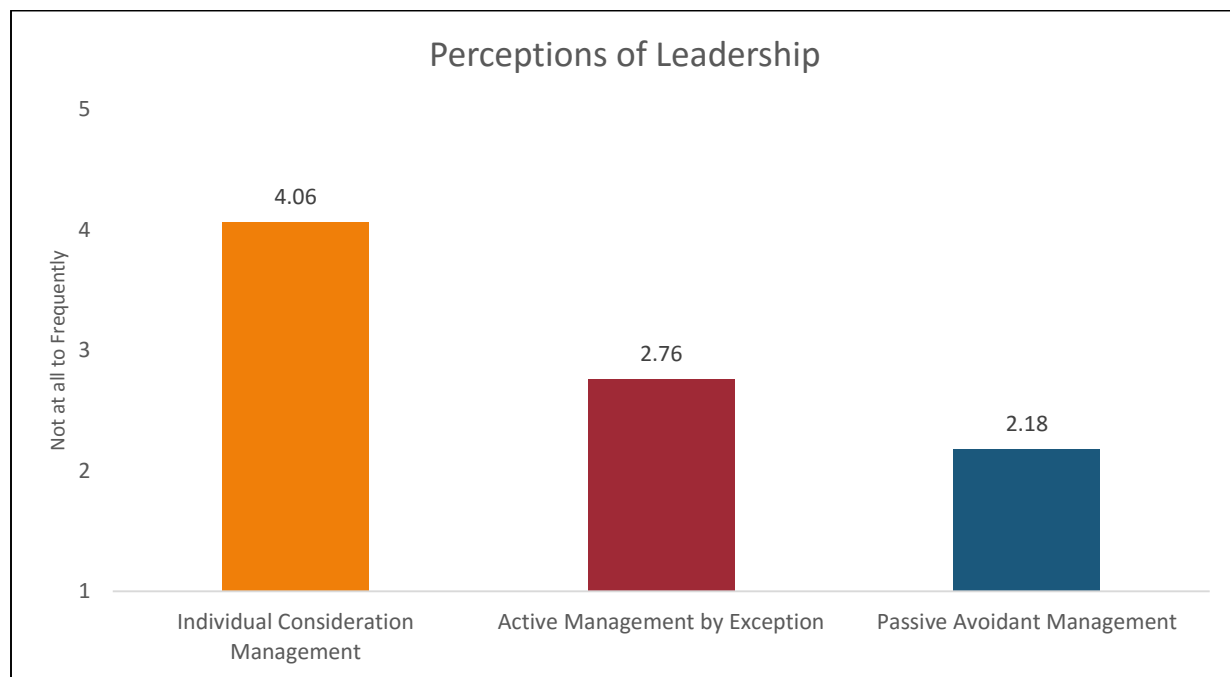


Figure 1. Average Scores for Leadership Perceptions

Individual Consideration leadership measures the extent to which a supervisor or manager treats each employee as an individual rather than just a member of a group. This is one dimension of a type of leadership style called “transformational.” Leaders who show individual consideration behaviors encourage followers to higher levels of potential and show acceptance of individual differences.

- Staff report high levels of *Individual Consideration* leadership with an average score of **4.06**, where 4 means “*Fairly often.*”

Active Management by Exception measures the extent to which a supervisor or manager focuses on monitoring employee performance for problems, deviations, or mistakes and taking corrective action when needed. This style of management, used alone, is not very effective. It can be useful if not used excessively and if the work environment is at high risk for accidents.

- Staff report slightly below average levels of Active Management by Exception with a score of **2.76**, where 2 means “Once in a while” and 3 refers to “Sometimes.”

Passive Avoidant Management measures the extent to which a supervisor or manager tends to react only after problems become serious and then takes corrective action. This type of manager may avoid making any decisions at all and is not very effective.

- Staff report low levels of Passive Avoidant Management with a score of **2.18**, where 2 means “Once in a while.”

Commitment to Missouri State University

We included four items on the survey to measure staffs' commitment to Missouri State University. Two items measured *Affective Commitment* and two items measured *Continuance Commitment*.

We show average scores for both types of commitment in Figure 2.

Affective Commitment refers to an employee's emotional attachment to the organization. Employees with strong affective commitment identify with the organization and feel involved with the organization. Employees with high levels of affective commitment remain with the organization because they *want* to do so.

- Staff report fairly high levels of affective commitment with an average score of **3.83**, where 3 means "Neither agree nor disagree" and 4 means "Agree."

Continuance Commitment refers to an employee's attachment to the organization because there are no available alternatives or leaving would be too disruptive to their life. Employees remain with the organization because they need to stay.

- Staff report above average levels of continuance commitment with an average score of **3.34**, where 3 means "Neither agree nor disagree."



Figure 2. Average Scores for Affective Commitment and Continuance Commitment

Other Job Attitudes

We included items on the questionnaire to measure social cohesion, work unit performance, job engagement, and job satisfaction. Figure 3 presents the average score for each construct.

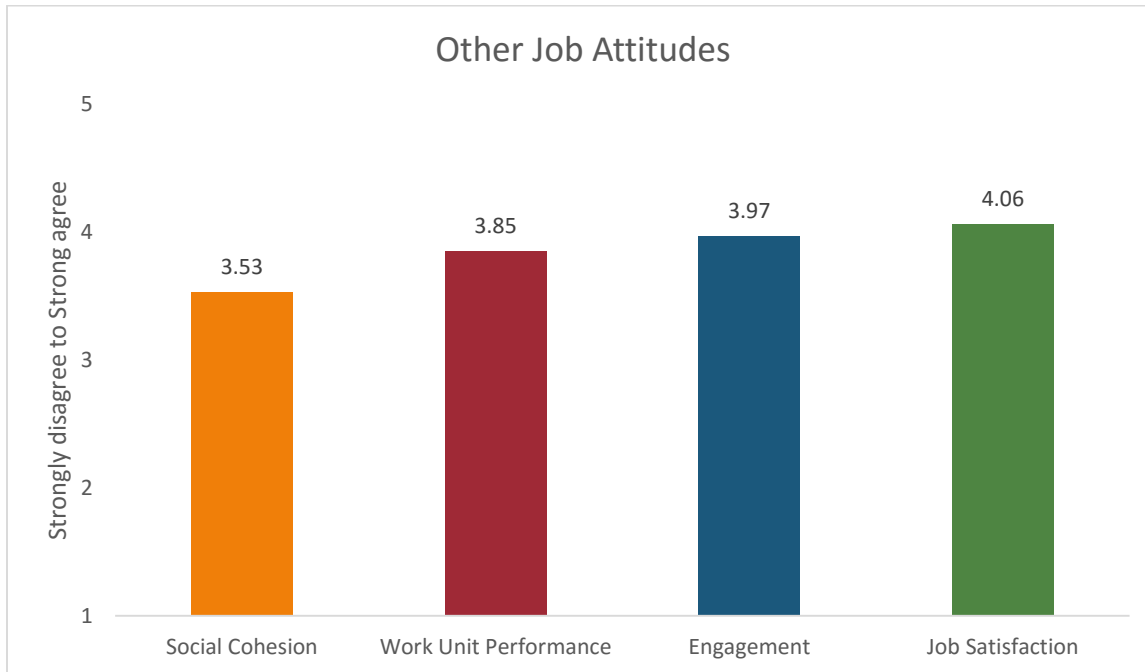


Figure 3. Average Scores for Social Cohesion, Work Unit Performance, Engagement, and Job Satisfaction

Social Cohesion is composed of three items. This scale measures the extent to which employees are attached to their work group. People who report liking the people in their work group are less likely to leave an organization.

- Staff report above average levels of social cohesion with an average score of **3.53**, where 3 means “Neither agree nor disagree” and 4 means “Agree.”

Work Unit Performance was measured with two items. This scale assesses team performance and the perception of continued growth within the unit.

- Staff report well above average levels of work unit performance with an average score of **3.85**, where 4 means “Agree.”

Job Engagement was assessed with one item, “I am challenged by my job.”

- Staff report high levels of job engagement. The average score is **3.92**, where 4 means “Agree.”

Job Satisfaction was assessed with one item “I enjoy my job.”

- Staff report high levels of job satisfaction. The average score is **4.06**, where 4 means “Agree.”

Work-Life Culture and Work Load

Three items on the questionnaire assessed work-life culture. We calculated the average of the three items to use the items as a composite of work-life culture.

We included two items to measure work load. We decided not to create a composite of these two items because the items appear to be tapping into different aspects of work load that are not correlated.

The average of the composite for work-life culture and the averages for the two items of work load are shown in Figure 4.

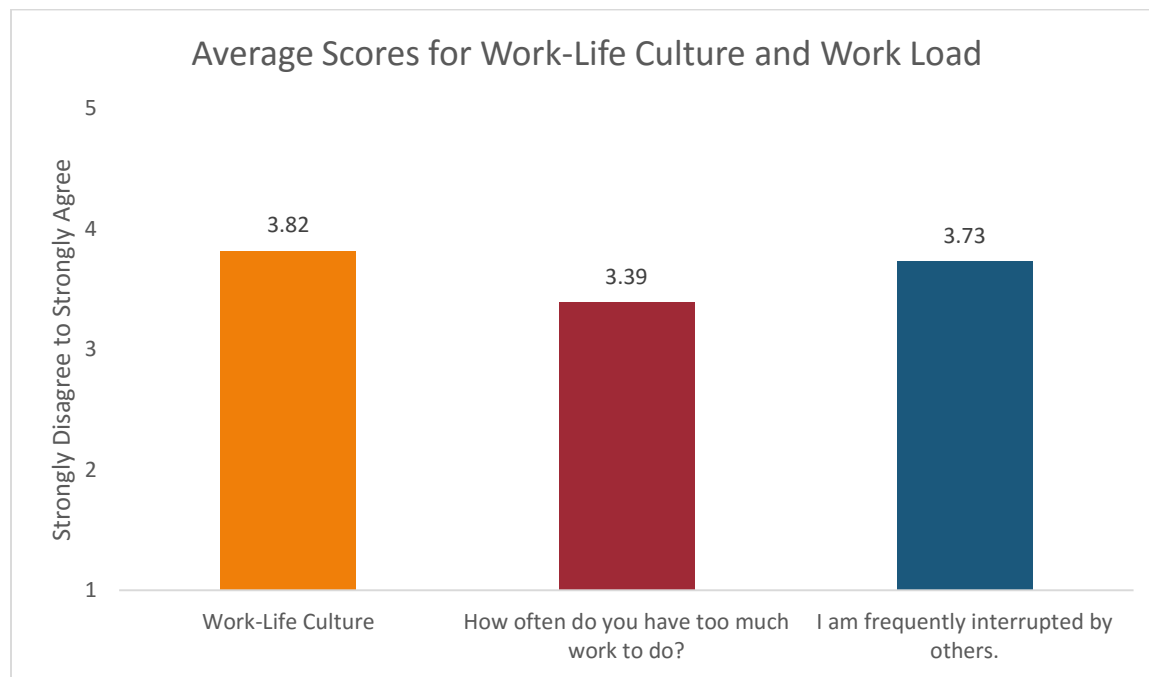


Figure 4. Average Scores for Work-Life Culture and Work Load

Work-Life Culture measures the extent to which an organization supports and values the integration of employees' work life and non-work life.

- Staff report fairly high levels of work-life culture with an average score of 3.82, where 4 means "Agree."

Work Load

We included one item on the questionnaire that stated "During the past 12 months, how often did you have too much work to do?" Responses were made on a 5-point scale of *Never* (1), *A few times* (2), *Once or twice a month* (3), *Once or twice a week* (4), and *Almost every day* (5).

- Staff report about average levels of having too much work to do. The average score was **3.39**, where 3 indicates "Once or twice a month." We note that this item has considerable variability in

responses. Slightly over 30% of staff report that they *never* or *a few times* have too much work to do, but 30% indicate that they have too much work to do *almost every day*.

People who report an overwhelming work load typically report less positive job attitudes. We examined correlations between this work load item and the other attitude scales. We found that staff who report having too much work to do were less likely to report the University culture supports work-life balance ($r = -.31, p < .001$). Keep in mind that a correlation does not mean that one variable causes the other variable, but correlations can give us clues as to reasons why the work environment may not be positive for some staff. Correlations among all job attitude scales are shown in Appendix A.

The second work load item stated “At work, I am frequently interrupted by others.” Responses were made on a 5-point scale of *Strongly disagree* (1) to *Strongly agree* (5).

- Staff reported above average levels of being interrupted by others with a score of 3.73.

Looking for Other Places to Work

We asked people to respond “Yes” or “No” if they are looking or have looked for other places to work – either at Missouri State University or somewhere else.

Over 58% of respondents ($N = 393$) indicated they are or have looked for other places to work.

We provided five reasons for looking for other places to work. We present in Figure 5 the reasons staff selected. More than one reason could be chosen.



Figure 5. Reasons for Looking for Other Places to Work

Over 80% indicated they looked for other places to work to make more money.

Additional Comments about Looking for other Places to Work

If respondents reported they looked for other places to work, we invited them to tell us why. Of the 393 respondents, 153 offered additional insight about why they were looking for other places to work.

We coded the content of these comments into general categories. These categories and the number and percent of respondents providing the comment are shown in Table 4.

<i>Table 4. Other Reasons for Looking for a Different Job</i>		
Category	Number	Percent
New Job/ Career Opportunities	35	22.9
Poor Leadership/Management/Supervisor Related	27	17.6
Relocation/commuting/location	15	9.8
Relationship and Family	11	7.2
Pay	11	7.2
Promotion/ Advancement	9	5.9
Workload	8	5.2
University Culture	8	5.2
Workplace Bullying	6	3.9
Fulltime/ 12 month job	6	3.9
Flexibility/Schedule/Shift Type	3	2
Chaotic/ Poisonous Work Environment	3	2
Favoritism / Biased Treatment	3	2
Retirement	2	1.3
Appreciation/ Valued	2	1.3
Does not like type of work	2	1.3
Lack of Communication	2	1.3
Job Security	1	0.7
Lack of Department Resources	1	0.7
Total	155	

Professional Development

Included on the questionnaire was a section exploring staff participation in professional development activities. We are presenting statistics for the Professional Development section of the questionnaire in the order the items were presented to respondents on the survey.

Table 5. Have you participated in any professional development activities including conferences, staff development, certifications, or training activities that were sponsored by Missouri State University or paid with University monies/benefits in the past 12 months

Response options	Number	Percent
Yes	480	71.0%
No	195	28.8%
No response	1	0.1%
Total	676	

Table 6. If you responded "No" to the first question, please indicate all reason(s) that apply

Reasons	Number	Percent of Responses of 195
Topics offered were not relevant to my job.	72	36.9%
Times offered conflicted with my work commitments.	82	42.1%
I felt that my workload prohibited me from participating.	72	36.9%
There was not money available in the departmental budget to cover the cost.	40	20.5%
I was not aware of any professional opportunities available to me.	51	26.2%
My supervisor did not grant release time for me to attend.	13	6.7%
Other: (please provide)	28	14.3%
Total	195	

If respondents answered “Other” they were given room to list reasons why. Of the 195 respondents, twenty-eight offered reasons why.

Table 7. Other Reasons for not participating in Professional Development Activities

Category	Number	Percent
Training given to new workers	11	39.3
Not given opportunity/time to attend	8	28.6
Discouragement from Supervisor/Management	3	10.7
Lack of interest/Not relevant	2	7.1
Not MSU related	2	7.1
Personal reasons (family, etc.)	1	3.6
No point (No advancement/ No raises available)	1	3.6
Total	28	

Table 8. If you responded "Yes" to the first question, please indicate how the cost was covered for the activities you attended: (please check all that apply)

Reasons	Number	Percent of Responses of 480
Fully paid by MSU/Department.	415	86.5%
Paid with my noncredit fee waiver benefit.	132	27.5%
Fully paid by me.	19	4.0%
Partially paid by me.	52	10.8%

Table 9. In the past 12 months, I have participated in _____ MSU professional development activities (including conferences, staff development, certifications, or training activities).

Response options	Number	Percent
None	153	22.6%
1	112	16.6%
2 – 4	283	41.9%
5 – 7	63	9.3%
8 or more	36	5.3%
No response	29	4.3%
Total	676	

Table 10. The professional development activities (conferences, staff development, certifications, or training activities) that I have participated in over the last 12 months met my needs and supported my goals as an employee.

Response options	Number	Percent
Strongly Agree	111	16.4%
Agree	289	42.8%
Neither Agree nor Disagree	130	19.2%
Disagree	27	4.0%
Strongly Disagree	12	1.8%
No response	107	15.8%
Total	676	

Average score for this item (a higher score indicating greater agreement) is 3.81 (SD = 0.88)

Table 11. The selection of professional development opportunities (conferences, staff development, certifications, or training activities) offered in the past 12 months was sufficient to support my needs and goals as an employee.

Response options	Number	Percent
Strongly Agree	73	10.8%
Agree	260	38.5%
Neither Agree nor Disagree	215	31.8%
Disagree	76	11.2%
Strongly Disagree	27	4.0%
No response	25	3.7%
Total	676	
Average score for this item (a higher score indicating greater agreement) is 3.42 (SD = 0.98)		

Table 12. I would like to have more professional development opportunities in the following areas. Check all that apply

Response options	Number	Percent
Customer Service	76	11.2%
Effective Communication	193	28.6%
Computer Skills (Microsoft Office Suite)	176	26.0%
University Systems (such as Banner, Argos, Degree Works, Web Press, and other software)	214	31.7%
Supervisor Training	141	20.9%
Leadership Development	246	36.4%
Diversity	110	16.3%
Human Resource Specific Topics: (please list)	28	4.1%
Workplace Safety: (please list)	33	4.9%
Compliance Requirements: (please list)	14	2.1%
Job Specific Skills (please list)	68	10.1%
Professional Conferences: (please list)	28	4.1%
Others:(please list)	80	11.8%

Staff were invited to provide comments for some of the areas. We coded the content of these comments into general categories. These categories and the number and percent of respondents providing the comment are shown in the following table.

Table 13. Human Resources Specific Topics

Category	Number	Percent
Health/ Benefits	3	18.8
Diversity/ Inclusion	2	12.5
Employee Disciplinary Procedures	2	12.5
Hiring	2	12.5
Conflict Resolution	1	6.3
Job Search	1	6.3

Table 13. Human Resources Specific Topics

Category	Number	Percent
Pay/Periods	1	6.3
Policy	1	6.3
Retirement Plans	1	6.3
Unions	1	6.3
Vacation Time/ Off	1	6.3
Total	16	

Table 14. Workplace Safety Topics

Category	Number	Percent
Intruder on Campus/ ALICE	10	52.6
Ergonomics	4	21.1
Natural Disaster/ Disaster Response/ Inclement Weather	3	15.7
Saying no when needed	1	5.3
OSHA training	1	5.3
Total	19	

Table 15. Compliance Requirement Topics

Category	Number	Percent
Supervisor Harassments	2	28.6
Title IX	2	28.6
University Legal Requirements	1	14.3
FERPA	1	14.3
ADA Compliance	1	14.3
Total	7	

Table 16. Job Specific Skills Topics

Category	Number	Percent
IT Conferences	4	10.3
HVAC	3	7.7
Administrative	3	7.7
Microsoft	2	5.1
NASPA	2	5.1
EduWEB	2	5.1
Marketing Conferences	2	5.1
AIR	1	2.6
Adobe Photoshop	1	2.6
AAPL Applied Linguistics	1	2.6

Table 16. Job Specific Skills Topics

Category	Number	Percent
NACS Mid States	1	2.6
WWDC	1	2.6
Budget	1	2.6
ISTE	1	2.6
CPI	1	2.6
ACPA	1	2.6
Professional Organizations for my Field	1	2.6
Autism	1	2.6
HDI	1	2.6
ADOBE MAX	1	2.6
Confab Higher Ed	1	2.6
AMA Symposium for Marketing of Higher Education	1	2.6
MIDTESOL	1	2.6
TESOL	1	2.6
English USA	1	2.6
Public Media Development	1	2.6
CES	1	2.6
Information Security	1	2.6
Total	39	

Table 17. I am currently pursuing or have completed a degree, professional certification, or individual course(s) in the last 12 months. Check all that apply.

Response options	Number	Percent
Masters / Doctorate degree through Missouri State University	69	10.2%
Masters / Doctorate degree through another higher education institution	31	4.6%
Undergraduate degree through Missouri State University	51	7.5%
Undergraduate degree through another higher education institution	9	1.3%
Course(s) through Missouri State University	44	6.5%
Course(s) through another higher education institution	12	1.8%
Professional Certification: (please list)	38	5.6%
None	438	64.8%

We invited participants to tell us the types of professional certifications completed in the last 12 months. Thirty six respondents listed professional certifications. Professional certifications are listed in alphabetical order and verbatim as provided by respondent.

Table 18. Professional Certifications Completed in the Last 12 Months

Professional Certification	Number
Administrative Certification K-12	1
Administrative Excellence Certificate	1
APPA Leadership Academy	1
Associates Degree Paralegal	1
Blackboard Blackbelt	1
CAP	4
CAP-OM	1
CEcD	1
CELTA Trainer	1
Certified Administrative Professional	1
Certified Conference Event Planner	1
Certified Payroll Professional	1
CGFM	1
CME/Recertification	1
CPA & CMA	1
CPP	1
CPR/First Aid	1
Foundations of Crestron Programming	1
Graduate certificate	1
Graduate Certificate in Cybersecurity	1
Graduate Certificate in TESOL	1
JCI certificate	1
K-12 Teaching certificate	1
Master Advisor	2
Microsoft Certifications	1
MSU HR Supervisor Certificate Program	1
OSHA Safety Training	1
PMP, Project Mgmt Professional	1
Pro Tools Expert Certification	1
Procurement certification	1
Professional Missouri License	1
Supervision through MDI	1

We asked respondents to give us feedback on any MSU professional development activities they have participated in that they found to be especially enjoyable or beneficial and why. This was an open-ended item that allowed respondents to write their comments. Of the 692 respondents, 15% (n=104) responded.

Table 19. Enjoyable or Beneficial Professional Development Activities

Category	Number	Percent
University Staff Ambassadors	17	16.3
Diversity Topics/ Conference	10	9.6
Master Advisor Development Program	6	5.8
Advising Conference	6	5.8
Administrative Professional Development Through MDI	6	5.8

Table 19. Enjoyable or Beneficial Professional Development Activities

Category	Number	Percent
Supervisor Training	4	3.8
Women’s Leadership Conference	3	2.9
Professional Development plans do not pertain to my department	3	2.9
English Language Initiative	3	2.9
Degree Works and New BearPAF	3	2.9
Conflict in the Workplace lecture series	3	2.9
Bear Network	3	2.9
ALICE Training	3	2.9
Administrative Excellence Certification	3	2.9
Workshops for Microsoft, Excel, Office 8	2	1.9
Teaching and Learning Conference	2	1.9
Shattering the Silence	2	1.9
Safe Zone	2	1.9
Workshop: Getting Along with Difficult People	1	1
Work Place Bullying	1	1
TESOL, MIDTESOL	1	1
Supervisor Certification Program by HR	1	1
Student Affairs Professional Development Programs	1	1
Speakers from other cultures	1	1
Software Training	1	1
See more Banner Training (Schedule Building)	1	1
Public Affairs Conference	1	1
Presenters information was outdated and not useful	1	1
Physical Therapy Conferences	1	1
Payroll Class	1	1
Opportunities away from MSU are more helpful	1	1
MACADA	1	1
Lessons from Ferguson Discussion	1	1
Educase Online Webinars	1	1
Dave Ramsey Financial Peace	1	1
CPS Certification	1	1
Civic Engagement Conference	1	1
Center for Dispute Resolution	1	1
BIT training	1	1
APPA Leadership Academy	1	1
“Lunch & Learn”	1	1
Total	104	

Below are comments about some specific professional development activities that respondents were most vocal about.

- University Staff Ambassadors – Learned more about what the campus consisted of and met many new employees
- Diversity Conference – Wonderful source of information and dialogue regarding diversity at the university in our community. With a wide variety of diversity topics, it helped me with serving the students.

- ALICE training – Highly recommended and should be mandatory for all staff, faculty, and students.
- Advising Conference – Would like to see more panels like this where students get to help advisors and tell us what we are doing well and where to improve

We asked respondents for suggestions for future professional development activities along with any other comments they would like to share. Of the 692 respondents, 11.1% ($n = 77$) provided additional comments.

Table 20. Suggestions for Future Development Activities

Category	Number	Percent
Supervisor Training/MDI	14	18.2
Diversity/Cultural Competence/Sensitivity Training	10	13.0
Poor Scheduling	6	7.8
Communication Seminars	5	6.5
Gain Knowledge of Computer Programs/ Data Management	5	6.5
More Computer Certification/ Training Programs	4	5.2
There is No Payoff To many Professional Development Programs	4	5.2
Professional Development Opportunities for Administrative Assistants	3	3.9
Professional Conferences hosted by outside MSU	3	3.9
More Job Specific Training	3	3.9
More Conflict Management	3	3.9
Department Training on Violence on Campus	2	2.6
Online Professional Development Activities	2	2.6
Put Faculty on LinkedIn	2	2.6
MACADA	2	2.6
Safety Training	1	1.3
More Volunteer/ Charitable Events Like Day of Caring	1	1.3
Want Discussion about Education/Career Advancement	1	1.3
CAP Certification offered in the Spring	1	1.3
Smaller Training Groups are more effective	1	1.3
Payroll Training	1	1.3
AIA Professional Membership	1	1.3
Workplace Bullying	1	1.3
More Training on BANNER	1	1.3
Total	77	

Comment feedback reported below.

- More diversity and cultural competence training for faculty and staff
- Gain knowledge of computer programs and data management like Microsoft Office.
- Focus groups, perhaps moderated by HR, to brainstorm with peers regarding universal issues, such as Communication, Building Trust between Team Members, Time and Resource Management, etc.
- I think we need training and interaction of administrative staff in the different departments. We all need to have a feel for how each department works. They don't all need to be identical but we

need to understand each one so that we can help guide students better when they are trying to follow their path.

Benefits

We included a section examining respondents' use of benefits and needs of benefits now or in the future. We are showing number of responses and percent of responses by order of items on the questionnaire.

Table 21. Please tell us if you have used any of the following benefits, or if you are not aware of the benefits, or if you are not interested in the benefits.

Response option	I have used this benefit Number (%)	I was not aware of this benefit Number (%)	I am not interested in this benefit Number (%)
Cafeteria Plan	294 (43.5%)	18 (2.7%)	293 (43.3%)
Vision insurance	321 (47.5%)	24 (3.6%)	257 (38%)
Critical illness insurance	72 (10.7%)	83 (12.3%)	392 (58%)
Accidental insurance	94 (13.9%)	61 (9%)	407 (60.2%)
Supplemental retirement plans	192 (28.4%)	107 (15.8%)	260 (38.5%)
Credit Course Fee Waivers	414 (61.2%)	34 (5%)	122 (18%)
Non-credit Course Fee Waivers	456 (67.5%)	32 (4.7%)	93 (13.7%)
Savings Plan for College – Section 529 - MOST	58 (8.6%)	75 (11.1%)	440 (65.1%)

Note. Respondents could check all that apply.

We asked respondents to list any additional benefits that were not listed. Of the 692 respondents, 6.9% (n= 48) provided additional comments.

Table 22. Other Benefits used by Staff

Categories	Number	Percent
Dental	15	31.3
Health/Medical	11	22.9
Staff Wellness Programs through Taylor Health	6	12.5
Do not know how to access certain benefits/ wasn't aware	3	6.3
Non- Credit Course Fee Waivers	2	4.2
Rec Center/ Discount	2	4.2
Short Term Disability	2	4.2
Vision Care	2	4.2
Downtown Parking	1	2.1
EAP	1	2.1

Fertility Treatment	1	2.1
IRA	1	2.1
Supplemental life Insurance	1	2.1
Total	48	

Table 23. Which of the following voluntary benefits would you purchase if available?

Response options	I would purchase Number (%)	I would not purchase Number (%)	No response Number (%)
Short-term disability	179 (26.5%)	407 (60.2%)	90 (13.3%)
Group universal life	176 (26%)	415 (61.4%)	85 (12.6%)
Long-term care insurance	191 (28.3%)	396 (58.6%)	89 (13.2%)
Prepaid legal insurance	87 (12.9%)	500 (74%)	89 (13.2%)
Auto insurance	258 (38.2%)	356 (52.7%)	62 (9.2%)
Homeowners insurance	206 (30.5%)	400 (59.2%)	70 (10.4%)
Pet insurance	117 (17.3%)	476 (70.4%)	83 (12.3%)
Purchasing plan (e.g., opportunity to purchase vendor-designated items at a discount)	338 (50%)	268 (39.6%)	70 (10.4%)

We asked respondents to list any benefits that they would purchase that were not listed. Of the 692 respondents, 4.9% (n= 34) provided additional comments.

Table 24. Benefits Staff Would Purchase if Available

Categories	Number	Percent
Cannot Afford any Extra Benefits/Cost	8	23.5
Better Dental Plan/ Orthodontics	7	20.6
Maternity/Paternity	4	11.8
Discounted Parking	3	8.8
Rollover Unused Tuition Credits	3	8.8
Term Life Insurance	2	5.9
Renters Insurance	2	5.9
Auto and Home owners Depend on Cost	1	2.9
Discounts from Local Businesses	1	2.9
Free Gym Memberships	1	2.9
Matching Contributions Savings Plans	1	2.9
Flexible Vacation	1	2.9
Total	34	

Employee Wellness Programs

Table 25. Please tell us if you have used any of the following Employee Wellness programs. Mark all that apply.

Response Options	Number	Percent
Weight Watchers At Work	117	17.30%
Hearing Evaluation	99	14.60%
Healthy Cooking Demonstrations	92	13.60%
Ergonomics at Your Workstation	69	10.20%
Complete Health Improvement Program (CHIP)	66	9.80%
START Walking	58	8.60%
Free Shingles Vaccination Clinic	58	8.60%
Dave Ramsey SmartDollar	57	8.40%
Restorative Yoga	54	8.00%
Bike, Bus, and Walk to Work Week	51	7.50%
Couch to 5K	44	6.50%
Mindfulness and Meditation	44	6.50%
Fitness Assessment at Foster Rec Center	44	6.50%
Nutrition Program through Taylor Health Center	41	6.10%
Ageless Grace	24	3.60%
Tai Chi	23	3.40%
Essential Yoga for Downtown Employees	23	3.40%
Zumba Gold	22	3.30%
Bear Tracks Homecoming 5K Race	22	3.30%
Communication Workshop	20	3.00%
Mat Pilates	18	2.70%
Summer Wellness Workout Challenge	18	2.70%
Myofascial Release	14	2.10%
Navigating the Health Care Maze	10	1.50%
Hormone Deficiency	9	1.30%
The Key to Health and Longevity	7	1.00%
Barrier Free Living in Multigenerational Setting	3	0.40%

Discounted Events

Table 26. Have you attended any discounted events offered by Missouri State University?

Response options	Number	Percent
Yes	419	63.8%
No	238	35.2%
No response	19	2.8%
Total	676	

Table 27. What type(s) of discounted event(s) have you attended? Check all that apply.

Response options	Number	Percent
Football game	205	30.3%
Men's basketball game	189	28%
Women's basketball game	156	23.1%
Some other athletic even on campus	91	13.5%
An event at Juanita K. Hammons Hall	261	38.6%
Some other event on campus that was not athletic. Please tell us what it was.	74	10.9%
Some other event in the community. Please tell us what it was.	11	1.6%
Other - Please describe.	10	1.5%

We asked respondents to list non-athletic discounted event(s) they attended that were not provided. Of the 692 respondents, 1.01% (n= 7) provided additional comments.

Table 28. Other On-campus Non-athletic Discounted Events Attended

Categories	Number	Percent
Free Student Events (Lectures/ Speakers)	2	28.5
Branson Discounts	2	28.5
Concerts	1	14.3
Discount at Harter House	1	14.3
MSU Ice Hockey	1	14.3
Plays at Craig Theater	1	14.3
Family Rec Night at FRC	1	14.3
Total	7	

We asked respondents to list other events in the community they attended that were not listed. Of the 692 respondents, 8.5% (n= 59) provided additional comments.

Table 29. Other Discounted Event in the Community

Categories	Number	Percent
Concert	29	49.2
Tent Theatre	21	36.5
Public Affairs Conference	3	5.1
SAC Events for Children	2	3.4
EWF	1	1.7
Ozarko	1	1.7
AISA Pow-Wow	1	1.7
Student Affairs	1	1.7
Total	59	

We asked respondents to list any other events they attended that were not listed. Of the 692 respondents, 2% (n= 14) provided additional comments.

Table 30. Other Discounted Events not Listed

Categories	Number	Percent
Reduced Ticket Priced at Springfield Zoo	6	42.9
Springfield Little Theater	2	14.3
Springfield Cardinals Game	2	14.3
Symphony	2	14.3
Discovery Center	1	7.1
Free Jazz Concerts	1	7.1

Foster Recreation Center

Table 31. Do you use the Foster Recreation Center?

Response options	Number	Percent
Yes	149	22%
No	522	77.2%
No response	5	0.7%
Total	676	

We asked respondents if they do not use the Recreation Center, to please tell us why they do not. Of the 692 respondents, 43.1% (n= 298) provided additional comments.

Table 32. Reasons why Staff do not use the Recreation Center

Categories	Number	Percent
Cost	85	28.6
Time Constraints	44	14.8
Prefer off Campus Gyms/ At Home Gyms	38	12.8
Not Convenient	31	10.4
Feels too old compared to its clientele/ Insecure	28	9.4
Poor Parking/Issues	16	5.4
Does Not Work Out/ No Interest	14	4.7
Does Not Benefit my Family/Small Children	13	4.4
Crowded	10	3.4
Was not aware it was for Staff	10	3.4
Energy/too tired after work	9	3
Total	298	

We asked respondents to tell us if they use the Recreation Center and if so, what they like most about the Center. Of the 692 respondents, 17.2% (n= 119) provided additional comments.

Table 33. If you use the Recreation Center, what do you like most about the Center?

Categories	Number	Percent
Convenience	26	21.8
Swimming Pool	18	15.1
BearFIT Classes	18	15.1
Equipment	16	13.4
Cleanliness	10	8.4
Massage	6	5
Locker Rooms	6	5
Great Staff	6	5
Cost/Affordable	5	4.2

Table 33. If you use the Recreation Center, what do you like most about the Center?

Categories	Number	Percent
Indoor Track	3	2.5
Basketball Courts	2	1.7
Rock Climbing Wall	2	1.7
Size	1	0.9
Total	119	

Do you have any suggestions for improvement at the Recreation Center?

We asked respondents to tell us any suggestions they had for improvement of the Recreation Center. Of the 692 respondents, 16.3% (n=113) provided additional comments.

Table 34. Do You Have any Suggestions for Improvement at the Recreation Center?

Categories	Number	Percent
Make a part of employee contract/ make it free	43	38
Staff only section/events	14	12.4
Expand hours	13	11.5
Make more timely repairs	8	7.1
Cleaner locker rooms/ more locker rooms	7	6.2
More parking	6	5.3
Train staff better	4	3.5
Be more kid friendly	3	2.6
Free towel service	3	2.6
Heavier weights/ more flat benches	2	1.8
Quieter massage rooms	2	1.8
Warmer pool	2	1.8
Add on/ make bigger	2	1.8
More events like family rec night	1	0.9
More dance exercise classes	1	0.9
Longer classes	1	0.9
Return unlimited BearFit pass	1	0.9
Total	113	

Public Affairs Mission

We included a scale to measure perceptions of the three pillars of the University’s Public Affairs Mission (Levesque-Bristol & Cornelius-White, 2012). The average score and percent of responses are shown in Table 35.

Table 35. Public Affairs Missions

Item	Statistics			Percent				
	Number	Average	Std. Dev.	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
Community Engagement Composite Score	660	3.95	.71					
Volunteering will help me succeed in my own profession.	656	3.59	1.01	3.4%	10.1%	29.4%	38.4%	18.8%
I plan to do some volunteer work next year.	654	4.19	.76	.5%	2.4%	10.6%	50.3%	36.2%
Volunteering makes me feel like I am contributing to the community.	656	4.18	.76	.3%	1.4%	15.7%	45.4%	37.2%
I do things for a cause bigger than myself.	650	3.97	.94	1.8%	5.4%	18.0%	43.2%	31.5%
I feel an obligation to contribute to the community.	653	3.85	.91	1.5%	4.9%	26.3%	41.3%	25.9%
Cultural Competence Composite Score	664	3.81	.67					
I am able to communicate effectively with people from different cultures.	656	4.01	.77	.2%	2.3%	21.6%	48.6%	27.3%
I understand the challenges faced by people from different cultures.	661	4.12	.72	.3%	2.3%	12%	56%	29.5%
I have been involved in organizations that provide services to people from different cultural backgrounds.	662	4.02	.76	.2%	3.8%	15.3%	55.6%	25.2%

<i>Table 35. Public Affairs Missions</i>								
Item	Statistics			Percent				
	Number	Average	Std. Dev.	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
In the future, I will travel to other countries to better understand culture and diversity.	655	3.67	1.08	1.8%	15.6%	21.7%	35.1	25.8
I can easily relate to people that are different from me.	656	3.23	1.21	9.0%	19.1%	30.5%	22.9%	18.6%
Ethical Leadership Composite Score	664	4.47	.47					
When I am in groups, I am thoughtful of other people's feelings.	664	4.42	.59	.2%	.2%	3.9%	49.1%	46.7%
I am dependable and reliable.	664	4.58	.55	0	.2%	2.6%	36.1%	61.1%
I try to make certain that my actions never intentionally harm another person.	663	4.59	.56	0	.3%	2.6%	35.4%	61.7%
I am aware of what kind of person I am.	663	4.45	.57	0	0	4.1%	47.1%	48.9%
When working in groups, I try to assure everyone's voice is heard before a decision is reached.	663	4.33	.62	0	.3%	7.4%	51.3%	41%

Recommend Missouri State University to a Friend or Colleague

This scale is based on the Net Promoter Score (Reichheld, 2003), which was developed to measure customer loyalty. The idea is that when someone is willing to put their own reputation on the line by making a recommendation to a friend, colleague, or customer, the person making the recommendation is likely a loyal customer of whatever they recommended. Researchers have also used this scale to assess worker loyalty or commitment to the organization.

We used two scales to assess loyalty to Missouri State University. One scale asked how likely they would recommend Missouri State University to a friend or colleague as a place to work. The second scale asked how likely they would recommend Missouri State University to someone as a place to go to school. Ratings were made on an 11- point scale of *Not at all* (0) to *Extremely likely* (10). According to Reichheld (2003), people who give a high recommendation of 9 or 10 are considered “promoters” of the organization. Those who give a recommendation of 7 or 8 are labeled “passively satisfied.” Those considered to be “detractors” give ratings of zero to 6. We do not know if there is any validity to the labels developed by Reichheld (2003), but the correlations among the Net Promoter items and many of the other organizational attitude scales show a strong relationship (see Appendix A). Number and percentage of responses to each scale are shown in the following tables.

Table 36. On a scale from 0 to 10, how likely are you to recommend Missouri State University to a friend or colleague as a place to work?

Not at all										Extremely likely
0	1	2	3	4	5	6	7	8	9	10
9	4	11	16	13	42	40	77	139	103	219
1.3%	.6%	1.6%	2.4%	1.9%	6.2%	5.9%	11.4%	20.7%	15.2%	32.4%

Table 37. On a scale from 0 to 10, how likely are you to recommend Missouri State University to someone as a place to go to school?

Not at all										Extremely likely
0	1	2	3	4	5	6	7	8	9	10
4	4	4	6	11	37	25	69	135	107	270
.6%	.6%	.6%	.9%	1.6%	5.5%	3.7%	10.3%	20.1%	15.9%	39.9%

Open-ended Comments

We asked staff to tell us what is exciting about their job, what are blocks and hindrances they experience in attempting to do their job, and what would they change to improve effectiveness and satisfaction at work.

We asked respondents to tell us what was the most exciting thing about their job. What makes them want to come to work each day. Of the 692 respondents, 76.2% ($n = 527$) provided additional comments.

Table 38. What is exciting about your job? What makes you want to come to work each day?

Categories	Number	Percent
Helping People/ Students	155	29.4
My Colleagues	87	16.5
Love Working for MSU	71	13.5
Task Variety	64	12.1
Feel like I am making a Impact/Difference	42	8
Challenge/Problem Solving	40	7.6
Need Income/ Benefits	30	5.7
Autonomy	20	3.8
My Department	18	3.4
Total	527	

Often reported comments by category are reported below.

My colleagues

- Work with wonderful people I consider family.
- Love how well we work together as a group/team
- Positive and encouraging work environment/staff that makes me feel appreciated and rewarded
- Love the purpose and mission we work together for

My department

- Supportive and appreciative team/supervisor to work with. Overall great environment.
- Work with a diverse group of people.

Helping people/students

- Feel a strong sense of accomplishment when a student says “thank you for your help”
- Really enjoy helping students toward their academic career and with financial aid
- Observe students’ personal growth
- Working with international students is rewarding and contributes harmony to the world while providing everyone involved a unique cultural experience

Love working for MSU

- Love the Public Affairs Mission, Diversity and Inclusion, and Sustainability
- I love watching students succeed
- I take pride in what I do for the University and the students

- Love working for Missouri State and how it directly benefits the community
- I feel like we are part of a bigger mission and that we are pulling together for the students and education in general
- I get more of what money can't buy from this job than from anything that I have done before. I make a point to make a positive impact in the lives of the people around me
- Missouri State University encourages personal development

Task Variety

- My department is very innovative and always willing to try something new
- My job is never boring and always something new
- Flexibility

Autonomy

- Work independently and no one stands over my shoulder telling me what to do
- I am trusted by my coworkers and supervisor
- Use creativity

Feel like they are making an impact/difference

- Feel my job is important
- Sense of accomplishment
- I feel useful, needed, and appreciated

We asked respondents to tell us what blocks, hindrances, or barriers they experience in attempting to do their job. Of the 692 respondents, 82.4% (n= 570) provided additional comments.

Table 39. What are the blocks, hindrances, barriers that you experience in attempting to do your job?

Categories	Number	Percent
Feel Overloaded with Work/Expectations	115	20.2
Poor Management/Supervisor	85	14.9
Lack of Resources	75	13.2
Poor Communication	43	7.5
University Politics	40	7
Co-Workers	37	6.5
Lack of Training	28	4.9
Waiting for Decisions/Feedback from Upper Management	25	4.4
Work Interruptions	25	4.4
Department Hostility	22	3.9
Uncomfortable Work Environment	19	3.3
Low Pay	17	3
No Opportunity to advance/ Lack of Growth	17	3
Lack of Innovation within Departments	15	2.6
Disrespectful Students	4	0.7
Disability	1	0.2
Language Barrier	1	0.2
No Days off	1	0.2
Total	570	

Often reported comments by category are reported below.

Low pay

- Makes people leave and puts us behind on work because we are busy training new people and having increased workloads

Lack of training

- No thorough training process
- Lack of technical/medical knowledge
- Ambiguity
- Lack of written policies

Feel overloaded with work and work expectations

- Inadequate staffing resulting in work overload
- Positions from retired staff are not being filled. Resulting in more work with less people.
- Have to work overtime to keep up with the demands of my job
- Not enough time to get everything done

Lack of innovation within departments

- “It’s been this way for years, why change it” mentality
- Too slow to embrace change

Poor communication

- Misinformation from some academic departments on some part of the system
- Some departments don't communicate well together

Lack of resources

- Needed software updates; outdated technology
- Lack of departmental funding
- Low budget
- Parking
- Knowing that something (i.e. policy) should probably change, but not having the tools to easily make a data driven decision of change. Data driven decisions are so needed; however, having access to the tools, resources, staff who can pull the data easily and efficiently, is a huge barrier

Uncomfortable work environment

- Not enough office space
- Poor temperature control
- Poor ergonomics
- Feel isolated

Poor management/supervisor

- Micro-management
- Department decisions coming from disconnected upper management
- Favoritism
- Incompetent supervisor
- My supervisor does not understand my job
- It is a culture in some departments to supervise with fear of losing your job
- Lack of positive feedback and recognition for work done

Co-workers

- Frequent absence of co-workers increases work load
- Some employees are lazy and have no work ethic
- There is a poor accountability structure in place. Poor employees never get punished and the good employees take on the workload instead

University Politics

- Red tape government
- The bureaucracy makes it hard to get things done
- Only a select number of people have a say in decisions
- Backdoor politics prevented me from accessing open committees I was granted permission to
- System limitations

Department hostility

- Some university departments tend to be very territorial, instead of recognizing that we are all playing for the same team
- Lack of respect

We asked respondents to imagine they were in charge and could change one thing to improve the effectiveness and satisfaction people experience at work. We then asked them to tell us what that change would be. Of the 692 respondents, 66.8% (n= 462) provided additional comments.

Table 40. If you were in charge and could change one thing to improve the effectiveness and satisfaction people experience at work, what would that be?

Categories	Number	Percent
Pay	94	20.3
Value/ Respect Employees	64	13.9
Better Communication	48	10.4
Increase Training/ Better Training	39	8.4
Positive Recognition for Job Performance	34	7.4
Hire More People in Departments	33	7.1
Allow More Flexible Work Schedules	26	5.6
Maternity leave options/Vacation Time/Wellness Benefits	21	4.5
Accountability Systems	20	4.3
Make Departments more Cohesive	19	4.1
Allow for more opportunity to advance	18	3.9
Training Managers to Actually know how to Manage People	17	3.7
Update Work Areas	15	3.2
Increase Resources	10	2.2
Easy to find documentation of policies	4	0.2
Total	462	

Often reported comments by category are reported below.

Pay

- Begin the pay raise program again
- We need a merit based pay system based on productivity, performance, knowledge, and skills demonstrated
- Fix the ADP process

Make departments more cohesive

- Staff feel like second class citizens compared to faculty
- Make departments aware of each other so flow for students is better
- Better coordination across offices and divisions

Allow more flexible work schedules

- Allow people to work from home without penalty
- Better work-life balance

Increase Resources

- Focus spending on academics not athletics
- Allow employees access to resources

Accountability Systems

- Checks and balances with performance
- Punish poor employees

Increase training/better training

- More professional development
- Ensure positions are for trained and qualified individuals
- Team building exercises
- More structured hiring process
- More training regarding diversity

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Appendix A

Correlations among all job attitude variables

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1 Job engagement														
2 Job satisfaction	.41**													
3 Work load - Interrupted at work	.07	-.07												
4 Work load - Too much work	.18**	-.14**	.42**											
5 Social cohesion	.27**	.38**	-.11**	-.13**										
6 Work unit performance	.37**	.41**	-.11**	-.15**	.45**									
7 Work life culture	.15**	.31**	-.17**	-.31**	.24**	.43**								
8 Affective commitment	.32**	.58**	-.04	-.12**	.44**	.37**	.35**							
9 Continuance commitment	.14**	.15**	-.07	-.12**	.21**	.16**	.11**	.31**						
10 Individual consideration management	.27**	.35**	-.05	-.17**	.27**	.49**	.53**	.32**	.11**					
11 Active management by exception	-.06	-.16**	.03	.05	-.03	-.09*	-.22**	-.09*	-.07	-.23**				
12 Passive avoidant management	-.17**	-.32**	.23**	.22**	-.25**	-.41**	-.41**	-.28**	-.05	-.58**	.17**			
13 Recommend MSU for work	.23**	.47**	-.07	-.15**	.40**	.36**	.38**	.69**	.20**	.41**	-.12**	-.38**		
14 Recommend MSU for education	.26**	.32**	-.02	-.05	.31**	.27**	.23**	.58**	.19**	.25**	-.01	-.22**	.67**	

* $p < .05$. ** $p < .001$.

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