

University of Arizona Millennium Project Phase II Description

Introduction

The aim of the Millennium Project is to enhance the development of an institutional culture at the University of Arizona (UA) that fosters productivity, creativity and excellence. The project supports the University's goal of achieving an enabling academic climate that will allow all faculty, staff, and students to be productive and unhindered by any impediments due to considerations of gender, race/ethnicity, or any other reason.

As a Research I, land-grant, public university, with over 1600 instructional faculty, 7500 staff and appointed personnel, and 34,000 students, the University of Arizona represents a large-scale model of the challenges facing higher education in building a University community that honors the contributions of all of its members. The first phase of the Millennium Project examined the situation of faculty in all colleges at the university. Phase II of the Project examines issues related to both Classified Staff and year-to-year, Appointed Personnel, addressing quality of work life issues for staff members who are usually ignored in higher education scholarship.

Project Background

The work of the Millennium Project Phase II was prompted by the recognition that Classified Staff and Appointed Personnel play a major supporting role in helping the University of Arizona achieve its goal of academic excellence. While other studies have looked at student issues at the university, and Millennium I looked at faculty issues, there have been few focused efforts to gather information from Staff and Appointed Personnel about their issues regarding climate, working conditions, satisfaction, and morale. There are over 7500 total employees in these two categories; thus, gathering data on their experiences will contribute to a broader understanding of the University of Arizona as a workplace for all employees.

Commissioned by President Peter Likins, the Millennium Project, Phase II is supported by the Commission on the Status of Women (CSW). The Project was internally funded by the President's office and CSW. The collaborative leadership for the Project has been provided by Project Director Linda Johnsrud (University of Hawaii at Manoa) and Project Co-Chairs Diane Perreira and Kathleen Miller. The Steering Committee consisted of the two Co-Chairs; Myra Dinnerstein, Co-Chair, Millennium I; Timothy Jull, Past President, Appointed Personnel Organization Council (APOC); and Lisa Wakefield, President, Staff Advisory Council (SAC). Lynn Inoshita (University of Hawaii at Manoa) and Jeni Hart (formerly of UA) served as Project Assistants. The University Advisory Board, comprised of representative stakeholders from throughout the university, supported the overall development of the Project (see the inside back cover of this report for a list of the Millennium Project University Advisory Board members). In addition, the Millennium Project relied upon the expertise of other local colleagues who provided their input and support.

The Millennium Project Community Advisory Board included Esther Capin, former Arizona Regent; Marty Cortez, President, UA Hispanic Alumni Club; Judy Gignac, former Arizona Regent; Shirley Kiser, Coordinator, 4thR Partners-in-Education, Tucson Unified School District; Dr. John Schaefer, former UA President; Dr. Noelia Vela, President, Pima Community College-Downtown Campus; and Dr. Laurel Wilkening, retired Chancellor UC, Irvine.

Project Overview

In September 2001, the Project Director met with the steering committee, advisory boards, administrators, and representatives of key groups (such as CSW, SAC, APOC) to gather initial information for the design of the project. A large-scale survey project was determined to be the best way to generate data that would represent the breadth of the employees involved. In November 2001, Appointed Personnel and Classified Staff in different job categories participated in facilitated discussions to identify issues and topics to be covered on the survey. A first draft of the survey was piloted by a stratified sample of Classified Staff and Appointed Personnel in February 2002. The final draft of the survey was mailed out to the entire population in April 2002. Nearly 4000 surveys were returned, and the data were entered into a database and analyzed by the Project Director. Based upon the findings, specific recommendations were made to enhance the quality of work life for Classified Staff and Appointed Personnel.

Conceptual Grounding of the Study

An underlying assumption of this study is that organizations have a profound impact on the people who work within them. The rules, regulations, systems, and patterns of interaction that evolve within the organization influence the behavior, the satisfaction, and the morale of employees. Organizational theorists vary in their attempts to explain attitudes and behavior within the organization. For example, in a classic case study of an organization, Kanter (1977) asserts that behavior in organizations is a function of the structural characteristics of that organization. She argues that structure shapes the individual response and the response reinforces the structure. Given this perspective, when problems or conflicts arise, the solution is often to restructure. When the focus of the organization is on the structure, problems are addressed by examining rules, regulations, roles, responsibilities, and mechanisms for coordination and control (Bolman and Deal, 1997).

In contrast to this emphasis on structure, Cohen and Prusak (2001) argue that the inherently social nature of work is too often ignored in efforts to understand the effectiveness of an organization. They underscore the importance of the connections among people, the trust, mutual understanding, and shared values and behavior, and argue that these are the dimensions that bind humans together, enable them to do good work, and enhance loyalty to an organization. Given this perspective, when problems or conflicts arise, the solutions tend to focus on the human resources in the organization. When the emphasis is on people, problems are addressed by training, mentoring, rotation, promotion, and/or dismissal (Bolman and Deal, 1997).

These perspectives have relevance for higher education organizations, especially for institutions like the University of Arizona that have made a commitment to improving the work lives of faculty and staff. No one perspective solves all the problems, but attending to both organizational structures and human resources is critical to the health and vitality of the University. Examining the rules, regulations, and systems that have an impact on the members of the organization is an important place to start. Ensuring that all employees have the skills they need to succeed in their jobs and a respectful climate in which to work is equally important.

Related Literature

Of the total personnel employed in institutions of higher education, faculty comprises 35 percent and executive/administrative/managerial staff comprises 5 percent (NCES, 1999). The other 60 percent include all those whose work supports the primary academic mission of the institution. We know far more about the 40 percent than we do the 60 percent who provide the support services. Thus, the research and literature relevant to members of the Appointed Personnel and Classified Staff is relatively thin.

A small body of work focuses on midlevel administrative staff which is roughly analogous to the Appointed Personnel at UA. The midlevel administrative staff is typically defined as those employees who hold non-academic positions below the dean's level and may be classified as administrators, professionals, and technical staff members (Johnsrud, 2002). These employees are typically defined by the administrative unit in which they work: academic support, student development and activities, external affairs, and business/administrative services. This group includes the numerous advisors, technicians, and professional staff who work to support the primary missions of the institution.

The first comprehensive work conducted on midlevel administrators was aptly entitled *Lords, Squires and Yeomen: Collegiate Middle Managers and Their Organizations* (Scott, 1978). This work raised the issues that continue to surround these staff members: the midlevel nature of their roles, their considerable responsibility, their lack of authority, and the limits on their mobility and advancement. Recent efforts to study administrative staff have examined the quality of their work lives in relationship to such attitudinal outcomes as morale. For example, Johnsrud & Rosser (1999), in an examination of midlevel administrators employed in a ten campus system, sought to identify those work-related issues that explain the morale of administrators. They define morale as the level of well-being individuals or groups experience in reference to their work life. The findings indicated that perceptions regarding recognition, discrimination, external relations, and mobility explain the morale of midlevel administrators. The authors conclude that these are issues that institutions can address if they wish to enhance the overall morale of these staff members.

Attitudinal outcomes such as satisfaction, morale, commitment, and stress are considered important for their own sake, but the importance is often tied to the belief that these attitudes affect behavior (Johnsrud, 2002). Researchers speculate that such dispositions

are related to the performance and/or turnover of administrators, but there is little empirical data to confirm these relationships. One recent exception is an analysis of the intent to leave of midlevel administrators that included perceptions of work life and morale (Johnsrud, Heck, & Rosser, 2000). These findings suggest that how individuals perceive the quality of their work lives has a direct impact on their morale, and their morale has a direct impact on their intention to leave their institution.

Work relevant to members of the Classified Staff is even sparser than that on Appointed Personnel. In 1997, the National Education Association conducted a national random survey of support personnel in higher education to learn more about their work lives, job satisfaction, and concern about their jobs (Johnsrud, 1999; 2001). Respondents included nine job groups of support personnel: transportation, trades, technical, clerical, paraprofessional, health/student services, food, security, and building/grounds. The survey results indicated that these groups had a fairly positive view of their work lives. The majority of the respondents expressed high levels of satisfaction with their jobs, health/safety on the job, and the kind and amount of work they do. The majority also reported satisfaction with job security (although 28 percent called downsizing and layoffs major concerns), job fulfillment, freedom, and benefits, as well as support received from local associations, the faculty, and supervisors. Members of these job groups reported dissatisfaction with wages and opportunities for training and promotion. The lack of opportunities for promotion and advancement and the perception that wages did not reflect changes in their jobs were of most concern.

The results of this national survey are important and provide broad baseline data regarding issues of concern to support personnel. It is equally important to conduct local studies. Individual campuses need to measure the experiences and perceptions of support personnel in order to determine the quality of their work lives and to address those issues that are of most concern.

Method

The design of the study relied on the dissemination of two survey instruments designed by the Project Director to reflect the work life concerns of the two populations, Classified Staff and Appointed Personnel. The validity of such instruments is dependent upon the care with which items are selected as appropriate. Thus, items for the instruments were generated and refined with the assistance of a series of discussion groups and a piloting of the draft instruments. A second concern in survey research is an adequate and honest response. Three consecutive mailings were used to maximize the response, and great effort was made to assure all respondents that their individual responses would be held in absolute confidence. Aspects of the design are detailed below.

Discussion Groups

In order to design questionnaires that would be relevant to UA personnel, a series of discussion groups were held to identify issues of concern to Classified Staff and Appointed Personnel. The groups included a broad cross section of employees in five job

categories: professional non-faculty, paraprofessional and technical, administrative support and clerical, skilled crafts, and service and maintenance. Key groups involved in the Project, including SAC and APOC executive committees, CSW Chairs, and the University Advisory Board, submitted names of possible participants from the five job categories. The steering committee and project assistant reviewed the lists and added additional names as necessary to ensure that representation was inclusive by gender, race/ethnicity, job categories, and administrative unit. Participants received an invitation indicating the general areas to be covered and assuring that participation was voluntary (Appendix 9).

The Project Director and Project Assistants conducted seven discussion groups on the main campus and two off-campus. The Director provided a handout explaining the project (Appendix 10) and facilitated the discussion by asking for comment on a number of issues that are recognized in the literature as relevant to classified staff and support personnel (the discussion protocols are included in Appendices 11 & 12). Time was also given to generating issues that were specific to the University of Arizona. The Project Assistants took notes on the substance of the meetings; no recordings were made and no names were associated with specific comments in the notes. The information gathered in the discussion groups was summarized and scanned to generate specific items to be included in the questionnaires designed for the Project.

Instrumentation

Two surveys were developed by the Project Director, one for Classified Staff and one for Appointed Personnel. Copies are included in Appendices 13 and 14. The items were drawn from the literature relevant to the experiences of support staff on college and university campuses as well as from the specific comments made by the UA employees who participated in the discussion groups.

Six broad dimensions of work life were identified: career and skill development, leadership and supervision, evaluation and recognition, department relations, working conditions, and external relations. Approximately 70 items were included to address these six dimensions. Respondents were asked to indicate both their satisfaction regarding a given item and the importance they attached to the item. Respondents indicated on Likert-like scales the degree of their satisfaction (-2=not satisfied, 0=neutral, and +2=very satisfied) and the importance of the item (1=not important to 5=very important). A number of statements were also included to determine the level of satisfaction respondents have with their jobs and the level of their morale regarding their experience as employees of the University of Arizona. Respondents agreed or disagreed with the statements (-2=strongly disagree, 0=neutral, +2=strongly agree) and indicated an overall level of satisfaction and morale (1=low, 5=high). Future plans were also elicited by asking respondents to indicate how likely they were to leave the UA, to leave their positions, to retire, and to seek promotion or transfer (1=not at all likely, 5=very likely).

Respondents were also asked to indicate whether they had experienced harassment and/or discrimination in regard to their gender, race/ethnicity, sexual orientation, age, disability,

national origin, and veteran status. They were asked to indicate on a scale the frequency with which they had experienced harassment and discrimination (1=never to 5=very frequently).

Finally, a number of questions seeking demographic information (such as gender, race/ethnicity, pay range, job category, years in position) were included to enable the investigators to determine 1) whether the survey respondents were representative of the population, and 2) whether perceptions of work life differed by demographic groups. In order to allow for comparisons with the University's data regarding the population, the same racial/ethnic categories were used on the instrument as are used for UA reporting purposes. Thus, for example, groups such as African-Americans are a subset of the category "Black, non-Hispanic"; Japanese-Americans and Filipino-Americans are subsets of the category "Asian or Pacific Islanders."

Respondents were also encouraged to add additional sheets to the survey for their comments. The final instrument for Classified Staff was also translated into Spanish to enable all employees to respond (54 members of the Classified Staff responded to the Spanish version).

Piloting the Survey Instrument

A stratified random sample of Classified Staff and Appointed Personnel were drawn to pilot the survey instrument (n= 20, 7 AP, 13 CS). A copy of the letter to the pilot group is included in Appendix 15. They were asked to respond to each item, to circle any item that was not clear, and to make notes in the margins regarding any item or demographic question. Their responses were compiled and appropriate changes were made to the instruments.

Human Subjects Protection

All members of the project team (the Project Director, the Co-Chairs, and the project assistants) successfully completed the Rochester Program, "Protecting Study Volunteers in Research," which is required by the University of Arizona to be certified in human subjects protection. Approval was sought and obtained from the UA Institutional Review Board for both phases of the study: the discussion groups used to generate items for the survey instruments, and the design and dissemination of the survey instruments. (Copy of the Project Approvals are included in Appendix 16).

Population and Data Collection

Surveys were mailed to all members of the Classified Staff and year-to-year non-faculty and non-executive Appointed Personnel with at least a .2 FTE as of March 2002, who had not been included in the Millennium Project, Phase I. A letter from President Likins inviting all support personnel to participate in the study was included in the mailing (Appendix 17).

It was decided to conduct a population study rather than draw a random sample of participants in order to provide every member of the two groups an opportunity to respond. The surveys were coded in order to allow for subsequent mailings to improve the response rate. The coding was on the return envelope so that once the respondent's name was checked off the master list, the envelope was destroyed, and the name and code number were not associated with an individual response. A series of three mailings were conducted in spring 2002 (second and third mailing cover letters in Appendices 18 & 19.) The number and percentage of responses to each mailing are indicated in Table 1.

Table 1. Number and Percent of Responses to the Millennium II Survey

	Population	Returns			Response Rate (%)
		1 st mailout # (%)	2 nd mailout # (%)	3 rd mailout # (%)	
Appointed Personnel	1634	488 (29.9)	118 (7.2)	220 (13.5)	826 (50.6)
Classified Staff	5892	2011 (34.1)	373 (6.3)	747 (12.7)	3131 (53.1)
Grand Total	7526	2499 (33.2)	491 (6.5)	967 (12.8)	3957 (52.6)

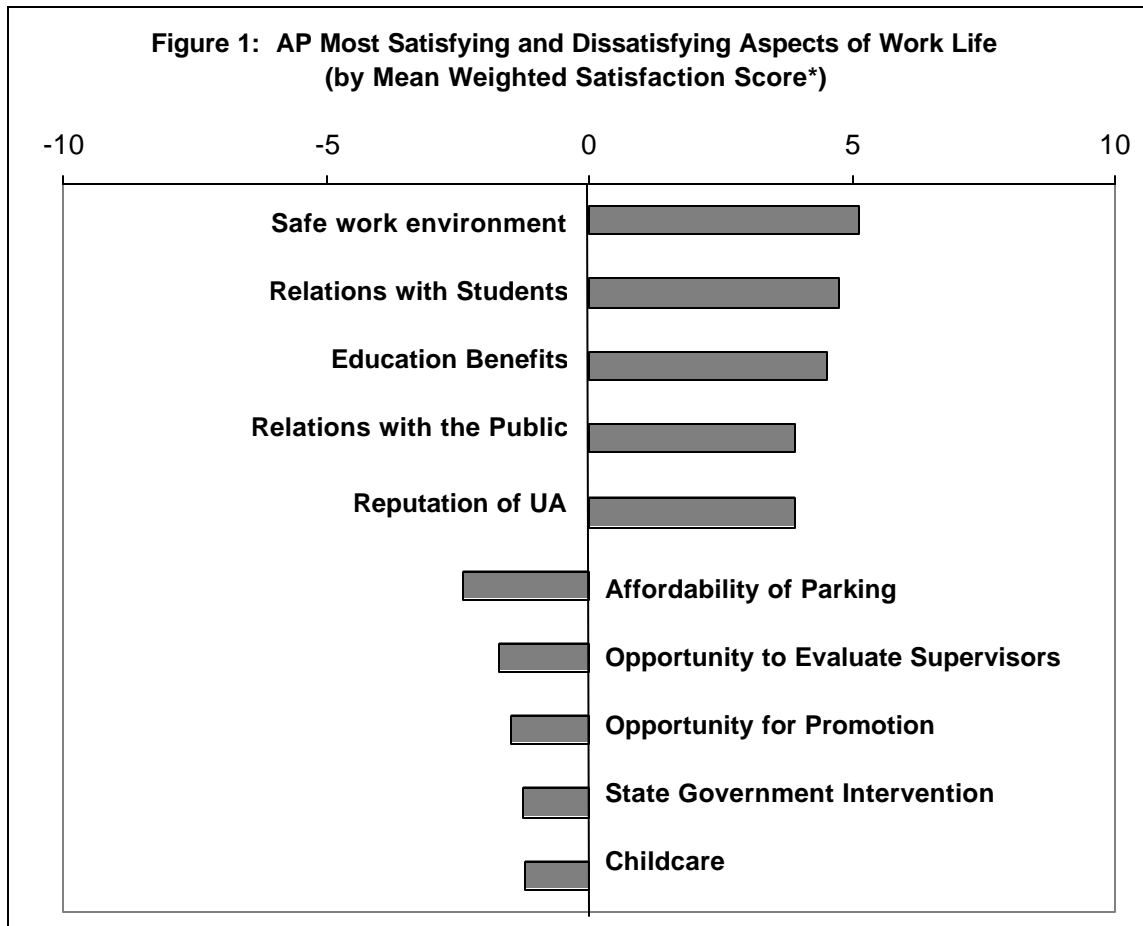
Analyses

A quantitative analysis was conducted to describe the population and to answer the following specific questions:

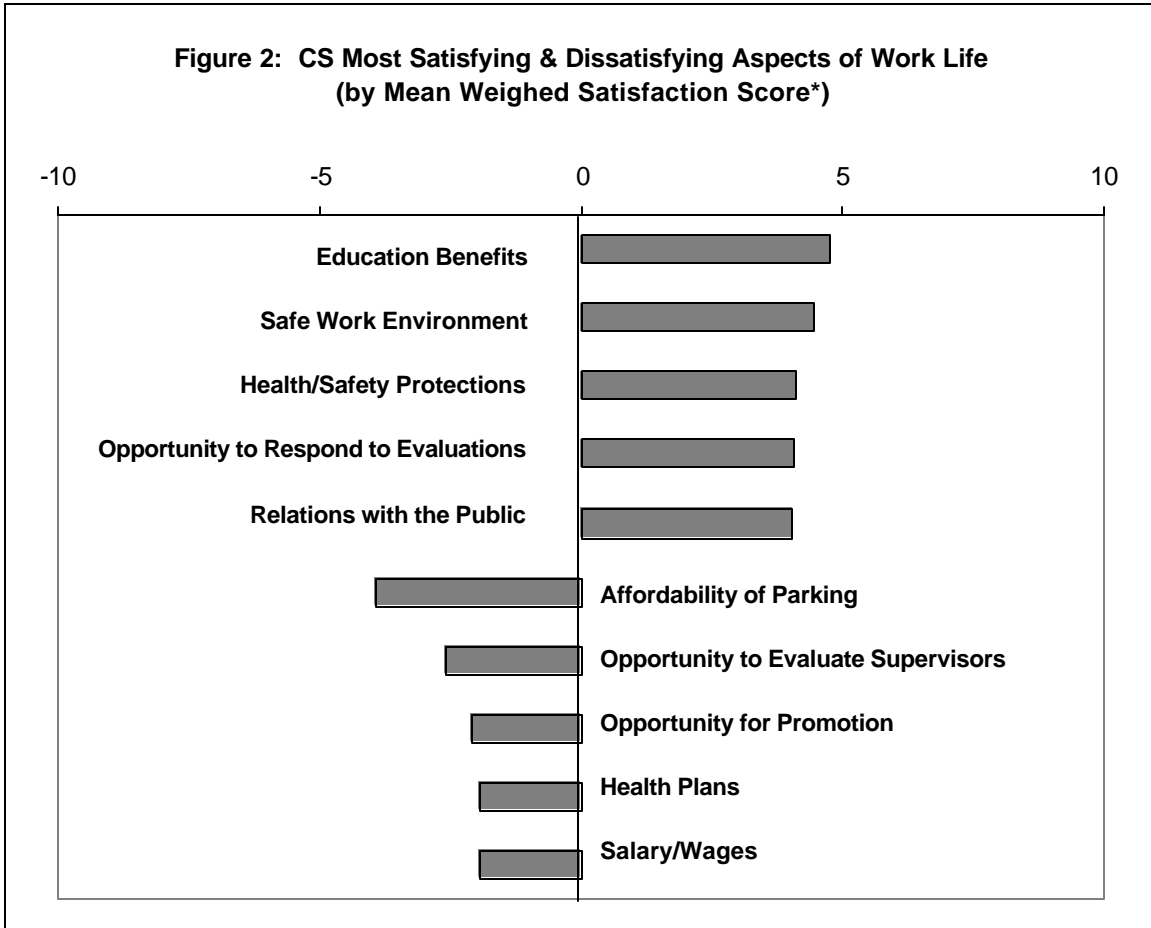
- What is the level of satisfaction with their work lives of Classified Staff and Appointed Personnel?
- What is the level of morale regarding their employment at UA of Classified Staff and Appointed Personnel?
- How likely are Appointed Personnel and Classified Staff to leave their position or the institution?
- How do Classified Staff and Appointed Personnel perceive the quality of work life at UA?
- To what extent have Appointed Personnel and Classified Staff experienced harassment or discrimination in the workplace?
- Are there differences in the perceived quality of work life, the experience of harassment or discrimination, the levels of satisfaction or morale, or the likelihood to leave by groups (i.e., gender, race/ethnicity, unit, function, pay level)?

In order to answer these questions, a series of analyses were conducted. Demographic data on the respondents are provided in frequencies and percentages. Descriptive data (means and standard deviations) of responses to individual items are reported as appropriate. As these data constitute a census of all members of the Classified Staff and Appointed Personnel, the results are interpreted as true parameters versus parameter estimates; that is, significance tests are not conducted because the results are not being generalized from a sample to a population. Thus, statistical significance is not relevant.

In order to combine the satisfaction and the importance of each item, a “weighted satisfaction score” was created. For each respondent, the level of satisfaction (-2, -1, 0, +1, or +2) was multiplied by the level of importance (1 to 5). This created a score that ranged from -10 to +10. Those items with which respondents are most satisfied and considered most important will have the highest weighted satisfaction score (i.e., closest to +10). Those items with which respondents are least satisfied and considered most important will have the lowest weighted satisfaction score (i.e., closest to -10). For example, Figures 1 & 2 illustrate those items which were rated the top five most satisfying and top five most dissatisfying by each personnel group based on the mean weighted satisfaction scores.



*Weighted Satisfaction score = satisfaction x importance. Range is -10=most dissatisfying & very important to +10=most satisfying & very important.



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The six broad dimensions of work life included in the survey were career and skill development, leadership and supervision, evaluation and recognition, department relations, working conditions, and external relations. (Alpha coefficients on the dimensions ranged from .82 to .95.) Mean weighted satisfaction scores for each of the dimensions of work life disaggregated by each of the demographic variables are included in Appendices 3 & 4.

Representation of Respondents by Gender and Race/Ethnicity

The representation of respondents by gender and race/ethnicity compared to their actual representation in the population is one means of determining if the respondents adequately represent the population. The table below provides the number and percentage of respondents by gender and race/ethnicity relative to their proportion in the population. Based on these results, female and White respondents are slightly over-represented, and male, Hispanic, and “Other” respondents are slightly under-represented. None of the differentials are more than 6 percent, and the groups are all proportionally represented. Due to confidentiality concerns, the small number of American

Indian/Alaskans in the population of Appointed Personnel and thus among the respondents preclude reporting on them as a group in some cases.

Table 2: Representation of Respondents by Gender and Race/Ethnicity

	Appointed Personnel		Classified Staff	
	Population N (%)	Respondents N (%)	Population N (%)	Respondents N (%)
Female	782 (48.2)	419 (50.7)	3777 (63.3)	2115 (67.6)
Male	839 (51.8)	309 (47.2)	2191 (36.7)	949 (30.3)
American Indian/Alaskan	17 (1)	3 (0.4)	120 (2)	60 (1.9)
Asian/Pacific Islander	152 (9.4)	60 (7.3)	182 (3)	73 (2.3)
Black, non-Hispanic	54 (3.3)	30 (3.6)	138 (2.3)	56 (1.8)
Hispanic	114 (7)	52 (6.3)	1364 (22.9)	591 (18.9)
White, non-Hispanic	1170 (72.2)	640 (77.5)	3872 (64.9)	2136 (68.2)
Other	114 (7.0)	23 (2.8)	292 (4.9)	114 (3.6)

Population data source: Decision and Planning Support Office, UA, June 14, 2002

Summary of the Overall Findings

The Summary of Overall Findings provides an overview of the results of the surveys including both quantitative and qualitative data. The Summary includes the overall satisfaction, morale, and likelihood to leave for Classified Staff and Appointed Personnel. The overall findings for each group are displayed separately in Appendices 1 & 2 in Volume II. The items that reflect quality of work life included in the Summary are those items respondents considered to *be most important and most dissatisfying* for both groups of support personnel. Finally, the extent of the respondents' reports of harassment and discrimination are included.

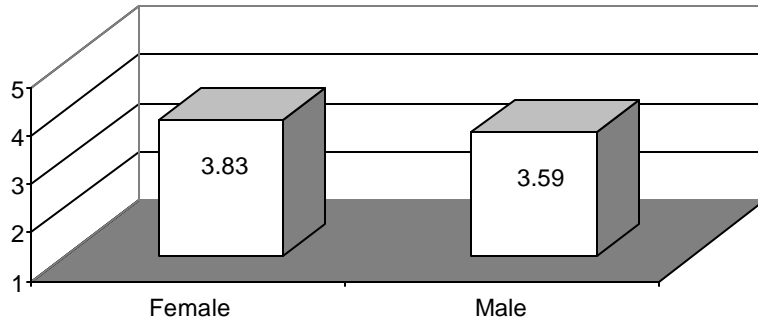
Comparisons by sex and race/ethnicity in overall satisfaction, morale, and likelihood to leave are also provided in the Summary. The strong similarity of responses across groups is evident. This suggests that the quality of work life for Classified Staff and Appointed Personnel is, for the most part, not differentiated by sex and race/ethnicity. One exception that deserves attention is the slightly lower satisfaction and morale, and higher likelihood to leave UA, expressed by Blacks in the Appointed Personnel group.

Many of the specific work life concerns expressed by respondents are also perceived broadly by all members of these two groups. Nonetheless, there are differences on some work life items by sex and race/ethnicity that suggest that there are differences in how some aspects of work life are experienced by group. The results on every item disaggregated by sex and race/ethnicity are included in Appendices 5 through 8, Volume II.

Overall Satisfaction

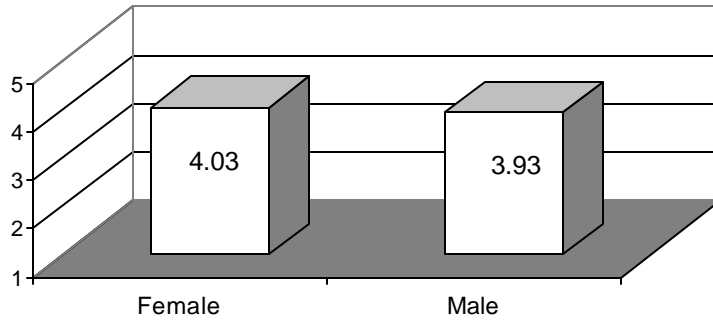
The overall satisfaction of Appointed Personnel and Classified Staff members with their jobs is moderately high. For example, on a five-point scale (with one indicating low satisfaction and 5 indicating high satisfaction), both groups of support personnel indicate that their satisfaction is above the midpoint of 3.0. As indicated in Figures 3 through 6, Appointed Personnel indicate a higher level of satisfaction with their jobs than Classified Staff; females indicate slightly higher satisfaction than males; and Blacks indicate slightly lower satisfaction than other groups.

Figure 3: Satisfaction* of Classified Staff by Gender



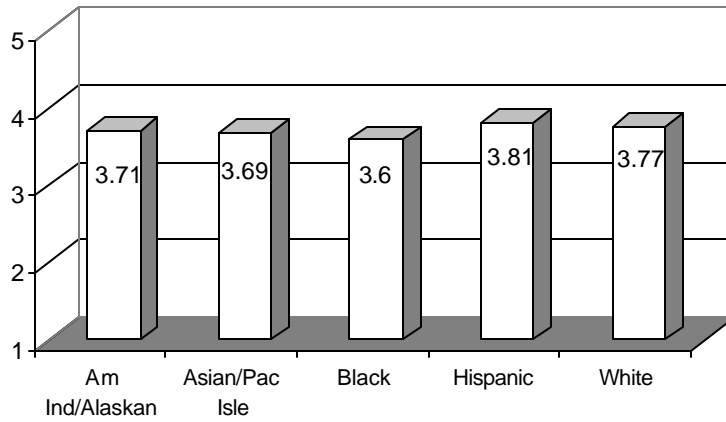
*Range is 1 to 5, 1=low satisfaction and 5= high satisfaction

Figure 4: Satisfaction* of Appointed Personnel by Gender

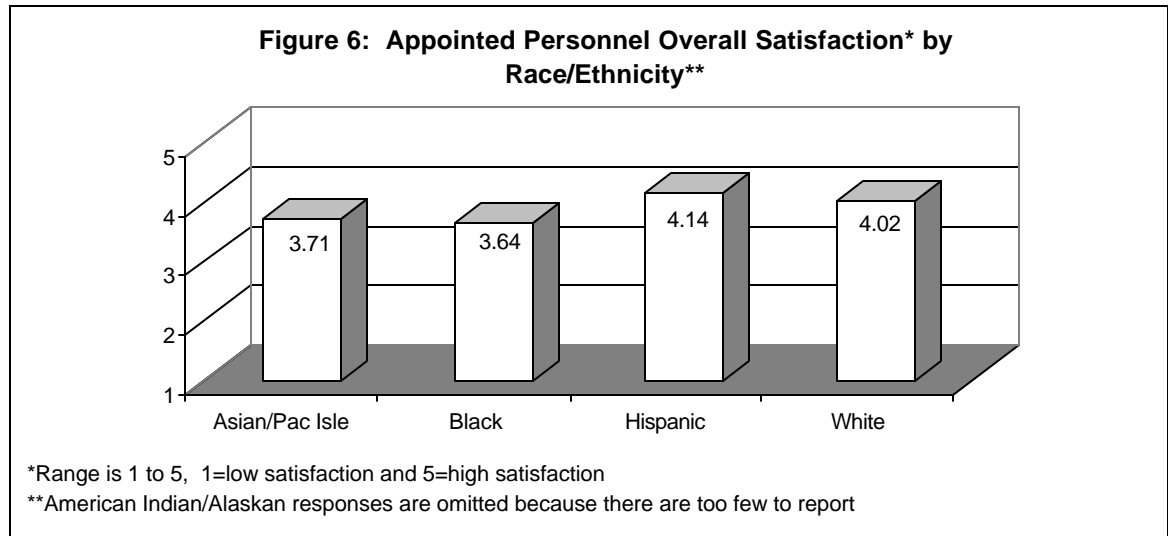


*Range is 1 to 5, 1=low satisfaction and 5= high satisfaction

Figure 5: Classified Staff Overall Satisfaction* by Race/Ethnicity



*Range is 1 to 5, 1=low satisfaction and 5= high satisfaction



Comments regarding job satisfaction:

CS: After working in the private sector, I am personally very happy and grateful for the salary, benefits, employment opportunities, etc., the UA offers its employees. If I have any complaints it is about staff members complaining about salary, benefits, employment opportunities, etc.

AP: I have a great deal of independence in my position. It is intellectually challenging. I like and respect the people who work along side me, and I believe that I am supporting a quality organization.

CS: We're like wives. We do countless helpful deeds all day long and get very little recognition or monetary rewards for our skills.

CS: My job satisfaction in my department has gone down since we have a new director who hasn't taken the time to learn anything about our department. We are in constant turmoil and change. Everyone in our department is overstressed.

AP: Job satisfaction is decreasing with the large amounts of uncompensated overtime. The university is rapidly burning out the best employees.

CS: I really love my job at the UA and look forward to coming to work. My unit has to be one of the best on campus—since I have no complaints at all. Life is too short to remain in a position you are unhappy in and belonging to the staff listserve indicates lots of unhappy folks.

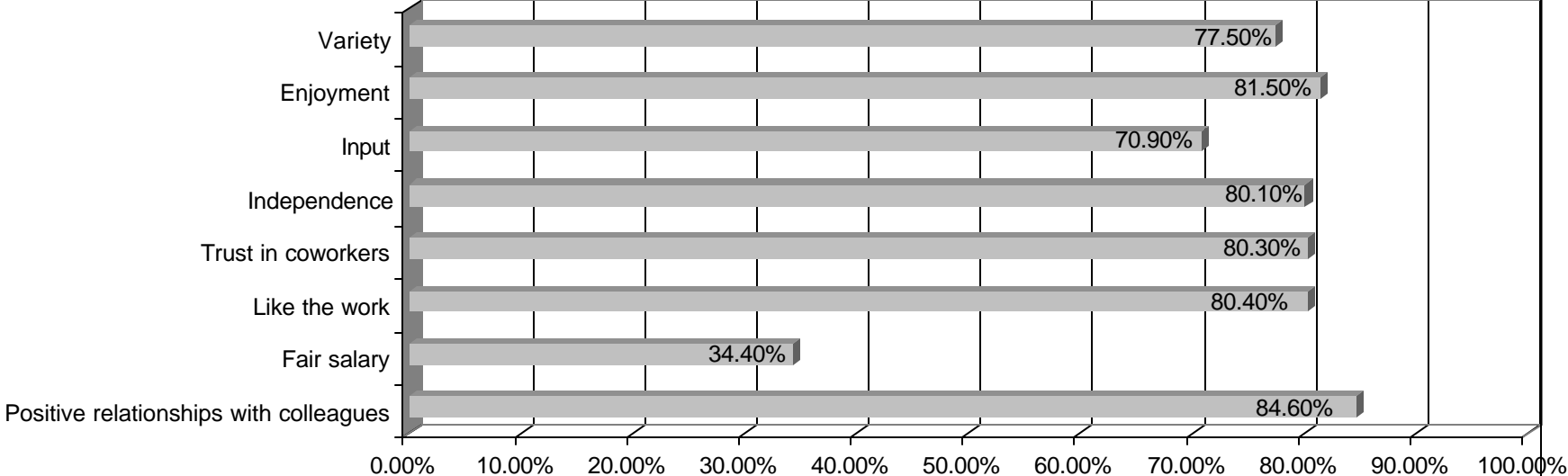
Satisfaction with Job Characteristics

Respondents were also asked to indicate the extent of their agreement with a number of statements related to their satisfaction with various factors related to their jobs. Both

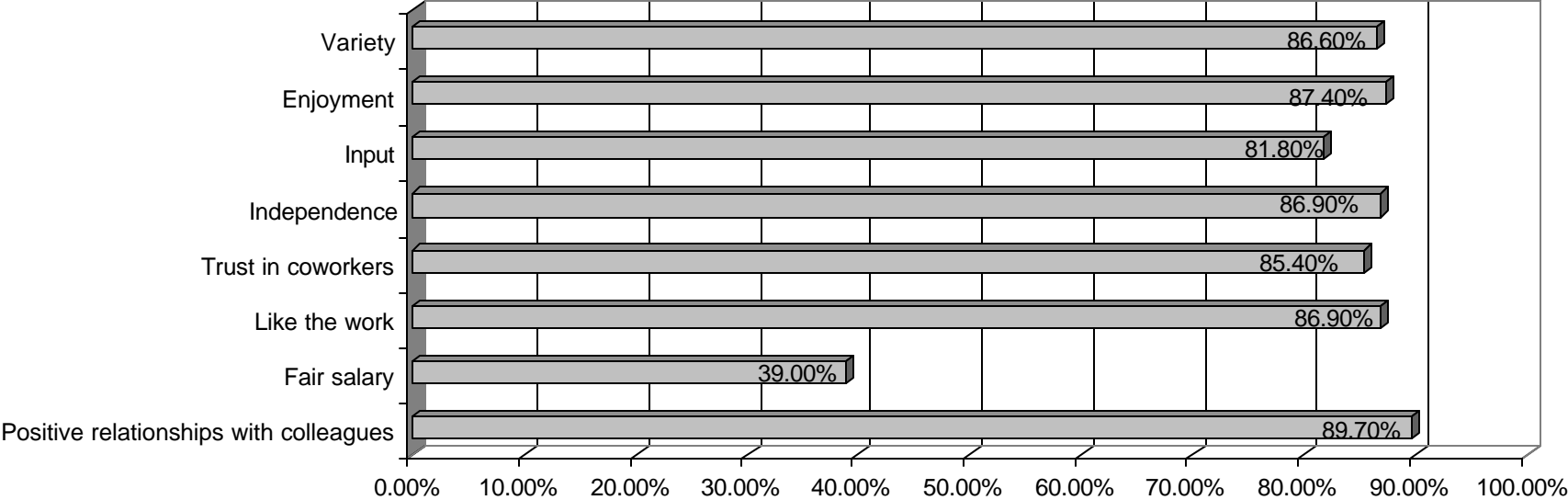
Appointed Personnel and Classified Staff indicated a high level of satisfaction with such factors as the variety in their jobs, their enjoyment of their jobs, input in decisions, independence, trust of their co-workers, and positive relationships with their colleagues.

However, approximately two-thirds of the respondents disagreed with a statement regarding the fairness of their salary relative to their peers with similar experience and skills. The responses for each group of employees are represented in the following two graphs:

**Figure 7: Classified Staff Satisfaction with Job Characteristics
(Percent Indicating Agreement)**

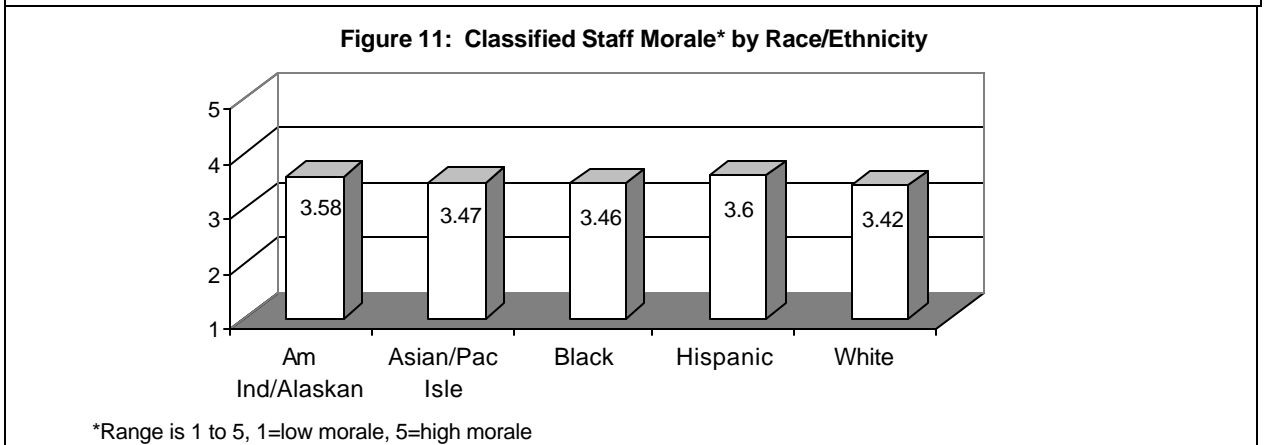
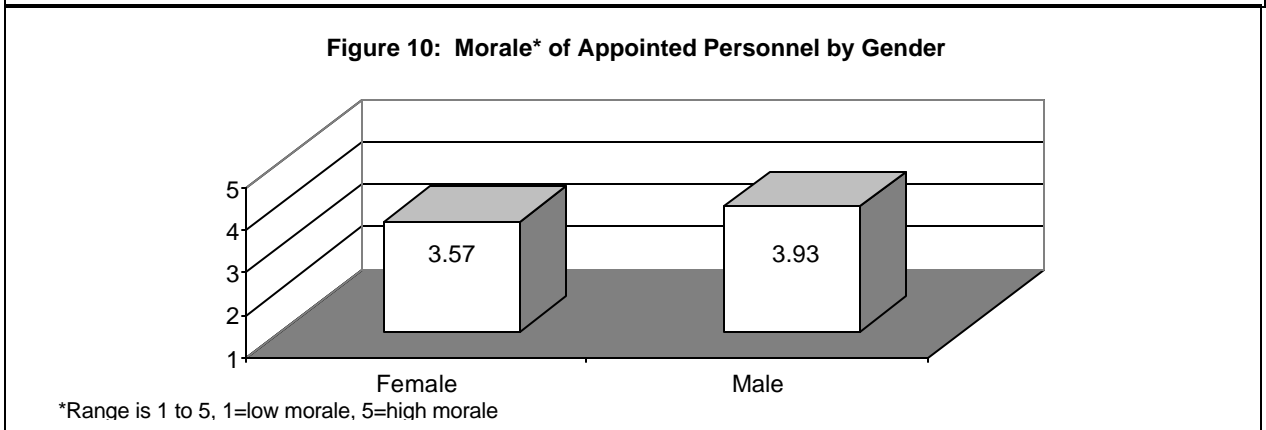
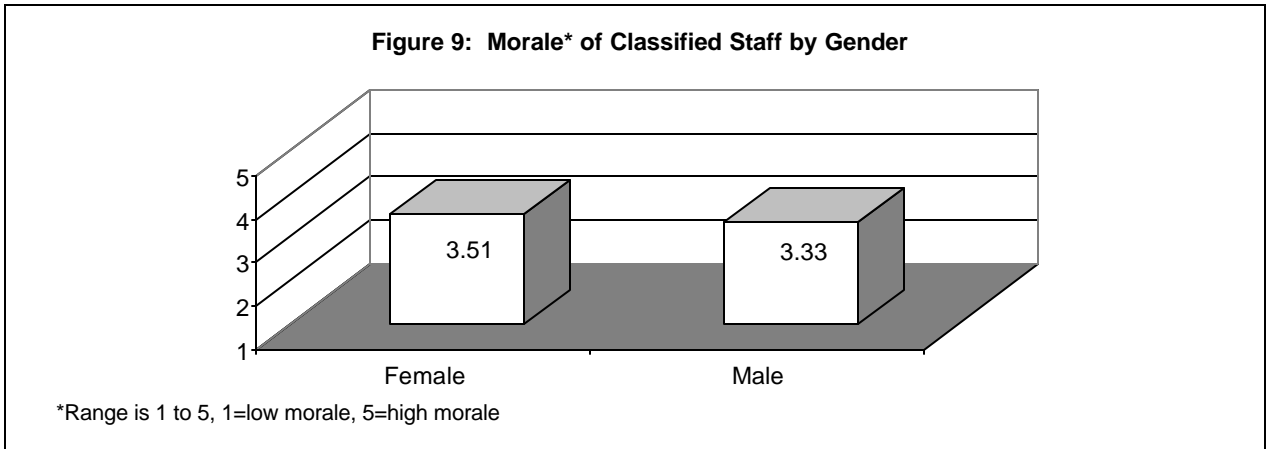


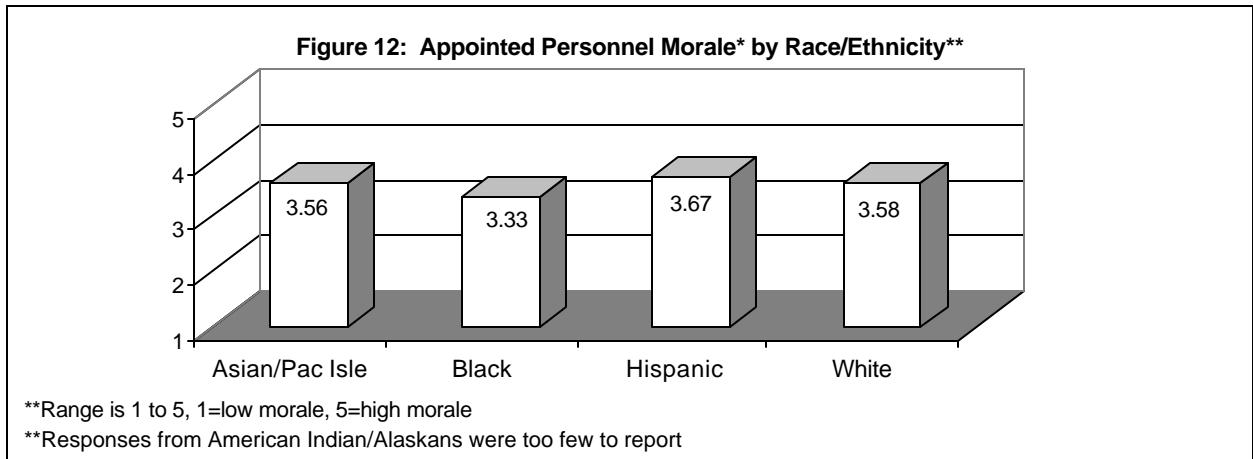
**Figure 8: Appointed Personnel Satisfaction with Job Characteristics
(Percent Indicating Agreement)**



Overall Morale

The overall morale of Appointed Personnel and Classified Staff members regarding the University of Arizona is moderate. For example, on a five-point scale (with one indicating low morale and 5 indicating high morale), Appointed Personnel and Classified Staff report that their morale is above the midpoint of 3.0. Among Classified Staff, women report slightly higher overall morale; among Appointed Personnel, men report slightly higher overall morale.





Comments regarding morale:

CS: I feel that UA is a wonderful place to work, and I am happy to be employed here. I'd like to stay until I retire.

AP: While I am very happy with my job at the University and feel loyal to the UA, I do believe that an institutional culture exists that does not value employees. The services that we provide to our students, the public, and each other are not always caring, respectful, and high quality.

CS: Being treated fairly is so important to morale. Working in an office where you are constantly walking on glass is very stressful.

AP: My decision to work at the UA was one of the best moves of my life. After 15 years of working here, I can't think of a better place to work.

CS: There is no care or concern or recognition for years of service or loyalty!! Layoffs of long-time employees are rampant based on personality. It is very demoralizing.

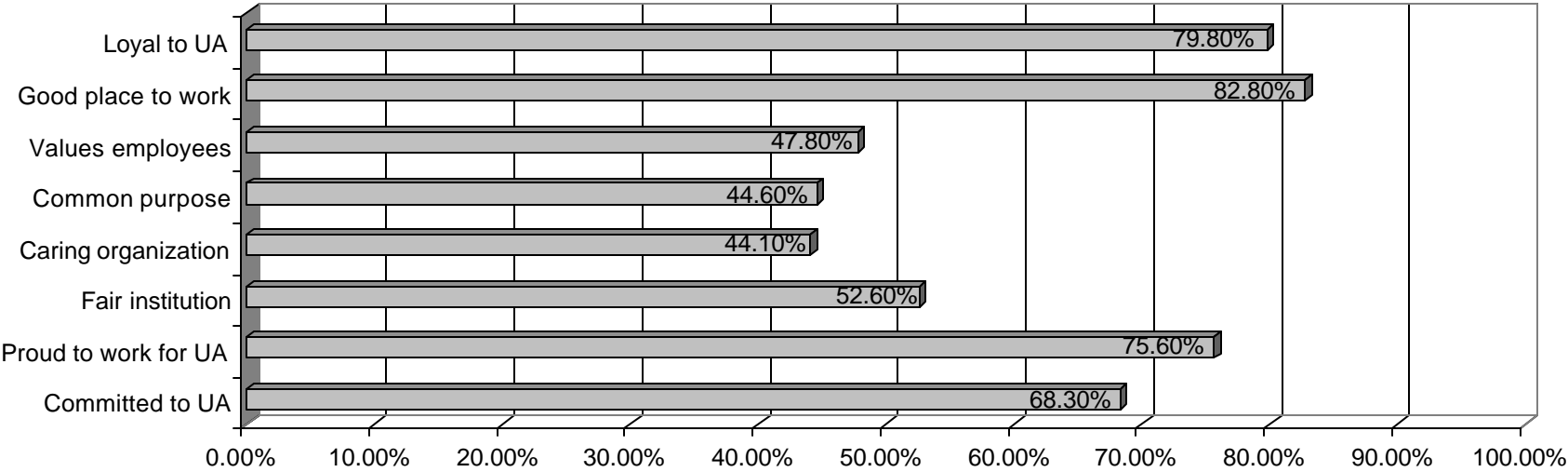
CS: I have loyalty to my immediate co-workers, but absolutely none to the overall institution.

CS: I think the UA strongly under-values its employees and relies on the fact that there are few employment opportunities.

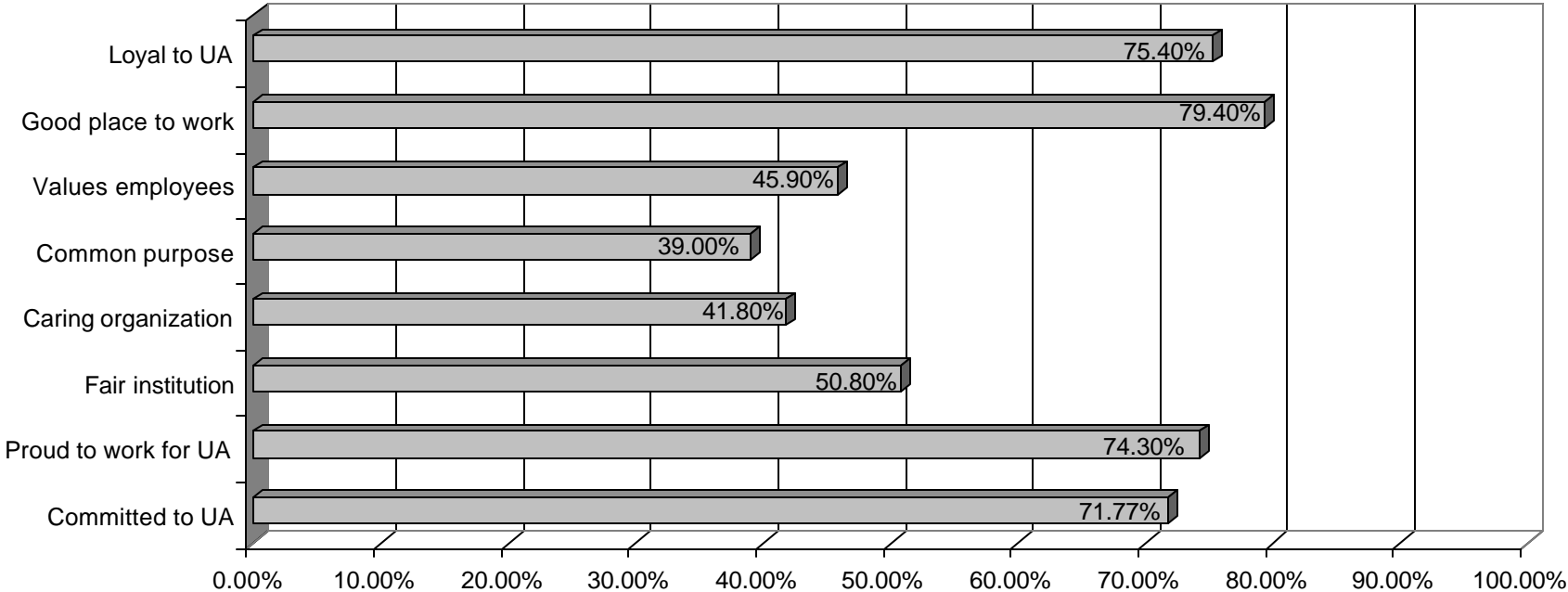
Morale related to the University of Arizona

Respondents were also asked to indicate the extent of their agreement with a number of statements related to their morale in relationship to the University of Arizona as a place of employment. Both Appointed Personnel and Classified Staff indicated a high level of agreement with statements about their loyalty and commitment to the institution, and the fact that they consider the UA a good place to work and that they are proud to work for the University. Nonetheless, far fewer agreed with statements regarding the sense of common purpose at the University, the extent to which the University is a fair and caring institution, and the extent to which they feel valued as employees.

**Figure 13: Classified Staff Morale in Relationship to the University of Arizona
(Percent in Agreement)**

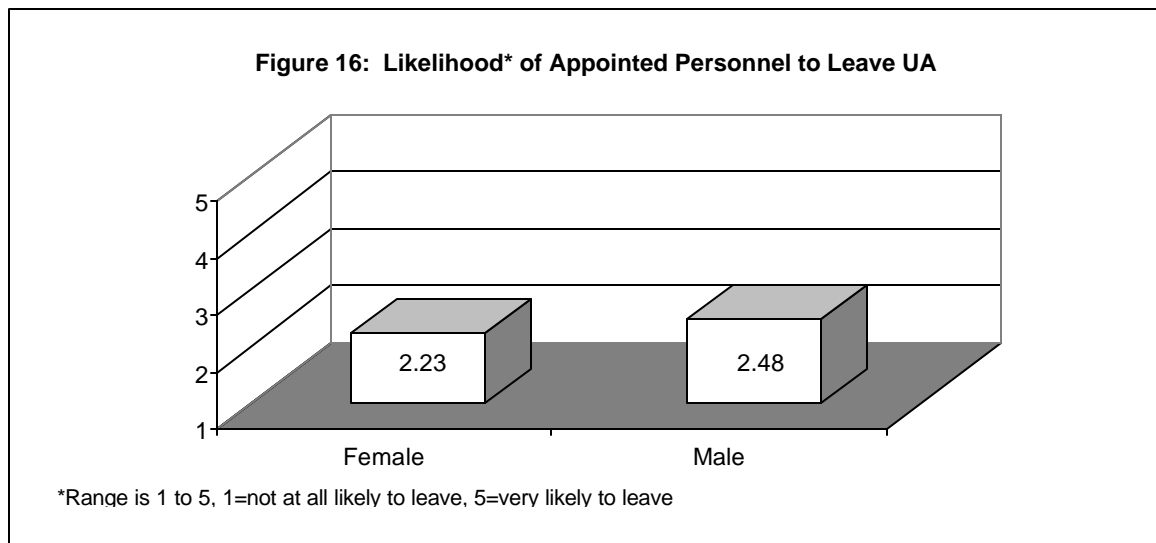
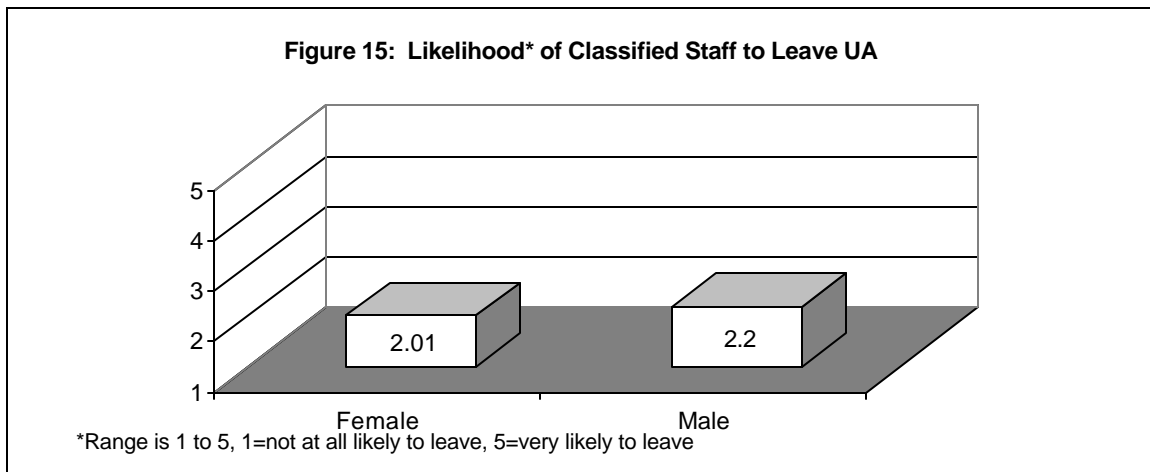


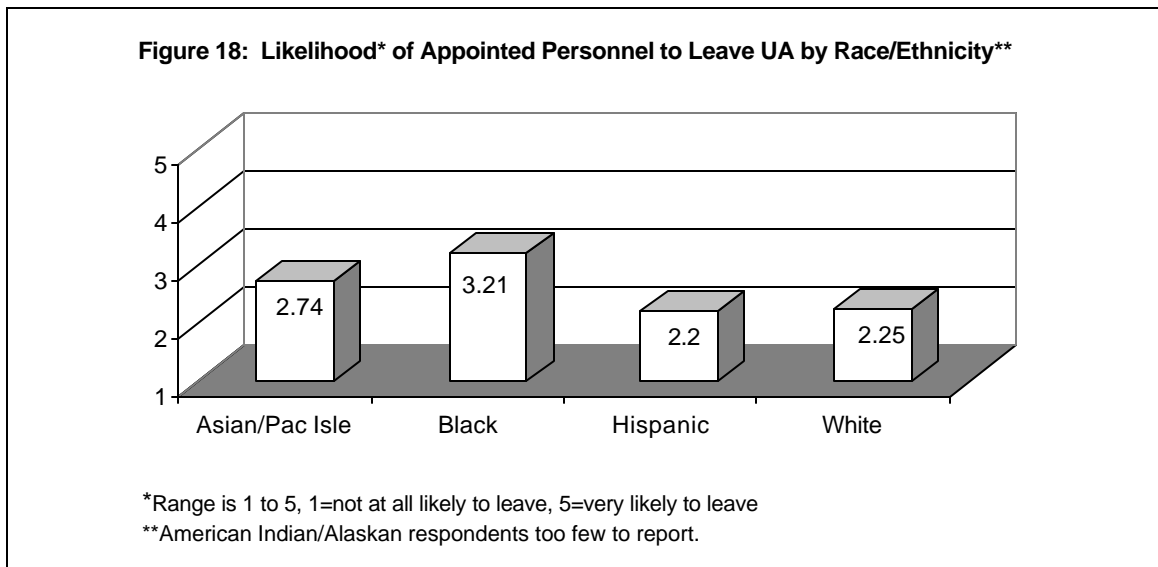
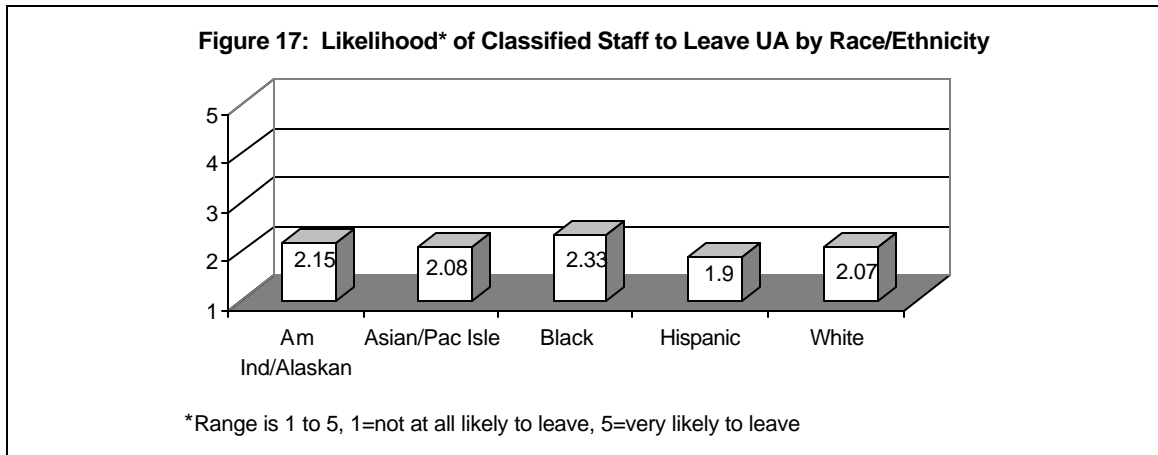
**Figure 14: Appointed Personnel Morale in Relationship to the University of Arizona
(Percent in Agreement)**



Likelihood to Leave

The overall likelihood of Appointed Personnel and Classified Staff members to leave the University of Arizona is generally low. For example, on a five-point scale (with one indicating not at all likely and 5 indicating very likely), Appointed Personnel and Classified Staff indicate that the likelihood of their leaving UA is below the midpoint of 3.0. Only Blacks in the Appointed Personnel category indicate a likelihood to leave UA that is above the midpoint (3.21).





Comments regarding likelihood to leave UA:

AP: It is really hard to state long term plans with layoffs in the future. We know our inclinations but not our department's or the University's. Outside companies are making offers and it is becoming difficult to turn them down.

CS: I am now seeking employment outside of the UA and hope that someone will hire me and not treat me as a non-person.

AP: As appointed personnel, I live in fear that my position can be terminated at any time.

AP: Although I enjoy my job and like working at the UA, I always have to keep my options open to move if the need arises, as it has for some of my colleagues this year. When a professional staff member proves their worth and loyalty, there should be some other incentive to stay, such as continuing appointment.

CS: *I am retiring earlier than I need to because it is not going to be enjoyable as things decline.*

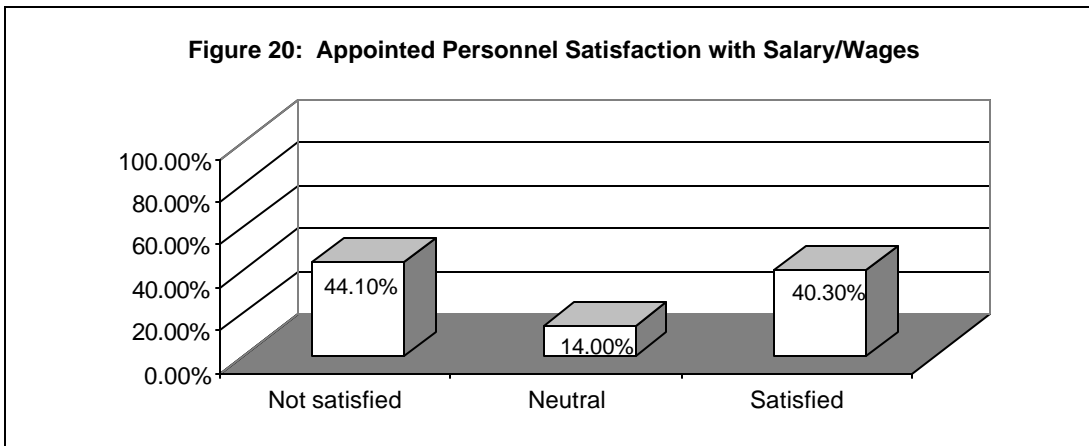
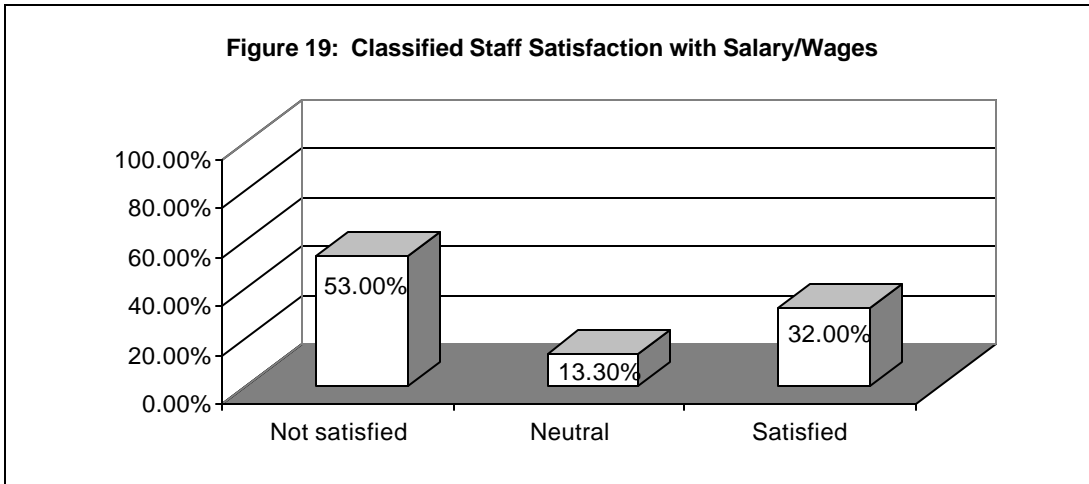
CS: *If I hear one more thing about faculty brain drain, I am going to scream. Why doesn't the UA conduct exit interviews for staff, so they know why they leave? Why? Because they don't care.*

Quality of Worklife

Respondents were asked about approximately 70 work-related items, and they responded in terms of both their satisfaction and the importance of the item. The following items were considered to *be most important and most dissatisfying* for both groups of support personnel. For items disaggregated by gender and race/ethnicity, see Appendices 5 & 6.

Working Conditions

- **PROBLEM:** *Low salary and/or wages.*



Comments regarding salary and/or wages:

CS: What I find utterly appalling is that an institution of higher learning, a first-class research institution, has so many of the working poor as its employees. Shame on the Governor, shame on the legislature, shame on the University of Arizona for paying such low wages.

AP: The reduction in our promised salary increase was enough to make me feel like all the hard work is for nothing.

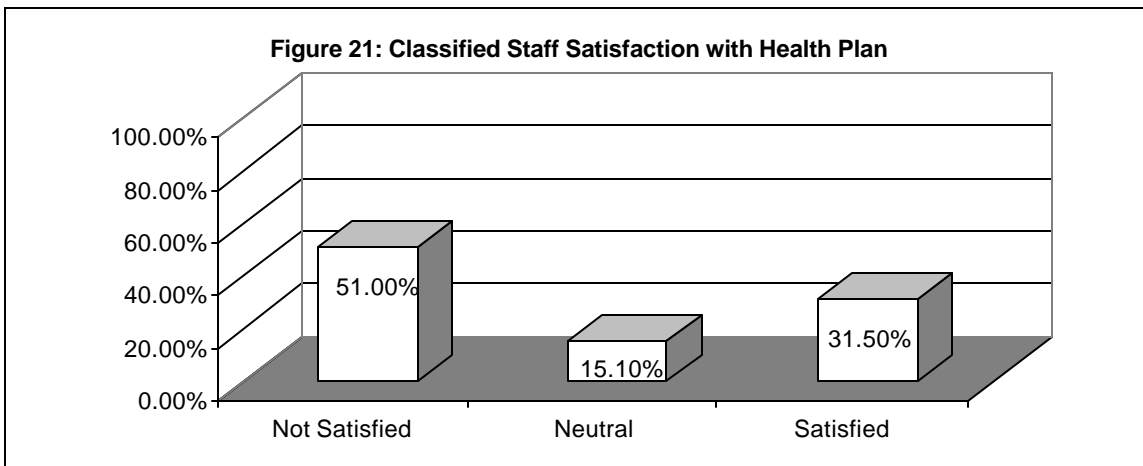
CS: There is always money for administrators and surveys, but not for raising the base scale for “workers.” Even if it’s just a little bit, if there is a feeling we’re all in this together, then morale goes up and people pull together.

AP: Although I enjoy my work, it pays so little that I can barely survive.

CS: Now that raises don’t even keep up with inflation, it is even harder to stay positive. Add on top of that the budget crunch and no raises, and we have real problems.

CS: Salaries are all over the map.

- **PROBLEM: Increased cost of Health Care.**





Comments regarding the Health Plan:

CS: How can the university justify cutting out all options of health care providers and then raise our premiums?

CS: Health care is a really expensive problem. My prescriptions went up from \$30 to \$170 per month.

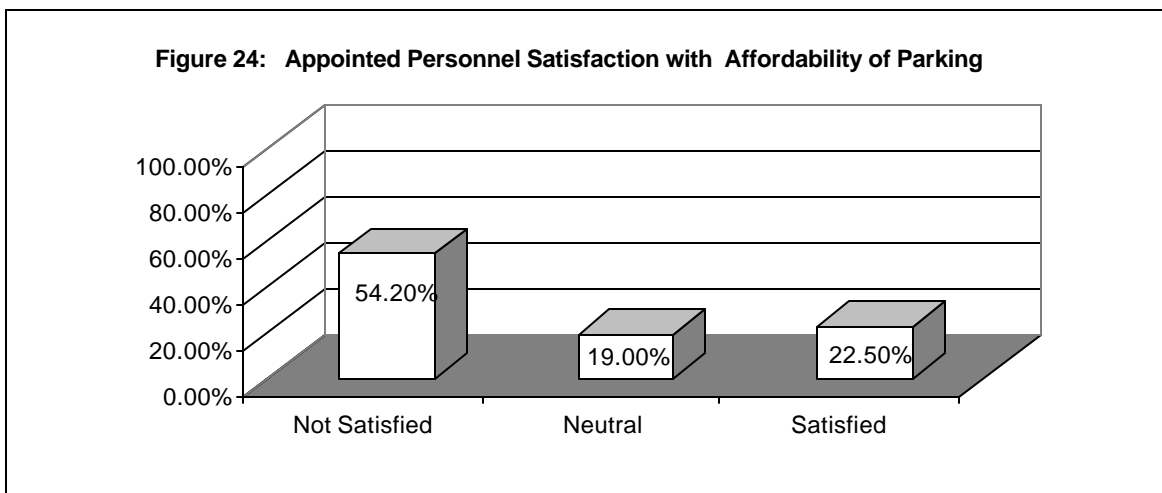
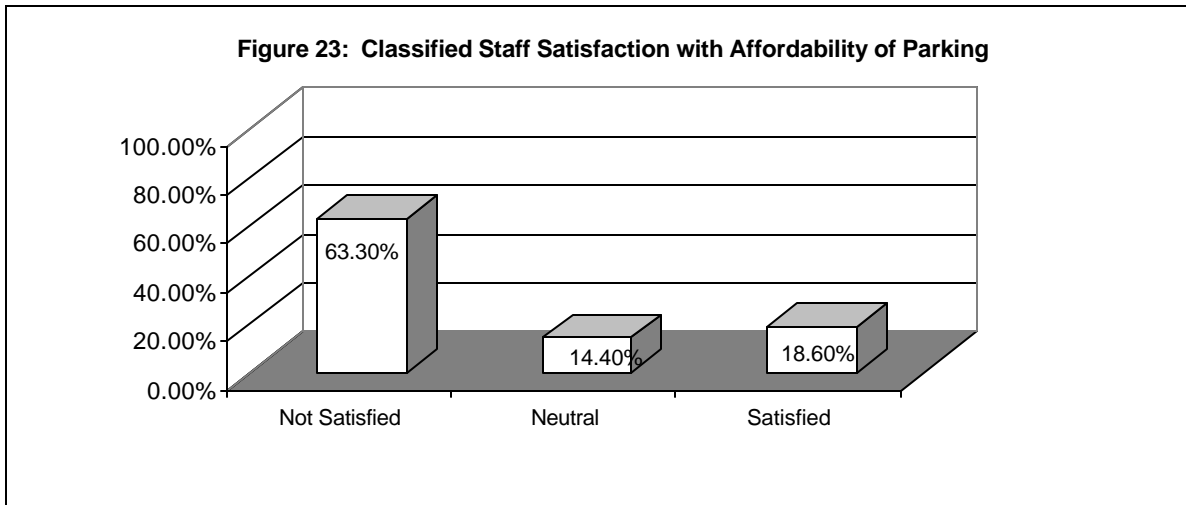
AP: With the current monopoly, my rates went up fourfold with a fourfold reduction in services. The insurance provider's staff can't properly answer questions.

CS: The medical coverage is a joke, especially when salaries are not adjusted. Many experienced staff are older and are on medications that now cost them a fortune. Younger families find that they are making choices on whether or not to fill prescriptions for their children and whether or not to take them to the doctor.

AP: I am dissatisfied that the university has turned to a health plan that is more expensive (both my premiums and my co-payments have increased) and we get less coverage than we previously enjoyed. Therefore, overall, I have been forced to conclude that the university does not care about its employees and overall I am not satisfied to work here.

CS: There should be more options for health care for an employer of this size—but I am not unhappy with Cigna.

- **PROBLEM:** *Access to and affordability of parking at and around the University.*



Comments regarding the parking:

CS: Faculty and staff should have cheaper rates and their own lots to park in that are close to work.

CS: I don't feel that the classified staff, most of whom are struggling to make ends meet, should be charged for parking. The parking fee is like paying to go to work. I feel that if you must charge employees for parking, that the charge should be related to how much you make. Those who make more, pay more.

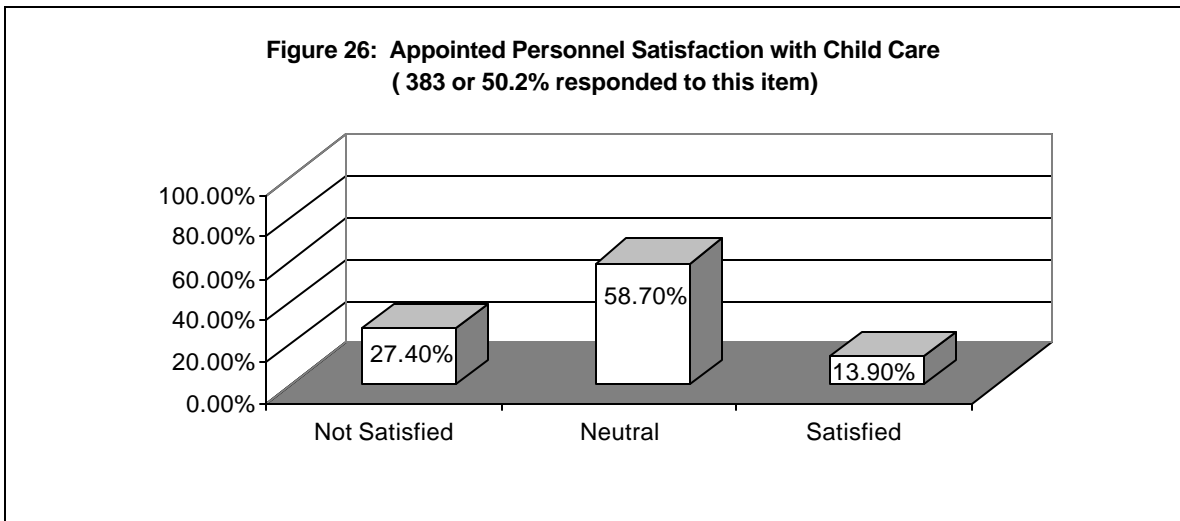
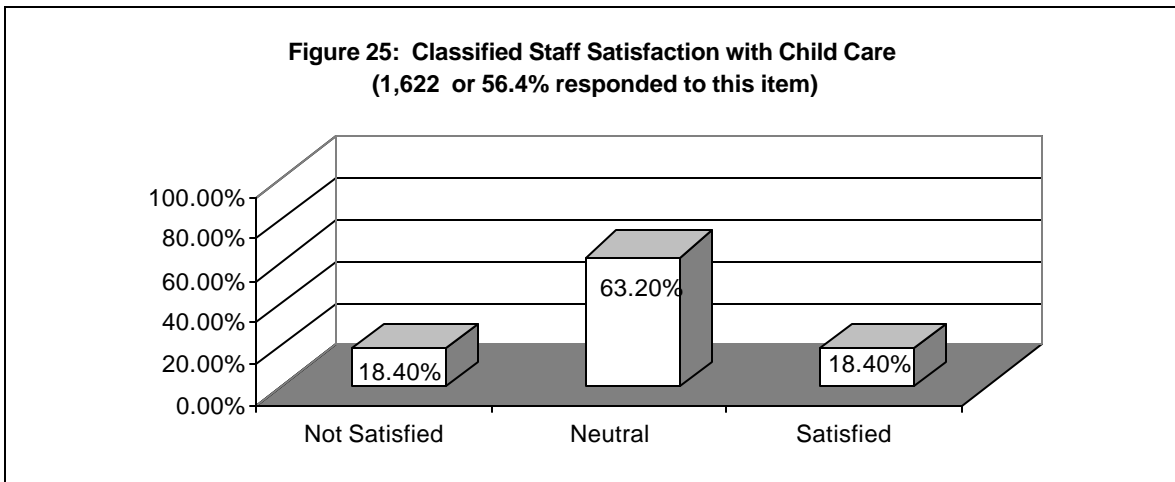
AP: The parking here is awful. Not only do I pay for parking, walk 1/2 mile each way, but then my paid parking isn't even safe!!! My car was broken into recently and the intruder tried to steal it. The UA police officer admitted that they don't have enough help to

patrol all the parking lots. I feel that if I have to pay for parking, I should at least feel secure to leave my car in the lot.

CS: Parking is absolutely horrible. I've never had to pay to park at my place of work until I worked at UA. Not only now are we expected to walk out of our way and take 15 minutes to do so, we have to pay for it as well.

CS: I think the parking situation is shameful and very much takes advantage of employees who have few alternatives. Yes, I know about the bus, ride share, etc., but this is not a realistic option for many people, especially individuals with children who often find that paying for parking is an extra burden.

- **PROBLEM: Inadequate childcare options.**



Comments regarding childcare:

CS: The fact that UA does not offer child care reflects on how poorly it views its employees.

CS: It is my greatest hope and desire that the UA would have affordable, on-campus child care facilities. As a working parent, I constantly struggle with child-care issues (sick child, after school program, summer break, holidays, early dismissals, etc.).

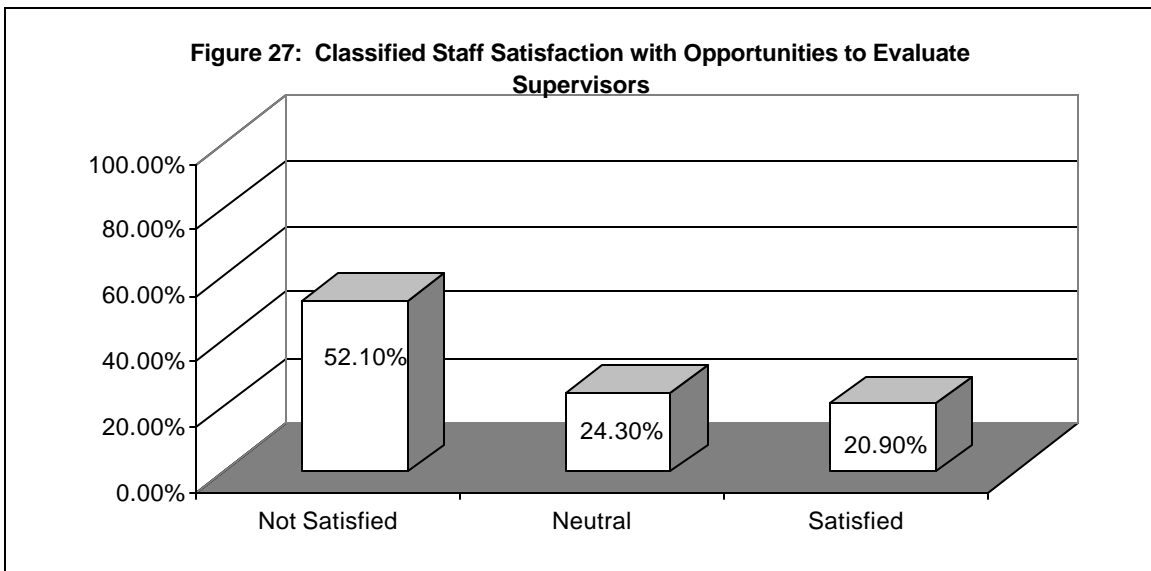
AP: I have not found the child care office to be very useful. You basically go in there and receive a huge stack of literature telling you how to do everything on your own, since the UA provides nothing.

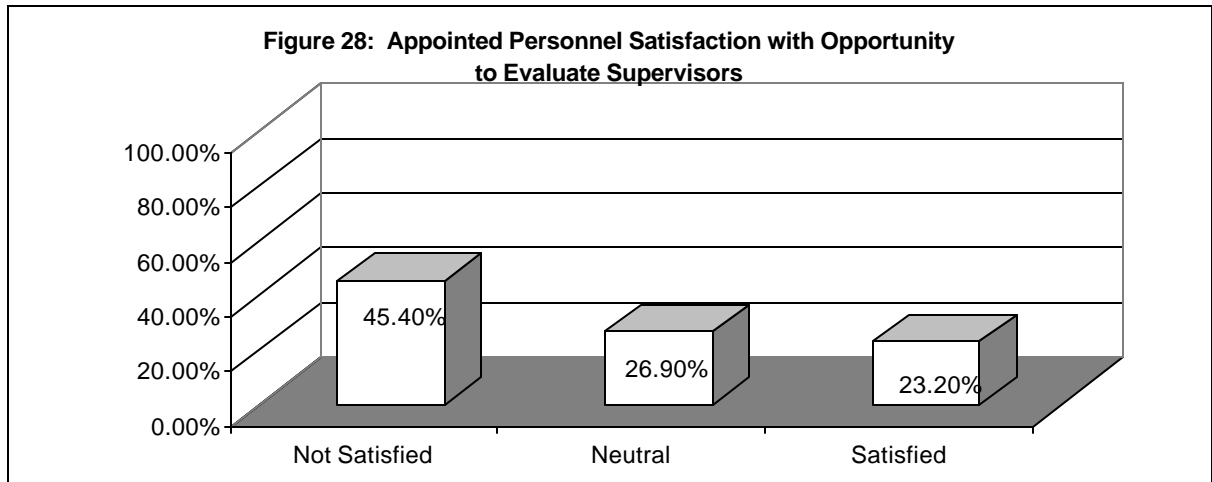
CS: What the UA lacks in its generosity to working mothers, my individual unit has luckily made up for in terms of support and flexibility. It's really time to assert rights for working women and their children at the UA. Please take this concern seriously and understand how integral loyalty to your employees is to their loyalty to their workplace, as well as their morale.

CS: It is a possibility that I will leave to care for my baby if I can't find a better childcare alternative. Otherwise, I would not leave.

Leadership and Supervision

- **PROBLEM:** *Limited opportunity for employees to evaluate supervisors.*





Comments regarding supervisors:

AP: No accountability exists for administrators.

CS: My immediate supervisor is rude, arbitrary, delegates nearly all of his work, and is punitive to those who voice concerns. This applies to all employees under his supervision. Management fails to correct this supervisor's behavior.

CS: Higher levels of management in this department are involved in micro-management and do not allow lower levels to feel confident, trusted, or competent.

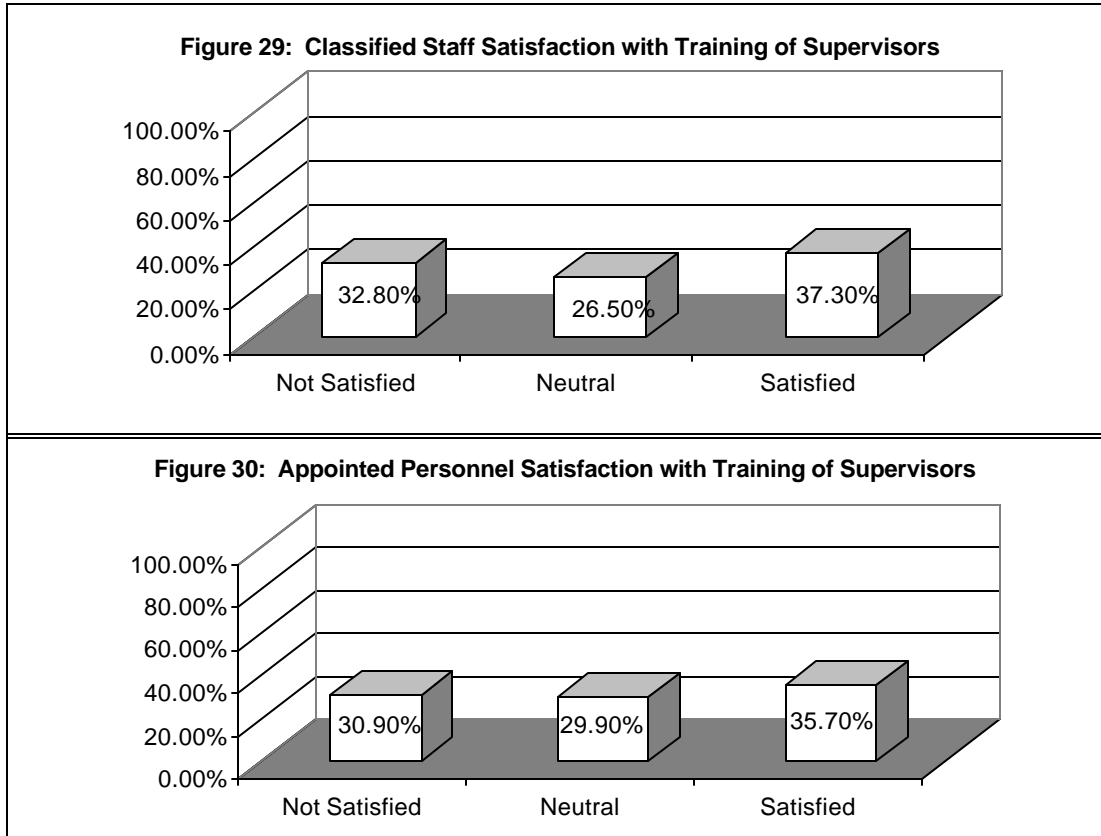
AP: I strongly believe that all supervisors should be evaluated by staff they supervise as a part of the evaluation for pay increase and/or contract renewal. This should include unit heads.

CS: There is no opportunity to provide constructive criticism to your supervisor.

CS: My supervisor has displayed a very high level of competence in her [area of expertise]. However, I have met very few people in my career of 25 years who are so poor at management. Her people skills are deplorable. I do not find her trustworthy.

AP: What do you do when the chain of command appears apathetic to your concerns? The impression is that in higher education, once you get to a certain level, short of embezzlement or harassment, you can act with impunity.

- **PROBLEM:** *Lack of sufficient training for supervisors.*



Comments regarding supervisor training:

CS: The most important critical need in our university is to create and enforce effective performance standards for managers and supervisors. We desperately need accountability and minimum professional standards for functional management and effective leadership. We need help. If we don't identify and address problem managers, we are going to continue to get sub-optimal performance from our talent that is held hostage by managers who are empowered by institutional indifference.

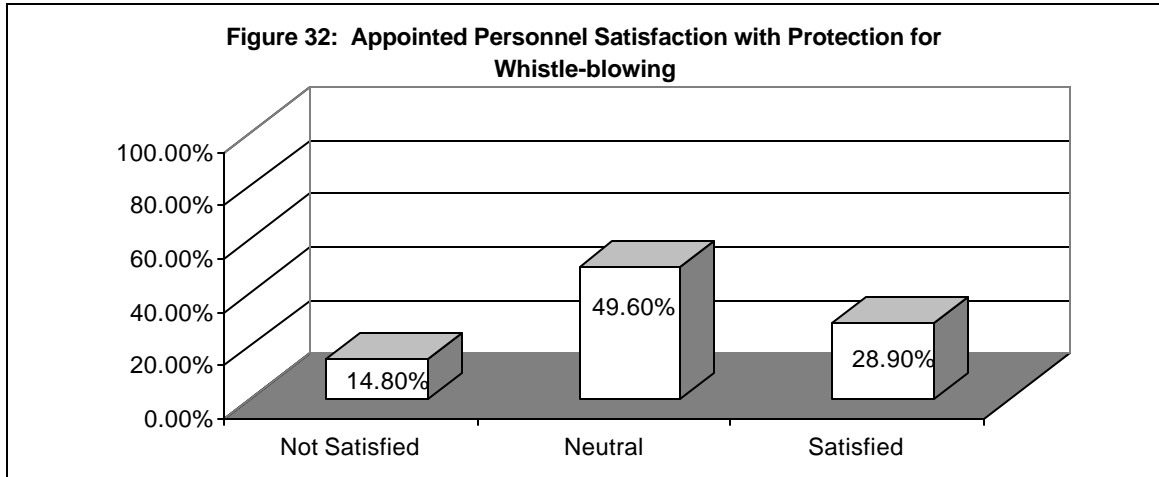
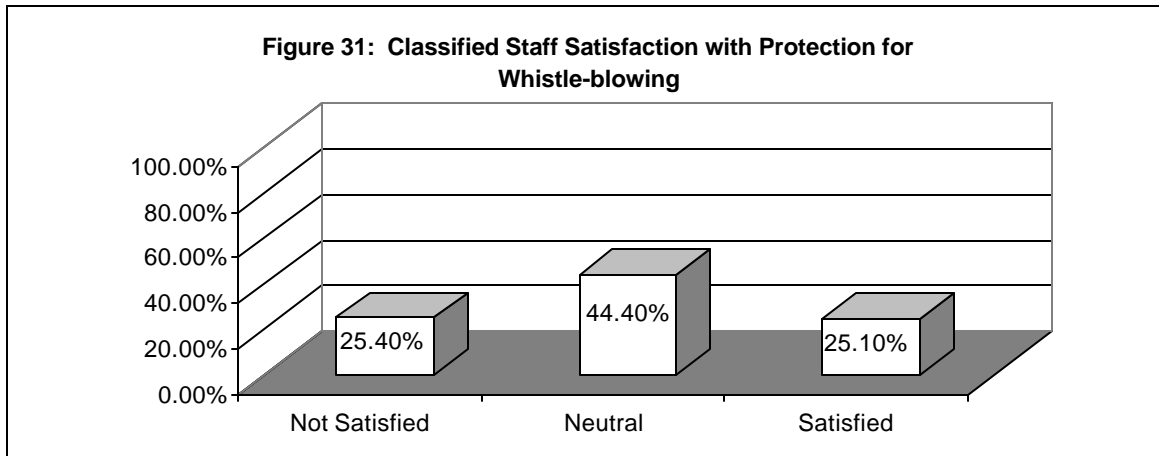
AP: Individual administrators feel like they can do whatever they want, and their leaders are not helping them with evolving their leadership skills, and further, they don't even know what is going on.

CS: This unit has sure run off some good people over the years. The supervisor needs some training, communication, and skills.

CS: Supervisors need training. They may have the work knowledge, but they don't have the skills to manage people. There is no accountability among the supervisors. Supervisors just close their eyes to non-productive employees.

CS: Supervisors don't supervise.

- **PROBLEM: *Fear of Retaliation.***



Comments regarding whistle-blowing:

CS: Deceptive, cheating people are rewarded. The last thing one can do is “whistle-blow”—the retaliation is very severe.

CS: We have been subjected to what I feel is a hostile work environment. This feeling seems to be felt by my peers, but everyone fears retaliation if we speak out.

AP: We need a way to evaluate our supervisors, or have open discussions without reprisal.

CS: I personally feel that if there is a problem, you had better find a way to get out of the department, keep it to yourself, except of course to your spouse or close co-worker for personal protection.

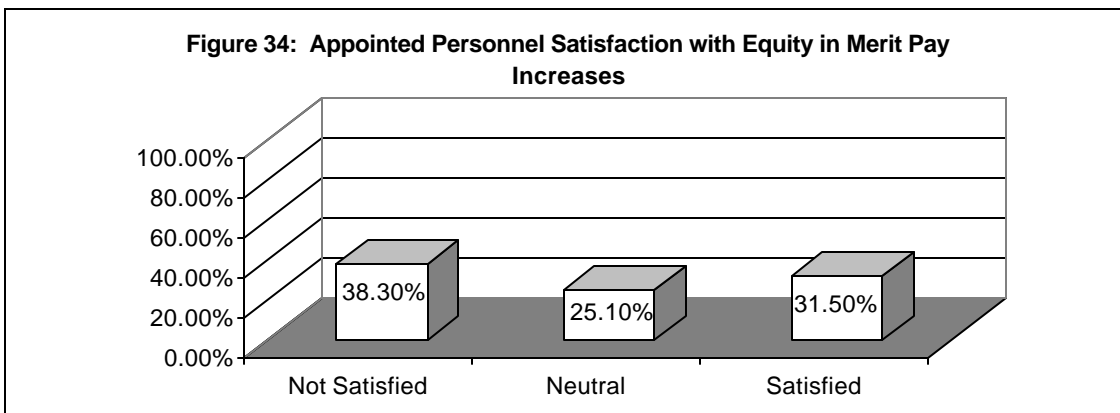
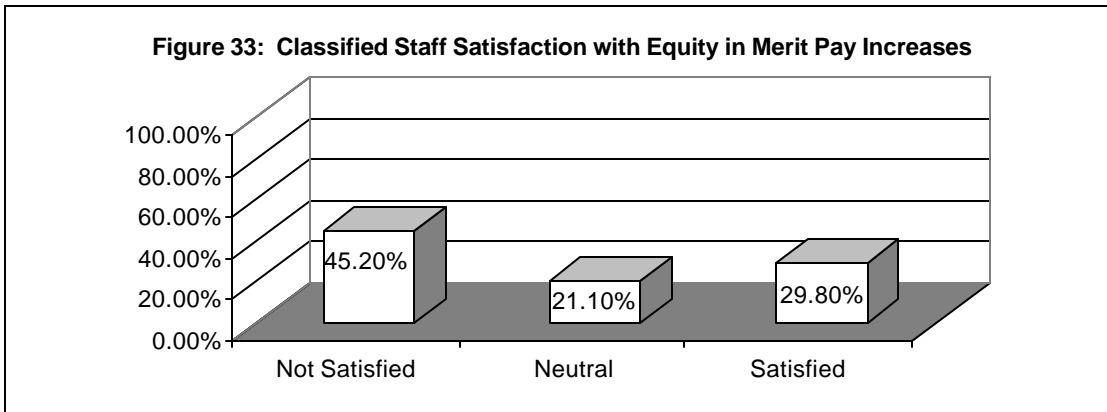
CS: Thank you for accepting my opinion in this forum, because I cannot share my true opinion in my department without fear of retaliation.

CS: We need an impartial body to mediate disputes between staff and supervisors. There's nowhere to go where you won't be heard by your boss.

CS: Whistle-blowers don't often get past their departments or colleges because heads and deans don't want to be bothered, so the employee must seek another position—poor administration and demoralizing.

Evaluation and Recognition

- **PROBLEM:** *Inequity in merit pay increases.*



Comments regarding merit pay increases:

AP: There is only verbal recognition. No promotional opportunities, no meritorious salary increases available, and no recognition that salaries should not necessarily follow seniority.

CS: I feel there is a lot of inequity in regard to merit raises in the past couple of years, and all that it is, is a personality contest. We have not been given fair raises.

CS: When evaluations are done for an increase, everyone gets the same evaluation. Therefore, if there is a raise, everyone gets the same, even though some of the employees are not meeting their requirements.

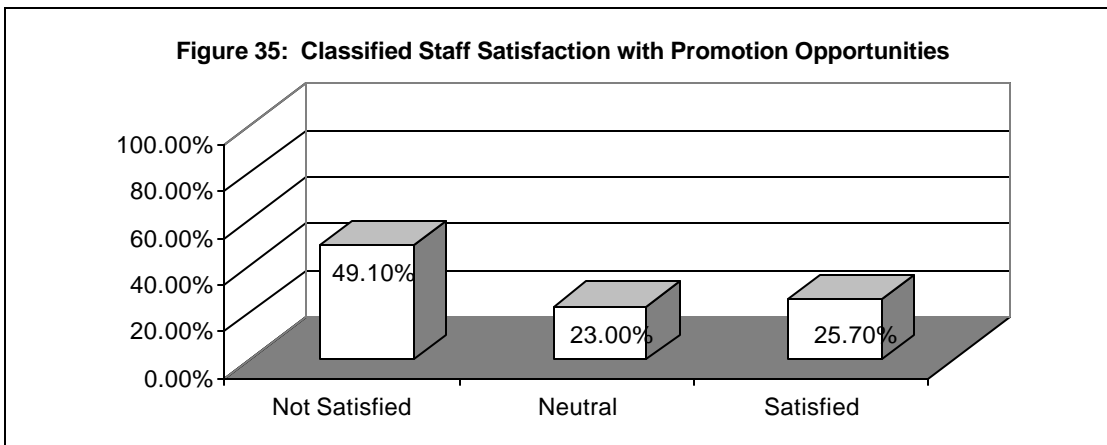
CS: The formal evaluation scenario seems to exist to fulfill a bureaucratic requirement more than anything else. Merit increases are always held to the minimum required by law. For me, at least there has been no recognition for effort or expertise. There is no positive incentive, that I am aware of, to yield any more than your minimum effort, though some do, in spite of that.

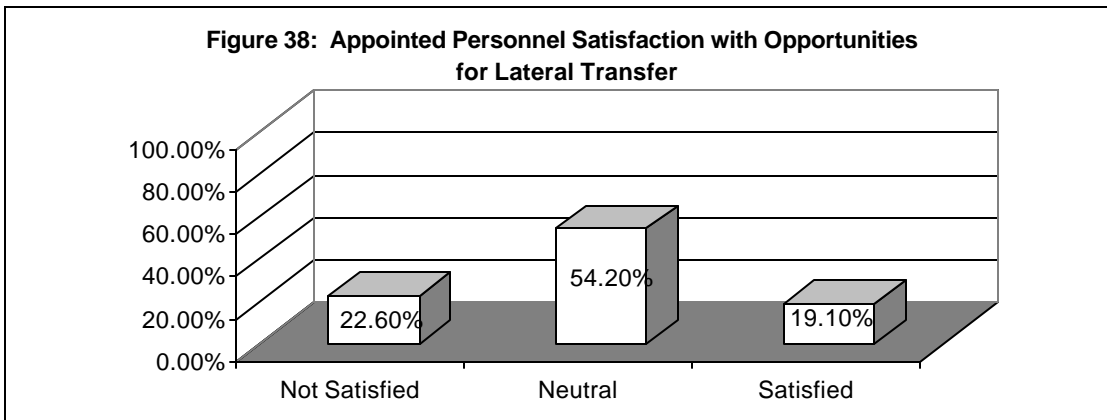
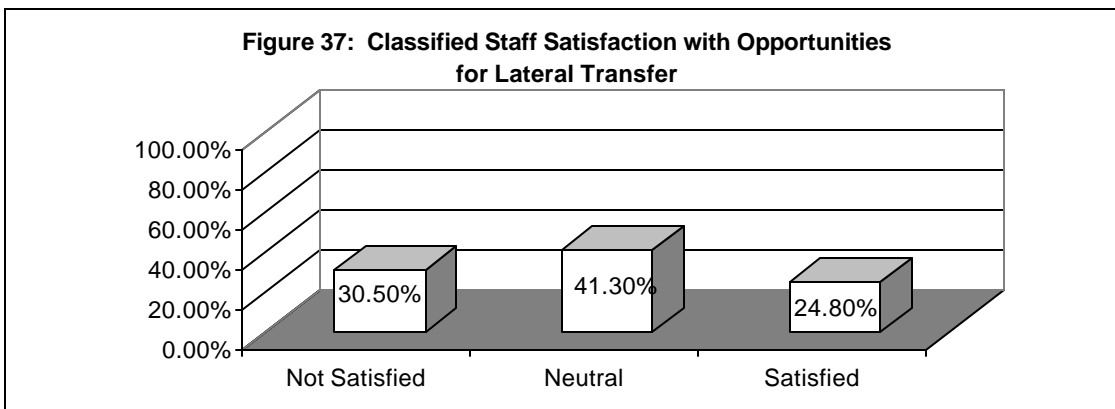
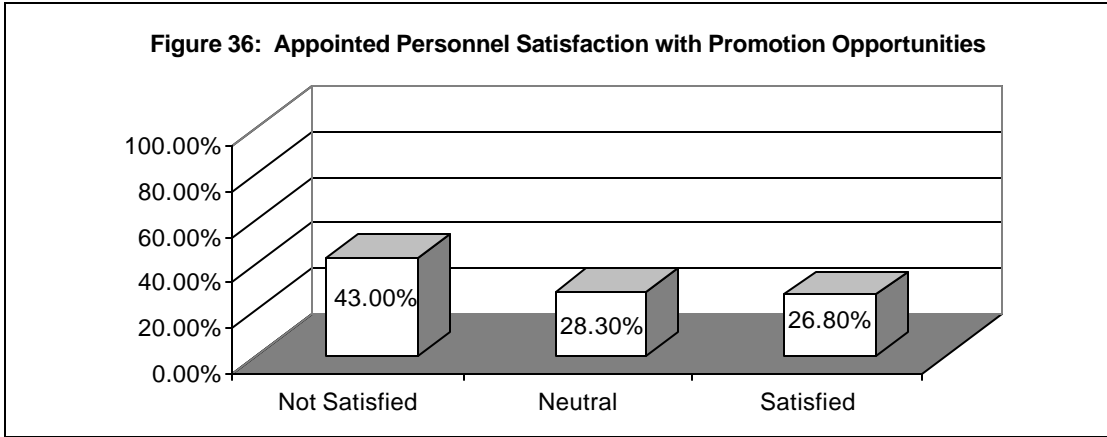
CS: There are many inequities: people writing their own job performance reviews, people getting positions and titles and pay raises that are not deserved.

AP: I always receive “outstanding” in my merit reviews, but just get the 2%. Does this mean that everyone receives outstanding? Does it matter if I am satisfactory or outstanding? As a supervisor myself, I make sure there is a difference in reward between satisfactory (less than 1%) and outstanding (around 3%).

Career Development

- **PROBLEM:** *Insufficient opportunities for promotion or lateral transfer.*





Comments regarding advancement opportunities:

CS: Probably the greatest failing at UA is the lack of any mechanism for promotion/reward/advancement of staff positions.

CS: The way our department is set up, there is no way to move up, be promoted, or have our job classification changed. Since I have been here, I have doubled the amount of responsibility that my position carries and have gained additional training which has

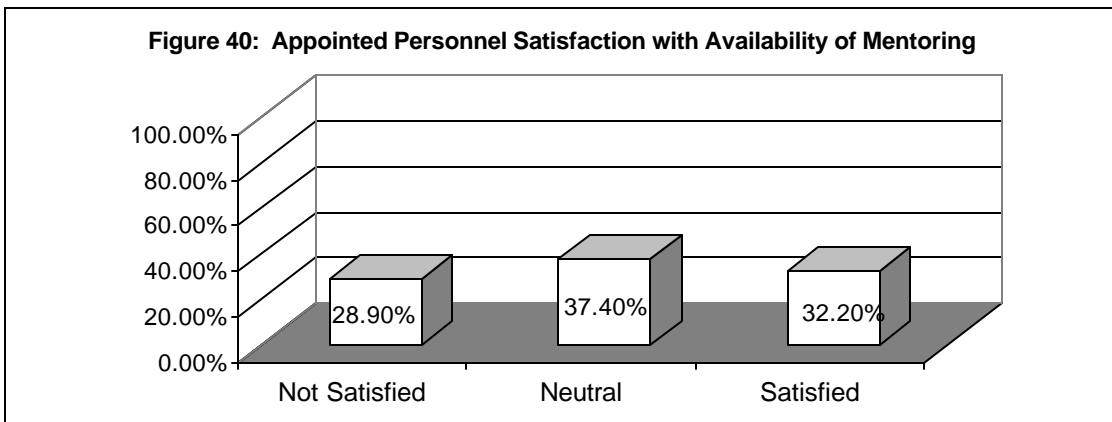
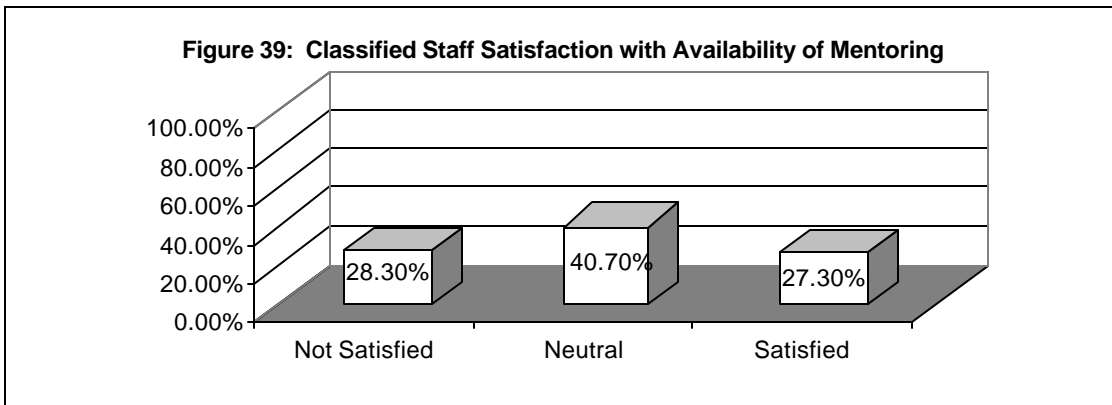
made my job more interesting. However, the only way to get a promotion or title change for me would be to apply for someone else’s job when they leave.

CS: In my unit, nepotism and favoritism are rampant. People are not promoted based on ability, skill, or performance, just friendship/family.

CS: I have witnessed amazingly brazen promotions of unqualified staff who have terrorized others in order to elevate themselves, all the while doing a thoroughly horrible job of serving the UA’s mission.

CS: For promotion or transfer, you are on your own.

- **PROBLEM: Inadequate availability of mentoring.**



Comments regarding mentoring:

CS: I’d like very much to attend classes to enhance and strengthen my skills, to learn things that will help me with new job responsibilities. There is nobody here to mentor/teach. It’s my problem. This is very frustrating. I am supposed to call the person who held the position before me . . . that’s not fair to that individual who is learning a new job as well.

AP: An advantage to a position like mine is that I can be quite creative in shaping my career and research interests. The downside is that, without a mentor with political clout, I can be treated very badly, with no recourse.

CS: Mentoring, except from my supervisor, is unsatisfactory.

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