Example Report

Measuring the Quality of Work Life at University XYZ

The Management Institute for Quality-of-Life Studies

March 2019
Executive Summary

This report provides a profile of the quality of work life at University XYZ based on survey data collected in 2018-19. The survey captures three major sets of quality-of-work-life constructs, namely faculty/staff satisfaction of developmental needs (health and safety, economic and family, social, esteem, actualization, knowledge, and creativity), domain satisfaction (satisfaction with work life; satisfaction with non-work life such as family, leisure, health, education, friendship, culture, and social status; and overall life satisfaction), and commitment and loyalty to University XYZ.

All full-time faculty and staff of University XYZ (N = 3,598) were contacted by the Director of Human Resources were contacted in February 2019 by e-mail requesting participation in a quality-of-work-life survey. Around half of all faculty/staff working full-time at University XYZ (N = 1,543) completed the survey at the closing date of the survey, generating a response rate of 43%, an acceptable response rate given past survey studies with faculty and staff at major colleges and institutions around the world.

With respect to health and safety needs of faculty and staff at University XYZ, the survey results indicate that physical safety at work at University XYZ is somewhat below average compared to all other colleges/universities surveyed. Specifically, more than half of the survey participants reported either “very true” or “true” with feeling physically safe at work. Health benefits is also slightly below average compared to all other colleges/universities surveyed. Specifically, around half of the surveyed population reported either “very true” or “true” to the notion that their job provides good health benefits. Programs related to health and fitness is also almost equal to the average of all other colleges/universities surveyed. Specifically, more than half of those surveyed reported either “very true” or “true” to the notion that their place of work helps them stay healthy and fit. With respect economic and family needs, the survey results indicate that satisfaction with pay is above average. Specifically, a quarter of those surveyed reported either “very true” or “true” with feeling satisfied with pay from work. Job security is almost equivalent to the average of all other colleges/universities surveyed. However, only less than a quarter of the faculty/staff population feel that their job is secure. Family needs is below average compared to all other colleges/universities surveyed. Specifically, less than a quarter of those surveyed reported either “very true” or “true” to the notion that their job does well for their families. With respect to social needs, the survey results indicate that satisfaction with friendship at work at University XYZ is below average compared to all other colleges/universities surveyed. Around a third of the faculty/staff population feel that they having good friends at work. Time off for leisure is also below average compared to all other colleges/universities surveyed. Only 15% of those surveyed reported that they have enough time away from work to enjoy other things in life. With respect to esteem needs, the survey results indicate that feelings of appreciation at work is slightly below average compared to all other colleges/universities surveyed. Specifically, more than a quarter of those surveyed reported feeling appreciated at work. Recognition of expertise is above average. More than half of the faculty and staff feel that their colleagues are being fairly recognized for their expertise at work and/or within their profession. With respect to actualization needs, the survey results show that realizing potential at work is slightly below average compared to all other colleges/universities surveyed. Only 14% of those surveyed reported feeling that their job allows them to realize their potential as an expert in their line of work. The survey results also show that realizing potential in profession is below average. Only 6% of those surveyed reported that they feel that they are realizing their potential as an expert in their line of work. With respect to knowledge needs, the survey results show that learning on the job is
slightly below average. Only a third of those surveyed reported feeling that they are always learning new things that better help them do their job better. However, sharpening professional skills is above average compared to all other colleges/universities surveyed. Specifically, a large majority of those surveyed reported that their job allows them to sharpen their professional skills. With respect to creativity needs, the survey results show that creativity is below average compared to all other colleges/universities surveyed. Specifically, only a quarter of those surveyed reported that there is much creativity in their job. The survey results also show that “job helps creativity outside of work” is still below average. Only 6% of those surveyed reported that their job helps develop their creativity outside of work.

The survey results also show that satisfaction with work life among faculty and staff of University XYZ is somewhat above average compared to all other colleges/universities surveyed. Almost four-fifth of those surveyed reported either “very satisfied” or “satisfied” with their present job in general. With respect to satisfaction in non-work domains, the survey results show satisfaction with family life among faculty and staff of University XYZ is approximately in par with the average of all other colleges/universities surveyed. Again more than three-fourth of those surveyed reported either “very satisfied” or “satisfied” with their family situation in general. Satisfaction with leisure life is below average compared to all other colleges/universities surveyed. Only 20% of those surveyed reported either “very satisfied” or “satisfied” with their leisure life in general. Satisfaction with financial life is way above average. More than three-fourth of those surveyed reported either “very satisfied” or “satisfied” with their financial life in general. The survey results also show satisfaction with health is above average. An overwhelming majority reported either “very satisfied” or “satisfied” with their health in general. Satisfaction with education is equivalent to the average of all other colleges/universities surveyed. More than two-thirds of those surveyed reported either “very satisfied” or “satisfied” with their education in general. Satisfaction with friends and associates is below average compared to all other colleges/universities surveyed. Specifically, less than two-thirds of those surveyed reported either “very satisfied” or “satisfied” with their friends and associates in general. Satisfaction with neighborhood is slightly above average. Specifically, around four-fifth of those surveyed reported either “very satisfied” or “satisfied” with their neighborhood in general. Satisfaction with community is somewhat above average. The vast majority of those surveyed reported either “very satisfied” or “satisfied” with their community in general. Satisfaction with spiritual life is somewhat below average. Around two-thirds of those surveyed reported either “very satisfied” or “satisfied” with their spiritual life in general. Satisfaction with the environment is below average. Only 15% of those surveyed reported either “very satisfied” or “satisfied” with their environment in general. Satisfaction with housing is above average. More than four-fifth of those surveyed reported either “very satisfied” or “satisfied” with their housing in general. Satisfaction with cultural life is above average. Again, more than four-fifth of those surveyed reported either “very satisfied” or “satisfied” with their cultural life in general. Satisfaction with social status is slightly above average compared to all other colleges/universities surveyed. However, around three-fourth of those surveyed reported either “very satisfied” or “satisfied” with their social status in general. Finally, satisfaction with life overall is slightly above average compared to all other colleges/universities surveyed. Around three-fourth of those surveyed reported either “very satisfied” or “satisfied” with their life in general. Again, good news!

With respect to commitment and loyalty of faculty and staff to University XYZ, the survey results focusing on the overall average composite score is slightly below average compared to all other
colleges/universities surveyed. This composite score also show that commitment and loyalty to University XYZ is moderate.
Introduction
This report provides a detailed picture of the quality of work life among faculty and staff of University XYZ based on survey data collected in 2018-19.

The survey captures three major sets of quality-of-work-life constructs, plus demographics. These are:

1. Faculty and staff satisfaction of developmental needs (survey items capturing satisfaction with health and safety needs, economic and family needs, social needs, esteem needs, actualization needs, knowledge needs and creativity needs);
2. Faculty and staff commitment and loyalty to University XYZ (survey items capturing different aspects of organizational loyalty and commitment);
3. Faculty and staff satisfaction with various life domains (survey items capturing satisfaction with work life, family life, leisure life, financial life, health, education, friends and associates, neighborhood, community, spiritual life, the environment, cultural life, social status, and overall life);
4. Faculty and staff demographics.

These survey items are compared against statistical norms based on past surveys involving at least 11 different surveys at universities at colleges worldwide. Every time we administer a quality-of-work-life survey we revise the statistical norms based on the up-to-date survey administration. To read more about the surveyed institutions and the validation of the study constructs, see the supporting references and publications in References section and the actual survey questionnaire located at the end of the report.

The survey results reported here focus on a specific university whose identity is disguised to protect confidentiality. We call this University XYZ. We compare the satisfaction scores of University XYZ against hypothetical statistical norms that should reflect the average of all the scores aggregated across all surveyed colleges and universities. We use hypothetical statistical norms in this report only as an example. The actual report for a surveyed college or university will contain the actual statistical norms from all the surveyed colleges and universities to date.

The appendix shows the actual survey questionnaire administered at University XYZ.
Theoretical Model

The conceptual model underlying the quality of work life (QWL) survey among college/university faculty and staff is shown in Figure 1 below (Sirgy et al., 2001). The QWL measure is essentially based on need hierarchy theory, a theory widely accepted in social/personality psychology, industrial/organizational psychology, management, as well as quality-of-life studies. The measure is designed to assess the extent to which the college or university is perceived to meet the needs of faculty and staff. Seven major needs are captured in the QWL survey, each having several dimensions. These are:

1. **health and safety needs**
   a. protection from ill health and injury at work (i.e., safety at work)
   b. protection from ill health outside of work (i.e., job-related health benefits)
   c. enhancement of good health (i.e., encouragement at work of preventative measures of health care)

2. **economic and family needs**
   a. pay (i.e., adequate salaries and wages)
   b. job security (i.e., feeling secure knowing that one is not likely to get laid off or let go)
   c. other family needs (i.e., having enough time from work to attend to family needs)

3. **social needs**
   a. collegiality at work (i.e., positive social interactions at work)
   b. leisure time off work (i.e., having enough time from work to relax and experience leisure)

4. **esteem needs**
   a. recognition and appreciation of work within the college/university (i.e., recognition and awards for doing a good job at work)
   b. recognition and appreciation of work outside the college/university (i.e., recognition and awards by the local community and/or professional associations for work done within the college/university or on behalf of the college/university)

5. **actualization needs**
   a. realization of one’s potential within the college/university (i.e., job is perceived to allow recognition of potential)
   b. realization of one’s potential as a professional (i.e., job is perceived to allow the person to become an expert in his or her field of expertise)

6. **knowledge needs**
   a. learning to enhance job skills (i.e., perceives opportunities to learn to do the job better)
   b. learning to enhance professional skills (i.e., perceives opportunities to learn to become expert in one’s field)

7. **creativity needs**
   a. creativity at work (i.e., perceives opportunities to be creative in solving job-related problems)
   b. personal creativity and general aesthetics (i.e., perceives opportunities at work to allow personal development of one’s sense of aesthetics and creative expression)

The QWL measure has been administered in a variety of colleges and universities to capture the quality of work life of faculty and staff and in other work-related sectors (e.g., Abdollahzade et al., 2016; Afsar & Burcu, 2014; Arndt, Singhapakdi, & Tam, 2015; Chan & Wyatt, 2007; Koonmee et al., 2010; Lee,
Singhapakdi, & Sirgy, 2007; Marta et al., 2013; Mohan & Suppareakchaisakul, 2014; Nimalathasan & Ather, 2010; Rastogi, Rangnekar, & Rastogi, 2018; Saha & Kumar, 2016; Singhapakdi et al., 2014; Sirgy et al., 2001; Taher, 2013) and validated in terms of its prediction of constructs such as job satisfaction, organizational commitment, satisfaction in non-work domains, and life satisfaction.

As shown in the figure, satisfaction with life overall of faculty and staff in colleges and universities is heavily influenced by satisfaction with work life (i.e., job satisfaction) and satisfaction in non-work domains. Job satisfaction, satisfaction in non-work domains, as well as organizational commitment are all construed to be determined by quality of work life or QWL (i.e., faculty/staff need satisfaction in relation to health and safety needs, economic and family needs, social needs, esteem needs, actualization needs, knowledge needs, and creativity needs).

The validation of the QWL measure was based on two studies reported in Sirgy et al. (2001). The survey participants involved in Study 1 were selected from payroll lists of a southwestern urban university in the United States. The size of that population at the time of data collection was 490. Data collection was done through a mail survey; 490 questionnaires were mailed out to faculty and staff during fall semester of 1998. Twenty questionnaires were returned because of change in status; 180 questionnaires were returned completed. From those, seven were discarded because of significant problems noted in completing the questionnaire. The net response was 37 percent. The survey participants involved in Study 2 were selected from faculty/staff directory of a Mid-Atlantic rural university in the United States. The size of that population at the time of data collection was 6,500. One thousand names were randomly selected from the directory and a survey questionnaire was mailed to them during fall 1998 semester. Forty-six survey questionnaires were returned because of sample respondents moved on; 310 completed questionnaires were returned. The final response rate was 32.5 percent.
FIGURE 1: The Underlying Conceptual Model of Quality of Work Life

Source: Adapted from Sirgy et al. (2001)
Description of the Quality-of-Work-Life (QWL) Survey

Faculty and staff of a particular college or university are introduced to the survey questionnaire via a cover letter from a high-ranking college official (university president, provost, director of human resources) describing the objectives of the survey as aiming to assess the quality of work life of faculty and staff within their college/university. Participants are assured that their responses would remain confidential and anonymous.

The questionnaire consists of four major sections. The first section (“Feelings about How the College/University Addresses Your Personal Needs”) involves the core QWL survey items—items related to satisfaction with the seven categories of human needs (and 16 dimensions in total). See exact items of this construct in the actual online survey questionnaire in the Appendix.

The second section of the questionnaire involves a measure of organizational commitment (loyalty and commitment to the college/university in question). See exact items of this construct in the actual online survey questionnaire in the Appendix.

The third section of the survey questionnaire involves items designed to capture domain satisfaction and satisfaction with life overall (satisfaction with work life, family life, leisure life, health, education, friendship, neighborhood, community, cultural life, and social status). See exact items of this construct in the actual online survey questionnaire in the Appendix.

The last (fourth) section of the questionnaire contains demographic questions related to gender, age, educational level, years of service in current type of work, and years of service.
Sampling and Data Collection
All full-time faculty and staff of University XYZ (N = 3,598) were contacted by the Director of Human Resources were contacted in February 2009 by e-mail requesting participation in a quality-of-work-life survey. The importance of this survey was discussed in the e-mail message with an endorsement of the university President. Faculty and staff who were contacted were urged to complete the survey by clicking on the survey link that was embedded in the e-mail message. They were urged to complete the survey in two weeks (a deadline was specified in the e-mail message). Two additional e-mail messages were sent by the Director of Human Resources before the deadline urging faculty and staff who did not complete the survey to do so before the deadline. Around half of all faculty/staff working full-time at University XYZ (N = 1,543) completed the survey at the closing date of the survey, generating a response rate of 43%, an acceptable response rate given past survey studies with faculty and staff at major colleges and institutions around the world.
Survey Results
The results are reported in three major sections: (1) faculty and staff satisfaction of developmental needs, (2) life domain satisfaction, and (3) organizational commitment.

Faculty and Staff Satisfaction of Developmental Needs
This section reports results related to satisfaction with developmental needs related to health and safety, economic and family, social, esteem, actualization, knowledge, and creativity and aesthetics.

Faculty and Staff Satisfaction of Health and Safety Needs
Health and safety needs of faculty and staff at University XYZ involve three indicators: (1) physical safety at work, (2) health benefits, and (3) programs related to health and fitness.

As shown in Figure 2, physical safety at work at University XYZ is somewhat below average (5.72 on a 7-point rating scale varying from 1 as “very untrue” to 7 as “very true) compared to all other colleges/universities surveyed (6.14). Specifically, 55% of those surveyed reported either “very true” or “true” with feeling physically safe at work.

Health benefits at University XYZ is also slightly below average (5.33) on a 7-point rating scale varying from 1 as “very untrue” to 7 as “very true) compared to all other colleges/universities surveyed (5.78). Specifically, 48% of those surveyed reported either “very true” or “true” to the notion that their job provides good health benefits.

Programs related to health and fitness at University XYZ is also almost equivalent (5.58) on a 7-point rating scale varying from 1 as “very untrue” to 7 as “very true) compared to the average of all other colleges/universities surveyed (5.59). Specifically, 54% of those surveyed reported either “very true” or “true” with the notion that their place of work helps them stay healthy and fit.

FIGURE 2: Faculty/Staff Satisfaction with Health and Safety Needs at University XYZ
Faculty and Staff Satisfaction of Economic and Family Needs

Economic and family needs of faculty and staff at University XYZ involve three indicators: (1) satisfaction with pay, (2) job security, and (3) family needs.

As shown in Figure 3, satisfaction with pay at University XYZ is above average (4.14 on a 7-point rating scale varying from 1 as “very untrue” to 7 as “very true) compared to all other colleges/universities surveyed (3.58). Specifically, 25% of those surveyed reported either “very true” or “true” with feeling satisfied with pay from work.

Job security at University XYZ is almost equivalent (4.04) on a 7-point rating scale varying from 1 as “very untrue” to 7 as “very true) compared to the average of all other colleges/universities surveyed (3.96). Specifically, 20% of those surveyed reported either “very true” or “true” with the notion that their job is secure for life.

Family needs at University XYZ is below average (3.90) on a 7-point rating scale varying from 1 as “very untrue” to 7 as “very true) compared to all other colleges/universities surveyed (4.70). Specifically, 19% of those surveyed reported either “very true” or “true” with the notion that their job does well for their families.

FIGURE 3: Faculty/Staff Satisfaction with Economic and Family Needs at University XYZ
Faculty and Staff Satisfaction of Social Needs

Social needs of faculty and staff at University XYZ involve two indicators: (1) friendship at work and (2) time off for leisure.

As shown in Figure 4, satisfaction with friendship at work at University XYZ is below average (4.92 on a 7-point rating scale varying from 1 as “very untrue” to 7 as “very true) compared to all other colleges/universities surveyed (5.63). Specifically, 33% of those surveyed reported either “very true” or “true” with having good friends at work.

Time off for leisure at University XYZ is also below average (3.69) on a 7-point rating scale varying from 1 as “very untrue” to 7 as “very true) compared to all other colleges/universities surveyed (4.68). Specifically, 15% of those surveyed reported either “very true” or “true” with the notion that they have enough time away from work to enjoy other things in life.

FIGURE 4: Faculty/Staff Satisfaction with Social Needs at University XYZ
Faculty and Staff Satisfaction of Esteem Needs

Esteem needs of faculty and staff at University XYZ involve two indicators: (1) feelings of appreciation at work and (2) recognition of expertise.

As shown in Figure 5, feelings of appreciation at work at University XYZ is slightly below average (4.26 on a 7-point rating scale varying from 1 as “very untrue” to 7 as “very true) compared to all other colleges/universities surveyed (4.46). Specifically, 26% of those surveyed reported either “very true” or “true” with feeling appreciated at work.

However, recognition of expertise at University XYZ is above average (5.61) on a 7-point rating scale varying from 1 as “very untrue” to 7 as “very true) compared to all other colleges/universities surveyed (5.06). Specifically, 53% of those surveyed reported either “very true” or “true” with the notion that people at work and/or within their profession recognize their good work and expertise.

FIGURE 5: Faculty/Staff Satisfaction with Esteem Needs at University XYZ
Faculty and Staff Satisfaction of Actualization Needs

Actualization needs of faculty and staff at University XYZ involve two indicators: (1) realizing potential at work and (2) realizing potential in profession.

As shown in Figure 6, realizing potential at work at University XYZ is slightly below average (3.63 on a 7-point rating scale varying from 1 as “very untrue” to 7 as “very true) compared to all other colleges/universities surveyed (4.86). Specifically, only 14% of those surveyed reported either “very true” or “true” with feeling that their job allows them to realize their potential as an expert in their line of work.

Realizing potential in profession is still below average (3.07) on a 7-point rating scale varying from 1 as “very untrue” to 7 as “very true) compared to all other colleges/universities surveyed (4.82). Specifically, only 6% of those surveyed reported either “very true” or “true” with the notion that they feel that they are realizing their potential as an expert in their line of work.

FIGURE 6: Faculty/Staff Satisfaction with Actualization Needs at University XYZ
Faculty and Staff Satisfaction of Knowledge Needs

Knowledge needs of faculty and staff at University XYZ involve two indicators: (1) learning on the job and (2) sharpen professional skills.

As shown in Figure 7, learning on the job at University XYZ is slightly below average (4.83 on a 7-point rating scale varying from 1 as “very untrue” to 7 as “very true) compared to all other colleges/universities surveyed (5.56). Specifically, 34% of those surveyed reported either “very true” or “true” with the feeling that they are always learning new things that better help them do their job better.

However, sharpening professional skills is above average (6.25) on a 7-point rating scale varying from 1 as “very untrue” to 7 as “very true) compared to all other colleges/universities surveyed (5.35). Specifically, a large majority (78%) of those surveyed reported either “very true” or “true” with the notion that their job allows them to sharpen their professional skills.

**FIGURE 7:** Faculty/Staff Satisfaction with Knowledge Needs at University XYZ
Faculty and Staff Satisfaction of Creativity Needs

Creativity and aesthetics needs of faculty and staff at University XYZ involve two indicators: (1) creativity and (2) job helps creativity outside of work.

As shown in Figure 8, creativity at University XYZ is below average (4.43 on a 7-point rating scale varying from 1 as “very untrue” to 7 as “very true) compared to all other colleges/universities surveyed (5.26). Specifically, only 26% of those surveyed reported either “very true” or “true” with the recognition that there is much creativity in their job.

Job helps creativity outside of work is still below average (3.01) on a 7-point rating scale varying from 1 as “very untrue” to 7 as “very true) compared to all other colleges/universities surveyed (3.97). Specifically, only 6% of those surveyed reported either “very true” or “true” with the notion that their job helps develop their creativity outside of work.

FIGURE 8: Faculty/Staff Satisfaction with Creativity Needs at University XYZ

![Chart showing satisfaction levels for creativity and job help develop creativity outside of work.](image-url)
**Summary (Faculty/Staff Satisfaction with Developmental Needs at Work)**

The survey results pertaining to faculty/staff satisfaction with developmental needs at work at University XYZ as shown in figures 2-8 are now summarized in Figure 9. As shown in the figure, the results indicate that overall satisfaction with developmental needs at work at University XYZ is slightly below average (4.53), compared to other colleges and universities surveyed (4.95). With respect to the specific dimensions of need satisfaction, the survey results indicate that satisfaction ratings in relation to health and safety needs, esteem needs, actualization needs, and aesthetics needs are all above average; however, satisfaction with economic and family needs as well as social needs are below average.

**FIGURE 9: Summary of Faculty/Staff Satisfaction with Developmental Needs**

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<tr>
<th>Domain</th>
<th>Hypothetical Norm</th>
<th>University XYZ</th>
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<td>Economic and Family Needs</td>
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<td>Social Needs</td>
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<td>Aesthetics Needs</td>
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</tbody>
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**Faculty and Staff Satisfaction in Various Life Domains**

This section reports results related to domain satisfaction, namely satisfaction with work life, family life, leisure life, financial situation, health, education, social life, neighborhood, community, spiritual life, environment, housing, cultural life, and social status.
Faculty and Staff Satisfaction with Work Life

As shown in Figure 10, satisfaction with work life among faculty and staff of University XYZ is somewhat above average (4.27 on a 5-point rating scale varying from 1 as “very dissatisfied” to 5 as “very satisfied”) compared to all other colleges/universities surveyed (3.70). Specifically, 84% of those surveyed reported either “very satisfied” or “satisfied” with their present job in general.

FIGURE 10: Satisfaction with Work Life at University XYZ

Faculty and Staff Satisfaction with Family Life

As shown in Figure 11, satisfaction with family life among faculty and staff of University XYZ is approximately in par with the average (4.14 on a 5-point rating scale varying from 1 as “very dissatisfied” to 5 as “very satisfied”) compared to all other colleges/universities surveyed (4.17). Specifically, 84% of those surveyed reported either “very satisfied” or “satisfied” with their family situation in general.
Faculty and Staff Satisfaction with Leisure Life
As shown in Figure 12 satisfaction with leisure life among faculty and staff of University XYZ is below average (2.55 on a 5-point rating scale varying from 1 as “very dissatisfied” to 5 as “very satisfied”) compared to all other colleges/universities surveyed (3.59). Specifically, 20% of those surveyed reported either “very satisfied” or “satisfied” with their leisure life in general.

Faculty and Staff Satisfaction with Financial Life
As shown in Figure 13, satisfaction with financial life among faculty and staff of University XYZ is way above average (4.15 on a 5-point rating scale varying from 1 as “very dissatisfied” to 5 as “very satisfied”).
satisfied”) compared to all other colleges/universities surveyed (3.04). Specifically, 77% of those surveyed reported either “very satisfied” or “satisfied” with their financial life in general.

FIGURE 13: Satisfaction in Non-Work Domains: Financial Life

Faculty and Staff Satisfaction with Health
As shown in Figure 14, satisfaction with health among faculty and staff of University XYZ is above average (4.69 on a 5-point rating scale varying from 1 as “very dissatisfied” to 5 as “very satisfied”) compared to all other colleges/universities surveyed (3.73). Specifically, 95% of those surveyed reported either “very satisfied” or “satisfied” with their health in general.

FIGURE 14: Satisfaction in Non-Work Domains: Health
Faculty and Staff Satisfaction with Education

As shown in Figure 15, satisfaction with education among faculty and staff of University XYZ is equivalent to the average (3.90 on a 5-point rating scale varying from 1 as “very dissatisfied” to 5 as “very satisfied”) compared to all other colleges/universities surveyed (3.92). Specifically, 71% of those surveyed reported either “very satisfied” or “satisfied” with their education in general.

FIGURE 15: Satisfaction in Non-Work Domains: Education

Faculty and Staff Satisfaction with Friends and Associates

As shown in Figure 16, satisfaction with friends and associates among faculty and staff of University XYZ is below average (3.71 on a 5-point rating scale varying from 1 as “very dissatisfied” to 5 as “very satisfied”) compared to all other colleges/universities surveyed (4.05). Specifically, 62% of those surveyed reported either “very satisfied” or “satisfied” with their friends and associates in general.
Faculty and Staff Satisfaction with Neighborhood

As shown in Figure 17, satisfaction with neighborhood among faculty and staff of University XYZ is slightly above average (4.18 on a 5-point rating scale varying from 1 as “very dissatisfied” to 5 as “very satisfied”) compared to all other colleges/universities surveyed (3.99). Specifically, 81% of those surveyed reported either “very satisfied” or “satisfied” with their neighborhood in general.

Faculty and Staff Satisfaction with Community

As shown in Figure 18, satisfaction with community among faculty and staff of University XYZ is somewhat above average (4.48 on a 5-point rating scale varying from 1 as “very dissatisfied” to 5 as
“very satisfied”) compared to all other colleges/universities surveyed (3.94). Specifically, 93% of those surveyed reported either “very satisfied” or “satisfied” with their community in general.

**FIGURE 18: Satisfaction in Non-Work Domains: Community**

Faculty and Staff Satisfaction with Spiritual Life

As shown in Figure 19, satisfaction with spiritual life among faculty and staff of University XYZ is somewhat below average (3.69 on a 5-point rating scale varying from 1 as “very dissatisfied” to 5 as “very satisfied”) compared to all other colleges/universities surveyed (3.95). Specifically, 62% of those surveyed reported either “very satisfied” or “satisfied” with their spiritual life in general.

**FIGURE 19: Satisfaction in Non-Work Domains: Spiritual Life**
Faculty and Staff Satisfaction with the Environment

As shown in Figure 20, satisfaction with the environment among faculty and staff of University XYZ is below average (2.76 on a 5-point rating scale varying from 1 as “very dissatisfied” to 5 as “very satisfied”) compared to all other colleges/universities surveyed (3.77). Specifically, only 15% of those surveyed reported either “very satisfied” or “satisfied” with their environment in general.

FIGURE 20: Satisfaction in Non-Work Domains: the Environment

Faculty and Staff Satisfaction with Housing

As shown in Figure 21, satisfaction with housing among faculty and staff of University XYZ is above average (4.20 on a 5-point rating scale varying from 1 as “very dissatisfied” to 5 as “very satisfied”) compared to all other colleges/universities surveyed (3.93). Specifically, 82% of those surveyed reported either “very satisfied” or “satisfied” with their housing in general.
Faculty and Staff Satisfaction with Cultural Life
As shown in Figure 22, satisfaction with cultural life among faculty and staff of University XYZ is above average (4.32 on a 5-point rating scale varying from 1 as “very dissatisfied” to 5 as “very satisfied”) compared to all other colleges/universities surveyed (3.86). Specifically, 85% of those surveyed reported either “very satisfied” or “satisfied” with their cultural life in general.

Faculty and Staff Satisfaction with Social Status
As shown in Figure 23, satisfaction with social status among faculty and staff of University XYZ is slightly above average (4.09 on a 5-point rating scale varying from 1 as “very dissatisfied” to 5 as “very
satisfied”) compared to all other colleges/universities surveyed (3.92). Specifically, 79% of those surveyed reported either “very satisfied” or “satisfied” with their social status in general.

**FIGURE 23: Satisfaction in Non-Work Domains: Social Status**

**Faculty and Staff Satisfaction with Life Overall**

As shown in Figure 24, satisfaction with life overall among faculty and staff of University XYZ is slightly above average (4.09 on a 5-point rating scale varying from 1 as “very dissatisfied” to 5 as “very satisfied”) compared to all other colleges/universities surveyed (3.92). Specifically, 79% of those surveyed reported either “very satisfied” or “satisfied” with their life in general.

**FIGURE 24: Life Satisfaction Overall**

How satisfied are you with your life as a whole?
Faculty and Staff Commitment and Loyalty to University XYZ

This section reports results related to organizational commitment, namely commitment to University XYZ. We report the results by survey item and summarize the results by reporting results related to an average composite.

As shown in Figure 25, willingness to put a great deal of effort beyond that normally expected in order to help University XYZ be successful is below average (3.94 on a 7-point rating scale varying from 1 as “strongly disagree” to 7 as “strongly agree”) compared to all other colleges/universities surveyed (5.71). Specifically, only 12% of those surveyed reported either “strongly agree” or “agree” with their willingness to put a great deal of effort beyond that normally expected.

FIGURE 25: “I am willing to put a great deal of effort beyond that normally expected in order to help University XYZ be successful”

As shown in Figure 26, praising University XYZ to friends is below average (4.06 on a 7-point rating scale varying from 1 as “strongly disagree” to 7 as “strongly agree”) compared to all other colleges/universities surveyed (5.25). Specifically, only 18% of those surveyed reported either “strongly agree” or “agree” with talking up University XYZ to their friends as a great university to work for.
As shown in Figure 27, feeling loyalty to University XYZ is above average (4.17 on a 7-point rating scale varying from 1 as “strongly disagree” to 7 as “strongly agree”) compared to all other colleges/universities surveyed (3.22). This is a reverse-coded item, meaning that the higher the score the lower the organizational loyalty. Specifically, 19% of those surveyed reported either “strongly agree” or “agree” with feeling very little loyalty to University XYZ.

As shown in Figure 28, accepting any job assignment to keep working for University XYZ is below average (2.62 on a 7-point rating scale varying from 1 as “strongly disagree” to 7 as “strongly agree”) compared to all other colleges/universities surveyed (3.44). Specifically, only 6% of those surveyed
reported either “strongly agree” or “agree” with accepting almost any type of job assignment in order to keep working for University XYZ.

FIGURE 28: “I would accept almost any type of job assignment in order to keep working for University XYZ”

As shown in Figure 29, one’s values similar to University XYZ is above average (6.29 on a 7-point rating scale varying from 1 as “strongly disagree” to 7 as “strongly agree”) compared to all other colleges/universities surveyed (4.25). Specifically, 78% of those surveyed reported either “strongly agree” or “agree” with finding their values and University XYZ’s values to be similar.

FIGURE 29 “I find that my values and University’s XYZ values are very similar”
As shown in Figure 30, feeling proud to belong to University XYZ is slightly below average (5.45 on a 7-point rating scale varying from 1 as “strongly disagree” to 7 as “strongly agree”) compared to all other colleges/universities surveyed (5.51). Specifically, 55% of those surveyed reported either “strongly agree” or “agree” with feeling proud to tell others that they are part of University XYZ.

FIGURE 30: “I am proud to tell others that I am part of University XYZ

As shown in Figure 31, feeling indifference about University XYZ is below average (3.42 on a 7-point rating scale varying from 1 as “strongly disagree” to 7 as “strongly agree”) compared to all other colleges/universities surveyed (4.55). This is a reverse-coded item, meaning that the higher the score the lower the organizational loyalty. Specifically, only 7% of those surveyed reported either “strongly agree” or “agree” with feeling that they could be working for a different college or university as long as the type of work is similar.
As shown in Figure 31, "I could just as well be working for a different organization as long as the type of work is similar".

As shown in Figure 32, feeling inspired on the job is below average (3.69 on a 7-point rating scale varying from 1 as "strongly disagree" to 7 as "strongly agree") compared to all other colleges/universities surveyed (4.26). Specifically, only 8% of those surveyed reported either "strongly agree" or "agree" with feeling inspired by University XYZ to do the very best on the job.

As shown in Figure 33, recognition that it would not be difficult to leave University XYZ is below average (1.77 on a 7-point rating scale varying from 1 as "strongly disagree" to 7 as "strongly agree") compared to all other colleges/universities surveyed (3.28). This is a reverse-coded item, meaning that the higher the score the lower the organizational loyalty. Specifically, only 1% of those surveyed
reported either “strongly agree” or “agree” with the notion that it would take very little change in their present circumstances to cause them to leave University XYZ.

FIGURE 33: “It would take very little change in my present circumstances to cause me to leave University XYZ”

As shown in Figure 34, feeling glad having chosen to work for University XYZ is above average (6.53 on a 7-point rating scale varying from 1 as “strongly disagree” to 7 as “strongly agree”) compared to all other colleges/universities surveyed (5.22). Specifically, 88% of those surveyed reported either “strongly agree” or “agree” that they are extremely glad that they chose University XYZ to work for over other colleges and universities they were considering at the time they joined.

FIGURE 34: “I am extremely glad that I chose University XYZ to work for over other colleges and universities I was considering at the time I joined”
As shown in Figure 35, recognition that there is little to be gained by sticking with University XYZ is below average (1.99 on a 7-point rating scale varying from 1 as “strongly disagree” to 7 as “strongly agree”) compared to all other colleges/universities surveyed (3.72). This is a reverse-coded item, meaning that the higher the score the lower the organizational loyalty. Specifically, only 5% of those surveyed reported either “strongly agree” or “agree” that there is not much to be gained by sticking with University XYZ indefinitely.

**FIGURE 35:** “There is not too much to be gained by sticking with University XYZ indefinitely”

As shown in Figure 36, recognition of disagreement with University XYZ’s policies regarding faculty and staff is below average (3.26 on a 7-point rating scale varying from 1 as “strongly disagree” to 7 as “strongly agree”) compared to all other colleges/universities surveyed (4.18). This is a reverse-coded item, meaning that the higher the score the lower the organizational loyalty. Specifically, 23% of those surveyed reported either “strongly agree” or “agree” that often, they find that it is difficult to agree with University XYZ’s policies on important matters relating to faculty and staff.
“Often, I find it difficult to agree with University XYZ’s policies on important matters relating to its faculty and staff”

As shown in Figure 37, feeling of care about the fate of University XYZ is below average (3.17 on a 7-point rating scale varying from 1 as “strongly disagree” to 7 as “strongly agree”) compared to all other colleges/universities surveyed (5.75). Specifically, only 2% of those surveyed reported either “strongly agree” or “agree” that they really care about the fate of University XYZ.

As shown in Figure 38, feeling that University XYZ is the best of all possible colleges and universities to work for is above average (4.76 on a 7-point rating scale varying from 1 as “strongly disagree” to 7 as “strongly agree”) compared to all other colleges/universities surveyed (4.37). Specifically, 35% of those surveyed reported either “strongly agree” or “agree” that for them University XYZ is the best of all possible colleges and universities to work for.
As shown in Figure 39, regretting the decision to work for University XYZ is above average (2.98 on a 7-point rating scale varying from 1 as “strongly disagree” to 7 as “strongly agree”) compared to all other colleges/universities surveyed (2.21). This is a reverse-coded item, meaning that the higher the score the lower the organizational loyalty. Specifically, only 2% of those surveyed reported either “strongly agree” or “agree” that deciding to work for University XYZ was a definite mistake.

**Average Overall Organizational Commitment for University XYZ**

As shown in Figure 40, average overall organizational commitment for University XYZ is slightly below average (4.43 on a 7-point rating scale varying from 1 as “strongly disagree” to 7 as “strongly agree”) compared to all other colleges/universities surveyed (4.61). However, in absolute terms, this composite score indicate a moderate degree of commitment and loyalty to University XYZ.
FIGURE 40: Average Overall Organizational Commitment for University XYZ

- Hypothetical Norm: 4.61
- University XYZ: 4.43
Discussion and Recommendations

The survey results related to faculty and staff developmental needs can be summarized as follows. With respect to health and safety needs of faculty and staff at University XYZ, the survey results indicate that physical safety at work at University XYZ is somewhat below average compared to all other colleges/universities surveyed. Specifically, more than half of the survey participants reported either “very true” or “true” with feeling physically safe at work. This means that half of the faculty/staff population feel unsafe. This finding warrants additional investigation to identify specific areas involving health hazards and ways to minimize such hazards.

Health benefits at University XYZ is also slightly below average compared to all other colleges/universities surveyed. Specifically, around half of the surveyed population reported either “very true” or “true” with the notion that their job provides good health benefits. Again, this may be an area of deficiency that should be investigated further. Can the health benefits program offered at University XYZ be strengthened? If so, how?

Programs related to health and fitness at University XYZ is also almost equal to the average of all other colleges/universities surveyed. Specifically, more than half of those surveyed reported either “very true” or “true” to the notion that their place of work helps them stay healthy and fit. Still another area of further investigation. Can the university offer additional programs that can entice more of their faculty and staff to stay healthy?

With respect to economic and family needs, the survey results indicate that satisfaction with pay at University XYZ is above average compared to all other colleges/universities surveyed. Specifically, a quarter of those surveyed reported either “very true” or “true” with feeling satisfied with pay from work. This means that the majority of faculty and staff do not feel that their current paycheck adequately meets their needs. Perhaps HR should conduct an investigation to uncover the source of dissatisfaction and provide remedies. One common source of dissatisfaction with pay is pay inequity.

Job security at University XYZ is almost equivalent to the average of all other colleges/universities surveyed. However, only less than a quarter of the faculty/staff population feel that their job is secure. Again, another are worthy of investigation. What makes the faculty and staff of University XYZ feel that they lack job security? Possible remedies should be investigated too.

Family needs at University XYZ is below average compared to all other colleges/universities surveyed. Specifically, less than a quarter of those surveyed reported either “very true” or “true” to the notion that their job does well for their families. Can the university develop programs that can assist faculty and staff address family needs? Examples of such programs include child care and elder care centers housed on campus.

With respect to social needs, the survey results indicate that satisfaction with friendship at work at University XYZ is below average compared to all other colleges/universities surveyed. Around a third of the faculty/staff population feel that they having good friends at work. Can HR develop new programs that would encourage faculty and staff to socialize and befriend one another? An issue worthy of investigation.

Time off for leisure at University XYZ is also below average compared to all other colleges/universities surveyed. Only 15% of those surveyed reported that they have enough time away from work to enjoy
other things in life. Perhaps HR can think of ways to provide faculty and staff with more leisure time away from work. Examples may involve allowing staff to accomplish their tasks through telecommuting, thus allowing them to use commute time for leisure.

With respect to **esteem needs**, the survey results indicate that feelings of appreciation at work at University XYZ is slightly below average compared to all other colleges/universities surveyed. Specifically, more than a quarter of those surveyed reported feeling appreciated at work. Can HR encourage department heads to develop new recognition and awards programs and perhaps strengthen existing ones? Perhaps the department heads can be encouraged to show more appreciation of their faculty and staff. This can go a long way to satisfy esteem needs. Training programs can be offered to department heads to help them express appreciation.

Recognition of expertise at University XYZ is above average compared to all other colleges/universities surveyed, which is of course good news. More than half of the faculty and staff feel that their colleagues are being fairly recognized for their expertise at work and/or within their profession. Whatever recognition and awards programs in place should be maintained and strengthened.

With respect to **actualization needs**, the survey results show that realizing potential at work at University XYZ is slightly below average compared to all other colleges/universities surveyed. Only 14% of those surveyed reported feeling that their job allows them to realize their potential as an expert in their line of work. The survey results also show that realizing potential in profession is below average compared to all other colleges/universities surveyed. Only 6% of those surveyed reported that they feel that they are realizing their potential as an expert in their line of work. Career development at many colleges and universities seems to be a great challenge. Climbing the career ladder for faculty is difficult in most academic institutions, especially for women. An assistant professor has to demonstrate a great deal of competency in terms of teaching, research, and service before attaining tenure and promotion to associate. And getting promoted from associate to full is excruciatingly difficult in many research institutions. They have to demonstrate research impact through publications in elite journals of their discipline. In regards to staff promotional opportunities, they seem to be limited too. In many staff positions, there is no career ladder. Their options are limited. As such, can HR work with the deans, department heads, and other university officials to develop career development opportunities for both faculty and staff positions? This may be a challenge but it can be achieved with insight and inspiration.

With respect to **knowledge needs**, the survey results show that learning on the job at University XYZ is slightly below average compared to all other colleges/universities surveyed. Only a third of those surveyed reported feeling that they are always learning new things that better help them do their job better. However, sharpening professional skills is above average compared to all other colleges/universities surveyed. Specifically, a large majority of those surveyed reported that their job allows them to sharpen their professional skills. These findings come across like a mixed bag of good and not-so-good news. Perhaps HR may want to further investigate this issue.

With respect to **creativity needs**, the survey results show that creativity at University XYZ is below average compared to all other colleges/universities surveyed. Specifically, only a quarter of those surveyed reported that there is much creativity in their job. The survey results also show that “job helps creativity outside of work” is still below average compared to all other colleges/universities surveyed. Only 6% of those surveyed reported that their job helps develop their creativity outside of work. We recommend that HR can develop training programs to enhance creativity at work.
With respect to satisfaction in various life domains, the reader should note that our model shows that such satisfaction is an outcome of faculty/staff need satisfaction. As such, satisfaction in various life domains (including satisfaction with life overall) is a reflection of need satisfaction and the programs that the university has in place to meet these needs. In contrast, dissatisfaction in various life domains reflect dissatisfaction with specific needs, and should be treated as such. On that note, the survey results show that satisfaction with work life among faculty and staff of University XYZ is somewhat above average compared to all other colleges/universities surveyed. Almost four-fifth of those surveyed reported either “very satisfied” or “satisfied” with their present job in general. This is of course good news for the university. However, imagine if the university officials would address the specific need deficiencies that were reported earlier, job satisfaction can be increased further.

With respect to satisfaction in non-work domains, the survey results show satisfaction with family life among faculty and staff of University XYZ is approximately in par with the average of all other colleges/universities surveyed. Again more than three-fourth of those surveyed reported either “very satisfied” or “satisfied” with their family situation in general. Again, good news! Satisfaction with leisure life is below average compared to all other colleges/universities surveyed. Only 2% of those surveyed reported either “very satisfied” or “satisfied” with their leisure life in general, an area worth investigating. Satisfaction with financial life is way above average compared to all other colleges/universities surveyed. More than three-fourth of those surveyed reported either “very satisfied” or “satisfied” with their financial life in general. Again, good news! The survey results also show satisfaction with health is above average compared to all other colleges/universities surveyed. An overwhelming majority reported either “very satisfied” or “satisfied” with their health in general. No concerns here for sure! Satisfaction with education is equivalent to the average of all other colleges/universities surveyed. More than two-thirds of those surveyed reported either “very satisfied” or “satisfied” with their education in general. More good news! Satisfaction with friends and associates is below average compared to all other colleges/universities surveyed. Specifically, less than two-thirds of those surveyed reported either “very satisfied” or “satisfied” with their friends and associates in general. Perhaps satisfaction with friends and associates can be increased by addressing concerns related to satisfaction with social needs. Satisfaction with neighborhood is slightly above average compared to all other colleges/universities surveyed. Specifically, around four-fifth of those surveyed reported either “very satisfied” or “satisfied” with their neighborhood in general. This is repeated good news. Satisfaction with community is somewhat above average compared to all other colleges/universities surveyed. The vast majority of those surveyed reported either “very satisfied” or “satisfied” with their community in general. More good news! Satisfaction with spiritual life is somewhat below average compared to all other colleges/universities surveyed. Around two-thirds of those surveyed reported either “very satisfied” or “satisfied” with their spiritual life in general. Nothing to be concerned about in this area too. Satisfaction with the environment is below average compared to all other colleges/universities surveyed. Only 15% of those surveyed reported either “very satisfied” or “satisfied” with their environment in general. This is definitely an area of concern and may be worthy of further investigation. What can the university do to deal with environmental concerns? Satisfaction with housing is above average compared to all other colleges/universities surveyed. More than four-fifth of those surveyed reported either “very satisfied” or “satisfied” with their housing in general. Not an area of concern! Satisfaction with cultural life is above average compared to all other colleges/universities surveyed. Again, more than four-fifth of those surveyed reported either “very satisfied” or “satisfied” with their cultural life in general. Whatever is in place seems to work for the
faculty and staff of University XYZ. **Satisfaction with social status** is slightly above average compared to all other colleges/universities surveyed. However, around three-fourth of those surveyed reported either “very satisfied” or “satisfied” with their social status in general. Again, not an area of concern! Finally, **satisfaction with life overall** is slightly above average compared to all other colleges/universities surveyed. Around three-fourth of those surveyed reported either “very satisfied” or “satisfied” with **their life in general**. Again, good news!

With respect to **commitment and loyalty** of faculty and staff to University XYZ, the survey results focusing on the overall average composite score is slightly below average compared to all other colleges/universities surveyed. This composite score also show that commitment and loyalty to University XYZ is moderate. Organizational loyalty and commitment can be increased by addressing deficient needs as discussed in the front part of this section.
References


Appendix: The Survey Questionnaire

A Survey on Quality-of-Work Life in Universities

The purpose of this survey is to learn how people feel and experience their jobs and organizations. Specifically, we would like to measure the level of quality of work life in this university. All responses will be treated confidentially and anonymously. Please complete all the sections of the survey. Thank you very much for your cooperation.

Instructions: Listed below is a series of statements that may be true about you, your job, and your university. Please respond to each of these statements by checking one of the seven alternative responses in relation to each statement.

SECTION 1

HEALTH AND SAFETY ISSUES

<table>
<thead>
<tr>
<th>1. I feel physically safe at work.</th>
<th>Very True</th>
<th>True</th>
<th>Slightly True</th>
<th>Neither True/Untrue</th>
<th>Slightly Untrue</th>
<th>Untrue</th>
<th>Very Untrue</th>
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</thead>
<tbody>
<tr>
<td>2. My job provides good health benefits.</td>
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<td>3. My university helps me stay both physically and mentally fit.</td>
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</tbody>
</table>

ECONOMIC AND FAMILY ISSUES

<table>
<thead>
<tr>
<th>1. I am satisfied with what I’m getting paid for my work.</th>
<th>Very True</th>
<th>True</th>
<th>Slightly True</th>
<th>Neither True/Untrue</th>
<th>Slightly Untrue</th>
<th>Untrue</th>
<th>Very Untrue</th>
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<tbody>
<tr>
<td>2. I feel that my job at this university is secure for life.</td>
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<td>3. My job does well for my family.</td>
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</tbody>
</table>

SOCIAL ISSUES

<table>
<thead>
<tr>
<th>1. I have good friends at work.</th>
<th>Very True</th>
<th>True</th>
<th>Slightly True</th>
<th>Neither True/Untrue</th>
<th>Slightly Untrue</th>
<th>Untrue</th>
<th>Very Untrue</th>
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<tbody>
<tr>
<td>2. I have enough time away from work to enjoy other things in life.</td>
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</table>

ESTEEM ISSUES

<table>
<thead>
<tr>
<th>1. I feel appreciated at work in this university.</th>
<th>Very True</th>
<th>True</th>
<th>Slightly True</th>
<th>Neither True/Untrue</th>
<th>Slightly Untrue</th>
<th>Untrue</th>
<th>Very Untrue</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. People at my university and/or within my profession respect me as a professional and an expert in my field of work.</td>
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</table>
### ACTUALIZATION ISSUES

<table>
<thead>
<tr>
<th></th>
<th>Very True</th>
<th>True</th>
<th>Slightly True</th>
<th>Neither True/Untrue</th>
<th>Slightly Untrue</th>
<th>Untrue</th>
<th>Very Untrue</th>
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</thead>
<tbody>
<tr>
<td>1. I feel that my job allows me to realize my full potential.</td>
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<td>2. I feel that I am realizing my potential as an expert in my line of work.</td>
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### KNOWLEDGE ISSUES

<table>
<thead>
<tr>
<th></th>
<th>Very True</th>
<th>True</th>
<th>Slightly True</th>
<th>Neither True/Untrue</th>
<th>Slightly Untrue</th>
<th>Untrue</th>
<th>Very Untrue</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I feel that I'm always learning new things that help do my job better.</td>
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<td>2. This job allows me to sharpen my professional skills.</td>
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### CREATIVITY ISSUES

<table>
<thead>
<tr>
<th></th>
<th>Very True</th>
<th>True</th>
<th>Slightly True</th>
<th>Neither True/Untrue</th>
<th>Slightly Untrue</th>
<th>Untrue</th>
<th>Very Untrue</th>
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</thead>
<tbody>
<tr>
<td>1. There is a lot of creativity involved in my job.</td>
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<td>2. My job helps me develop my creativity outside of work.</td>
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### SECTION 2: FEELINGS ABOUT THE UNIVERSITY

Listed below is a series of statements that represent possible feelings that individuals might have about your university. With respect to your own feelings about this university, please respond to each of these statements by checking one of the seven alternative responses in relation to each statement.

<table>
<thead>
<tr>
<th></th>
<th>Very True</th>
<th>True</th>
<th>Slightly True</th>
<th>Neither True/Untrue</th>
<th>Slightly Untrue</th>
<th>Untrue</th>
<th>Very Untrue</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I am willing to put in a great deal of effort beyond that normally expected in order to help this university be successful.</td>
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<tr>
<td>2. I talk up this university to my friends as a great organization to work for.</td>
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<tr>
<td>3. I feel very little loyalty to this university.</td>
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<td>4. I would accept almost any type of job assignment in order to keep working for this university.</td>
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<td>5. I find that my values and the university’s values are very similar.</td>
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<td>6. I am proud to tell others that I am part of this university.</td>
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<tr>
<td>7. I could just as well be working for a different organization as long as the type of work was similar.</td>
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8. This university really inspires the very best in me in the way of job performance.

9. It would take very little change in my present circumstances to cause me to leave this university.

10. I am extremely glad that I chose this university to work for over other organizations I was considering at the time I joined.

11. There's not too much to be gained by sticking with this university indefinitely.

12. Often, I find it difficult to agree with this university's policies on important matters relating to its employees.

13. I really care about the fate of this university.

14. For me this is the best of all possible organizations for which to work.

15. Deciding to work for this university was a definite mistake on my part.

SECTION 3: JOB AND LIFE SATISFACTION ISSUES

<table>
<thead>
<tr>
<th></th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Neither Satisfied nor Dissatisfied</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How satisfied are you with your life as a whole?</td>
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<tr>
<td>2. How do you feel about your present job in general?</td>
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<tr>
<td>3. How do you feel about your family situation in general?</td>
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<td>4. How do you feel about your leisure life in general?</td>
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<td>5. How do you feel about your financial situation in general?</td>
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<td>6. How do you feel about your health in general?</td>
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<td>7. How do you feel about your education in general?</td>
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<td>8. How do you feel about your friends and associates in general?</td>
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<td>9. How do you feel about your neighborhood in general?</td>
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<td>10. How do you feel about your community in general?</td>
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<td>11. How do you feel about your spiritual life in general?</td>
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<td>12. How do you feel about your environment in general?</td>
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<td>13. How do you feel about your housing situation in general?</td>
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<td>14. How do you feel about your cultural life in general?</td>
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<td>15. How do you feel about your social status in general?</td>
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SECTION 4: DEMOGRAPHICS

We would appreciate your responses to the following.

1. What is your gender? (Check one category)  Male    Female
2. What is your age? (Check one category)
   ______ younger than 19
   ______ 20-29
   ______ 30-39
   ______ 40-49
   ______ 50-59
   ______ 60-69
   ______ 70+

3. What is your educational level? (Check one category)
   ______ grammar school
   ______ some high school
   ______ high school degree
   ______ some college
   ______ college degree
   ______ some graduate school
   ______ masters degree
   ______ doctoral degree

4. What is your salary bracket (not your household income)? (Check one category)
   ______ less than $10,000/yr
   ______ $10,000-$19,999/yr
   ______ $20,000-$29,999/yr
   ______ $30,000-$39,999/yr
   ______ $40,000-$49,999/yr
   ______ $50,000-$69,999/yr
   ______ $70,000-$89,999/yr
   ______ $90,000-$99,999/yr
   ______ $100,000 or more/yr

5. What is your occupation? (Check one category)
   ______ President/Provost/Dean/Vice-Provost/Vice-President/AssociateDean/Assistant Dean
   ______ Endowed Professor/Full Professor (tenured? Yes ___ No ___)
   ______ Associate Professor (tenured? Yes ___ No ___)
   ______ Assistant Professor (tenured? Yes ___ No ___)
   ______ Affiliate Professor/Visiting Professor
   ______ Lecturer/Instructor/Research Assistant or Associate/Teaching Assistant or Associate
   ______ Technical Staff (e.g., physical plant technician)
   ______ Professional Staff (e.g., computer specialist, publicity officer, counselor)
   ______ Administrative Staff (e.g., secretary, administrative assistant, accountant, bookkeeper)
   ______ Other: please specify

6. How many years have you engaged in your current type of work? (Consider all employment, not only your current job.)
   Write your answer here: ______________ years

7. How many years have you been engaged in your current type of work in this university?
   Write you answer here: ______________ years

THANK YOU FOR COMPLETING THIS SURVEY QUESTIONNAIRE