



2015

STAFF SURVEY

Report of Findings



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STAFF SURVEY COMMITTEE

The 2015 Georgia State University staff climate survey used the questionnaire from the 2013 survey administration. The 2013 survey was developed by an ad hoc committee of the GSU Staff Council with representation from across the university. The 2015 staff climate survey was administered in consultation with the Staff Council Executive Committee and with the help of the following departments and personnel.

- College of Arts & Sciences, John Medlock
- Office of Institutional Effectiveness, Mary McLaughlin
- Office of Institutional Research, Charles Gilbreath
- Office of Institutional Research, Teresa Ward

EXECUTIVE SUMMARY

This report presents the results of Georgia State University's staff climate survey. The 2015 staff survey was administered in collaboration with the university's Staff Council, the Office of Institutional Effectiveness, and the Office of Institutional Research.

The results presented in this report are based on responses from 1173 university staff who completed the survey during its administration period in June and July, 2015. The response rate was 43.8%. The instrument reliability alpha was .943 (excellent).

The report begins with an overview of survey development and methodology. Section one presents the respondent characteristics. The second section presents descriptive data that reveals the general response patterns associated with questions on job satisfaction, mentoring, and training or professional development opportunities. Section three addresses issues around employee retention. The fourth section explores the relationship between employee satisfaction and demographics and section five compares the 2015 and 2013 staff survey findings. Recommendations regarding the survey findings are offered at the end of the report. Comprehensive data tables can be found in the appendices.

Major Findings

When compared to the 2013 survey, the 2015 survey results indicated a significantly improved university staff climate in the areas of environment, job functions and performance, and communication.

Overall, respondents indicated a high overall satisfaction with their job environment. They believe their department/unit supports an inclusive understanding of diversity and they have developed close relationships with their colleagues. As in 2013, staff gave job function and performance items generally high scores, but the inability of departments to deal effectively with poor performance by staff remains the lowest scoring item. Staff responses show that communication with supervisors and administrators has increased since the 2013 survey.

While staff retention remains an important issue, slightly less than half of the respondents indicated that they had seriously considered leaving their job in the past year. Of those, almost two-thirds have looked at job openings in other areas of the university and over half have applied for jobs outside of the university. Two-fifths have had job interviews. As in the 2013 survey, lack of career advancement and adequate compensation were reasons cited for considering leaving their job. A non-supportive work environment and poor management were also noted factors. Those who have considered leaving have significantly lower mean scores on all satisfaction items compared to those who have not considered leaving. As in the 2013 survey, those staff in their current position between four and eight years continue to be the at-risk group for leaving the university.

A quarter of the respondents indicated that they had someone who mentors them in their professional workplace role. Staff who are mentored have significantly higher mean scores in the areas of environment, job function and performance, and communication than those who are not mentored. Also, they are less likely to have considered leaving their job than those respondents who do not have a mentor.

Georgia State staff are well educated with just under half having earned graduate degrees.

The large majority of respondents indicated that they are able to take advantage of training or professional development. As in 2013, time issues, lack of funding, and support by management remain barriers for those who are unable to take advantage of training and professional development opportunities. There is a significant relationship between training and job satisfaction. Those who have not had training or opportunities for professional development score lower on the majority of satisfaction and subscale items.

METHODOLOGY

Development of the Survey

The primary reason for developing the climate survey was to assess multiple facets of job satisfaction among Georgia State staff employees using quantitative and qualitative data. The questions were designed to generate unambiguous, actionable data on key issues that affect staff and their work-related environment. The questionnaire was a result of the combined efforts of the Staff Council, the Office of Institutional Research, and the Office of Institutional Effectiveness.

Survey Administration

The survey was administered from June 9, 2015 through July 17, 2015 to all current personnel officially designated as holding full-time staff positions in the university. Email invitations were sent to each staff member and contained a link to the survey and a randomly assigned access code. As an incentive for participation, all respondents who completed the survey were given two free tickets to attend the Georgia State University's opening football game. The survey could be taken using smart phones or tablets. Recognizing that some staff may not have easy access to a computer, the Office of Institutional Research provided an open computer for those staff members.

Quantitative Analyses

Analysis of the quantitative data was performed using SPSS and STATA. Statistical procedures included descriptives (counts, frequencies, means, and standard deviations), cross tabulations, chi square procedures, t-tests, and analysis of variance.

An important component of the analysis relied on the development of subscales that grouped the instrument scale items into three general areas: environment, functional aspects of the job, and communication.

Survey results for individual units will be available providing respondent anonymity is maintainable.

Qualitative Analyses

The survey included several open-ended questions that generated important qualitative data. Data were analyzed using Atlas.ti, a sophisticated CAQDA (computer-assisted qualitative data analytical program) that allows for the linking of codes to text in order to develop hypertext that permits one to perform complex model and network building. Coding was performed at the word, sentence, and paragraph level. Using open thematic coding techniques, 1426 coded texts were generated and used in the analysis. Qualitative data were quantified resulting in 48 variables that were analyzed using SPSS.

Sources of Error

While the overall survey response rate (44%) was four percentage points lower than the 2013 survey, the response rate is acceptable. The representativeness of the respondent population deviated in the area of gender with slightly more females represented in the respondent population. Weighting procedures were not indicated.

SECTION I: STAFF SURVEY RESPONDENT CHARACTERISTICS

This section provides an overview of the demographic characteristics of the 1173 respondents who completed the staff survey. Female respondents were over represented by 7 percentage points.

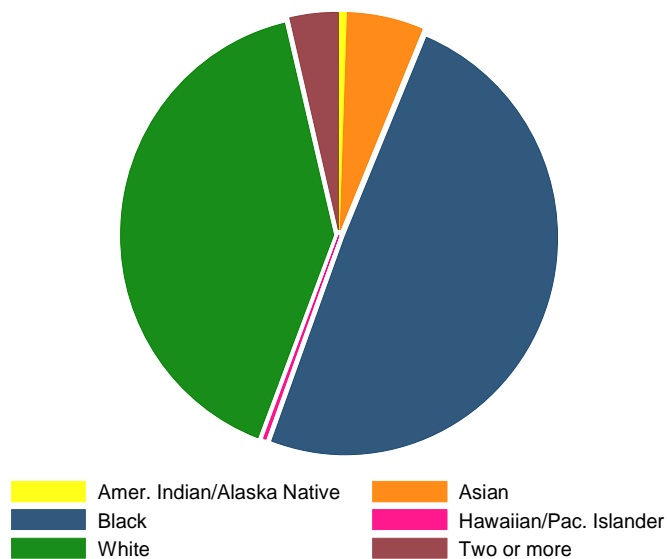
Gender/Race/Age

Two-thirds (67%) of the respondents identified as female (Appendix A).

The average staff member responding was between 30 to 49 years old (Appendix B).

Of all respondents who reported a race, 49% identified as Black and 41% identified as White. In terms of ethnicity, 3% of respondents identified themselves as Latino/a (Appendix C).

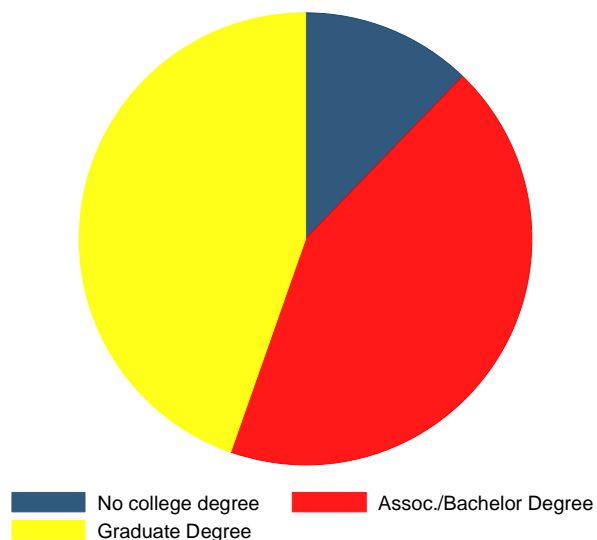
Figure 1. Race of Respondents



Highest Degree

The majority of staff responding (84%) report having a bachelor's degree or higher, with 45% having completed post-graduate work (Appendix D).

Figure 2. Highest Degree Earned



Length of Time in Job/University

The average length of time staff reported being employed in their current position was four to six years and the average length of time staff were employed in the university was seven to eight years (Appendices E, F).

Figure 3. Length of Time in Current Position

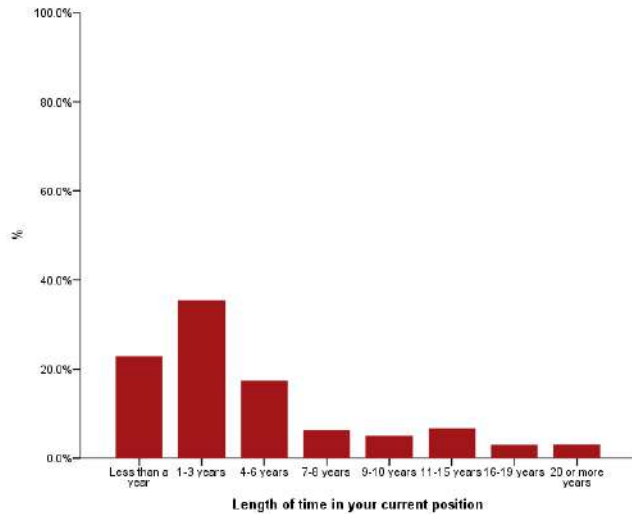
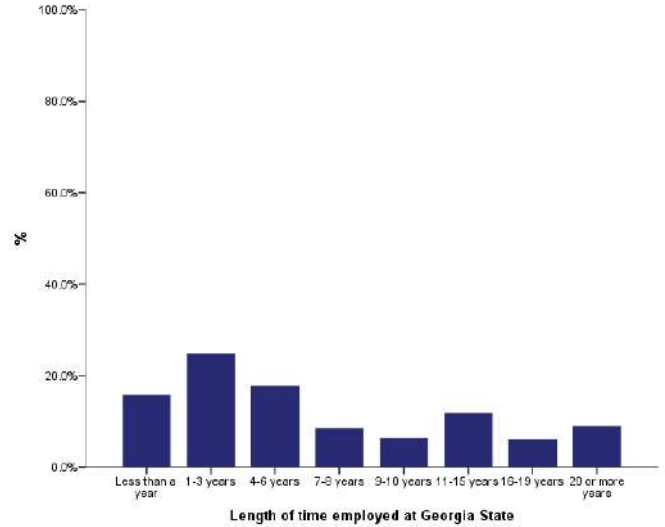


Figure 4. Length of Time Employed at Georgia State



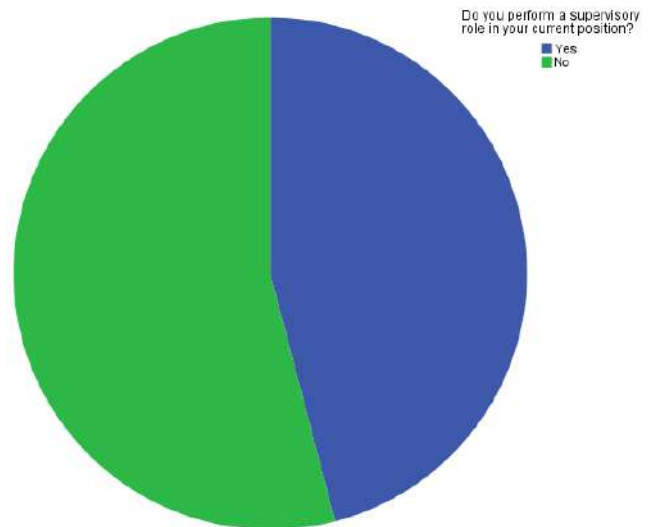
Supervisory Role

Of those staff who responded to the question on whether they had a supervisory role, slightly more than half (54%) indicated that they held non-supervisory roles (Appendix G).

Notably, of those respondents who had been in their current position seven to eight years or 20 or more years, 58% held supervisory roles, about 4 percentage points higher than those who had been with the university four to six years and nine to 19 years.

Within racial groups, 50% of Asians and Whites are in supervisory roles, followed by 43% of Blacks (Appendix H).

Figure 5. Supervisory Role



SECTION II: RESPONSE PATTERNS ASSOCIATED WITH GENERAL STAFF SATISFACTION

The interpretation of the instrument's satisfaction items are based on a six-point semantic differential response scale ranging from 1= strongly disagree to 6=strongly agree. The higher the mean score, the more positive the response pattern. For discussion within the context of this report, the 16 variables have been grouped into the following three subscales: (1) environment, (2) functional aspects of the job, (3) communication (Table 1). See Appendix I for details on all satisfaction items.

For the most part, the satisfaction items generated relatively high means scores. Those statements associated with the work environment were particularly positive (Figure 6), followed by statements regarding functional aspects of the job (Figure 7). Communication items had moderately high mean scores (Figure 8). Of the 16 individual scale items, the lowest mean scores were associated with the item regarding management's ability to effectively deal with poor performance and the item regarding the opportunity to advance one's career. The environment subscale item had the highest overall mean score (Figure 9).

Table 1. *Subscale and Scale Item Means*

Subscale Categories	Survey Scale Items	M (SD)
Environment (E) Mean = 4.71 SD = 1.01	I have developed close relationships with colleagues in my department/unit.	4.82 (1.27)
	My department/unit actively supports a shared and inclusive understanding of diversity.	4.80 (1.40)
	Georgia State provides me a safe working environment.	4.79 (1.20)
	Overall, I would recommend Georgia State University as a good place to work.	4.71 (1.30)
	My department/unit enables me to achieve a good balance between work and my personal life.	4.64 (1.45)
	I would recommend my department/unit as a good place to work.	4.53 (1.53)
Functional Aspects of the Job (F) Mean = 4.45 SD = 1.13	I am confident that my unit/department is meeting the needs of Georgia State.	4.85 (1.30)
	My immediate supervisor encourages me to increase my workplace skills.	4.71 (1.49)
	My department/unit encourages teamwork.	4.66 (1.48)
	My job makes good use of my skills.	4.62 (1.45)
	I have access to the resources I need to do my job well.	4.60 (1.34)
	I have the opportunity to advance my career at Georgia State.	3.99 (1.64)
	My department/unit deals effectively with poor performance by staff.	3.72 (1.58)
Communication (C) Mean = 4.33 SD = 1.32	My supervisor keeps me informed about university developments that may have a significant effect on me and my work.	4.41 (1.58)
	I can communicate important information to those in higher levels of administration.	4.29 (1.57)
	I feel comfortable using the procedures in place at Georgia State to report violations of regulations.	4.29 (1.53)

Note. Mean range: 1=strongly disagree to 6=strongly agree

Figure 6. Environment Subscale Item Means

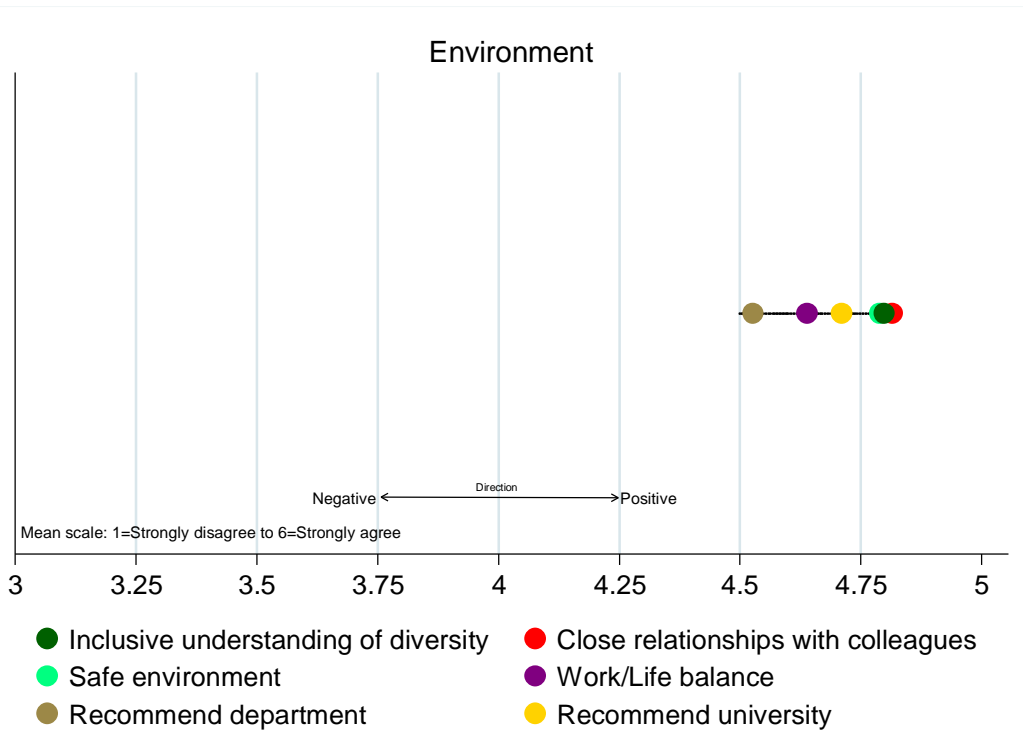


Figure 7. Functional Subscale Item Means

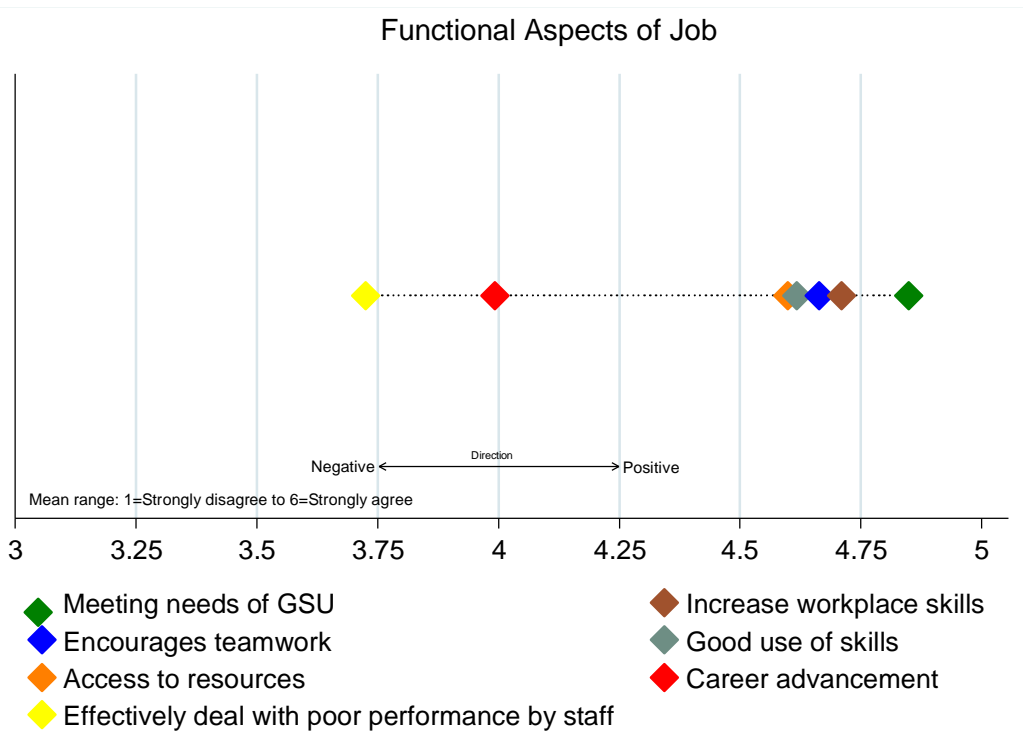


Figure 8. Communication Subscale Item Means

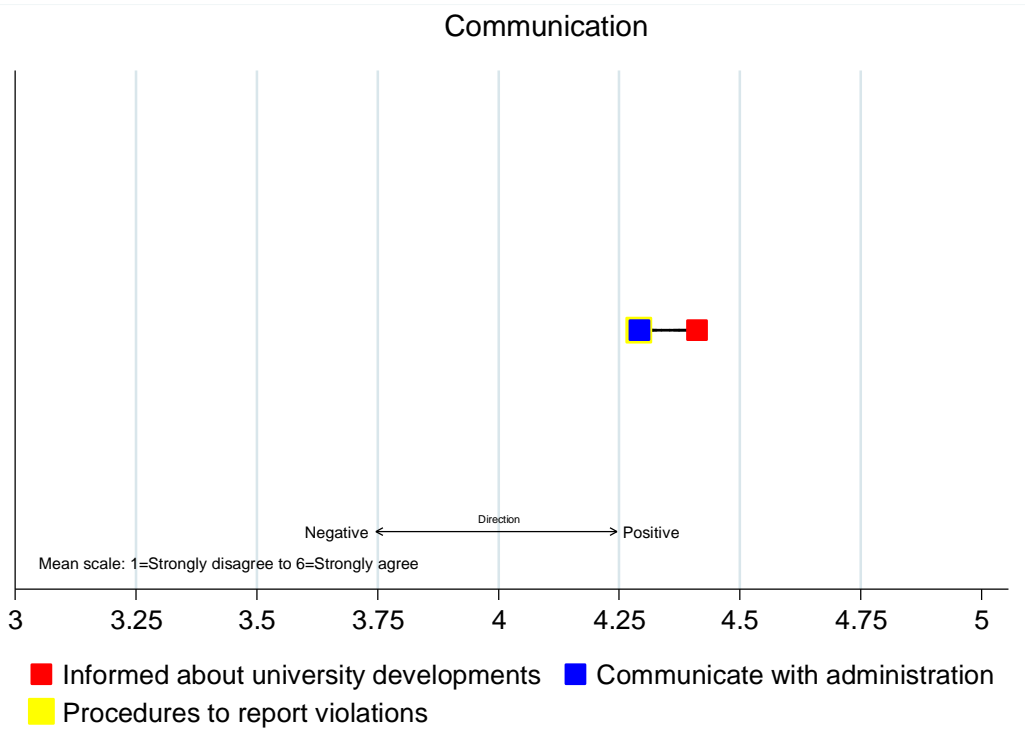
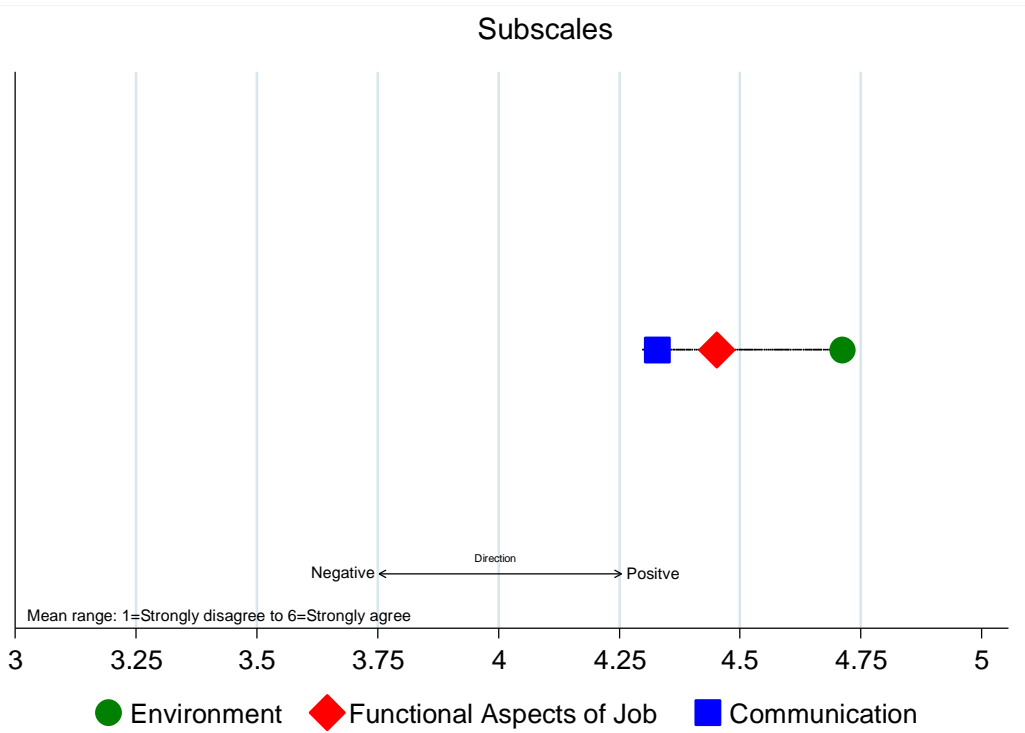


Figure 9. Subscale Means



Representative Comments:

As noted, work environment items had generally high mean scores. Respondents believe that their departments or units appreciate diversity and they have established friendships with colleagues. As one respondent noted:

"I have a GREAT group that I work in, especially thanks to my manager. We work as a team and foster an environment of mutual respect."

The majority of respondents indicated that they would recommend their unit or Georgia State as a good place to work, as reflected in the following comment:

"Georgia State University has special characteristics that make it a special place to work. The growth, friendliness, intellectual climate, diversity, athletics, and downtown Atlanta are just a few of the things that make it special."

The functional aspects of the job also had relatively high mean scores, particularly in the areas management support and access to resources.

"I work with a great unit. My director works for her team and supports us with new resources that helps us work harder without additional staff. She always lets us know how important we are to the goal and mission of the university, students, and office."

The lowest mean scores were associated with opportunities for career advancement and poor performance by staff. While many respondents felt they could advance within their departments, particularly if they took the initiative, others questioned whether they had advancement opportunities.

"Clear career paths are not easy to find at GSU. While managers are encouraging of growth, actual funding of professional programs to advance are scarce. Thus, I would be more likely to stay if funding for professional conferences and certifications was made available."

As was the case in the 2013 staff survey, the item associated with poor performance by staff had the lowest mean score of all items as reflected in the following comment:

"Poor staff performance is not dealt with. My supervisor is fearful of documenting poor performance by staff because of the belief that a grievance will be filed."

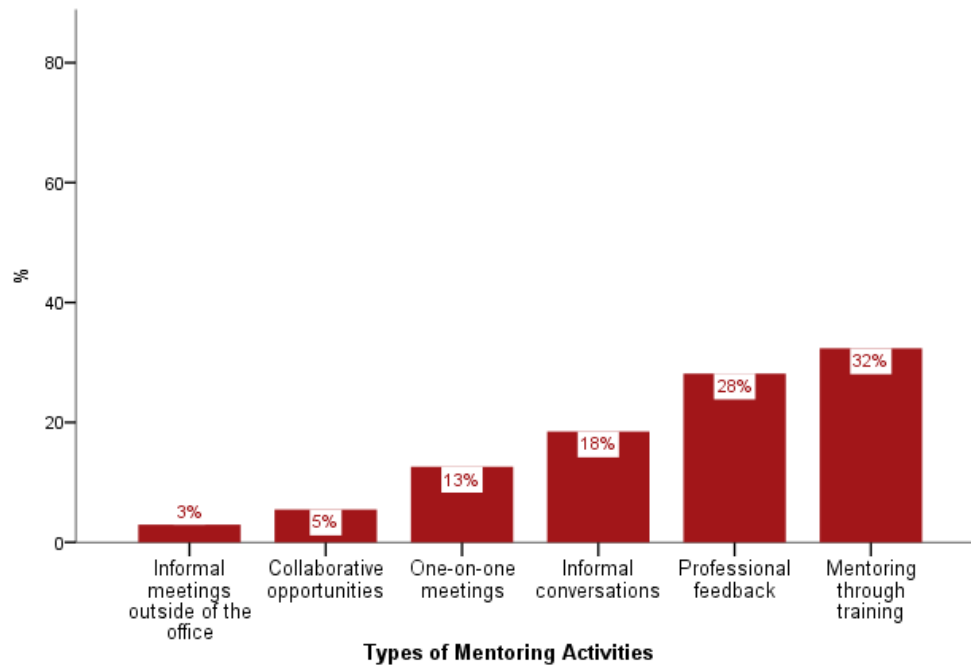
Although the items associated with communication had moderately positive mean scores, the comments concerning communication were largely negative. Several respondents made suggestions for increasing university-wide communication as represented by the following:

"Communication across the university has to be improved. Again, if you have a good supervisor who is not afraid for their staff to know what is happening around the university, you will be informed. If not, you are in the dark. It is time that we had an INTRANET so that university events, training, and other items that would be employee-centric are housed in one place. Colleges and some of the VP units are doing this individually, but we need better way to communicate as a community."

Mentoring

Respondents were asked if they had someone in the university who mentors them in their professional workplace role. Slightly more than a quarter of the respondents (27%) indicated that they were mentored (Appendix J). Training or shadowing was mentioned by a third of those who had participated in mentoring activities, followed by professional feedback by supervisors or colleagues.

Figure 10. Types of Mentoring Activities



Representative Comments:

As noted, most mentoring activities focused on training opportunities. As one respondent notes:

“My supervisor discusses project opportunities that might fit with my interests and encourages me to attend training in areas that will advance my career. Project leads with whom I work give me the opportunity to provide leadership and develop my professional network.”

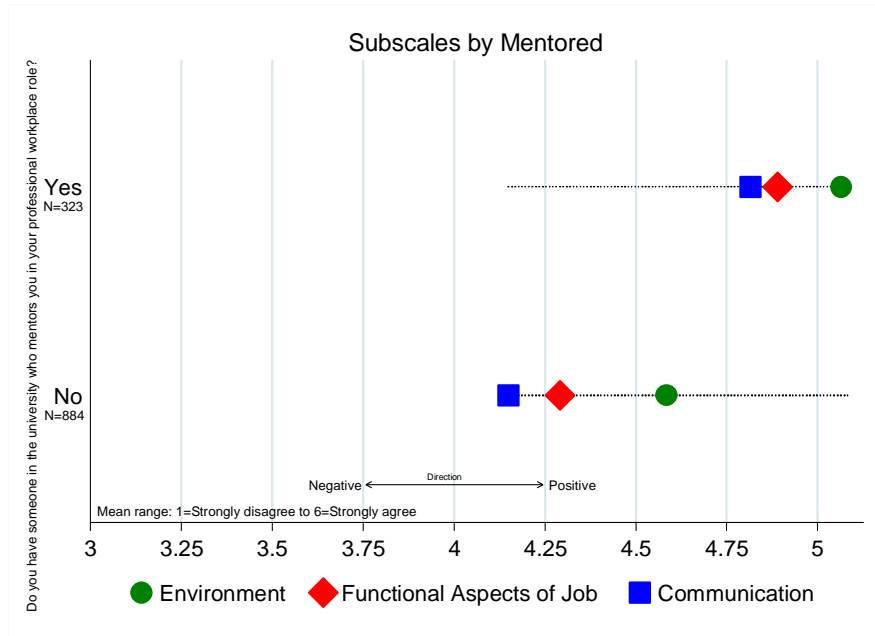
Professional feedback in informal sessions also was an important aspect in mentoring activities. The following comment represents the general character of these interactions:

“The mentoring activities are not formal sessions. My mentor takes time to break down information, situations, etc., so that I have a better understanding of how the system works so that I can be efficient and effective in my job when dealing with similar scenarios. He is an effective mentor and uses real experiences to help me grow professionally.”

Unlike the 2013 survey comments, more respondents linked mentoring activities to career development and advancement in terms of being prepared to assume leadership roles and advance into higher supervisory positions.

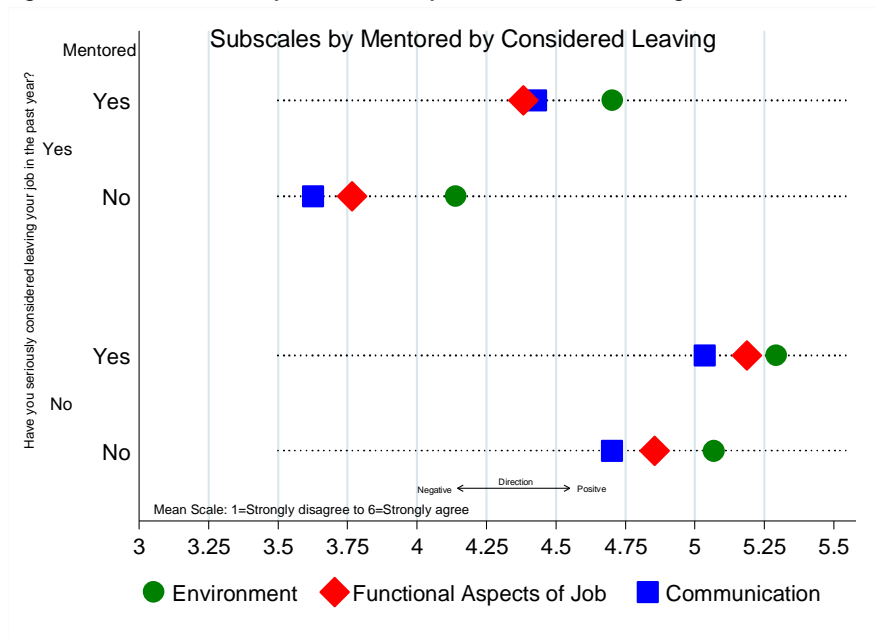
Engaging in mentoring activities is linked to higher levels of job satisfaction. The mean scores of those who have a mentor are higher than the mean scores of those who do not have a mentor on all 16 satisfaction items (Appendix K). There is a significant difference between the mean scores of those who have a mentor and those who do not have a mentor in the areas of environment, job function, and communication (Appendix L).

Figure 11. Subscales by Mentored



Also, those who have a mentor are significantly less likely to have seriously considered leaving their job than those who do not have a mentor. Even those who were mentored and considered leaving had higher mean scores on the satisfaction items and all three subscale items than those who were not mentored (Appendices M, N).

Figure 12. Subscales by Mentored by Considered Leaving

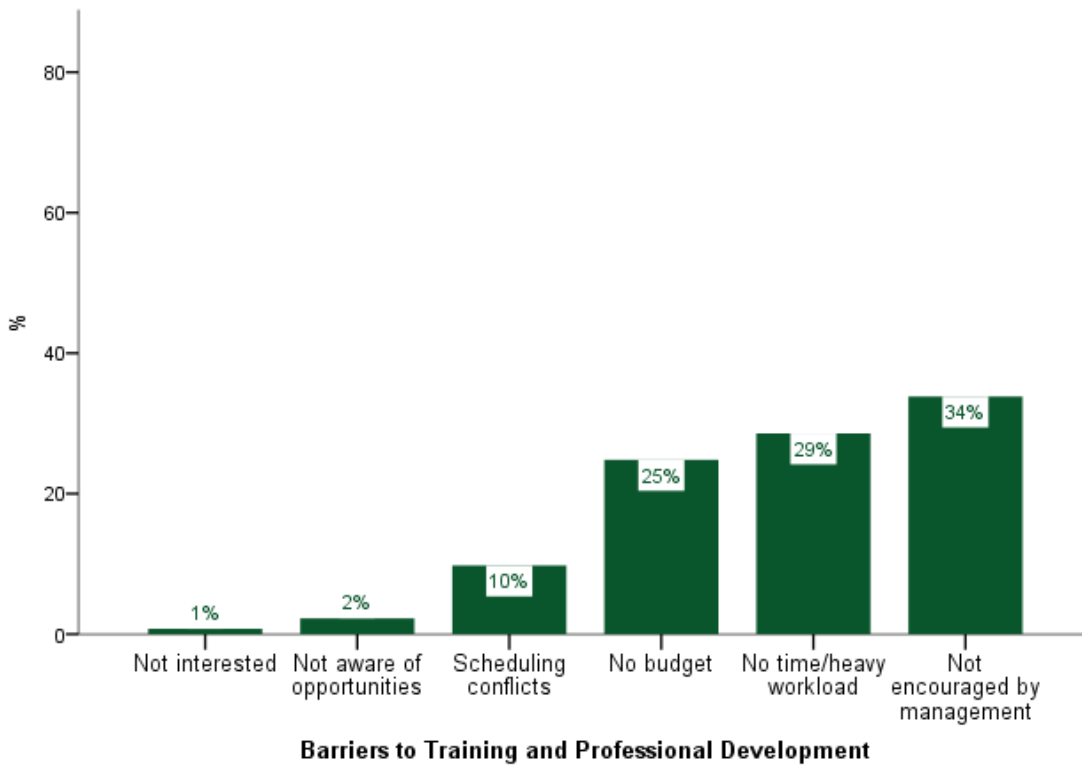


Training

On the topic of training, results were very positive. The mean score on the satisfaction item related to increasing workplace skills had a comparatively high score (4.71). This was reflected in the high percentage of respondents (86%) who, when asked if they were able to take advantage of training or professional development, answered “yes” (Appendix O). Those who were able to take advantage of professional development opportunities had higher mean scores on all subscale items (Appendix P)

The majority of those who responded that they were unable to take advantage of training or professional development opportunities indicated that such opportunities were not encouraged by management, their workload did not allow time to pursue training, and training was not part of the departmental budget (Figure 13).

Figure 13. Barriers to Training and Professional Development



Representative Comments:

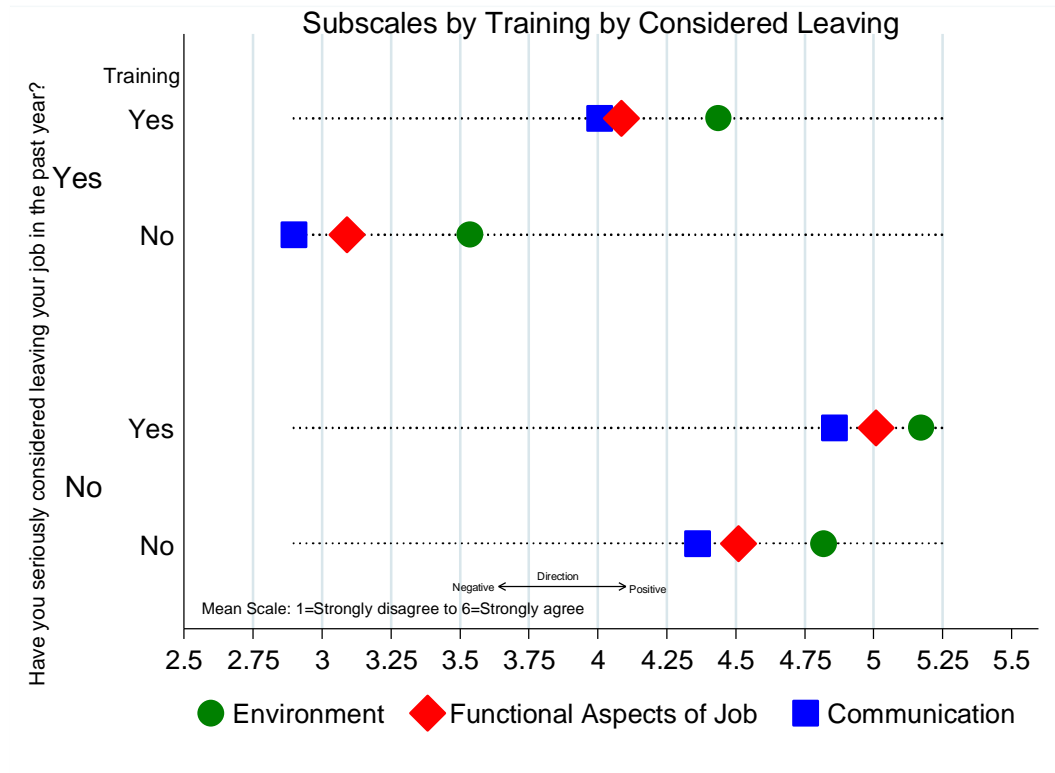
Management support and time issues were the two most often cited barriers for respondents, as noted:

“I’m not able because my boss will not pay for /allow me to attend trainings since she feels like she will have to cover my work if I am out.”

“My workload is so demanding that I have no time to be able to pursue training or professional development opportunities.”

It should be noted that of those staff who had not been able to take advantage of professional development opportunities, 19 percent had seriously considered leaving the university compared to 9 percent who had not considered leaving (Appendix Q). Moreover, there were statistically significant differences in the subscale mean scores between those staff who had taken advantage of training and professional development opportunities and those who had not and those who had considered leaving and those who had not (Appendix R).

Figure 14. Subscales by Training by Considered Leaving



Representative Comments:

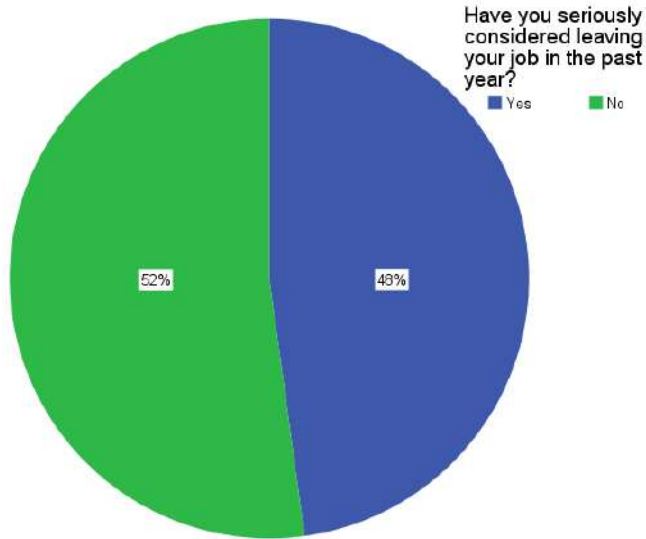
“I don't think any serious effort will be made to help me develop with the real possibility of advancing within the organization. Even if I'm allowed training, I don't foresee an advancement as a result.”

“There are no true career development opportunities for staff that are linked to career advancement with the university. Supervisors and directors are not trained how to development employees.”

SECTION III: STAFF RETENTION

Since 2013, staff who have seriously considered leaving the university over the past year has decreased by seven percentage points to 48% of the respondents (Appendix S).

Figure 15. Percentage of Respondents Considering Leaving/Not Leaving



To contextualize the meaning of “seriously considered leaving,” respondents who indicated they had considered leaving were given a list of items associated with job-seeking behavior and they were asked to choose all those activities they engaged in during the last year (Figure 16). Of those respondents, almost all indicated that they had looked at job openings outside the university and updated their résumé. Over half had applied for jobs outside the university and 41% had been on a job interview. Please note that since respondents could choose multiple items, percentages in Figure 16 will exceed 100%.

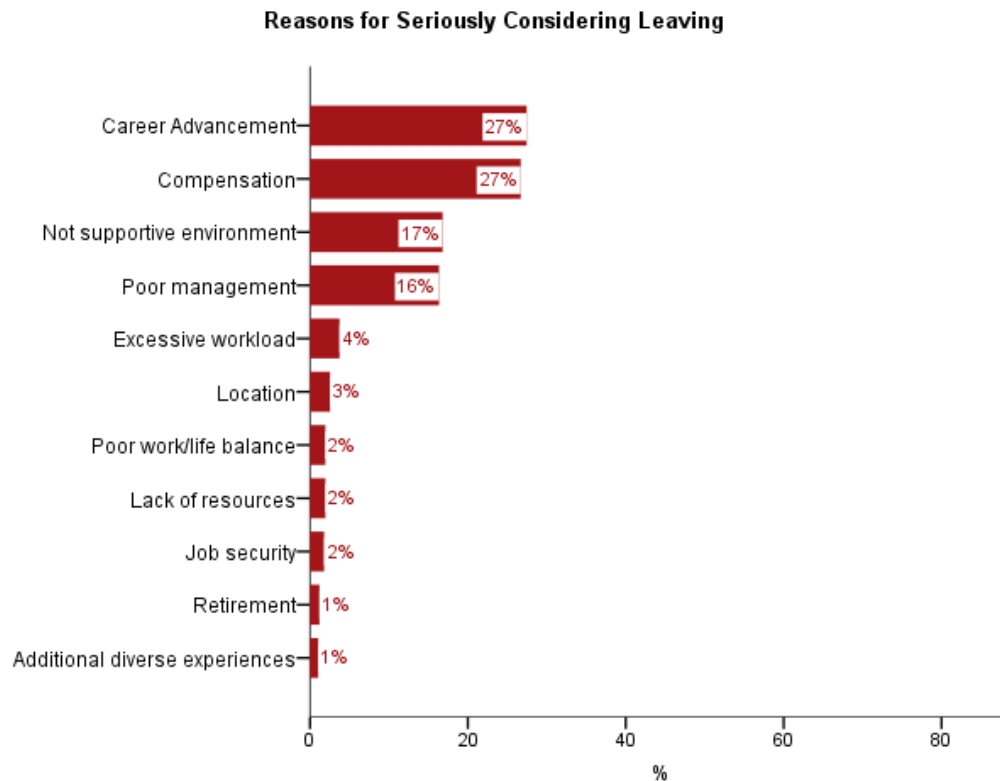
Figure 16. Respondents Engaged in Job-Seeking Activities



Of those respondents who considered leaving, 94% went on to explain why (Figure 17). It is important to note that often multiple reasons were cited in individual narratives. For example, there was a strong co-occurrence (c-index) between compensation and career advancement in that both were often mentioned together. Poor management and non-supportive environment also were embedded themes.

The main reasons for seriously considering leaving focus on career advancement and compensation issues.

Figure 17. Reasons for Seriously Considering Leaving



Representative Comments:

Many respondents believe they are over qualified for the positions they hold and see limited opportunities to advance their careers and utilize their skills.

“The positions I’ve held at GSU have helped me live my life, but have not utilized all my skills or pushed my boundaries in terms of personal growth. They have enabled me to pursue and obtain a master’s degree, but now I am underemployed with little opportunity to move up within my department. I like GSU and would like to stay, but I’m not sure what the right position or placement is for me here.”

Besides career advancement, inadequate compensation was an important reason for considering leaving and often linked to increased workloads.

“I have not been compensated for assuming an additional job position since spring 2013. I am interested in seeking a workplace that that is fair and equitable.”

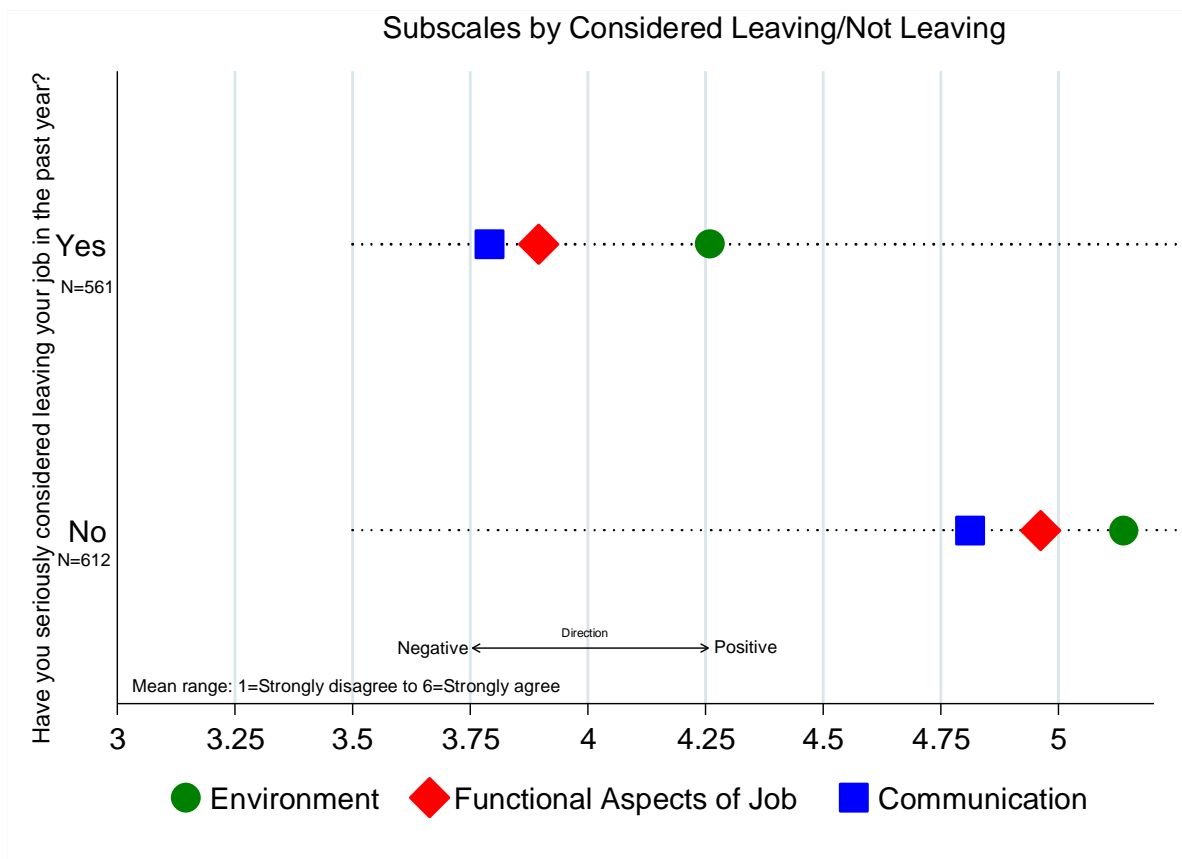
Others indicated that salary levels at Georgia State were not competitive with other USG institutions.

“While I love Georgia State University and where it's headed in terms of expansion and opportunities for students, it seems as if many educated staff members work hard without compensation comparable to that of their peers in similar positions at other universities.”

“The main reason [for leaving] would be the pay. According to my research, GSU is one of the lowest paid universities in the USG. Even GPC makes more money than us and they're a 2-yr college.”

While the low mean score of the satisfaction item relating to career advancement remains a concern, respondents who have considered leaving also have significantly lower mean scores on all satisfaction items, particularly in the area of communication, than those who have not considered leaving. Respondents considering leaving only moderately agree that they can communicate important information to those in higher levels of administration or that their supervisors keep them informed about university developments that may have a significant effect on their work. This is reflected in the low mean score associated with the communication subscale item (Figure 18, Appendices T,U). It is interesting to note that in their comments, many respondents, while commending the university, held less favorable views of their department. This theme was substantiated in the quantitative results in that respondents more strongly agreed that they would recommend the university as a good place to work than their department.

Figure 18. Subscales by Considering Leaving/Not Leaving

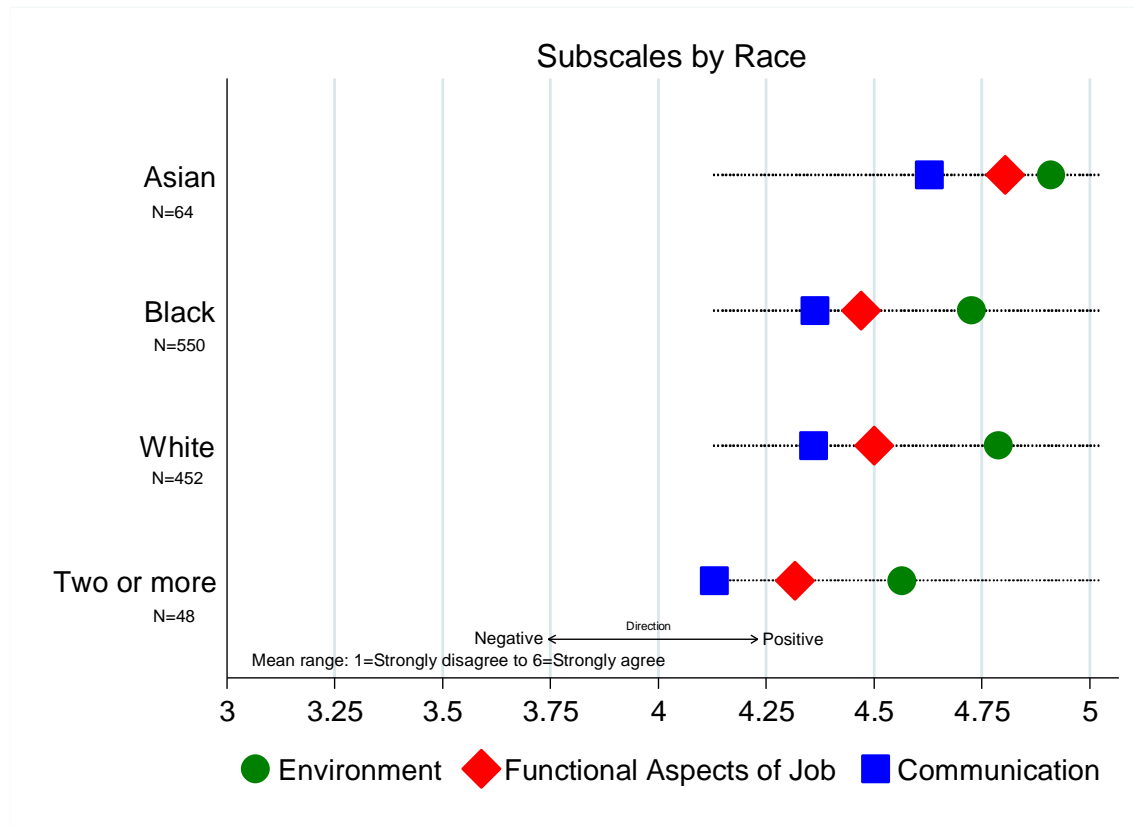


SECTION IV: DIFFERENCES BETWEEN GROUPS

Race/Ethnicity

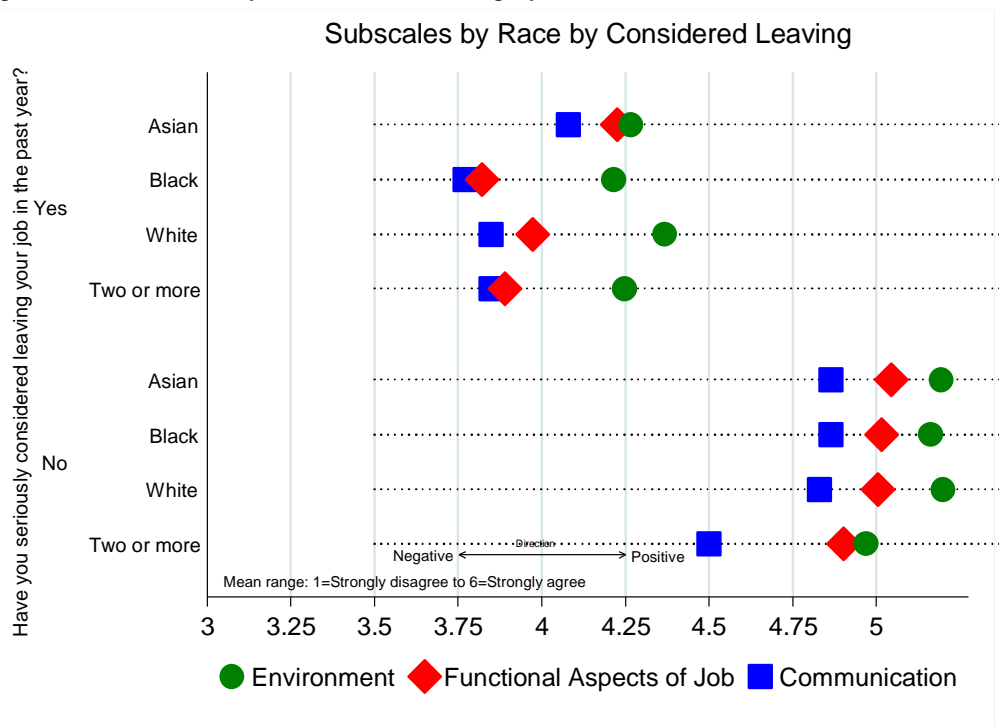
While Asian respondents had generally higher means on all subscale items and most of the satisfaction items, there were no significant differences between races (Appendices V, W).

Figure 19. Subscales by Race



As expected, regardless of race, those who had seriously considered leaving had lower mean scores on all satisfaction items (Appendix X). Because the majority of respondents who indicated that they had seriously considered leaving had statistically significantly lower mean scores in all areas (environment, functional aspects of the job, and communication) compared to those who had not considered leaving, it was appropriate to control for intent to leave when looking at groups. There were no significant differences between Asians, Blacks, Whites, or Two or more when controlling for seriously considering leaving (Figure 20, Appendices Y, Z). Please note that American Indian/Alaska Native and Hawaiian/Pacific Islander were excluded due to extremely low numbers.

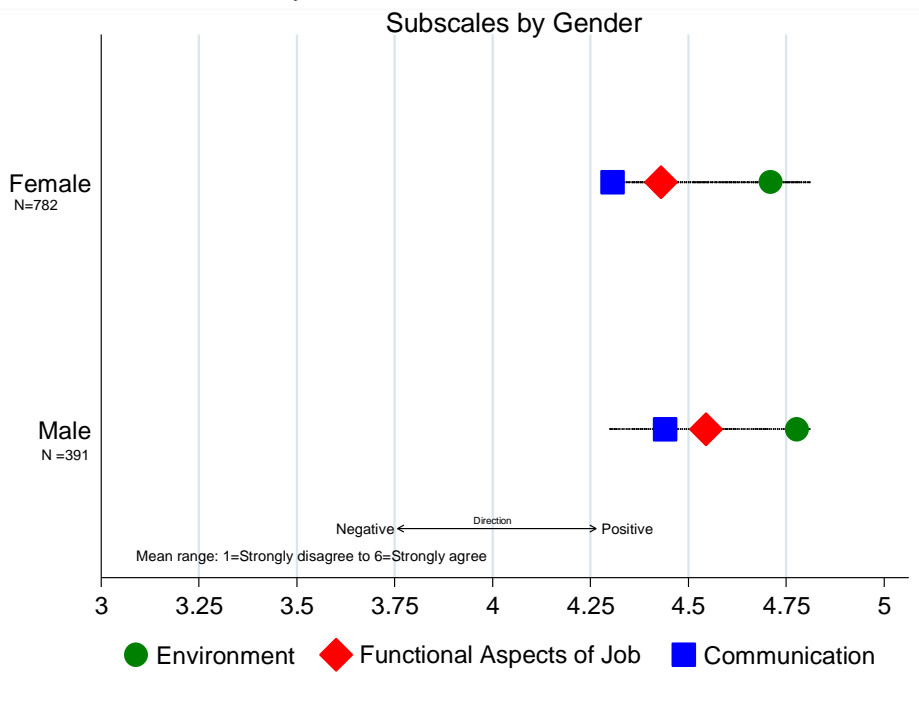
Figure 20. Subscales by Considered Leaving by Race



Gender

While there were no significant differences between females and males in the subscale items, it is interesting to note that females had slightly lower mean scores than males and this was generally true for the satisfaction items as well (Appendix AA, BB).

Figure 21. Subscale Items by Gender

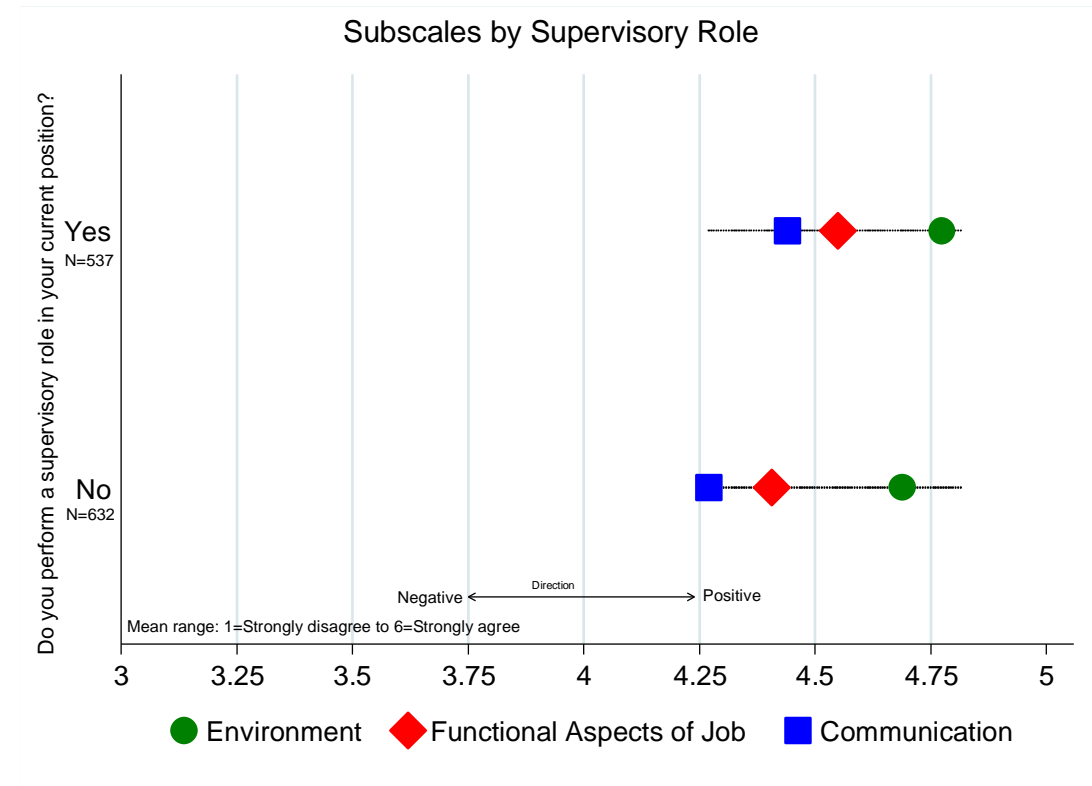


As with race, males and females who had not considered leaving had higher mean scores on all satisfaction items and subscale items than those who had considered leaving in the past year (Appendices CC, DD). There were no significant differences between the two groups regardless of whether they did or did not consider leaving.

Supervisor and Non-Supervisor Roles

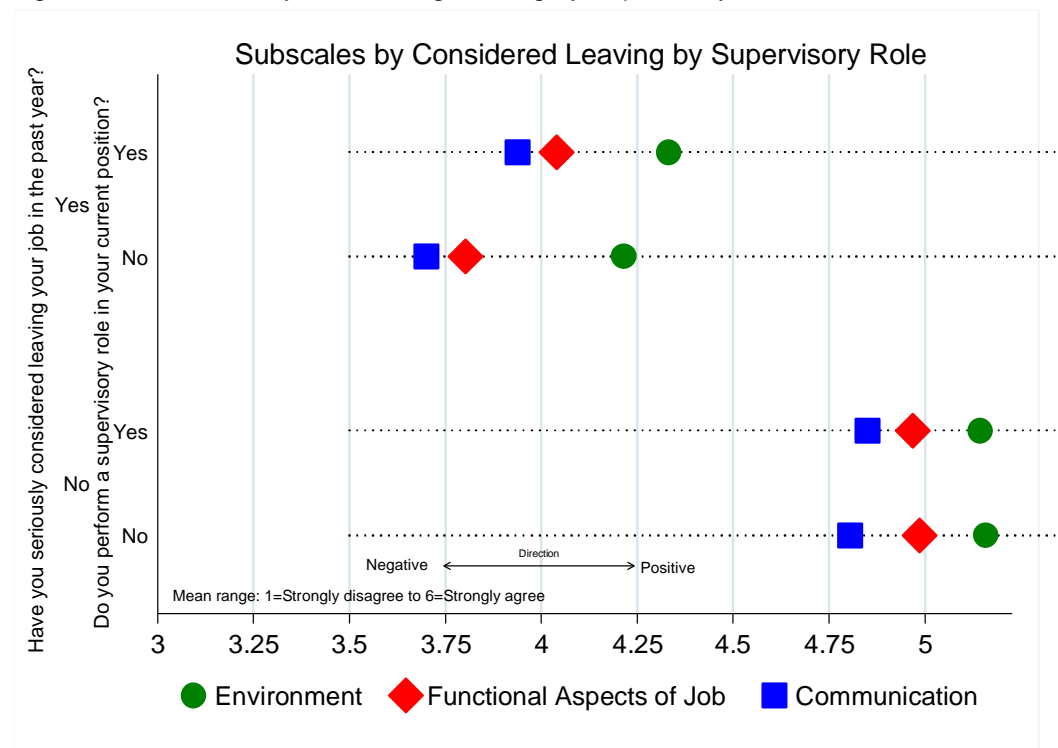
Those staff who had supervisory roles had higher mean scores on the majority of satisfaction items compared to those who had nonsupervisory roles (Appendix EE). This is reflected in the subscales as well, particularly in the areas of job function and communication where supervisors had significantly higher mean scores (Appendix FF).

Figure 22. Subscale Items by Supervisory Roles



In the group who had seriously considered leaving, supervisors had a significantly higher mean score in the job function area than non-supervisors. For staff who had not considered leaving, there were no differences between the two groups (Appendix GG, HH).

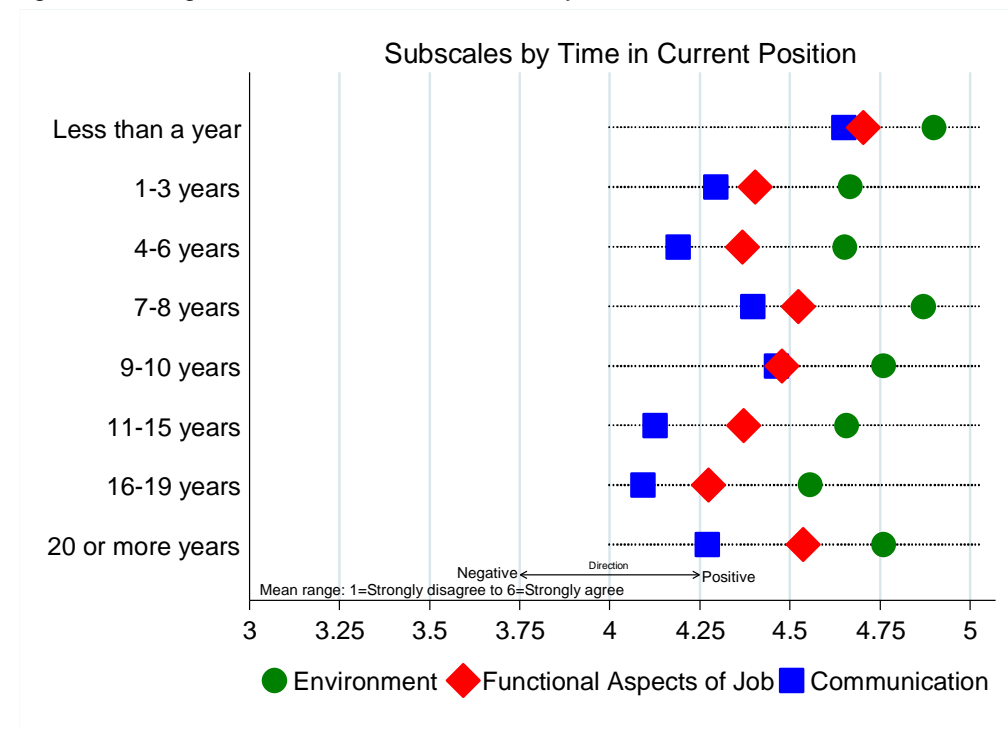
Figure 23. Subscales by Considering Leaving by Supervisory Role



Length of Time in Current Position

Those respondents who had been in their current position for less than a year had higher rates of satisfaction on all the subscale items than all other groups (Appendix II).

Figure 24. Length of Time in Current Position by Subscale Items

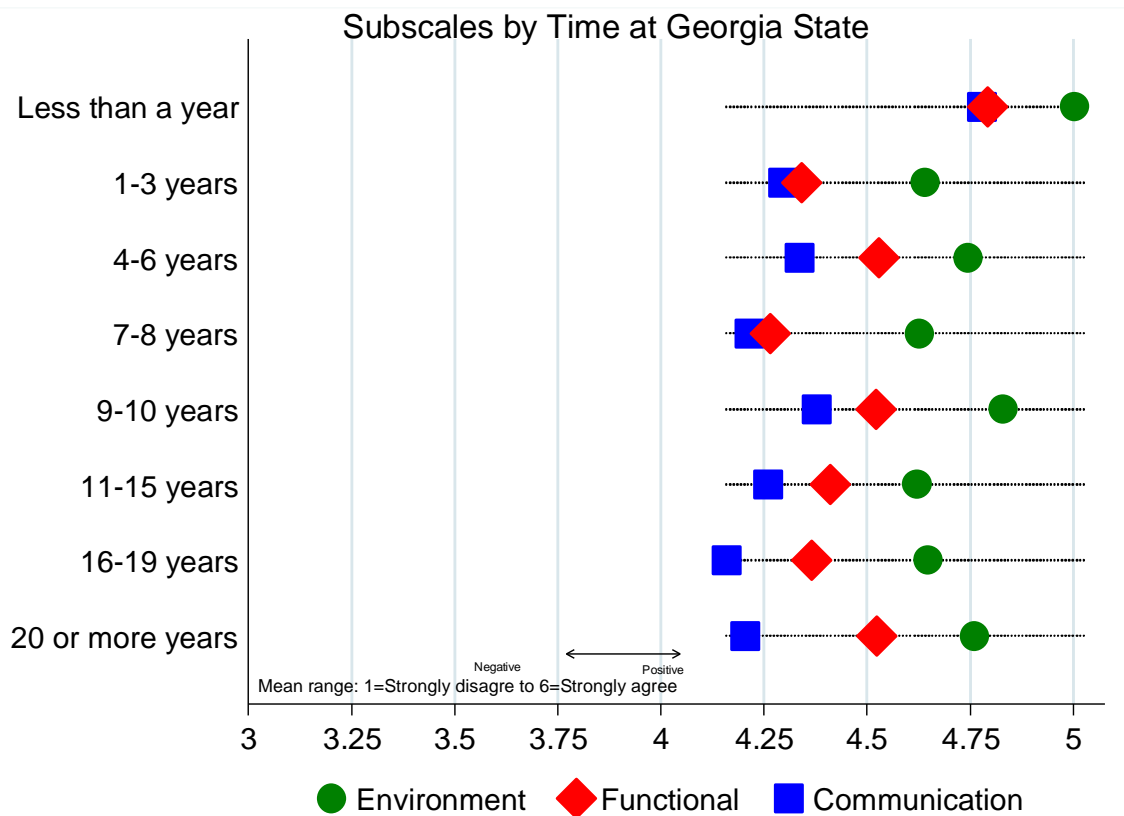


In terms of staff retention those employees who have been in their current position from four to eight years make up the at-risk group with 55% of them indicating that they have seriously considered leaving Georgia State. The low mean score for the career advancement item and staff narratives associated with their reasons for considering leaving help explain why respondents, particularly in the seven to eight year grouping who did not have a supervisory role, were more likely to have seriously considered leaving the university than those who had not considered leaving. This held true for employees who have been at Georgia State from seven to eight years. It is interesting to note that the subscale item scores are generally lower for staff who have been in their position from 16 or more years whether they seriously considered leaving or not (Appendix JJ, KK).

Length of Time at Georgia State

Those staff members who have been at Georgia State less than a year are the most satisfied and staff who have been at Georgia State more than 15 years are the least satisfied (Appendix LL)

Figure 25. Length of Time at Georgia State by Subscale Items



There were no significant differences associated with length of time at Georgia State and those who had seriously considered leaving. The same held true for the population who had not considered leaving (Appendices MM, OO).

SECTION V: STAFF SURVEY 2013 AND 2015 COMPARISONS

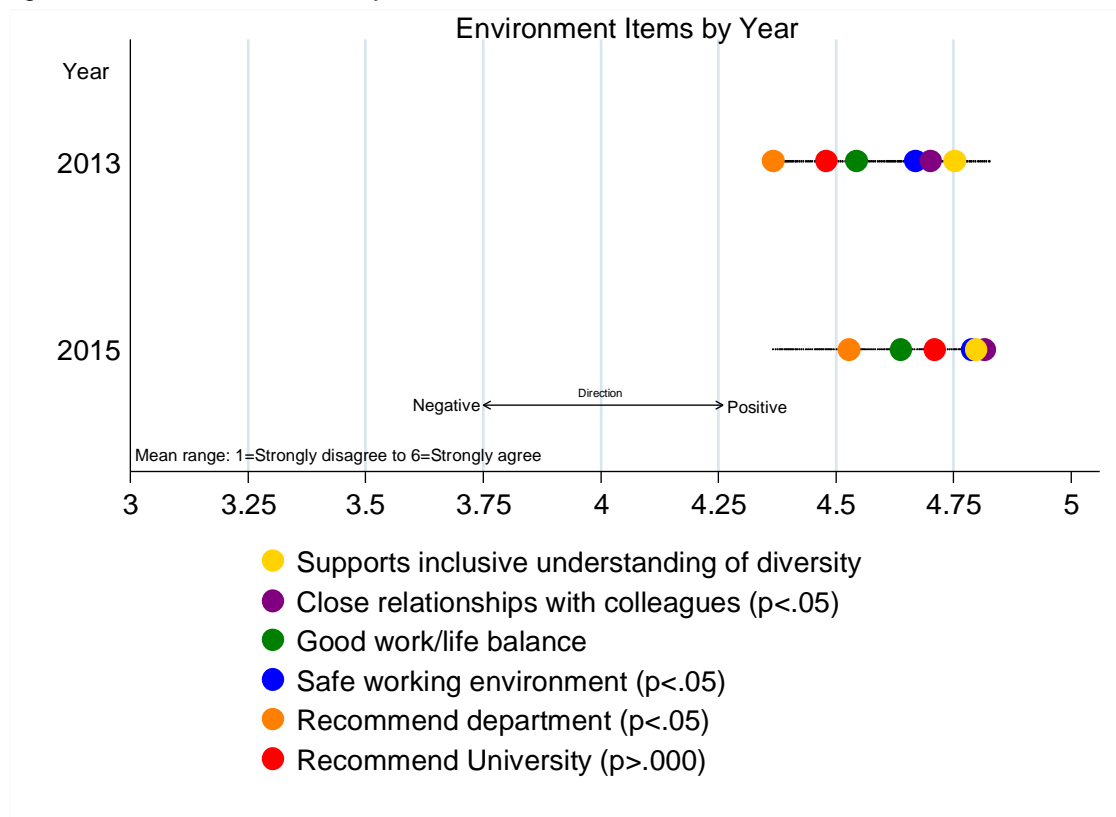
Results

The response rate for the 2015 survey decreased by 4 percentage points compared to the 2013 survey. As with the earlier survey, males were underrepresented in the respondent population.

The most important difference between the 2013 results and the 2015 results was the increased level of satisfaction in all areas. Indeed, there were statistically significant differences associated with 13 of the 16 scale items (Appendix OO).

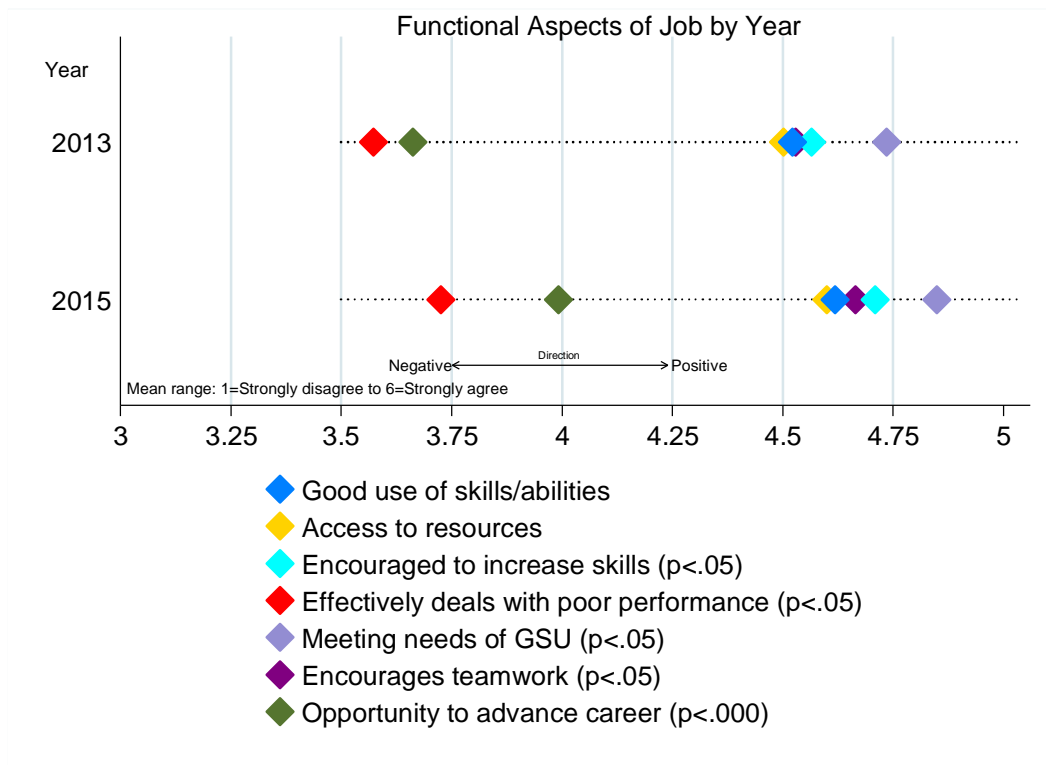
As in 2013, items associated with the environment had some of the highest levels of satisfaction, particularly in recommending the university.

Figure 26. Environment Items by Year



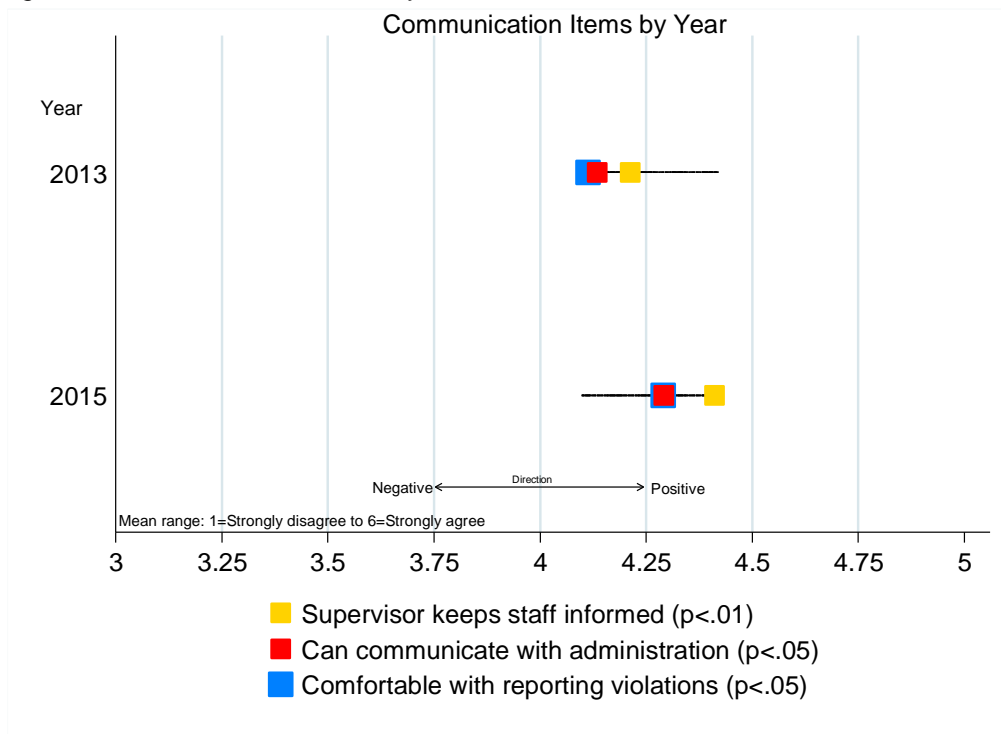
Since career advancement was one of the most prevalent narratives associated with staff comments on why they seriously considered leaving, it is important to note how significant the satisfaction level changed between 2013 and 2015. In 2013 staff were moderately dissatisfied with career advancement. In 2015 that shifted to moderately satisfied.

Figure 27. Functional Aspects of Job Items by Year



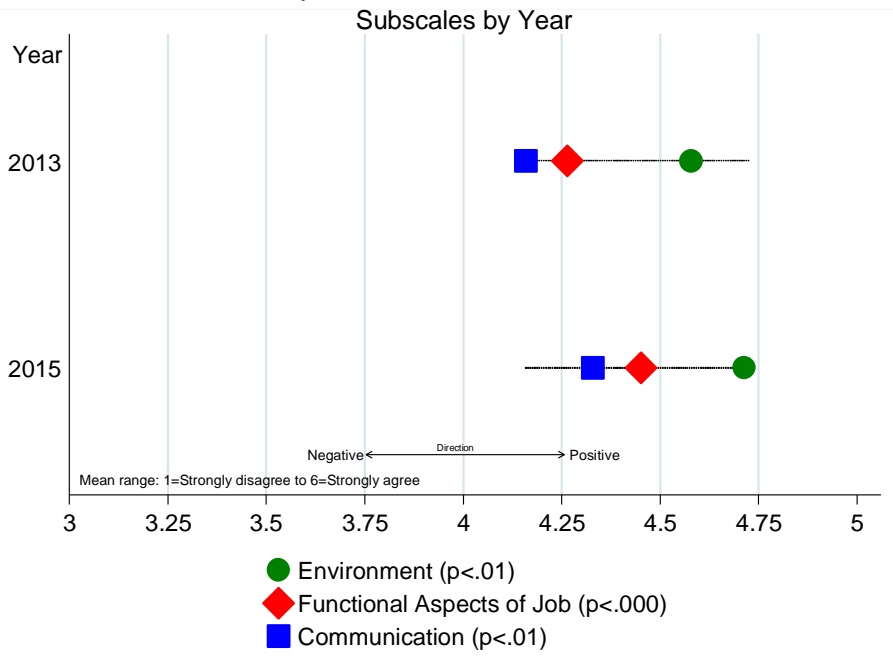
Communication items showed an increased level of satisfaction, particularly in the area of supervisor communication.

Figure 28. Communication Items by Year



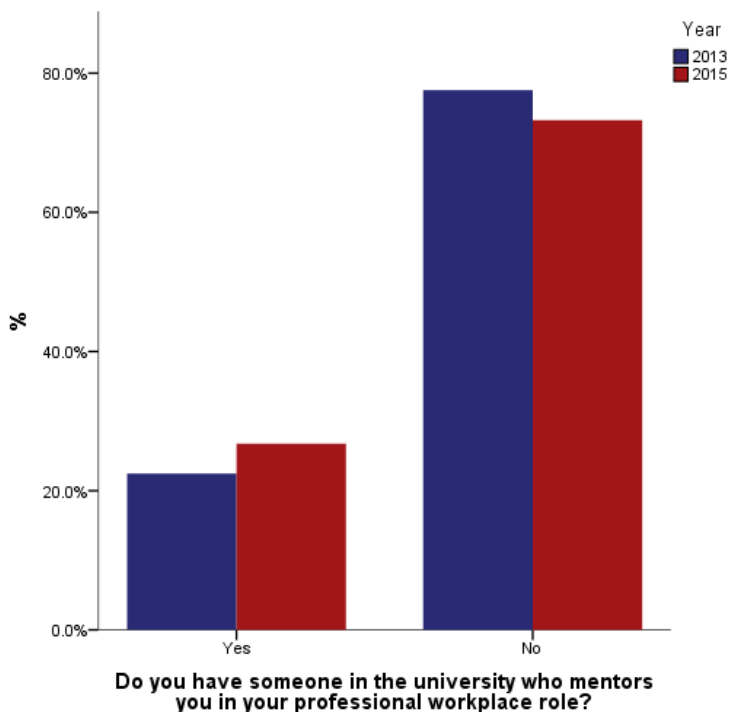
The increase in the levels of satisfaction for all scale items in the 2015 survey were reflected in the increased levels of satisfaction associated with the subscale items, as well (Appendix PP).

Figure 29. Subscale Items by Year



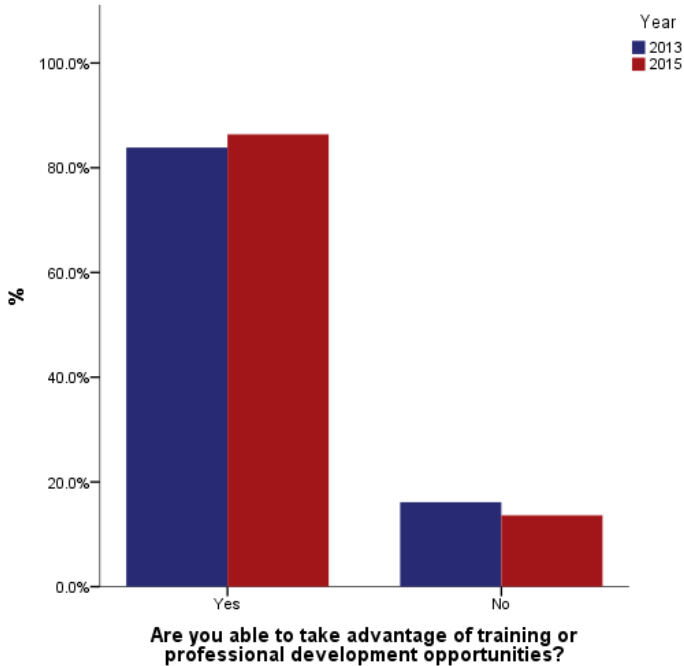
When comparing 2013 and 2015 surveys, there were other positive results. While mentoring remains an informal process, those who indicated they were mentored increased by four percentage points.

Figure 30. 2013 and 2015 Survey Comparisons on Mentoring



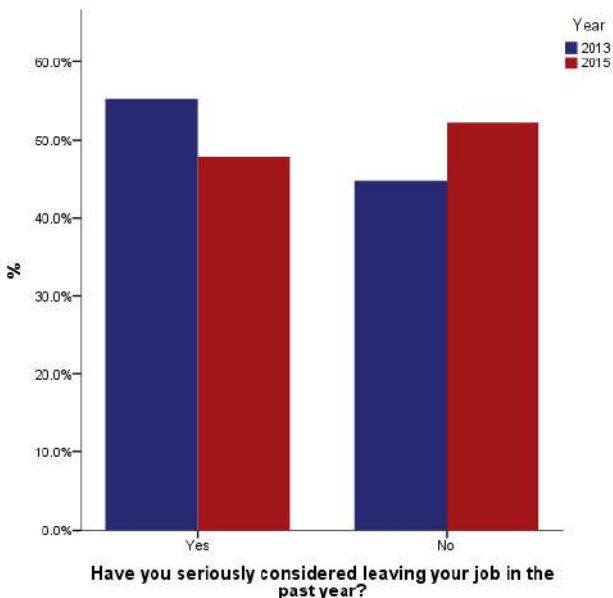
While an overwhelming majority of staff were able to take advantage of training or professional development opportunities in 2013, that percentage went up to 86.4% in the 2015 survey, a slight increase of 2.5 percentage points over 2013 results.

Figure 31. 2013 and 2015 Survey Comparisons on Training



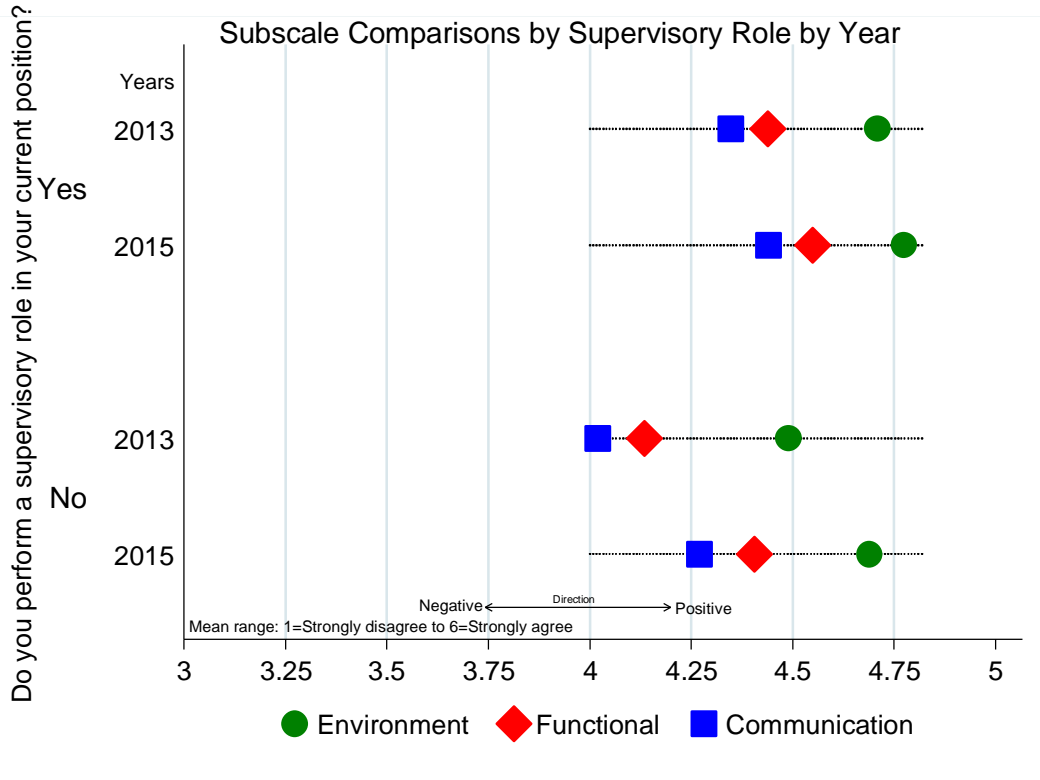
Another important area that saw improvement in the 2015 survey was staff retention. In 2013, 55% of the staff responded that they had seriously considered leaving Georgia State. In 2015, that number decreased by seven percentage points to 48%. In both surveys, the at-risk group for retention remained the four to eight year bracket.

Figure 32. 2013 and 2015 Survey Comparisons on Considered Leaving the University.



As in the 2013 survey, there were no differences between races or males and females in the 2015 survey results. Similarly, the differences between supervisory and non-supervisory staff in 2013 were reflected in the 2015 survey. Non-supervisory staff had significantly lower satisfaction levels in both surveys.

Figure 33. 2013 and 2015 Survey Comparisons on Considered Leaving the University by Supervisory Role



SECTION VI: FUTURE SURVEY IMPLEMENTATIONS

The 2015 staff survey was a Staff Council initiative and approved by the University Administrative Council. The findings from this survey have provided invaluable insight into the perspectives of staff employees that have helped shaped the development of a variety of university initiatives and programs. For example, the results of the earlier 2013 staff survey helped inform the funding of a university-wide training initiative. The improvement in staff climate may be due in part to such initiatives. Because compensation was the most prevalent theme in the 2013 survey narratives, a raise in compensation certainly contributed to the improved climate.

As they did in the 2013 survey, numerous respondents indicated that they appreciated the opportunity to take the staff survey and felt that the survey played an important part in giving staff an opportunity to express their views on a number of topics. Soliciting staff feedback is an effective way to help increase staff engagement and enhance morale.

The Staff Council plans to conduct the staff survey again in 2017. Adjustments to the survey content and administration will be made in relation to the consolidation effort with Georgia Perimeter College, which should be complete by that point.

APPENDICES

Appendix A: Gender

N = 1173	%
Female	66.7
Male	33.3

Appendix B: Age

N = 1158	%
20-29 years	14.8
30-39 years	33.8
40-49 years	23.6
50-59 years	22.2
Over 59 years	5.7

Appendix C: Race/Ethnicity

N = 1115	%
American Indian/Alaska Native	0.5
Asian	5.7
Black or African American	49.3
Native Hawaiian or Other Pacific Islander	0.2
White	40.5
Two or more	3.7
Total	100.0
Hispanic/Latino(a)	3.4
Non-Hispanic/Latino(a)	96.6
Total	100.0

Appendix D: Highest Degree Earned

N = 1160	%
Did not finish high school	0.2
Graduated from high school	4.0
Attended college but did not complete degree	8.1
Completed an associate's degree	4.1
Completed a bachelor's degree	39.0
Completed a master's degree	37.8
Completed a doctoral degree	6.9
Total	100.0

Appendix E: Length of Time in Current Position

N = 1182	%
Less than a year	22.8
1-3 years	35.5
4-6 years	17.4
7-8 years	6.3
9-10 years	5.0
11-15 years	6.8
16-19 years	3.0
20 or more years	3.1
Total	100.0

Appendix F: Length of Time at Georgia State

N = 1181	%
Less than a year	15.8
1-3 years	24.8
4-6 years	17.8
7-8 years	8.5
9-10 years	6.3
11-15 years	11.9
16-19 years	6.0
20 or more years	9.0
Total	100.0

Appendix G: Supervisory and Non-Supervisory Roles

N = 1169	%
Supervisory Role	45.9
Non-Supervisory Role	54.1
Total	100.0

Appendix H: Supervisory Role by Race

Race	Do you perform a supervisory role in your current position?					
	Yes		No		Total	
	N	%	N	%	N	%
Asian	32	50.0	32	50.0	64	100.0
Black	228	42.6	307	57.4	535	100.0
White	221	49.7	224	50.3	445	100.0
Two or more	14	34.1	27	65.9	41	100.0

Note. American Indian/Alaska Native and Hawaiian/Pacific Islander were excluded to protect anonymity.

Appendix I: Satisfaction Items – Frequencies and Means

Please indicate the extent to which you agree with the following statements:

Items	Strongly disagree	2	3	4	5	Strongly Agree	N	M (SD)
	%	%	%	%	%	%		
My job makes good use of my skills and abilities. (F)	4.8	7.3	7.7	16.1	29.5	34.5	1214	4.62(1.45)
I have access to the resources I need to do my job well. (F)	2.9	7.3	9.1	18.0	33.5	29.3	1213	4.60(1.34)
My immediate supervisor encourages me to increase my workplace skills. (F)	6.0	5.6	7.1	15.4	24.6	41.2	1205	4.71(1.49)
My unit/department deals effectively with poor performance by staff. (F)	12.8	12.2	15.6	21.9	24.0	13.5	1196	3.72(1.58)
I am confident that my unit/department is meeting the needs of Georgia State. (F)	3.4	3.8	7.0	14.9	32.0	38.8	1205	4.85(1.30)
My department encourages teamwork. (F)	5.6	6.2	8.1	15.2	26.1	38.8	1205	4.66(1.48)
My department/unit actively supports a shared and inclusive understanding of diversity. (E)	4.6	5.1	7.5	11.8	30.9	40.1	1203	4.80(1.40)
I have developed close relationships with colleagues in my department/unit. (E)	2.1	5.4	7.6	15.6	32.4	36.9	1213	4.82(1.27)
My department/unit enables me to achieve a good balance between work and my personal life. (E)	5.8	5.0	8.7	15.7	29.4	35.3	1208	4.64(1.45)
I have the opportunity to advance my career at Georgia State. (F)	11.2	11.5	11.7	19.5	24.8	21.4	1213	3.99(1.64)
My supervisor keeps me informed about university developments that may have a significant effect on me and my work. (C)	7.9	8.4	8.7	16.1	27.5	31.4	1208	4.41(1.58)
I can communicate important information to those in higher levels of administration. (C)	9.1	7.2	10.2	17.9	29.9	25.6	1205	4.29(1.57)
I feel comfortable using the procedures in place at Georgia State to report violations of regulations. (C)	8.6	7.1	9.6	20.1	30.8	23.8	1204	4.29(1.53)
Georgia State provides me with a safe working environment. (E)	2.3	3.5	7.8	16.6	38.9	30.9	1205	4.79(1.20)
I would recommend my department/unit as a good place to work. (E)	6.7	7.3	8.6	15.5	27.9	34.0	1203	4.53(1.53)
I would recommend Georgia State University as a good place to work. (E)	2.8	5.5	8.6	17.1	33.2	32.9	1211	4.71(1.30)

Note. Mean range: 1=Strongly disagree to 6=Strongly agree. C=Communication items, E=Environment items, F= Functional Aspects of the Job and Job Performance items.

Appendix J: Mentoring

Do you have someone in the university who mentors you in your professional workplace role?

N = 1207	%
Yes	26.8
No	73.2

Appendix K: Satisfaction Items by Mentored

Items	Do you have someone in the university who mentors you in your professional workplace role?					
	Yes			No		
	M	SD	N	M	SD	N
My job makes good use of my skills and abilities.	4.05	1.56	561	5.13	1.11	612
I have access to the resources I need to do my job well.	4.16	1.40	561	5.01	1.12	612
My immediate supervisor encourages me to increase my workplace skills.	4.21	1.63	561	5.17	1.19	612
My department/unit deals effectively with poor performance by staff.	3.10	1.55	561	4.26	1.40	612
I am confident that my unit/department is meeting the needs of Georgia State.	4.43	1.43	561	5.24	1.03	612
My department/unit encourages teamwork.	4.10	1.63	561	5.19	1.12	612
My department/unit actively supports a shared and inclusive understanding of diversity.	4.38	1.56	561	5.20	1.10	612
I have developed close relationships with colleagues in my department/unit.	4.57	1.40	561	5.05	1.09	612
My department/unit enables me to achieve a good balance between work and my personal life.	4.12	1.58	561	5.13	1.10	612
I have the opportunity to advance my career at Georgia State.	3.22	1.63	561	4.72	1.28	612
My supervisor keeps me informed about university developments that may have a significant effect on me and my work.	3.89	1.73	561	4.88	1.28	612
I can communicate important information to those in higher levels of administration.	3.73	1.70	561	4.79	1.25	612
I feel comfortable using the procedures in place at Georgia State to report violations of regulations.	3.75	1.64	561	4.78	1.23	612
Georgia State provides me with a safe working environment.	4.50	1.27	561	5.07	1.03	612
I would recommend my department/unit as a good place to work.	3.80	1.63	561	5.20	1.07	612
Overall, I would recommend Georgia State University as a good place to work.	4.18	1.35	561	5.20	1.04	612

Note. Mean range: 1=Strongly disagree to 6=Strongly agree.

Appendix L: Subscale Items by Mentored

Subscale Items	Do you have someone in the university who mentors you in your professional workplace role?				
	Yes		No		P-values
	M	SD	M	SD	
Environment	5.07	.90	4.58	1.07	.000***
Functional Aspects of the Job	4.89	.95	4.29	1.15	.000***
Communication	4.81	1.08	4.15	1.35	.000***

Note. Mean score = 1-6 (negative to positive). ***Statistically significant at the $p < .000$ level.

Appendix M: Satisfaction Items by Mentored by Considered Leaving

Items	Have you seriously considered leaving your job in the past year?							
	Yes				No			
	Mentored				Not Mentored			
	Yes		No		Yes		NO	
	M	SD	M	SD	M	SD	M	SD
My job makes good use of my skills and abilities.	4.62	1.45	3.90	1.56	5.33	.96	5.04	1.17
I have access to the resources I need to do my job well.	4.46	1.43	4.08	1.39	5.17	1.02	4.94	1.17
My immediate supervisor encourages me to increase my workplace skills.	4.85	1.45	4.05	1.64	5.45	1.05	5.03	1.23
My department/unit deals effectively with poor performance by staff.	3.41	1.56	3.02	1.54	4.48	1.33	4.15	1.42
I am confident that my unit/department is meeting the needs of Georgia State.	4.92	1.27	4.31	1.45	5.42	1.01	5.15	1.03
My department/unit encourages teamwork.	4.56	1.52	3.97	1.64	5.41	1.00	5.08	1.16
My department/unit actively supports a shared and inclusive understanding of diversity.	4.92	1.32	4.24	1.59	5.33	1.04	5.13	1.13
I have developed close relationships with colleagues in my department/unit.	4.92	1.31	4.48	1.41	5.26	.94	4.95	1.14
My department/unit enables me to achieve a good balance between work and my personal life.	4.44	1.52	4.03	1.59	5.27	1.00	5.07	1.14
I have the opportunity to advance my career at Georgia State.	3.83	1.62	3.05	1.60	5.05	1.11	4.57	1.34
My supervisor keeps me informed about university developments that may have a significant effect on me and my work.	4.56	1.51	3.72	1.75	5.16	1.18	4.75	1.31
I can communicate important information to those in higher levels of administration.	4.37	1.58	3.56	1.70	5.03	1.19	4.67	1.26
I feel comfortable using the procedures in place at Georgia State to report violations of regulations.	4.37	1.39	3.59	1.66	4.93	1.15	4.70	1.26
Georgia State provides me with a safe working environment.	4.96	1.05	4.37	1.30	5.13	1.08	5.04	1.00
I would recommend my department/unit as a good place to work.	4.45	1.43	3.62	1.64	5.40	.93	5.10	1.12
Overall, I would recommend Georgia State University as a good place to work.	4.52	1.25	4.09	1.36	5.37	.96	5.13	1.08

Note. Mean range: 1=Strongly disagree to 6=Strongly agree.

Appendix N: Subscale Items by Mentored by Considered Leaving

Subscale Items	Have you seriously considered leaving your job in the past year?									
	Yes					No				
	Mentored					Mentored				
	Yes		No			Yes		No		
M	SD	M	SD	M	SD	M	SD	M	SD	
Environment	4.70	.91	4.14	1.06	.000***	5.29	.80	5.07	.85	.002**
Functional	4.38	.99	3.77	1.11	.000***	5.19	.80	4.85	.90	.000***
Communication	4.43	1.17	3.63	1.39	.000***	5.04	.97	4.70	1.07	.000***

Note. Mean score = 1-6 (negative to positive). **Statistically significant at the p<.01 level; ***Statistically significant at the p<.000 level.

Appendix O: Training Opportunities

Are you able to take advantage of training or professional development opportunities?

N = 1203	%
Yes	85.1
No	13.4

Appendix P: Subscale Items by Training Opportunities

Subscale Items	Are you able to take advantage of training or professional development opportunities?			
	Yes		No	
	M	SD	M	SD
Environment	5.07	.90	4.58	1.07
Functional Aspects of the Job	4.89	.95	4.29	1.15
Communication	4.81	1.08	4.15	1.35

Note. Mean score = 1-6 (negative to positive).

Appendix Q: Training Opportunities by Considered Leaving

Have you seriously considered leaving your job in the past year?			Are you able to take advantage of training or professional development opportunities?		
			Yes	No	Total
Yes	N		452	106	558
	%		81.0%	19.0%	100.0%
No	N		550	53	603
	%		91.2%	8.8%	100.0%

Appendix R: Subscale Items by Training Opportunities by Considered Leaving

Subscale Items	Have you seriously considered leaving your job in the past year?									
	Yes					No				
	Taken advantage of training opportunities					Taken advantage of training opportunities				
	Yes		No			P-value	Yes		No	
M	SD	M	SD	M	SD		M	SD	P-value	
Environment	4.44	.98	3.54	1.04	.000	5.17	.82	4.82	.93	.003**
Functional	4.08	1.05	3.09	1.05	.000	5.01	.86	4.51	1.02	.000***
Communication	4.01	1.32	2.90	1.27	.000	4.86	1.03	4.36	1.07	.001**

Note. Mean score = 1-6 (negative to positive). **Statistically significant at the p<.01 level; ***Statistically significant at the p<.000 level.

Appendix S: Employee Retention

Have you seriously considered leaving your job in the past year?

N = 1221	%
Yes	47.8
No	52.2

Appendix T: Subscale Items by Considered Leaving

Subscale Items	Have you seriously considered leaving your job in the past year?				
	Yes		No		P-value
	M	SD	M	SD	
Environment	4.26	1.05	5.14	.84	.000***
Functional Aspects of the Job	3.90	1.11	4.96	.88	.000***
Communication	3.79	1.38	4.81	1.04	.000***

Note. Mean score = 1-6 (negative to positive). ***Statistically significant at the p<.000 level.

Appendix U: Satisfaction Items by Considered Leaving

Items	Have you seriously considered leaving your job in the past year?					
	Yes			No		
	M	SD	N	M	SD	N
My job makes good use of my skills and abilities.	4.05	1.56	561	5.13	1.11	612
I have access to the resources I need to do my job well.	4.16	1.40	561	5.01	1.12	612
My immediate supervisor encourages me to increase my workplace skills.	4.21	1.63	561	5.17	1.19	612
My department/unit deals effectively with poor performance by staff.	3.10	1.55	561	4.26	1.40	612
I am confident that my unit/department is meeting the needs of Georgia State.	4.43	1.43	561	5.24	1.03	612
My department/unit encourages teamwork.	4.10	1.63	561	5.19	1.12	612
My department/unit actively supports a shared and inclusive understanding of diversity.	4.38	1.56	561	5.20	1.10	612
I have developed close relationships with colleagues in my department/unit.	4.57	1.40	561	5.05	1.09	612
My department/unit enables me to achieve a good balance between work and my personal life.	4.12	1.58	561	5.13	1.10	612
I have the opportunity to advance my career at Georgia State.	3.22	1.63	561	4.72	1.28	612
My supervisor keeps me informed about university developments that may have a significant effect on me and my work.	3.89	1.73	561	4.88	1.28	612
I can communicate important information to those in higher levels of administration.	3.73	1.70	561	4.79	1.25	612
I feel comfortable using the procedures in place at Georgia State to report violations of regulations.	3.75	1.64	561	4.78	1.23	612
Georgia State provides me with a safe working environment.	4.50	1.27	561	5.07	1.03	612
I would recommend my department/unit as a good place to work.	3.80	1.63	561	5.20	1.07	612
Overall, I would recommend Georgia State University as a good place to work.	4.18	1.35	561	5.20	1.04	612

Note. Mean range: 1=Strongly disagree to 6=Strongly agree.

Appendix V: Satisfaction Items by Race

Items	Race			
		N	M	SD
My job makes good use of my skills and abilities.	Asian	64	5.00	1.13
	Black	549	4.56	1.54
	White	451	4.81	1.29
	Two or more	41	4.17	1.58
I have access to the resources I need to do my job well.	Asian	64	4.97	1.14
	Black	548	4.70	1.35
	White	452	4.54	1.31
	Two or more	41	4.32	1.39
My immediate supervisor encourages me to increase my workplace skills.	Asian	64	5.13	1.20
	Black	546	4.60	1.60
	White	447	4.85	1.39
	Two or more	39	4.41	1.52
My department/unit deals effectively with poor performance by staff.	Asian	63	4.08	1.44
	Black	537	3.81	1.59
	White	447	3.69	1.56
	Two or more	41	3.80	1.47
I am confident that my unit/department is meeting the needs of Georgia State.	Asian	64	5.08	1.13
	Black	545	4.86	1.33
	White	448	4.86	1.26
	Two or more	40	4.93	1.25
My department/unit encourages teamwork.	Asian	64	5.05	1.21
	Black	542	4.63	1.54
	White	449	4.76	1.42
	Two or more	41	4.66	1.28
My department/unit actively supports a shared and inclusive understanding of diversity.	Asian	64	4.92	1.19
	Black	544	4.67	1.48
	White	448	5.02	1.30
	Two or more	41	4.71	1.29
I have developed close relationships with colleagues in my department/unit.	Asian	64	4.98	1.20
	Black	549	4.83	1.26
	White	450	4.83	1.28
	Two or more	41	4.59	1.40

Note. Mean range: 1=Strongly disagree to 6=Strongly agree.
 American Indian/Alaska Native and Hawaiian/Pacific Islander were excluded to protect anonymity.

Appendix V: Satisfaction Items by Race (cont.)

Items	Race	N	M		SD	
My department/unit enables me to achieve a good balance between work and my personal life.	Asian	64	4.92	1.13		
	Black	546	4.61	1.52		
	White	450	4.73	1.39		
	Two or more	41	4.46	1.47		
I have the opportunity to advance my career at Georgia State.	Asian	64	4.30	1.36		
	Black	547	4.11	1.68		
	White	452	4.00	1.58		
	Two or more	41	3.90	1.69		
My supervisor keeps me informed about university developments that may have a significant effect on me and my work.	Asian	64	4.80	1.14		
	Black	545	4.38	1.66		
	White	451	4.44	1.53		
	Two or more	41	4.39	1.58		
I can communicate important information to those in higher levels of administration.	Asian	62	4.58	1.24		
	Black	541	4.33	1.63		
	White	452	4.34	1.51		
	Two or more	41	4.15	1.51		
I feel comfortable using the procedures in place at Georgia State to report violations of regulations.	Asian	63	4.49	1.33		
	Black	546	4.40	1.58		
	White	447	4.30	1.44		
	Two or more	41	3.85	1.51		
Georgia State provides me with a safe working environment.	Asian	64	4.80	1.24		
	Black	542	4.82	1.21		
	White	452	4.86	1.13		
	Two or more	40	4.58	1.15		
I would recommend my department/unit as a good place to work.	Asian	63	4.90	1.27		
	Black	543	4.52	1.56		
	White	449	4.63	1.47		
	Two or more	41	4.49	1.47		
Overall, I would recommend Georgia State University as a good place to work.	Asian	63	4.92	1.20		
	Black	548	4.88	1.22		
	White	450	4.66	1.32		
	Two or more	41	4.56	1.12		

Note. Mean range: 1=Strongly disagree to 6=Strongly agree. American Indian/Alaska Native and Hawaiian/Pacific Islander were excluded to protect anonymity.

Appendix W: Subscale Items by Race

Subscale Items	Race									
	Asian		Black		White		Two or more		P-value	
	M	SD	M	SD	M	SD	M	SD		
Environment	4.91	1.04	4.72	1.05	4.79	1.01	4.56	1.02	.288	
Functional Aspects of the Job	4.80	1.00	4.47	1.18	4.50	1.07	4.32	1.12	.108	
Communication	4.63	1.10	4.36	1.36	4.36	1.29	4.13	1.23	.275	

Note. Mean score = 1-6 (negative to positive). American Indian/Alaska Native and Hawaiian/Pacific Islander were excluded to protect anonymity.

Appendix X: Satisfaction Items by Race by Considered Leaving

	Have you seriously considered leaving your job in the past year?							
	Yes				No			
	Asian	Black	White	Two or	Asian	Black	White	Two or
				more				more
M	M	M	M	M	M	M	M	
My job makes good use of my skills and abilities.	4.74	3.84	4.32	3.77	5.14	5.16	5.29	4.50
I have access to the resources I need to do my job well.	4.47	4.25	4.09	3.86	5.16	5.07	4.99	5.06
My immediate supervisor encourages me to increase my workplace skills.	4.63	4.00	4.36	3.90	5.32	5.11	5.32	5.06
My department/unit deals effectively with poor performance by staff.	3.11	3.21	3.05	3.18	4.51	4.31	4.25	4.63
I am confident that my unit/department is meeting the needs of Georgia State.	4.58	4.34	4.46	4.67	5.30	5.30	5.26	5.31
My department/unit encourages teamwork.	4.47	3.92	4.24	4.36	5.30	5.25	5.25	5.06
My department/unit actively supports a shared and inclusive understanding of diversity.	4.21	4.10	4.67	4.36	5.23	5.18	5.36	5.12
I have developed close relationships with colleagues in my department/unit.	4.63	4.59	4.57	4.41	5.16	5.05	5.10	4.81
My department/unit enables me to achieve a good balance between work and my personal life.	4.32	4.01	4.28	4.09	5.20	5.12	5.19	5.19
I have the opportunity to advance my career at Georgia State.	3.58	3.19	3.31	3.36	4.57	4.88	4.67	4.69

Note. Mean range: 1=Strongly disagree to 6=Strongly agree. American Indian/Alaska Native and Hawaiian/Pacific Islander were excluded to protect anonymity.

Appendix X: Satisfaction Items by Race by Considered Leaving (cont.)

	Have you seriously considered leaving your job in the past year?							
	Yes				No			
	Asian		Black		White		Two or more	
	M	SD	M	SD	M	SD	M	SD
My supervisor keeps me informed about university developments that may have a significant effect on me and my work.	4.26	3.76	3.95	4.05	5.05	4.91	4.89	4.94
I can communicate important information to those in higher levels of administration.	4.00	3.74	3.80	3.91	4.84	4.82	4.84	4.31
I feel comfortable using the procedures in place at Georgia State to report violations of regulations.	3.95	3.83	3.78	3.59	4.70	4.88	4.77	4.25
Georgia State provides me with a safe working environment.	4.21	4.52	4.61	4.29	5.02	5.10	5.13	4.81
I would recommend my department/unit as a good place to work.	4.11	3.70	3.97	4.00	5.25	5.21	5.25	5.06
Overall, I would recommend Georgia State University as a good place to work.	4.05	4.36	4.13	4.32	5.30	5.31	5.19	4.81

Note. Mean range: 1=Strongly disagree to 6=Strongly agree. American Indian/Alaska Native and Hawaiian/Pacific Islander were excluded to protect anonymity.

Appendix Y: Subscale Items by Race by Those Who Considered Leaving

Subscale Items	Race								P-value
	Asian		Black		White		Two or more		
	M	SD	M	SD	M	SD	M	SD	
Environment	4.27	1.27	4.21	1.06	4.37	1.05	4.25	1.01	.491
Functional Aspects of the Job	4.23	1.18	3.82	1.19	3.97	1.06	3.89	1.10	.309
Communication	4.08	1.29	3.77	1.41	3.84	1.41	3.85	1.33	.792

Note. Mean score = 1-6 (negative to positive). American Indian/Alaska Native and Hawaiian/Pacific Islander were excluded to protect anonymity.

Appendix Z: Subscale Items by Race by Those Who Did Not Consider Leaving

Subscale Items	Race								P-value
	Asian		Black		White		Two or more		
	M	SD	M	SD	M	SD	M	SD	
Environment	5.19	.81	5.16	.81	5.20	.77	4.97	.87	.706
Functional Aspects of the Job	5.04	.82	5.02	.85	5.01	.82	4.90	.85	.948
Communication	4.86	.94	4.86	1.09	4.83	.97	4.50	.99	.585

Note. Mean score = 1-6 (negative to positive). American Indian/Alaska Native and Hawaiian/Pacific Islander were excluded to protect anonymity.

Appendix AA: Satisfaction Items by Gender

Items	Gender					
	Female			Male		
	M	SD	N	M	SD	N
My job makes good use of my skills and abilities.	4.59	1.47	782	4.70	1.38	391
I have access to the resources I need to do my job well.	4.60	1.35	782	4.62	1.30	391
My immediate supervisor encourages me to increase my workplace skills.	4.66	1.54	782	4.79	1.41	391
My department/unit deals effectively with poor performance by staff.	3.63	1.61	782	3.96	1.50	391
I am confident that my unit/department is meeting the needs of Georgia State.	4.84	1.31	782	4.89	1.24	391
My department/unit encourages teamwork.	4.66	1.48	782	4.76	1.45	391
My department/unit actively supports a shared and inclusive understanding of diversity.	4.78	1.40	782	4.87	1.37	391
I have developed close relationships with colleagues in my department/unit.	4.85	1.28	782	4.76	1.26	391
My department/unit enables me to achieve a good balance between work and my personal life.	4.58	1.48	782	4.79	1.40	391
I have the opportunity to advance my career at Georgia State.	4.00	1.62	782	4.08	1.62	391
My supervisor keeps me informed about university developments that may have a significant effect on me and my work.	4.39	1.59	782	4.47	1.54	391
I can communicate important information to those in higher levels of administration.	4.26	1.56	782	4.44	1.50	391
I feel comfortable using the procedures in place at Georgia State to report violations of regulations.	4.28	1.53	782	4.41	1.46	391
Georgia State provides me with a safe working environment.	4.78	1.17	782	4.85	1.20	391
I would recommend my department/unit as a good place to work.	4.51	1.55	782	4.66	1.43	391
Overall, I would recommend Georgia State University as a good place to work.	4.75	1.26	782	4.75	1.31	391

Note. Mean range: 1=Strongly disagree to 6=Strongly agree.

Appendix BB: Subscale Items by Gender

Subscale Items	Gender				
	Female		Male		P-value
	M	SD	M	SD	
Environment	4.71	1.03	4.78	1.06	.301
Functional Aspects of the Job	4.43	1.14	4.54	1.10	.100
Communication	4.31	1.31	4.44	1.30	.099

Note. Mean score = 1-6 (negative to positive)

Appendix CC: Satisfaction Items by Gender by Considered Leaving

Items	Have you seriously considered leaving your job in the past year?							
	Yes				No			
	Female		Male		Female		Male	
	M	SD	M	SD	M	SD	M	SD
My job makes good use of my skills and abilities.	3.98	1.56	4.25	1.52	5.19	1.08	5.03	1.17
I have access to the resources I need to do my job well.	4.16	1.43	4.19	1.31	5.04	1.11	4.95	1.16
My immediate supervisor encourages me to increase my workplace skills.	4.12	1.68	4.34	1.50	5.20	1.17	5.13	1.22
My department/unit deals effectively with poor performance by staff.	3.03	1.54	3.34	1.56	4.21	1.44	4.36	1.31
I am confident that my unit/department is meeting the needs of Georgia State.	4.43	1.45	4.47	1.33	5.25	1.01	5.21	1.07
My department/unit encourages teamwork.	4.09	1.61	4.17	1.64	5.23	1.07	5.18	1.14
My department/unit actively supports a shared and inclusive understanding of diversity.	4.37	1.54	4.44	1.55	5.20	1.10	5.19	1.12
I have developed close relationships with colleagues in my department/unit.	4.60	1.43	4.50	1.34	5.09	1.05	4.97	1.15
My department/unit enables me to achieve a good balance between work and my personal life.	4.01	1.61	4.37	1.55	5.15	1.08	5.13	1.11
I have the opportunity to advance my career at Georgia State.	3.22	1.59	3.31	1.68	4.76	1.26	4.67	1.30
My supervisor keeps me informed about university developments that may have a significant effect on me and my work.	3.84	1.73	3.94	1.72	4.91	1.26	4.88	1.28
I can communicate important information to those in higher levels of administration.	3.68	1.65	3.97	1.74	4.82	1.25	4.77	1.21
I feel comfortable using the procedures in place at Georgia State to report violations of regulations.	3.72	1.62	3.95	1.62	4.83	1.20	4.73	1.24
Georgia State provides me with a safe working environment.	4.47	1.26	4.65	1.24	5.10	.97	5.02	1.11
I would recommend my department/unit as a good place to work.	3.77	1.63	4.00	1.60	5.24	1.05	5.15	1.07
Overall, I would recommend Georgia State University as a good place to work.	4.25	1.30	4.20	1.33	5.25	.99	5.16	1.12

Note. Mean range: 1=Strongly disagree to 6=Strongly agree.

Appendix DD: Subscale Items by Gender by Considered Leaving

Subscale Items	Have you seriously considered leaving your job in the past year?									
	Yes					No				
	Gender					Gender				
	Female		Male		P-value	Female		Male		P-value
M	SD	M	SD	M		SD	M	SD		
Environment	4.25	1.04	4.36	1.07	.287	5.17	.79	5.10	.91	.317
Functional	3.86	1.10	4.01	1.10	.158	4.99	.85	4.93	.93	.463
Communication	3.75	1.34	3.96	1.47	.106	4.84	1.03	4.79	1.04	.574

Note. Mean score = 1-6 (negative to positive).

Appendix EE: Satisfaction Items by Supervisory Role

Items	Do you perform a supervisory role in your current position?					
	Yes			No		
	M	SD	N	M	SD	N
My job makes good use of my skills and abilities.	4.90	1.27	537	4.43	1.52	632
I have access to the resources I need to do my job well.	4.52	1.37	537	4.68	1.29	632
My immediate supervisor encourages me to increase my workplace skills.	4.81	1.36	537	4.64	1.58	632
My department/unit deals effectively with poor performance by staff.	3.78	1.56	537	3.73	1.59	632
I am confident that my unit/department is meeting the needs of Georgia State.	4.86	1.24	537	4.85	1.33	632
My department/unit encourages teamwork.	4.84	1.33	537	4.57	1.56	632
My department/unit actively supports a shared and inclusive understanding of diversity.	4.89	1.31	537	4.72	1.47	632
I have developed close relationships with colleagues in my department/unit.	4.94	1.18	537	4.73	1.33	632
My department/unit enables me to achieve a good balance between work and my personal life.	4.62	1.41	537	4.67	1.49	632
I have the opportunity to advance my career at Georgia State.	4.12	1.58	537	3.95	1.65	632
My supervisor keeps me informed about university developments that may have a significant effect on me and my work.	4.55	1.45	537	4.32	1.65	632
I can communicate important information to those in higher levels of administration.	4.46	1.49	537	4.19	1.60	632
I feel comfortable using the procedures in place at Georgia State to report violations of regulations.	4.32	1.51	537	4.31	1.52	632
Georgia State provides me with a safe working environment.	4.76	1.16	537	4.84	1.20	632
I would recommend my department/unit as a good place to work.	4.71	1.38	537	4.42	1.60	632
Overall, I would recommend Georgia State University as a good place to work.	4.73	1.28	537	4.74	1.29	632

Note. Mean range: 1=Strongly disagree to 6=Strongly agree.

Appendix FF: Subscale Items by Supervisory Role

Subscale Items	Supervisory Role				
	Yes		No		P-value
	M	SD	M	SD	
Environment	4.77	.96	4.69	1.10	.161
Functional Aspects of the Job	4.554	1.04	4.41	1.18	.029*
Communication	4.44	1.22	4.27	1.37	.026*

Note. Mean score = 1-6 (negative to positive). *Statistically significant at the p<.05 level.

Appendix GG: Satisfaction Items by Supervisory Role by Considered Leaving

Items	Have you seriously considered leaving your job in the past year?							
	Yes				No			
	Supervisory Role				Supervisory Role			
	Yes		No		Yes		NO	
M	SD	M	SD	M	SD	M	SD	
My job makes good use of my skills and abilities.	4.44	1.37	3.78	1.62	5.27	1.04	5.03	1.12
I have access to the resources I need to do my job well.	4.03	1.39	4.26	1.39	4.94	1.19	5.08	1.03
My immediate supervisor encourages me to increase my workplace skills.	4.39	1.47	4.05	1.74	5.17	1.16	5.20	1.17
My department/unit deals effectively with poor performance by staff.	3.14	1.51	3.11	1.60	4.27	1.41	4.31	1.35
I am confident that my unit/department is meeting the needs of Georgia State.	4.45	1.36	4.41	1.47	5.20	1.02	5.29	.99
My department/unit encourages teamwork.	4.37	1.46	3.93	1.70	5.22	1.08	5.19	1.10
My department/unit actively supports a shared and inclusive understanding of diversity.	4.50	1.42	4.24	1.65	5.22	1.10	5.21	1.09
I have developed close relationships with colleagues in my department/unit.	4.67	1.31	4.50	1.47	5.17	1.01	4.97	1.11
My department/unit enables me to achieve a good balance between work and my personal life.	4.12	1.47	4.12	1.68	5.06	1.15	5.21	1.05
I have the opportunity to advance my career at Georgia State.	3.47	1.54	3.08	1.66	4.68	1.38	4.79	1.14
My supervisor keeps me informed about university developments that may have a significant effect on me and my work.	4.12	1.57	3.72	1.81	4.91	1.25	4.89	1.27
I can communicate important information to those in higher levels of administration.	3.92	1.62	3.62	1.73	4.91	1.21	4.70	1.28
I feel comfortable using the procedures in place at Georgia State to report violations of regulations.	3.78	1.56	3.75	1.68	4.75	1.31	4.84	1.11
Georgia State provides me with a safe working environment.	4.46	1.20	4.55	1.30	5.00	1.06	5.15	.95
I would recommend my department/unit as a good place to work.	4.07	1.49	3.64	1.69	5.24	1.02	5.17	1.09
Overall, I would recommend Georgia State University as a good place to work.	4.18	1.30	4.23	1.35	5.18	1.05	5.25	.99

Note. Mean range: 1=Strongly disagree to 6=Strongly agree.

Appendix HH. Subscale Items by Supervisory Role by Considered Leaving

Subscale Items	Have you seriously considered leaving your job in the past year?									
	Yes					No				
	Supervisory Role					Supervisory Role				
	Yes		No		P-value	Yes		No		P-value
M	SD	M	SD	M		SD	M	SD		
Environment	4.33	.92	4.22	1.14	.203	5.14	.82	5.16	.82	.827
Functional	4.04	.98	3.80	1.19	.014	4.97	.88	4.99	.83	.805
Communication	3.94	1.25	3.70	1.45	.047	4.85	1.03	4.81	1.04	.589

Note. Mean score = 1-6 (negative to positive).

Appendix II: Subscale Items by Length of Time in Current Position

Subscale Items	Length of Time in Current Position (Years)															
	Less than a year		1-3		4-6		7-8		9-10		11-15		16-19		20 or more	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Environment	4.90	.93	4.67	1.12	4.65	1.05	4.87	.99	4.76	1.00	4.66	1.00	4.56	1.02	4.76	.99
Functional	4.70	1.00	4.40	1.17	4.37	1.18	4.52	1.05	4.48	1.04	4.37	1.11	4.27	1.16	4.54	1.15
Communication	4.65	1.09	4.29	1.35	4.19	1.40	4.40	1.32	4.46	1.23	4.12	1.45	4.09	1.18	4.27	1.39

Note. Mean score = 1-6 (negative to positive).

Appendix JJ. Length of Time in Current Position by Those Who Considered Leaving

Subscale Items	Length of Time in Current Position (Years)												P-value				
	Less than a year		1-3		4-6		7-8		9-10		11-15			16-19		20 or more	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD		M	SD	M	SD
Environment	4.27	.97	4.22	1.11	4.34	1.03	4.52	1.01	4.37	1.07	4.24	.98	4.27	1.00	4.12	1.05	.836
Functional	3.98	1.01	3.86	1.11	3.95	1.19	4.11	1.08	4.08	1.07	3.81	1.19	3.75	1.18	3.84	1.08	.826
Communication	4.03	1.15	3.80	1.40	3.80	1.46	3.95	1.45	4.09	1.38	3.54	1.61	3.43	1.05	3.45	1.23	.430

Note. Mean score = 1-6 (negative to positive).

Appendix KK. Length of Time in Current Position by Those Who Did Not Consider Leaving

Subscale Items	Length of Time in Current Position (Years)												P-value				
	Less than a year		1-3		4-6		7-8		9-10		11-15			16-19		20 or more	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD		M	SD	M	SD
Environment	5.14	.78	5.21	.83	5.08	.92	5.30	.82	5.30	.63	5.00	.88	5.06	.76	5.03	.87	.593
Functional	4.98	.84	5.06	.84	4.93	.93	4.99	.86	5.06	.72	4.74	.89	4.90	.84	4.82	1.09	.501
Communication	4.90	.94	4.88	1.03	4.71	1.13	4.91	1.00	4.95	.79	4.52	1.19	4.77	1.03	4.58	1.36	.288

Note. Mean score = 1-6 (negative to positive).

Appendix LL: Subscale Items by Length of Time Employed at Georgia State

Subscale Items	Length of Time Employed at Georgia State (Years)															
	Less than a year		1-3		4-6		7-8		9-10		11-15		16-19		20 or more	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Environment	5.00	.82	4.64	1.15	4.75	1.05	4.63	1.06	4.83	.95	4.62	1.02	4.65	1.14	4.76	.97
Functional	4.79	.95	4.34	1.18	4.53	1.14	4.26	1.14	4.52	1.08	4.41	1.11	4.37	1.21	4.52	1.08
Communication	4.78	.99	4.30	1.31	4.34	1.34	4.21	1.43	4.38	1.32	4.26	1.35	4.16	1.34	4.20	1.42

Note. Mean score = 1-6 (negative to positive).

Appendix MM. Length of Time Employed at Georgia State by Those Who Considered Leaving

Subscale Items	Length of Time Employed at Georgia State (Years)												P-value				
	Less than a year		1-3		4-6		7-8		9-10		11-15			16-19		20 or more	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD		M	SD	M	SD
Environment	4.27	.85	4.19	1.16	4.47	1.03	4.19	1.13	4.39	.92	4.23	.96	4.19	1.14	4.24	1.02	.525
Functional	3.98	1.04	3.79	1.10	4.16	1.15	3.72	1.16	3.96	1.03	3.95	1.12	3.86	1.20	3.85	1.03	.204
Communication	4.19	1.14	3.84	1.36	3.99	1.42	3.72	1.58	3.89	1.39	3.78	1.34	3.51	1.18	3.20	1.35	.056

Note. Mean score = 1-6 (negative to positive).

Appendix NN. Length of Time Employed at Georgia State by Those Who Did Not Consider Leaving

Subscale Items	Length of Time Employed at Georgia State (Years)														P-value		
	Less than a year		1-3		4-6		7-8		9-10		11-15		16-19			20 or more	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD		M	SD
Environment	5.21	.68	5.19	.83	5.16	.91	5.12	.76	5.33	.71	5.13	.85	5.01	1.05	5.04	.85	.639
Functional	5.01	.78	5.01	.86	5.06	.91	4.89	.78	5.18	.71	4.95	.84	4.76	1.09	4.88	.95	.424
Communication	4.96	.84	4.82	1.01	4.82	1.08	4.76	1.06	4.89	.96	4.85	1.07	4.63	1.30	4.71	1.18	.664

Note. Mean score = 1-6 (negative to positive).

Appendix OO. Satisfaction Items by Year of Staff Survey

Items	Year					
	2013			2015		
	M	SD	N	M	SD	N
My job makes good use of my skills and abilities.	4.52	1.48	1120	4.62	1.45	1221
I have access to the resources I need to do my job well.	4.50	1.36	1120	4.60	1.34	1221
My immediate supervisor encourages me to increase my workplace skills.	4.57	1.54	1120	4.71	1.49	1221
My department/unit deals effectively with poor performance by staff.	3.57	1.63	1120	3.72	1.58	1221
I am confident that my unit/department is meeting the needs of Georgia State.	4.73	1.36	1120	4.85	1.30	1221
My department/unit encourages teamwork.	4.53	1.55	1120	4.66	1.48	1221
My department/unit actively supports a shared and inclusive understanding of diversity.	4.75	1.42	1120	4.80	1.40	1221
I have developed close relationships with colleagues in my department/unit.	4.70	1.35	1120	4.82	1.27	1221
My department/unit enables me to achieve a good balance between work and my personal life.	4.54	1.44	1120	4.64	1.45	1221
I have the opportunity to advance my career at Georgia State.	3.66	1.72	1120	3.99	1.64	1221
My supervisor keeps me informed about university developments that may have a significant effect on me and my work.	4.21	1.62	1120	4.41	1.58	1221
I can communicate important information to those in higher levels of administration.	4.13	1.64	1120	4.29	1.57	1221
I feel comfortable using the procedures in place at Georgia State to report violations of regulations.	4.11	1.63	1120	4.29	1.53	1221
Georgia State provides me with a safe working environment.	4.67	1.27	1120	4.79	1.20	1221
I would recommend my department/unit as a good place to work.	4.37	1.63	1120	4.53	1.53	1221
Overall, I would recommend Georgia State University as a good place to work.	4.48	1.44	1120	4.71	1.30	1221

Note. Mean range: 1=Strongly disagree to 6=Strongly agree.

Appendix PP. Subscale Items by Year of Staff Survey

Subscale Items	Year				P-value
	2013		2015		
	M	SD	M	SD	
Environment	4.58	1.11	4.71	1.05	.003**
Functional Aspects of the Job	4.26	1.17	4.45	1.13	.000***
Communication	4.16	1.40	4.33	1.32	.003**

Note. Mean score = 1-6 (negative to positive). **Statistically significant at the $p < .01$ level; ***Statistically significant at the $p < .000$ level.