

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 1: Demographics for UM Faculty & Staff Survey
Survey Respondents**

| | | |
|---------------------------|----------------------------------|------|
| Gender | | |
| | Male | 59% |
| | Female | 32% |
| Age | | |
| | 18-24 | 3% |
| | 25-34 | 17% |
| | 35-44 | 26% |
| | 45-54 | 25% |
| | 55-64 | 24% |
| | 65-older | 2% |
| Job Type | | |
| | Faculty | 38% |
| | Staff | 60% |
| Level of Education | | |
| | High School Degree | 2% |
| | College Degree | 35% |
| | Graduate or Professional Degree | 31% |
| | Doctorate Degree | 28% |
| Race or Ethnicity | | |
| | White, non-Hispanic | 85% |
| | African American | 0.2% |
| | Latino/Hispanic | 1% |
| | American Indian or Alaska Native | 3% |
| | Asian or Pacific Islander | 1% |

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)

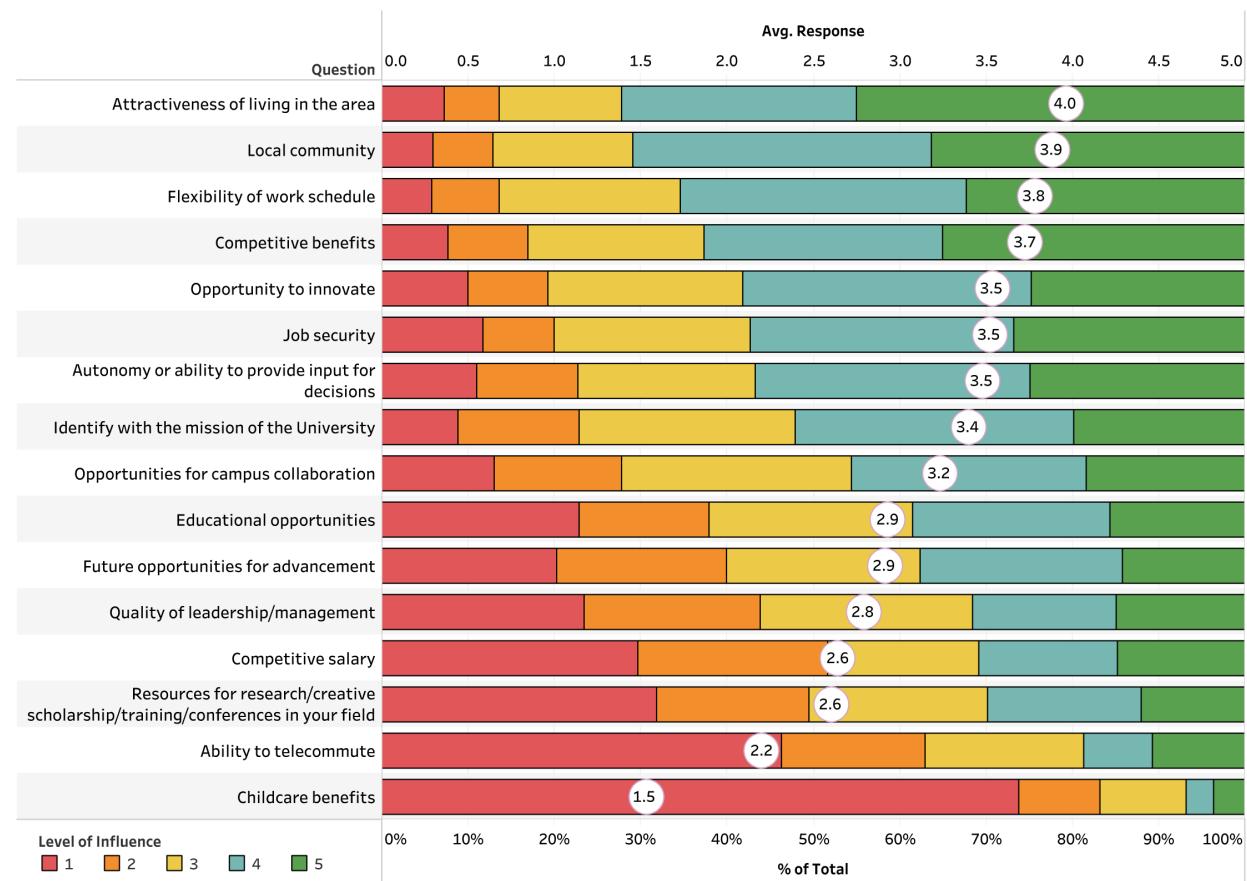


Figure 2 provides findings that explain driving differences between men and women. For example, women's decision to work for UM was more strongly influenced by competitive benefits, ability to telecommute, and education opportunities than men.

Figure 2: Gender and Decisions to Work at UM

Significant statements by gender (1=no influence, 5=a lot of influence)

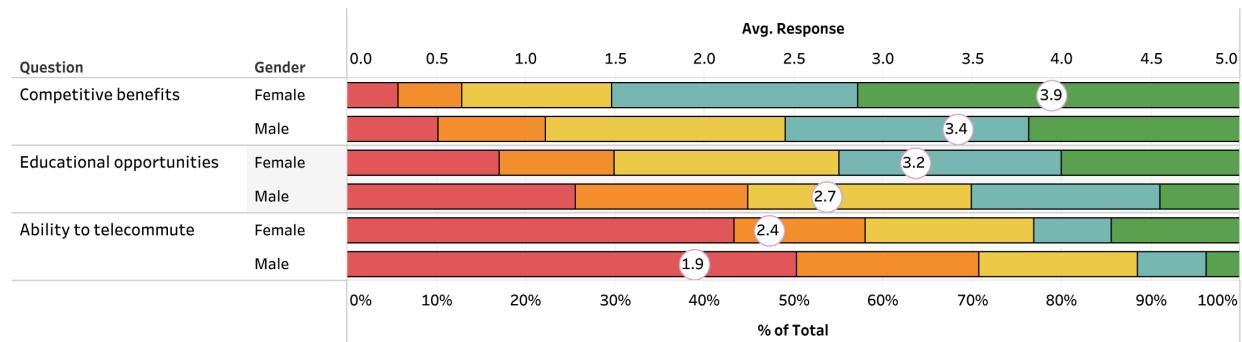
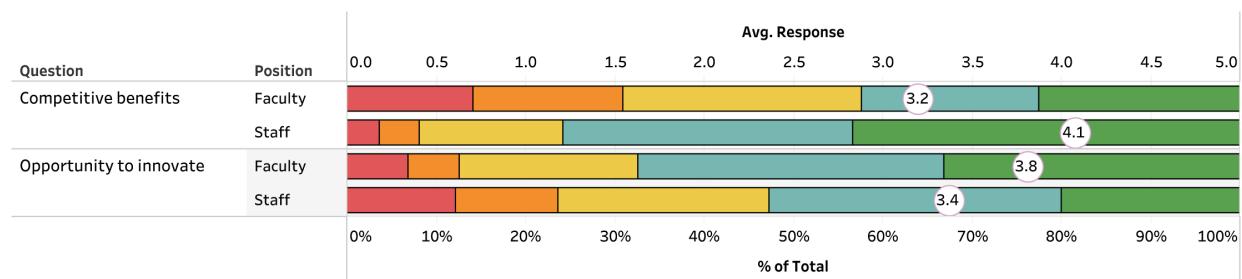


Figure 3 examines variations between UM faculty and staff. We are somewhat cautious about these results since 60 percent of our sample is staff. With this said, staff, more than faculty, were drawn to work at UM for competitive benefits. Comparatively, faculty were slightly more inclined to work for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

Figure 3: Faculty and Staff Comparison: Decision to Work

Significant statements by position (1=no influence, 5=a lot of influence)



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)

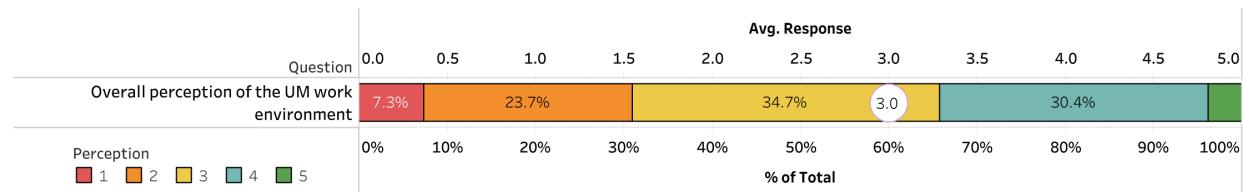


Figure 5 examines the mean scores for a series of statements where individuals could rate on a scale from 1-5 (1 = strongly disagree; 5 = strongly agree). There is some level of agreement that individuals are held to high levels of professional standards, but there is concern that UM does not provide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

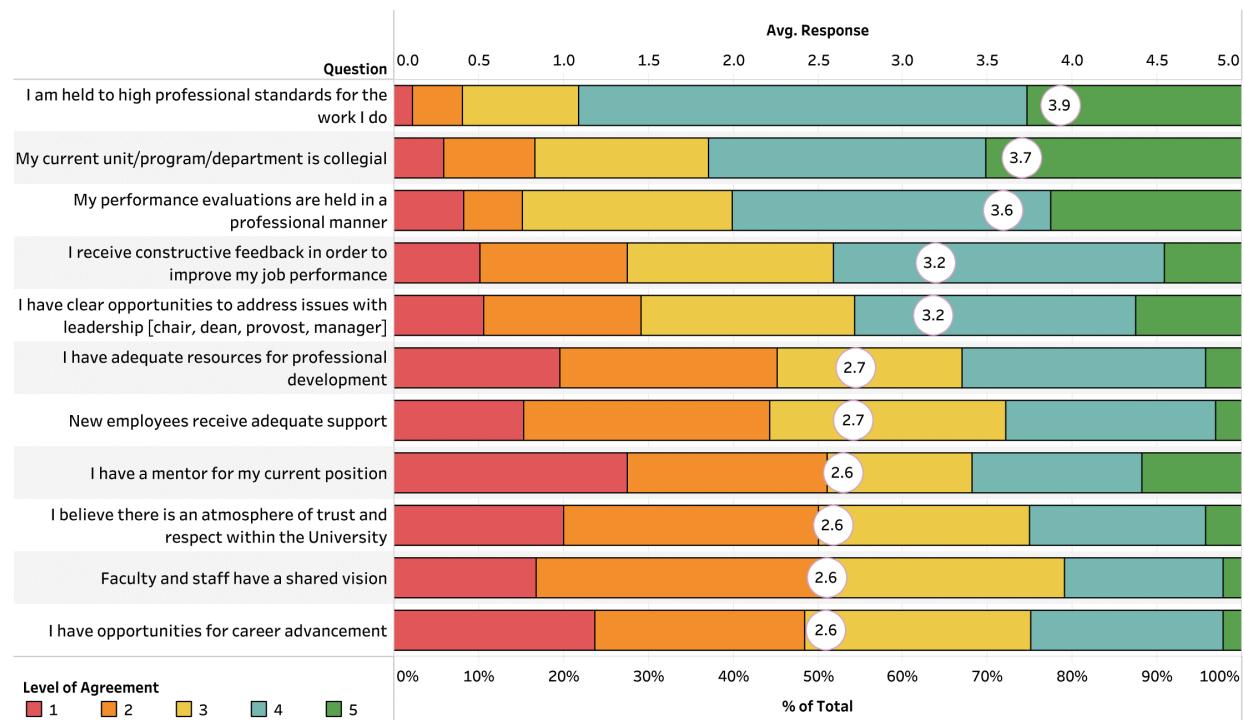


Table 2 presents additional rationales for perceptions about the UM workplace environment. Individuals on the UM Mountain campus have a slightly higher level of agreement in their job security. The Mountain campus and Missoula College demonstrate a lower level of agreement for a shared vision between faculty and staff in comparison to Bitterroot College.

Table 2: Campus Comparisons

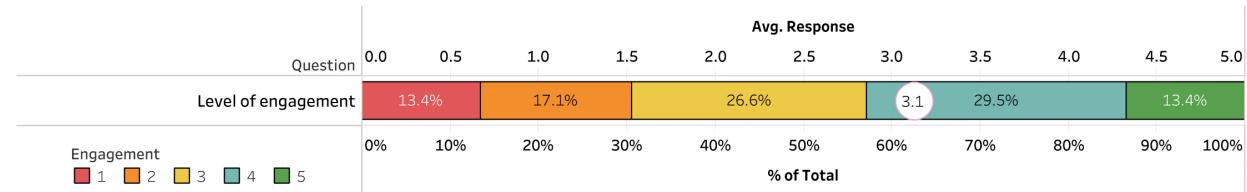
| Question Type | Mean Score for Mountain Campus | Mean Score for Missoula College | Mean Score for Bitterroot College |
|---|--------------------------------|---------------------------------|-----------------------------------|
| Job security | 3.60 | 3.16 | 3.27 |
| Shared vision between faculty and staff | 2.50 | 2.69 | 3.33 |

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.

| Word | Count | Weighted Percentage (%) | Similar Words |
|----------------|-------|-------------------------|--|
| students | 82 | 2.14 | student, students |
| staff | 58 | 1.52 | Staff |
| faculty | 55 | 1.44 | Faculty |
| campus | 35 | 0.92 | campus, campuses |
| administration | 34 | 0.89 | administration, administrative, administrators |
| departments | 33 | 0.86 | department, departments |
| better | 31 | 0.81 | better, betterment |
| communication | 31 | 0.81 | communicate, communicated, communication, communications, communities, community |
| university | 31 | 0.81 | universities, university |
| programs | 27 | 0.71 | program, programming, programs |
| academic | 26 | 0.68 | academic, academics |
| support | 26 | 0.68 | support, supported, supporting |
| increases | 24 | 0.63 | increase, increased, increases, increasing |
| budgets | 22 | 0.58 | budget, budgeting, budgets |
| employees | 21 | 0.55 | employee, employees |
| funds | 20 | 0.52 | funded, funding, funds |
| improve | 20 | 0.52 | improve, improved, improvement |
| opportunities | 19 | 0.50 | opportunities, opportunity |
| recruitment | 19 | 0.50 | recruit, recruiting, recruitment |
| collaboration | 18 | 0.47 | collaborate, collaboration, collaborations, collaborative |

Text Search Query - Results Preview

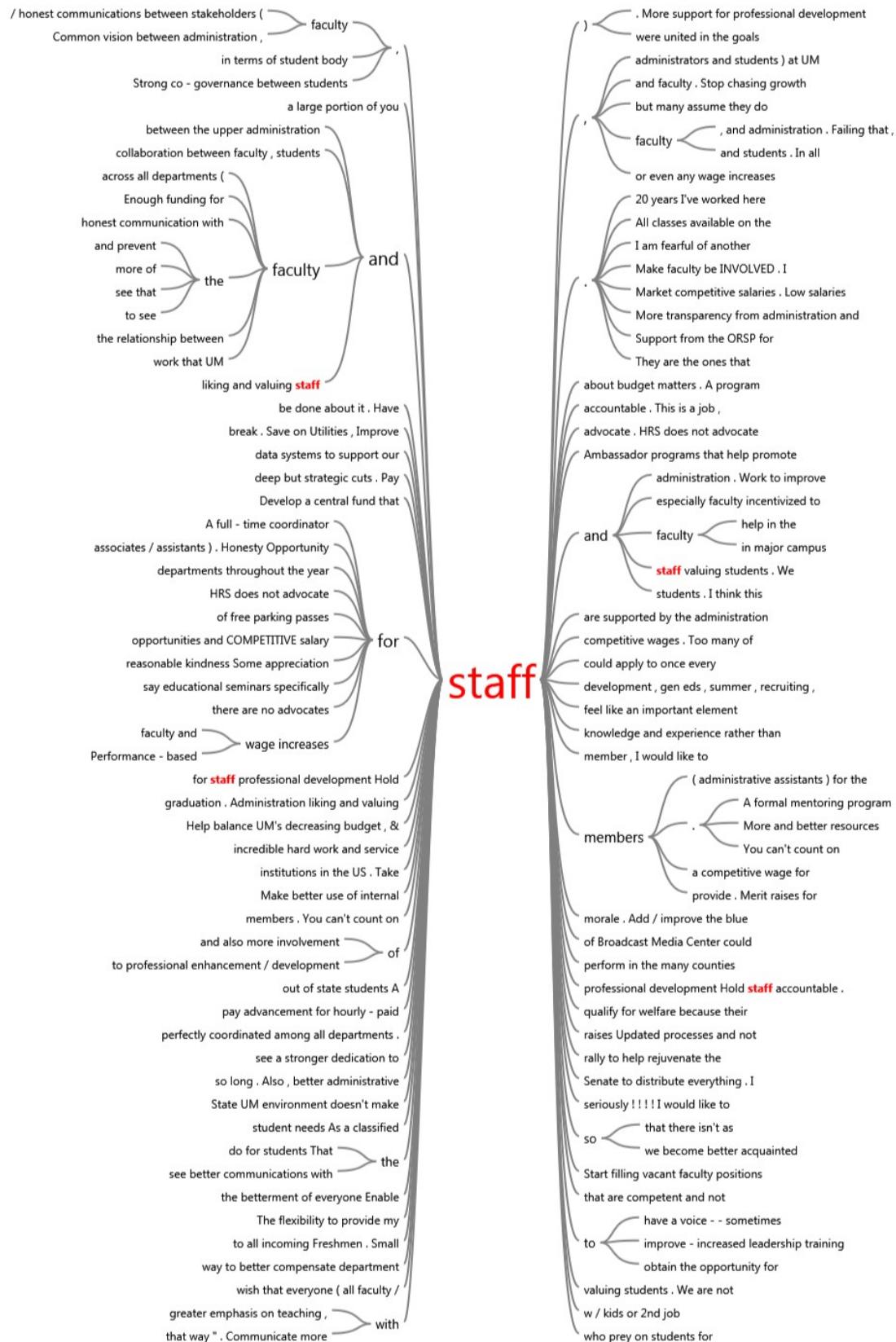
is Diversity , in academia , management
 see more collaboration between faculty
 consistent advising structure across campus
 of working in higher education
 towards all employees and **students**
 / harassment needs serious attention , from
 / Specialists . Strong co - governance between
 between administration , faculty , staff
 effectively communicated to
 respect towards all
 stakeholders (faculty , staff , administrators
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 and staff who prey on
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 attended had more opportunities
 Better overall customer service
 new employees More aid
 place running . tailored recruitment
 quality education & high standards
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 geared specifically to Native American
 are popular among
 comprehensive recruiting of
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 limit our ability to attract
 Missoula College's - different campuses , different
 cradle - to - grave analysis
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 Add engineering to benefit science
 Forms that UM uses are
 Highly trained Generalists / Specialists . Strong
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 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
 We are not an unnecessary
 need teachers , not administrators .

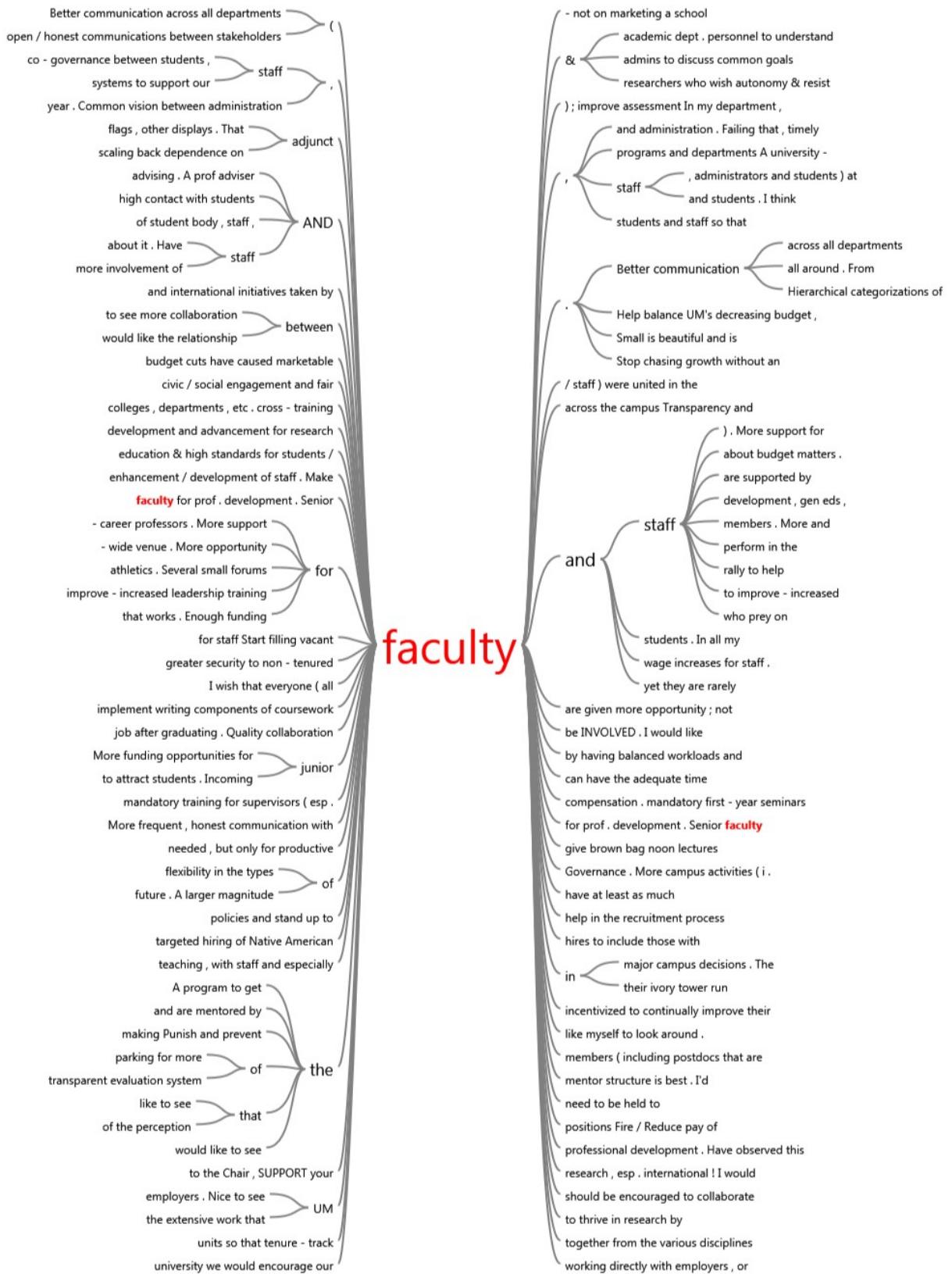
/ faculty - not on marketing a
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 and faculty and yet they
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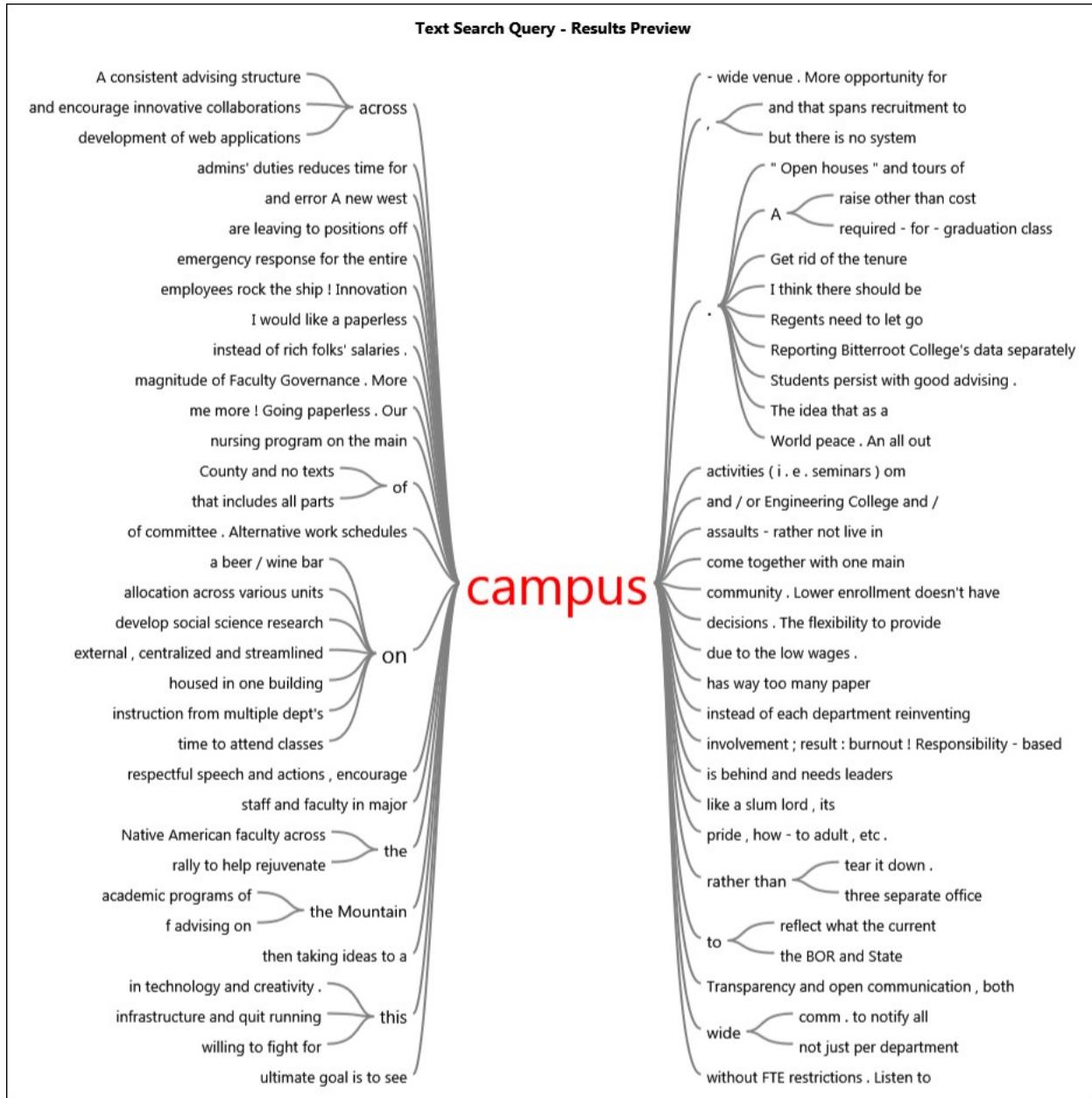
students

Text Search Query - Results Preview



Text Search Query - Results Preview





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%)