Faculty and Staff Survey Results

To further engage UM faculty and staff, the SPCC designed a survey link via Qualtrics to send to approximately 3,000 UM faculty and staff (this includes Mountain campus, Missoula College, and Bitterroot College). The survey was open for 7 days and 475 faculty and staff completed the survey for a sixteen percent response rate. To remain consistent with the questions we asked in the one-on-one interviews, data cards, and quantitative business survey, we asked questions ranging from day-to-day job responsibilities, perceptions about workplace culture, current concerns, and ideas for the future. The following discussion is organized by: 1) demographics of those who took the survey; 2) influential factors in faculty and staff decisions to work at UM; 3) perceptions and experiences at UM; and 4) level of engagement. This report provides a sample of findings. A full list of the responses is at the end of this report.

Demographic Information

Table 1 presents the demographic information for the faculty and staff survey. The majority of participants are white men, much like the business survey. Most respondents are within the ages of 35-64 and are highly educated – 31 percent have a graduate or professional degree and 28 percent have a doctorate. Also, the majority are staff – 60 percent – from the mountain campus. Keep in mind some of the percentages do not equal 100 percent. This is explainable – respondents could select the option – prefer not the answer.

<table>
<thead>
<tr>
<th>Table 1: Demographics for UM Faculty &amp; Staff Survey Survey Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
</tr>
<tr>
<td>Male</td>
</tr>
<tr>
<td>Female</td>
</tr>
<tr>
<td>Age</td>
</tr>
<tr>
<td>18-24</td>
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<tr>
<td>25-34</td>
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<tr>
<td>35-44</td>
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<tr>
<td>45-54</td>
</tr>
<tr>
<td>55-64</td>
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<tr>
<td>65-older</td>
</tr>
<tr>
<td>Job Type</td>
</tr>
<tr>
<td>Faculty</td>
</tr>
<tr>
<td>Staff</td>
</tr>
<tr>
<td>Level of Education</td>
</tr>
<tr>
<td>High School Degree</td>
</tr>
<tr>
<td>College Degree</td>
</tr>
<tr>
<td>Graduate or Professional Degree</td>
</tr>
<tr>
<td>Doctorate Degree</td>
</tr>
<tr>
<td>Race or Ethnicity</td>
</tr>
<tr>
<td>White, non-Hispanic</td>
</tr>
<tr>
<td>African American</td>
</tr>
<tr>
<td>Latino/Hispanic</td>
</tr>
<tr>
<td>American Indian of Alaska Native</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
</tr>
</tbody>
</table>
Decisions to Work at UM
Again, the purpose here is to provide an overview of some of the findings.

Figure 1 graphically illustrates why individuals decided to work for UM. Survey participants were provided a list of statements and were asked to rank their level of agreement with these statements using a 5-point Likert scale (1 = no influence; 5 = a lot of influence). The leading reasons why faculty and staff choose to work at UM are attractiveness of the area, local community, and flexibility of work schedule. The graphic also depicts some of the reasons that were not included (mean score below a 2) in a person’s decision to work at UM: childcare benefits, ability to telecommute, resources for research/creative scholarship/training, or conferences in an employee’s respective field.

Figure 1: Decision to Work at the UM
Amount of influence each statement played in the decision to work at the University of Montana (1=no influence, 5=a lot of influence)
Figure 2 provides findings that explain driving differences between men and women. For example, women’s decision to work for UM was more strongly influenced by competitive benefits, ability to telecommute, and education opportunities than men.

**Figure 2: Gender and Decisions to Work at UM**

<table>
<thead>
<tr>
<th>Question</th>
<th>Gender</th>
<th>Avg. Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competitive benefits</td>
<td>Female</td>
<td>2.9</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>3.1</td>
</tr>
<tr>
<td>Educational opportunities</td>
<td>Female</td>
<td>2.4</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>2.7</td>
</tr>
<tr>
<td>Ability to telecommute</td>
<td>Female</td>
<td>3.4</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Figure 3 examines variations between UM faculty and staff. We are somewhat cautious about these results since 60 percent of our sample is staff. With this said, staff, more than faculty, were drawn to work at UM for competitive benefits. Comparatively, faculty were slightly more inclined to work for UM due to their ability to innovate.

**Figure 3: Faculty and Staff Comparison: Decision to Work**

<table>
<thead>
<tr>
<th>Question</th>
<th>Position</th>
<th>Avg. Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competitive benefits</td>
<td>Faculty</td>
<td>3.2</td>
</tr>
<tr>
<td></td>
<td>Staff</td>
<td>4.1</td>
</tr>
<tr>
<td>Opportunity to innovate</td>
<td>Faculty</td>
<td>3.4</td>
</tr>
<tr>
<td></td>
<td>Staff</td>
<td>3.4</td>
</tr>
</tbody>
</table>

**Perceptions and Experiences**

In addition to deciphering why individuals were drawn and continue to work at UM, we evaluated overall perceptions. Survey participants were asked, “what is your overall perception of the work environment at UM,” and we provided a 5-point Likert scale (1 = not positive; 5 = very positive). Figure 4 illustrates that most respondents (34 percent) are neutral, while (30 percent) are somewhat positive about how they perceive the current UM work environment.
Figure 4: Perceptions, UM Work Environment

Overall perception of the work environment at the University of Montana (1=not positive, 5=very positive)

<table>
<thead>
<tr>
<th>Question</th>
<th>0.0</th>
<th>0.5</th>
<th>1.0</th>
<th>1.5</th>
<th>2.0</th>
<th>2.5</th>
<th>3.0</th>
<th>3.5</th>
<th>4.0</th>
<th>4.5</th>
<th>5.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall perception of the UM work environment</td>
<td>7.3%</td>
<td>23.7%</td>
<td>34.7%</td>
<td>34.7%</td>
<td>30.4%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 5 examines the mean scores for a series of statements where individuals could rate on a scale from 1-5 (1 = strongly disagree; 5 = strongly agree). There is some level of agreement that individuals are held to high levels of professional standards, but there is concern that UM does not provide a mentorship program, opportunities for career advancement or a shared vision between faculty and staff.

Figure 5: UM Experience

In thinking about your own experiences at UM, what is your level of agreement with each of the following statements? (1=strongly disagree, 5=strongly agree)
Table 2 presents additional rationales for perceptions about the UM workplace environment. Individuals on the UM Mountain campus have a slightly higher level of agreement in their job security. The Mountain campus and Missoula College demonstrate a lower level of agreement for a shared vision between faculty and staff in comparison to Bitterroot College.

<table>
<thead>
<tr>
<th>Question Type</th>
<th>Mean Score for Mountain Campus</th>
<th>Mean Score for Missoula College</th>
<th>Mean Score for Bitterroot College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job security</td>
<td>3.60</td>
<td>3.16</td>
<td>3.27</td>
</tr>
<tr>
<td>Shared vision between faculty and staff</td>
<td>2.50</td>
<td>2.69</td>
<td>3.33</td>
</tr>
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</table>

**Engagement**

Figure 6 shows that UM faculty and staff are somewhat engaged in service activities across campuses.

**Figure 6: Level of Engagement**

What is your level of engagement with campus service activities?
(1=not engaged, 5=very engaged)
Faculty/Staff Survey Responses Per Question

1. Please use the following scale: 1 (no influence) to 5 (a lot of influence) in your decision to work for the University of Montana

**Job Security**
- No influence or little influence: 19.9%
- Moderate influence: 22.7%
- Much Influence or a lot of Influence: 57.4%

**Competitive Benefits**
- No Influence or little Influence: 16.9%
- Moderate influence: 20.6%
- Much Influence or a lot of Influence: 62.5%

**Local community**
- No Influence or little influence: 12.8%
- Moderate influence: 16.3%
- Much Influence or a lot of influence: 70.9%

**Identify with the mission of the University**
- No Influence or little influence: 22.8%
- Moderate influence: 25%
- Much Influence or a lot of influence: 52.2%

**Future opportunities for advancement**
- No Influence or little influence: 40.1%
- Moderate influence: 22.4%
- Much Influence or a lot of influence: 37.5%

**Flexibility of work schedule**
- No Influence or little influence: 13.5%
- Moderate influence: 21%
- Much Influence or a lot of influence: 65.5%

**Ability to innovate**
- No Influence or little influence: 19.3%
- Moderate influence: 22.5%
- Much Influence or a lot of influence: 58.2%

**Competitive salary**
- No Influence or little influence: 51.8%
- Moderate influence: 17.4%
- Much Influence or a lot of influence: 30.8%

**Autonomy or ability to provide input for decisions**
- No Influence or little influence: 22.6%
- Moderate influence: 20.6%
- Much Influence or a lot of influence: 56.8%

**Ability to telecommute**
- No Influence or little influence: 62.9%
- Moderate influence: 18.3%
- Much Influence or a lot of influence: 18.9%

**Resources for research/creative scholarship/training/conferences in your field**
- No Influence or little influence: 49.6%
- Moderate influence: 20.6%
- Much Influence or a lot of influence: 29.8%

**Childcare benefits**
- No Influence or little influence: 83.3%
- Moderate influence: 10%
- Much Influence or a lot of influence: 6.7%

**Educational opportunities**
- No Influence or little influence: 38%
- Moderate influence: 23.6%
- Much Influence or a lot of influence: 38.4%

**Attractiveness of living in the area**
- No Influence or little influence: 13.5%
- Moderate influence: 14.1%
- Much Influence or a lot of influence: 72.3%

2. On a scale from one (not positive) to 5 (very positive), what is your overall perception of the University of Montana? (circle one from below).

   1 (7.3%)
   2 (23.7%)
   3 (34.7%)
   4 (30.4%)
   5 (3.9%)

3. In thinking about your own experiences at UM, what is your level of agreement with the following statements on a scale from one (strongly disagree) to 5 (strongly agree):

**I have adequate financial support for professional Development**
- Strongly Disagree or Disagree: 45.3%
- Neutral: 21.8%
- Agree or Strongly Agree: 32.9

**There is support for new employees**
- Strongly Disagree or Disagree: 44.4%
- Neutral: 27.7%
- Agree or Strongly Agree: 27.9%

**I have the ability to address an issue with leadership [chair, dean, provost, manager]**
- Strongly Disagree or Disagree: 29.2%
- Neutral: 25.2%
- Agree or Strongly Agree: 45.6%

**I have a mentor for my current position**
- Strongly Disagree or Disagree: 51.1%
- Neutral: 17%
- Agree or Strongly Agree: 31.8%

**Faculty and Staff have a shared vision**
- Strongly Disagree or Disagree: 50.8%
- Neutral: 28.3%
- Agree or Strongly Agree: 20.9%

**I am held to high professional standards for the work I do**
- Strongly Disagree or Disagree: 8.1%
- Neutral: 13.8%
- Agree or Strongly Agree: 78.1%

**My performance evaluations are held in a professional manner**
- Strongly Disagree or Disagree: 15.2%
- Neutral: 24.8%
- Agree or Strongly Agree: 60%

**I believe there is an atmosphere of trust and respect within the University**
- Strongly Disagree or Disagree: 50.1%
- Neutral: 24.8%
- Agree or Strongly Agree: 25.1%
I receive constructive feedback in order to improve my job performance
Strongly Disagree or Disagree: 27.5%
Neutral: 24.3%
Agree or Strongly Agree: 48.2

4. What one idea would make the University of Montana distinctive? Please use the space provided below to answer. This answer was a fill in the blank. We used NVivo (qualitative software) to produce word count (most used), and word tree/cloud to provide a graphical illustrations of these statements.

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<th>Count</th>
<th>Weighted Percentage (%)</th>
<th>Similar Words</th>
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<tr>
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<td>55</td>
<td>1.44</td>
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<tr>
<td>collaboration</td>
<td>18</td>
<td>0.47</td>
<td>collaborate, collaboration, collaborations, collaborative</td>
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</table>
is Diversity in academia, management
see more collaboration between faculty
consistent advising structure across campus
of working in higher education
towards all employees and students
/ harassment needs serious attention, from
/ Specialists: strong co - governance between
between administration, faculty, staff
effectively communicated to employees
and respect towards all stakeholders (faculty, staff, administrators)
support our staff, faculty
and staff who prey on College 's course for all new
Designing your life would help
_direction! Stop cutting classes - the exceptional liberal arts college where attended had more opportunities
Better overall customer service
new employees More aid
place running. tailored recruitment
quality education & high standards
SA staff actually do
getted specifically to Native Americans
are popular among high school
comprehensive recruiting of
in the summer months when limit our ability to attract
Missoula College's different campuses, different
crude to - grave analysis of in a year's worth of our mission to serve of revamping recruitment and retaining educational resources could serve
more online course for the best performance I would like students Too many of can get out of state recruitment with limited funds, but making new sub - set of prospective that UM represents to purpose of our existence, teaching push to accept and retain that are seek out by that have high contact with that we can follow, international the current market for undergraduate the recruitment process of potential the same ultimate goal - get is no longer appealing more funding to adapt on providing quality education place that is dedicated who are always mean to 14,000 including grad to see science and math valuing staff and staff valuing

- not one class. Greater emphasis
- Administrators brave enough to create & community Look at drawbacks of
at UM UM employees receive
and events. Equitable salaries for to creating / developing programs
different data. Full time provide great education. Competitive salary staff, faculty, and administration. Failing Add engineering to benefit science Forms that UM uses are
Highly trained - Generals / Specialists Strong http://nyselms/2018/7 http:

I think budgets for academic this is suffering
would like to see
In all my years never
Incoming junior faculty should be
more emphasis on international interdisciplinary Students should be included when Too many of our students
UM needs clearer communication and are not an unnecessary need teachers, not administrators.

/faculty - not on marketing a
A staff advocate. HIS does
and faculty and yet they staff so that there are mostly gone. A parking simply unprepared. Equal pay clearly not ready for college enrolling in a distance learning feel wanted should be our first no exceptions. Career ladder then to all incoming for sex. Re - balance the from their entry as freshman here for summer, many would improved student application process. We Interdisciplinary majors. A desk to learn to write and are Longer paid maternity leave. Use needs). Since all the departments New administrative leadership in Main not show casing the mountains notice & go to boozeman. Offer persist with good advising. A should be included when making starting in middle school, until taught how to write clearly That the staff of Broadcast thousands of every year More draw them here. Not employees / leadership. Seastim big
to get some of the to know each improve quality of student want. Nursing be its OWN who struggle to pay tuition.
Better communication across all departments
open / honest communications between stakeholders
co - governance between students, staff,
systems to support our year.
Common vision between administration
flags, other displays. That scaling back dependence on
advising. A prof adviser high contact with students
of student body, staff, about it. Have
staff, more involvement of
and international initiatives taken by
would like the relationship
between budget cuts have caused marketable
civic / social engagement and for
colleges, departments, etc. cross - training
development and advancement for research
education & standards for students /
staff / development / development of staff. Make
faculty for prof. development. Senior
- career professors - More support
- wide venue - More opportunity
athletics. Several small forums improve - increased leadership training
that works. Enough funding
for staff. Start filling vacant
positions. Greater security to non - tenured
I wish that everyone (all
implement existing components of coursework
job after graduating. Quality collaboration
More funding opportunities for
junior to attract students - incoming
mandatory training for supervisors, esp.
More frequent, honest communication with
needed, but only for productive
flexibility in the types
of future. A larger magnitude of
policies and stand up to
targeted hiring of Native American
teaching, with staff and especially
A program to get
and are mentored by
making Punish and present
parking for more
transparent evaluation system
like to see
that
would like to see
to the Chair, SUPPORT your
employers. Nice to see
the extensive work that
units so that tenure - track
university we would encourage our
5. Please select one option for the list below that best reflects your gender.
- Female (58.8%)
- Male (31.4%)
- Prefer to self-describe (please specify) (1%)
- Prefer not to answer (6.6%)

6. I am:
- Faculty (38.2%)
- Staff (59.6%)
- Prefer not to answer (2.2%)

7. My highest level of education is (check one from the list below):
- High School Diploma (1.6%)
- Some college (7.6%)
- Bachelor’s degree/4 year college degree (26.6%)
- Master’s degree (28.8%)
- Professional degree (e.g. law degree) (2.8%)
- Doctorate degree (28.2%)
- Prefer not to answer (2.0%)

8. My age range is (check one from the list below):
- 18 to 24 (2.9%)
- 25 to 34 (16.9%)
- 35 to 44 (26.2%)
- 45 to 54 (24.8%)
- 55 to 64 (24%)
- 65 or older (5.2%)

9. What is your race or ethnic background? (check all that apply)
- White, non-Hispanic (85.8%)
- African American (0.2%)
- Latino/Hispanic (1.2%)
- American Indian or Alaska Native (3%)
- Asian or Pacific Islander (1.2%)
- Other (0.4%)
- Prefer not to answer (8.6%)