

EFFECTS OF THE BUDGET CUTS ON FACULTY, STAFF, AND ADMINISTRATIVE PROFESSIONALS: A FEEDBACK REPORT TO WSU

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For release: May 6, 2011

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Executive Summary

Detailed survey data were gathered from multiple groups within the WSU system in order to identify attitudinal, behavioral, and health-related outcomes of the repeated budget cuts and the process by which they were implemented. All faculty (including chairs, deans, and academic directors), staff, and Administrative Professionals (AP) employees were invited to participate.

In total, 61 chairs/deans/directors, 647 faculty, and 1071 AP/staff members chose to participate. Based on the latest employee headcounts available from ir.wsu.edu, this represents a 30% participation rate among faculty and an equivalent 30% response rate among AP and classified staff.

In order to facilitate interpretation of the data, a smaller sample of comparison data (N = 701) from an earlier survey of WSU employees conducted in 2001 was used to identify possible changes over the 10 year period. In addition, comparison data were also available from published normative data on a number of the scales used, as well as a large database of 42 organizations where similar data had been collected in the past.

Taken together, the multi-source data suggest that there are numerous attitudinal, behavioral, and health-related outcomes associated with the budget cuts, reorganizations, and ensuing job insecurity. There are also a few bright spots.

Faculty Findings:

- Department chairs, deans, and academic directors are overwhelmingly concerned that the budget cuts have negatively affected the morale of faculty. They are also concerned that faculty may be seeking positions at other universities and that the budget situation makes it more difficult to attract highly qualified candidates to WSU.
- These worries appear to comport with the data gathered from faculty, which indicate that they have extremely high levels of turnover intentions, placing them at the 95th percentile among comparison organizations. Ten years earlier, WSU faculty ranked at the 65th percentile with respect to their intentions to seek employment elsewhere.
- Further, faculty who have been exposed to more budget cuts and/or indicate being more negatively impacted by them report:
 - a greater erosion in their relationship with WSU
 - more intentions to seek employment elsewhere
 - more work-family conflict
 - less work engagement and more job burnout, and
 - lower productivity (as measured by self-reported annual review ratings)

- Faculty who report being more concerned about their job security indicate that they are devoting less time to providing service within WSU (e.g., serving on internal committees) and more time to providing service to their professional organizations (e.g., editorial work, grant/conference reviewing, etc.). This may be an additional indicator of lowered commitment to WSU and increased turnover intentions.
- Based on comparison data collected from WSU faculty in 2001, perceived job security, pay satisfaction, and satisfaction with job security all appear to have significantly declined. Moreover, intentions among faculty to seek employment at other universities have significantly increased.
- On the positive side, coworker satisfaction and satisfaction with promotion opportunities have both significantly improved during the 10-yr period, while satisfaction with one's department chair has remained unchanged (and high).

AP and Classified Staff Findings:

- The vast majority of respondents indicated that their unit has been affected by the budget cuts, with nearly a quarter indicating their unit was "extremely affected". The vast majority also felt these changes have affected their ability to complete their work tasks.
- In general, AP and staff respondents reported low levels of perceived control over the budget cutting process and a lack of voice throughout the process.
- They perceive a high degree of erosion in the relationship between WSU and employees (e.g., WSU asking more of AP/staff in exchange for less). They also report low levels of trust in the administration, scoring lower than 90% of comparison organizations.
- Based on the comparison data collected in 2001 from classified staff at WSU, perceived levels of job security, promotions satisfaction, and satisfaction with job security have all significantly declined. While intentions to quit have remained the same, classified staff report fewer alternative job opportunities now compared to 10 years ago. In addition, they report significantly more physical health ailments and more job stress.
- Based on the 2001 comparison data from administrative professionals at WSU, perceptions regarding their level of job security and satisfaction with that job security have both significantly declined. In addition, AP employees report fewer alternative job opportunities now compared to 10 years ago; despite this, their intentions to seek employment elsewhere are also significantly greater. Although AP employee levels of psychological distress are actually lower compared to a decade ago, they report significantly more physical health ailments and significantly higher levels of job stress.
- On a positive note, WSU AP/staff respondents appear to be quite satisfied with their coworkers, direct supervisors, and their work tasks, ranking near or within the top 25% of all comparison organizations.

Additional Findings:

- There were numerous significant differences found between various groups within WSU based on: faculty/staff/AP classification, age, gender, race/ethnicity, marital status, income, tenure/non-tenure track, faculty rank, length of employment at WSU, campus and college. These are detailed in Sections VI & VII of the report.
- Although quantitative surveys provide numerical data that can be statistically compared across employee groups, time, and multiple organizations, they lack the rich qualitative data provided by open-ended comments. Therefore, the summary of written comments provided in Section VIII of the report provides a valuable complementary source of information regarding the perceived effects of the budget cuts.

Section I: Background

As our country continues to recover from the worst economic crisis since the Great Depression, millions of employees have lost their jobs; many more now hold positions that are below their desired level of pay, responsibility, or hours of work and/or are asked to make do with fewer resources. Washington State University has not been immune to the effects of this economic situation. Repeated reductions in our state appropriated budget coupled with ever-increasing costs have led to freezes on hiring, travel, pay and benefit increases and a multitude of other expenditures. Services have been cut, course offerings reduced, and several academic programs have been eliminated and/or consolidated, resulting in the loss of several hundred employee positions throughout the system. Publicly available information regarding these cuts can be found at: http://budget.wsu.edu/Budget_Reduction_Efficiency_Actions/

Purpose

Bearing these statistics in mind, it is striking that little is known about the effects of this economic environment and its aftermath on faculty job satisfaction, turnover intentions, and performance outcomes (including teaching, scholarly productivity, and so-called “organizational citizenship behaviors” such as volunteering on committees and otherwise contributing to the vibrancy of a Research I institution). Similarly, little is known beyond anecdotal evidence about the effects on classified staff and Administrative Professional (AP) employees, despite these employee groups being some of the hardest hit by the reductions.

The lack of empirical evidence regarding these issues was the impetus for the current research, which was proposed by Dr. Tahira Probst, a Professor of Psychology at WSU who has conducted research on the effects of economic stress since the mid-1990s. The project received Small Grant funding from the NSF ADVANCE program (Grant No. 0810927) at WSU (<http://advance.wsu.edu>), the goal of which is to facilitate research that will enable WSU to be an “inclusive research institution that promotes career-long excellence for faculty.”

While academic research was the impetus for this project, it is hoped that the summary of our findings contained within this report will prove useful in delineating consequences of the repeated budget cuts as well as potentially identifying strategies for alleviating the adverse effects.

Data Collection Procedures

Prior to the initiation of data collection, the WSU Institutional Review Board determined that this study met the criteria for “exempt research” classification due to the nature of the data being collected and the anonymity of individual responses. Nonetheless, this study was also bound by ethical standards as outlined in the Belmont Report, including the need for informed consent and voluntary participation.

In order to systematically investigate our research questions, several detailed surveys were developed to gather data from multiple groups within the WSU system (academic program administrators, faculty, AP, and classified staff) and administered between December 2010 and March 2011. All faculty (including chairs, deans, and academic directors), staff, and AP employees were invited to participate. Multiple invitations were emailed directly to employees and further recruitment attempts were made via WSU Announcements, WSU Today, and other similar outlets.

A total of 61 chairs/deans/directors, 647 faculty, and 1071 AP/staff members chose to participate. Based on the latest employee headcounts available from ir.wsu.edu, this represents a 30% participation rate among faculty and an equivalent 30% response rate among AP and classified staff. Approximately, 67% of chairs, deans, and directors participated.

In order to facilitate interpretation of the data, a smaller sample of comparison data (N = 701) from an earlier survey of WSU employees conducted in 2001 was used to identify possible changes over the 10 year period. In addition, comparison data were also available from published normative data on a number of the scales used, as well as a large database of 42 organizations where similar data had been collected by our research lab in the past.

Results & Findings

The following sections of this report provide detailed descriptions of the content of each survey and an in-depth examination of the research findings. Complete copies of the surveys are appended to this feedback report.

While we hope that this Feedback Report will prove informative and useful, nothing contained within this report should be interpreted as any attempt by the authors to influence or alter the policies or procedures of Washington State University or any other public entity or state agency.

Further, it is important to note that this report is not an official publication of Washington State University, nor are any views or interpretations contained within officially condoned or endorsed by the university. Additionally, no university officials were involved in the analysis or interpretation of the data or in the writing of this feedback report.

Finally, while the graduate assistant co-authors contributed immensely to this Feedback Report, any comments, questions, or concerns regarding the report should be directed to Dr. Tahira Probst via email at probst@vancouver.wsu.edu.

Chairs/Deans/Academic Directors Survey

The purpose of this survey was to gather descriptive information from departmental chairs, academic directors, and deans regarding the extent and types of cuts/reductions taken in each college and department. The survey also measured subjective perceptions of the administrators regarding the effects of the cuts on faculty members of these units. Departmental-level data were also used in subsequent multi-level modeling analyses to determine the extent to which differences in departmental-level cuts predict differences in individual faculty reactions to the budget cuts (see Section V for detailed results from these analyses). The following is a description of the survey content (see pp. 86-87 for a complete copy of the survey).

■ Types of Cuts/Reductions

- Administrators indicated whether their unit implemented or was affected by each of 13 identified possible cuts, reductions, or other impacts as a direct response to the budget crisis since 2008. These included:
 - Freeze on hiring
 - Freeze on all non-essential travel
 - Freeze on pay and benefit increases
 - Staff Layoffs
 - Faculty Layoffs
 - Elimination of Open Staff Positions
 - Loss of Open Faculty Lines
 - Elimination or Consolidation of Programs
 - Reduction in Goods & Services
 - Reduction in Other Expenditures
 - Reduction/Consolidation of Services
 - Reduction of Course Offerings
 - Increase in Enrollment Caps

■ Extent of Cuts/Reductions

- Where appropriate, administrators also indicated the magnitude of each of the above cuts and/or reductions. This included:
 - Number of Staff Layoffs
 - Number of Open Staff Positions Eliminated
 - Number of Faculty Layoffs
 - Number of Open Faculty Positions Lost
 - Number of Tenure-Track Faculty who Left WSU Voluntarily
 - Number of Programs Cut/Consolidated
 - % Reduction in Goods and Services
 - % Reduction in Other Expenditures
 - % Reduction of Course Offerings
 - % Increase in Enrollment Caps

■ Administrators also provided subjective estimates of the effects of the above on the following faculty outcomes:

- Faculty morale
- Faculty investment in teaching
- Resources to conduct research
- Supplemental income due to the shift to on-load DDP course offerings
- Supplemental income due to reduced summer teaching opportunities
- Faculty willingness to serve on committees or take on additional tasks
- Ability of faculty to receive tenure/promotion
- Faculty turnover
- Recruitment of highly qualified candidates to WSU

Faculty Survey

The second survey was directed at faculty members – including both tenure track and non-tenure track – and contained measures on a wide variety of different variables related to faculty perceptions of the budget cutting process and well as important outcomes. The following scales were used to assess faculty perceptions of and reactions to the budget situation. Where applicable, Cronbach's alpha coefficients are provided in parentheses as a measure of the internal consistency (i.e., reliability) of the measures used. Page numbers below correspond to location of the scale's items on the survey in the Appendix.

- **Perceived Quality of a WSU Education** (p. 89; $\alpha = .88$)
 - 3-item measure assessing the beliefs that faculty have about the overall quality of education that WSU provides to students.
- **Perceived Value that WA State Places on Higher Education** (p. 89; $\alpha = .72$)
 - 3-item measure assessing the beliefs that faculty have about the overall value that the residents and legislators of Washington place in higher education.
- **Understanding of Rationale for Budget Cuts** (p. 89; $\alpha = .62$)
 - 4 items assessing faculty level of understanding of the ongoing budget cuts occurring across WSU. The measure is on a scale from 1 to 7, where higher numbers reflect greater understanding of the budget cuts.
- **Perceived Impact of Past Budget Cuts** (p. 89; $\alpha = .77$)
 - 3 items assessing perceived impact of the budget cuts that have occurred within WSU. The measure is on a scale from 1 to 7, where higher numbers reflect greater perceived impact of past budget cuts.
- **Predicted Future Budget Cuts** (p. 89; $\alpha = .65$)
 - 4 items assessing faculty anticipation of future budget cuts at WSU. The measure is on a scale from 1 to 7, where higher numbers reflect a greater expectation of future budget cuts.
- **Perceived Control over Future Cuts** (p. 89; $\alpha = .79$)
 - 3 items assessing the perceived control that faculty have over future budget cuts within WSU. The measure is on a scale from 1 to 7, where higher numbers reflect greater perceived control over future budget cuts.
- **Perceived Control over Sociopolitical Context** (p. 89; $\alpha = .68$)
 - 4 items assessing employees' perceptions about their personal control of the budget by being active in social and political causes outside of WSU. The measure is on a scale from 1 to 7, where higher numbers reflect greater perceived control over the sociopolitical context.
- **Trust in WSU Administration** (p. 90; $\alpha = .89$)
 - 6-item measure assessing faculty trust in WSU's administration. The measure is on a scale from 1 to 7, where higher numbers reflect greater trust in the administration.

- **Procedural Justice** (p. 90; $\alpha = .86$)
 - 7 items assessing faculty perceptions of the fairness of the budget cutting processes across WSU. The measure is on a scale from 1 to 5, where higher numbers reflect greater belief in the fairness of budget cutting process.
- **Perceived Job Security** (p. 90; $\alpha = .95$)
 - 9-item measure assessing employees' perceptions of their future employment with WSU (i.e., job security). The measure is on a scale from 0 to 3, with higher numbers reflecting higher levels of perceived job security.
- **Coworker Satisfaction** (p. 91; $\alpha = .77$)
 - 6 items assessing employees' perceptions of their departmental colleagues. The measure is on a scale from 0 to 3, with higher numbers reflecting more satisfaction with coworkers.
- **Supervisor Satisfaction** (p. 91; $\alpha = .84$)
 - 6 items assessing employees' perceptions of their department chair. The measure is on a scale from 0 to 3, with higher numbers reflecting more satisfaction with the departmental chair.
- **Pay Satisfaction** (p. 91; $\alpha = .72$)
 - 6 items assessing employees' satisfaction with their pay at WSU. Measured on a scale from 0 to 3, with higher numbers reflecting greater satisfaction.
- **Promotions Satisfaction** (p. 92; $\alpha = .58$)
 - 6 items assessing employees' satisfaction with their promotion opportunities at WSU. Measured on a scale from 0 to 3 assessing, with higher numbers reflecting greater satisfaction.
- **Work Satisfaction** (p. 92; $\alpha = .79$)
 - 9 items assessing employees' satisfaction with their work tasks. The measure is on a scale from 0 to 3, with higher numbers reflecting higher levels of work satisfaction.
- **Job Security Satisfaction** (p. 92; $\alpha = .91$)
 - 9 items assessing employees' satisfaction with their job security at WSU. The measure is on a scale from 0 to 3, with higher numbers reflecting greater satisfaction with one's job security.
- **Fulfillment of Promises made by Faculty** (p. 93)
 - 2 items assessing employee perceptions of the extent to which they have fulfilled their promises and commitments to WSU. The measure is on a scale from 1 to 7, where higher numbers reflect greater fulfillment of promises.
- **Fulfillment of Promises made by WSU** (p. 93)
 - 2 items assessing employee perception of the extent to which WSU has fulfilled their promises and commitments to the employees of WSU. The measure is on a scale from 1 to 7, where higher numbers reflect greater fulfillment of promises.
- **Erosion of Relationship between WSU and Faculty** (p. 93; $\alpha = .74$)
 - 4 items assessing employee perceptions of the extent to which the quality of the relationship between WSU and faculty members has eroded. The measure is on a scale from 1 to 7, where higher numbers reflect greater perceived erosion of this relationship.

- **Organizational Commitment** (p. 93; $\alpha = .90$)
 - 9 items assessing the level of an employee's organizational commitment, i.e., loyalty to WSU. The measure is on a scale from 1 to 7, where higher numbers reflect greater commitment and loyalty to WSU.
- **Turnover Intentions** (p. 93; $\alpha = .73$)
 - 6 items assessing employees' intentions to leave WSU. The measure is on a scale from 1 to 7, where higher numbers reflect greater intentions to seek employment elsewhere.
- **Work to Family Conflict** (p. 93)
 - 2 items assessing the level of conflict experienced due to work interfering with their home/family life. The measure is on a scale from 1 to 7, where higher numbers reflect greater work to family conflict.
- **Family to Work Conflict** (p. 93)
 - 2 items assessing the level of conflict experienced due to home/family life interfering with their work. The measure is on a scale from 1 to 7, where higher numbers reflect greater family to work conflict.
- **Employee Engagement** (p. 94; $\alpha = .87$)
 - 6 items assessing faculty engagement in WSU work-related activities (e.g., enthusiasm, pride in work, etc.). The measure is on a scale from 1 to 7, where higher numbers reflect greater engagement with work at WSU.
- **Job Burnout** (p. 94; $\alpha = .89$)
 - 10 items assessing employee's level of burnout related to their work at WSU (e.g., cynicism, fatigue). The measure is on a scale from 1 to 7, where higher numbers reflect greater burnout from work at WSU.
- **Teaching Organizational Citizenship Behaviors (OCBs)** (p. 94; $\alpha = .69$)
 - 3 items assessing faculty's level of participating in activities that improve the quality of teaching at WSU (e.g., attendance at workshops, assist new instructors). The measure is on a scale from 1 to 7, where higher numbers reflect greater engagement in these behaviors.
- **Perceived Importance of Grant Funding** (p. 94-95; $\alpha = .81$)
 - 3 items assessing the importance of receiving grant money to conduct research. The measure is on a scale from 1 to 7, where higher numbers reflect greater emphasis on obtaining grant funding.
- **Service to WSU (university, college, department) Organizational Citizenship Behaviors** (p. 95; $\alpha = .90$)
 - 3 items assessing the extent to which faculty engage in service related behaviors within the WSU system either at the departmental, college, and/or university-levels. The measure is on a scale from 1 to 7, where higher numbers reflect more service-related behaviors.

- **Motivation to Provide Service at WSU** (p. 95; $\alpha = .80$)
 - 6 items assess faculty members self-reported level of motivation to provide service to WSU because they feel rewarded or feel that their service is worthwhile. The measure is on a scale from 1 to 7, where higher numbers reflect more motivation to engage in service-related behaviors.
- **Discouragement to Provide Service at WSU** (p. 95; $\alpha = .80$)
 - 4 items assessing the extent to which faculty members perceive that doing service at WSU is not worthwhile because they do not believe that engaging in university service is rewarded or important to their career. The measure is on a scale from 1 to 7, where higher numbers reflect greater discouragement to provide service.
- **Professional Service OCBs** (p. 95; $\alpha = .78$)
 - 5 items assessing the extent to which faculty engage in service-related behaviors that benefit their professional organizations or institutions (e.g., service to journals, conferences, grant reviewing, etc.). The measure is on a scale from 1 to 7, where higher numbers reflect engaging in more professional service behaviors.
- **Professional Networking Opportunities** (p. 95; $\alpha = .84$)
 - 4 items assessing faculty members perceptions that they are supported by WSU and have the time/resources from WSU to engage in professional networking. The measure is on a scale from 1 to 7, where higher numbers reflect more professional networking opportunities.
- **Impact of the Budget Cuts** (p. 96)
 - 7 items evaluating a variety of different possible outcomes of the budget cuts, including being asked to raise course caps, fewer opportunities to teach summer courses, fewer resources for research, etc.
- **Merit Ratings** (p. 97)
 - Faculty were asked to provide their most recent (2009) annual review rating and also asked to estimate whether their current year (2010) rating would be lower, higher, or approximately the same. As might be expected due to the sensitivity of this information, only 55% of faculty chose to respond to this item.
- **Employee Comments** (p. 97)
 - In this section, employees were able to provide written comments about their workplace, their work experiences, or their reactions to the survey. A summary of the comments can be found on pp. 79-81.

Classified Staff/AP Survey

Finally, a third survey was administered to classified staff and AP employees in order to specifically evaluate their perceptions of and reactions to the current budget situation. The following scales were used to assess employee perceptions of and reactions to the budget situation. Where applicable, Cronbach's alpha coefficients are provided in parentheses as a measure of the internal consistency (i.e., reliability) of the measures used. Page numbers below correspond to location of the scale's items on the survey in the Appendix.

- **Total Number of Budget Cuts in Unit** (p. 98)
 - 8-item measure assessing the types of cuts that have been made to a unit's budget (e.g., freeze on hiring, layoffs). Item response options were 'YES' or 'NO'. A higher score indicates a greater number of budget cuts within the unit.
- **Perceived Impact of Budget Cuts on Unit** (p. 98)
 - 1-item measure assessing severity of budget cuts in the unit. The measure is on a scale from 1 to 7, where higher numbers reflect greater perception of a negative effect of budget cuts on the work unit.
- **Number of Impacts to Employee from Budget Cuts** (p. 98)
 - 13-item measure assessing the extent and types of impacts as a result of the budget cuts (e.g., changed office location, changed supervisors, lower job status, pay cut). Item response options were 'YES' or 'NO'. A higher score indicates a greater number of changes as a result of the budget cuts within the unit.
- **Perceived Impact of Budget Cuts on Work Performance** (p. 98)
 - 1-item measure assessing the perceived extent to which the above changes have affected the employee's ability to complete their work tasks. The measure is on a scale from 1 to 7, where higher numbers reflect a greater negative impact on the employee's job performance.
- **Understanding of Rationale for Budget Cuts** (p. 99; $\alpha = .59$)
 - 4 items assessing employees' level of understanding of the ongoing budget cuts occurring across WSU. The measure is on a scale from 1 to 7, where higher numbers reflect greater understanding of the budget cuts.
- **Perceived Impact of Past Budget Cuts** (p. 99)
 - 3 items assessing employees' perceived impact of the budget cuts that have occurred within WSU. The measure is on a scale from 1 to 7, where higher numbers reflect greater perceived impact of past budget cuts.
- **Predicted Future Budget Cuts** (p. 99; $\alpha = .61$)
 - 4 items assessing employees' anticipation of future budget cuts at WSU. The measure is on a scale from 1 to 7, where higher numbers reflect a greater expectation of future budget cuts.

- **Perceived Quality of a WSU Education** (p. 99; $\alpha = .88$)
 - 3-item measure assessing the beliefs that employees have about the overall quality of education that WSU provides to students.
- **Perceived Value that WA State Places on Higher Education** (p. 99; $\alpha = .72$)
 - 3-item measure assessing the beliefs that employees have about the overall value that the residents and legislators of Washington place in higher education.
- **Perceived Control over Future Cuts** (p. 99; $\alpha = .79$)
 - 3 items assessing the perceived control that staff/AP employees have over future budget cuts within WSU. The measure is on a scale from 1 to 7, where higher numbers reflect greater perceived control over future budget cuts.
- **Perceived Control over Sociopolitical Context** (p. 99; $\alpha = .63$)
 - 4 items assessing employees' perceptions about their personal control of the budget by being active in social and political causes outside of WSU. The measure is on a scale from 1 to 7, where higher numbers reflect greater perceived control over the sociopolitical context.
- **Procedural Justice** (p. 99-100; $\alpha = .86$)
 - 7 items assessing staff/AP perceptions of the fairness of the budget cutting processes across WSU. The measure is on a scale from 1 to 5, where higher numbers reflect greater belief in the fairness of budget cutting process.
- **Perceived Job Security** (p. 100; $\alpha = .94$)
 - 9-item measure assessing employees' perceptions of their future employment with WSU (i.e., job security). The measure is on a scale from 0 to 3, with higher numbers reflecting higher levels of perceived job security.
- **Coworker Satisfaction** (p. 100; $\alpha = .81$)
 - 6 items assessing employees' perceptions of their work colleagues. The measure is on a scale from 0 to 3, with higher numbers reflecting more satisfaction with coworkers.
- **Supervisor Satisfaction** (p. 101; $\alpha = .77$)
 - 6 items assessing employees' perceptions of their direct supervisor. The measure is on a scale from 0 to 3, with higher numbers reflecting more satisfaction with their direct supervisor.
- **Pay Satisfaction** (p. 101; $\alpha = .77$)
 - 6 items assessing employees' satisfaction with their pay at WSU. Measured on a scale from 0 to 3, with higher numbers reflecting greater satisfaction.
- **Promotions Satisfaction** (p. 101; $\alpha = .76$)
 - 6 items assessing employees' satisfaction with their promotion opportunities at WSU. Measured on a scale from 0 to 3 assessing, with higher numbers reflecting greater satisfaction.
- **Work Satisfaction** (p. 102; $\alpha = .82$)
 - 9 items assessing employees' satisfaction with their work tasks. The measure is on a scale from 0 to 3, with higher numbers reflecting higher levels of satisfaction.

■ Job Security Satisfaction (p. 102; $\alpha = .89$)

- ☐ 9 items assessing employees' satisfaction with their job security at WSU. The measure is on a scale from 0 to 3, with higher numbers reflecting greater satisfaction with one's job security.

■ Job Stress Scale (pp. 102-103)

The following 6 subscales represent different commonly experienced job stressors that employees can encounter at work.

■ Lack of Control ($\alpha = .83$)

- ☐ 3-item measure assessing the amount of perceived control the employee has with regard to their work tasks. The measure is on a scale from 1 to 7, where higher numbers reflect greater lack of control over work activities.

■ Organizational Change ($\alpha = .74$)

- ☐ 3-item measure assessing the extent of organizational changes occurring in their work unit. The measure is on a scale from 1 to 7, where higher numbers reflect greater organizational change.

■ Role Conflict ($\alpha = .78$)

- ☐ 3-item measure assessing the extent to which they receive incongruent directions for completing work tasks from supervisors. The measure is on a scale from 1 to 7, where higher numbers reflect greater conflicting demands about completing work activities.

■ Role Ambiguity ($\alpha = .84$)

- ☐ 3-item measure assessing the amount of perceived ambiguity the employee has regarding their role at work (e.g., unclear job objectives or expectations). The measure is on a scale from 1 to 7, where higher numbers reflect greater perceived ambiguity.

■ Role Overload ($\alpha = .75$)

- ☐ 3-item measure assessing the level of work overload (e.g., overly high demands, responsibility for too many tasks). The measure is on a scale from 1 to 7, where higher numbers reflect greater perceived overload.

■ Time Pressure ($\alpha = .82$)

- ☐ 3-item measure assessing the amount of perceived time pressure the employee experiences (e.g., not enough time to complete tasks). The measure is on a scale from 1 to 7, where higher numbers reflect greater time pressure.

■ Training Opportunities (p. 103; $\alpha = .86$)

- ☐ 8-item measure assessing employees' perception of WSU being supportive of employee engagement in training opportunities and professional development. The measure is on a scale from 1 to 7, where higher numbers reflect greater opportunity to engage in training opportunities.

■ Self-efficacy for Adapting to Organizational Change (p. 103; $\alpha = .80$)

- ☐ 7-item measure assessing employee's perceptions of their ability to adapt to changes in work procedures, policies, and organizational structures. The measure is on a scale from 1 to 7, where higher numbers reflect greater ability to adapt to changing work conditions.

- **General Self-efficacy** (p. 103-104; $\alpha = .87$)
 - 8-item measure assessing employees' general perceptions about their ability to accomplish tasks and achieve desired outcomes (e.g., "believe I can succeed at most any endeavor to which I set my mind"). The measure is on a scale from 1 to 7, where higher numbers reflect greater self-efficacy.
- **Resilience** (p. 104; $\alpha = .88$)
 - 6-item measure assessing employee's ability to "bounce back" and recover from challenges and stressful events. The measure is on a scale from 1 to 7, where higher numbers reflect greater perceived resilience.
- **Erosion of Relationship between WSU and Employees** (p. 104; $\alpha = .74$)
 - 4-items assessing employee perceptions of the extent to which the quality of the relationship between WSU and employees has eroded (e.g., by being asked to do more with less). The measure is on a scale from 1 to 7, where higher numbers reflect greater perceived erosion of this relationship.
- **Fulfillment of Promises made by Employees** (p. 104)
 - 2-items assessing employee perceptions of the extent to which they have fulfilled their promises and commitments to WSU. The measure is on a scale from 1 to 7, where higher numbers reflect greater fulfillment of promises.
- **Fulfillment of Promises made by WSU** (p. 104)
 - 2-items assessing employee perception of the extent to which WSU has fulfilled their promises and commitments to the employees of WSU. The measure is on a scale from 1 to 7, where higher numbers reflect greater fulfillment of promises.
- **Organizational Commitment** (p. 104; $\alpha = .88$)
 - 9-items assessing the level of employee commitment and loyalty to WSU. The measure is on a scale from 1 to 7, where higher numbers reflect greater commitment to WSU.
- **Trust in WSU Administration** (p. 104-105; $\alpha = .89$)
 - 6-item measure assessing employee levels of trust in WSU's administration. The measure is on a scale from 1 to 7, where higher numbers reflect greater trust in the administration.
- **Work to Family Conflict** (p. 105)
 - 2-items assessing the level of conflict experienced due to work interfering with their home/family life. The measure is on a scale from 1 to 7, where higher numbers reflect greater work to family conflict.
- **Family to Work Conflict** (p. 105)
 - 2-items assessing the level of conflict experienced due to home/family life interfering with their work. The measure is on a scale from 1 to 7, where higher numbers reflect greater family to work conflict.
- **Perceived Importance of Position to WSU** (p. 105; $\alpha = .60$)
 - 5-item measure assessing employee's perceptions of the extent to which they and others perceive the value of their job in relationship to the mission of WSU. Responses range from 1 to 7, where higher numbers reflect greater perceived importance of one's position within WSU.

- **Employee Engagement** (p. 105; $\alpha = .87$)
 - 6-items assessing employee engagement in WSU work-related activities (e.g., enthusiasm, pride in work, etc.). The measure is on a scale from 1 to 7, where higher numbers reflect greater engagement with work at WSU.
- **Job Burnout** (p. 105; $\alpha = .89$)
 - 10-items assessing employee's level of burnout related to their work at WSU (e.g., cynicism, fatigue). The measure is on a scale from 1 to 7, where higher numbers reflect greater burnout from work at WSU.
- **Career Mobility Preference** (p. 106; $\alpha = .84$)
 - 5-item measure assessing employee's personal preference for working for one employer for the duration of one's career versus having the opportunity to work for multiple organizations throughout one's career. The measure is on a scale from 1 to 5, where higher numbers reflect a greater desire to work for the same organization for an entire career.
- **Turnover Intentions** (p. 106; $\alpha = .63$)
 - 4-items assessing employees' intentions to quit working at WSU. The measure is on a scale from 1 to 5, where higher numbers reflect greater intentions to seek employment elsewhere.
- **Psychological Distress** (p. 107; $\alpha = .82$)
 - 5-item measure assessing employees' general mental health status (e.g., happy, downhearted/blue, nervous). The measure is on a scale from 1 to 6, where higher numbers reflect greater psychological distress.
- **Physical Health Conditions** (p. 107; $\alpha = .70$)
 - 13-item measure assessing the number of employee general physical health complaints (e.g., occurrence of headaches, stomach pain, frequent colds, etc.). The measure can range from 0-13, where higher numbers reflect more physical ailments.
- **Life Satisfaction** (p. 108; $\alpha = .89$)
 - 5-item measure assessing employees' overall general satisfaction with their life. The measure is on a scale from 1 to 7, where higher numbers reflect greater satisfaction.
- **Employee Comments** (p. 109)
 - In this section, employees were able to provide written comments about their workplace, their work experiences, or their reactions to the survey. A summary of the content of these comments is provided on pp. 82-84.

Section II: Participant Demographics

Chairs/Deans/Directors

Total Number of Participants: N = 61

■ Position

- ☐ Academic Director: N= 9
- ☐ Dean: N= 5
- ☐ Department Chair: N= 38
- ☐ Missing: N= 9

■ Campus

- ☐ Pullman: N= 45
- ☐ Spokane: N= 6
- ☐ Tri-Cities: N= 2
- ☐ Vancouver: N= 5
- ☐ Other/Missing: N= 3

■ College

- ☐ College of Agricultural, Human, and Natural Resources & WSU Extension: N= 17
- ☐ College of Nursing: N= 1
- ☐ College of Engineering & Architecture: N= 1
- ☐ College of Liberal Arts: N= 12
- ☐ College of Education: N= 5
- ☐ College of Sciences: N= 5
- ☐ College of Pharmacy: N= 3
- ☐ College of Communication: N= 1
- ☐ College of Veterinary Medicine: N= 5
- ☐ College of Business: N= 7
- ☐ Libraries: N= 2
- ☐ Other/Missing: N= 2

Faculty

Total Number of Participants: N = 647

■ Gender

- ☐ Female: N = 305
- ☐ Male: N = 331
- ☐ Missing: N = 11

■ Mean Age: 49.8 years

■ Racial Composition

- ☐ African American/Black: N= 6
- ☐ American Indian/Native American: N=3
- ☐ Anglo/Caucasian/White: N= 531
- ☐ Asian Pacific Islander: N = 34
- ☐ Hispanic/Latino/a: N= 15
- ☐ Multiethnic/Multiracial: N= 18
- ☐ Other/Missing: N = 52

■ Marital Status

- ☐ Single: N= 64
- ☐ Married/Partnered: N = 512
- ☐ Separated/Divorced: N= 45
- ☐ Widowed: N= 4
- ☐ Missing: N= 22

■ Tenure-track

- ☐ Tenure: N= 418
- ☐ Non-Tenure: N= 218
- ☐ Missing: N= 11

■ Mean Years of Employment at WSU:
12.8 years

■ Job Title:

- ☐ Assistant Professor: N= 109
- ☐ Associate Professor: N= 139
- ☐ Full Professor: N= 158
- ☐ Regents Professor: N= 6
- ☐ Instructor: N= 45
- ☐ Adjunct Professor: N= 25
- ☐ Clinical Faculty: N= 64
- ☐ Research Faculty: N= 47
- ☐ Missing: N=50

■ College

- ☐ College of Agricultural, Human, and Natural Resources & WSU Extension: N= 90
- ☐ College of Nursing: N= 48
- ☐ College of Engineering & Architecture: N= 30
- ☐ College of Liberal Arts: N= 141
- ☐ College of Education: N= 45
- ☐ College of Sciences: N= 80
- ☐ College of Pharmacy: N= 12
- ☐ College of Communication: N= 12
- ☐ College of Veterinary Medicine: N= 32
- ☐ College of Business: N= 18
- ☐ Libraries: N= 13
- ☐ Honors College: N= 2
- ☐ Other/Missing: N= 108

Note: Due to a technical error on our part, we do not have the campus affiliation of faculty respondents.

AP/Staff

Total Number of Participants: N= 1,071

■ Gender

- ☐ Female: N = 689
- ☐ Male: N = 367
- ☐ Unspecified: N = 15

■ Mean Age: 47.3 years

■ Racial Composition

- ☐ African American/Black: N= 5
- ☐ American Indian/Native American: N= 7
- ☐ Anglo/Caucasian/White: N= 924
- ☐ Asian /Pacific Islander: N= 21
- ☐ Hispanic/Latino/Latina: N= 6
- ☐ Multiethnic/Multiracial: N= 31
- ☐ Other/Missing: N = 74

■ Marital Status

- ☐ Single: N= 122
- ☐ Married/Partnered: N = 812
- ☐ Separated/Divorced: N= 106
- ☐ Widowed: N= 14
- ☐ Missing: N= 17

■ Employee Status

- ☐ Civil Service/Staff: N= 495
- ☐ Administrative Professional (AP): N= 551
- ☐ Missing: N= 25

■ Mean Years of Employment at WSU: 4.5 years

■ Employment Status:

- ☐ Part-time: N= 66
- ☐ Full-time: N= 981
- ☐ Missing: N= 24

■ Campus

- ☐ Pullman: N= 831
- ☐ Spokane: N= 50
- ☐ Tri-Cities: N= 15
- ☐ Vancouver: N= 67
- ☐ Extension: N = 41
- ☐ Other/Missing: N= 67

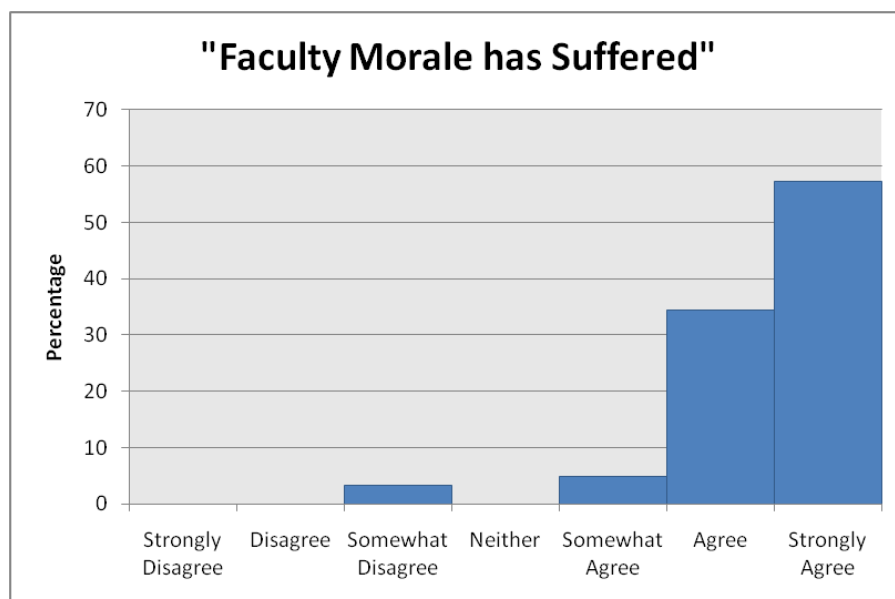
Section III: Descriptive Statistics

Chairs/Deans Survey Responses

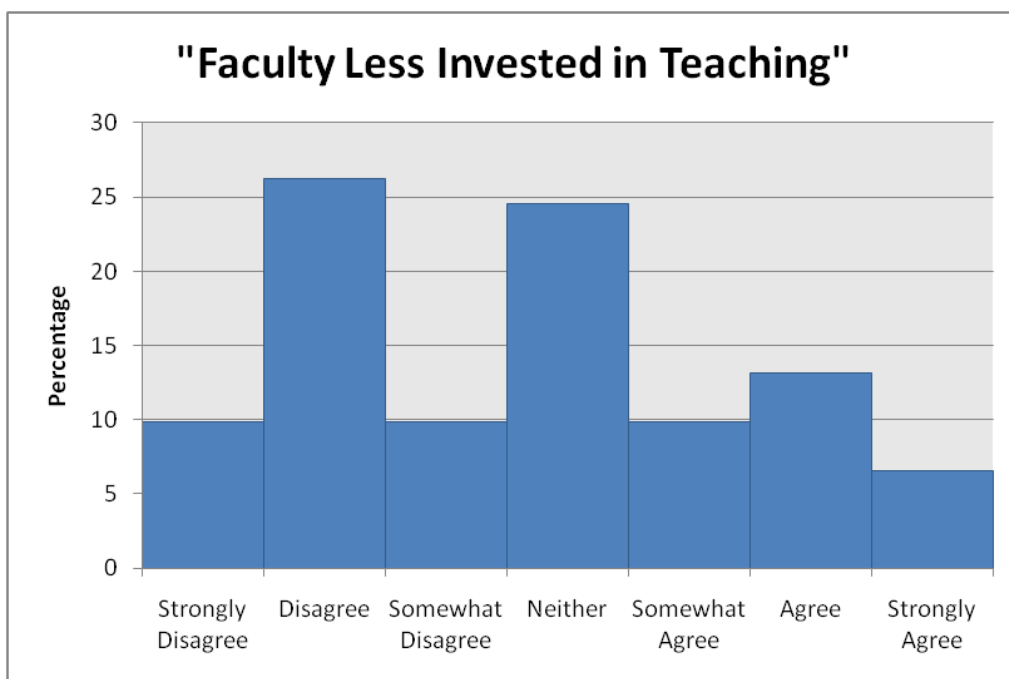
Cuts , Reductions, & Other Impacts	Mean	SD	Observed Range
Mean Number of Cuts/Reductions/Impacts	6.71	2.42	1-15
Freeze on hiring: 79% responded YES			
Freeze on all non-essential travel: 84% YES			
Freeze on pay and benefit increases: 100% YES			
Staff Layoffs: 31% YES			
Number of Staff Layoffs	4.82	7.66	0-28
Open Staff Positions Eliminated: 46% YES			
Number of Open Staff Positions Eliminated	2.83	2.92	.25-12
Faculty Layoffs: 13% YES			
Number of Faculty Layoffs	1.47	0.97	0-3
Loss of Open Faculty Lines: 57% YES			
Number of Open Faculty Positions Lost	2.94	2.43	.55-12
Number of Tenure-Track Faculty who Left WSU Voluntarily	1.50	1.86	0-8
Programs Cut/Consolidated: 25% YES			
Number of Programs Cut/Consolidated	2.00	1.37	0-6
Goods & Services Reduced: 46% YES			
% Reduction in Goods and Services	25.97	23.50	0-100
Reduction in Other Expenditures: 30% YES			
% Reduction in Other Expenditures	20.22	15.69	1-50
Reduction/Consolidation of Services: 69% YES			
Reduction of Course Offerings: 39% YES			
% Reduction of Course Offerings	13.00	13.71	0-50
Increase in Enrollment Caps: 34% YES			
% Increase in Enrollment Caps	37.95	37.94	0-135

The table below provides the mean (i.e., average of) responses from chairs, deans, and academic directors regarding the impact of the budget cuts on faculty. The following figures provide histograms of the same data to better illustrate the distribution of responses.

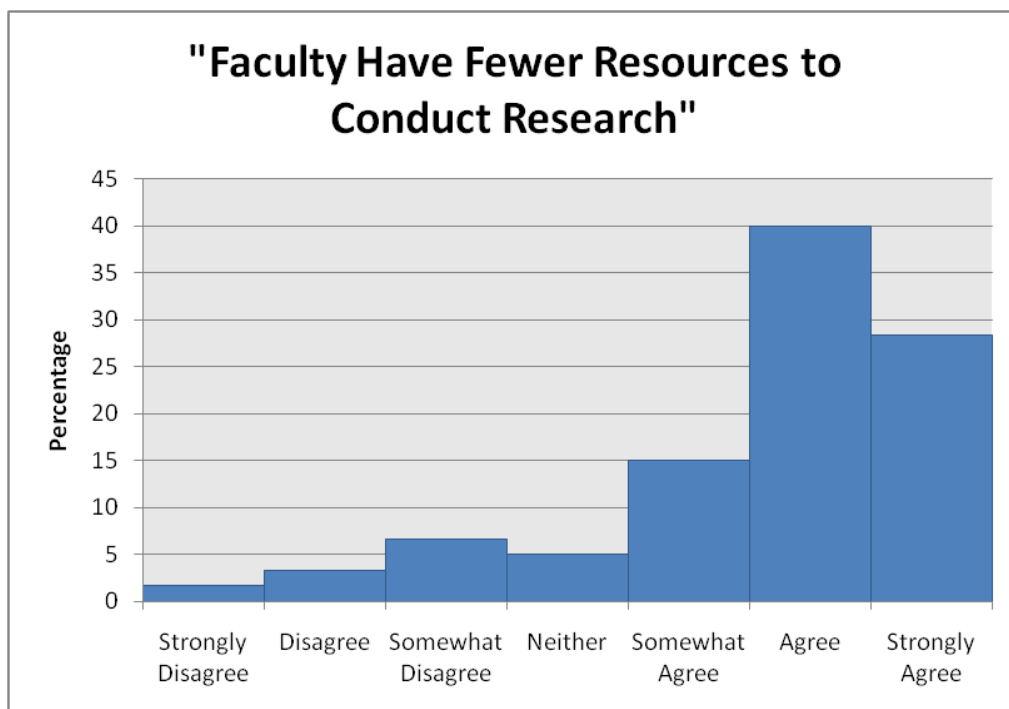
Estimated Impact on Faculty	Mean	SD	Possible Range
Overall Estimated Impact	5.33	1.41	1-7
1. Negative impact on faculty morale	6.43	.87	1-7
2. Faculty less invested in teaching	3.64	1.78	1-7
3. Fewer resources to conduct research	5.62	1.44	1-7
4. Loss of supplemental income due to the shift to on-load DDP course offerings	3.52	1.89	1-7
5. Loss of supplemental income due to reduced summer teaching opportunities	3.52	2.02	1-7
6. Faculty less willing to serve on committees and/or take on additional tasks	4.08	1.68	1-7
7. Adverse impact on the ability of some faculty to receive tenure/promotion	4.35	1.76	1-7
8. Faculty looking for positions at other universities	5.64	1.16	1-7
9. Increased difficulty attracting highly qualified candidates to WSU	5.08	1.68	1-7



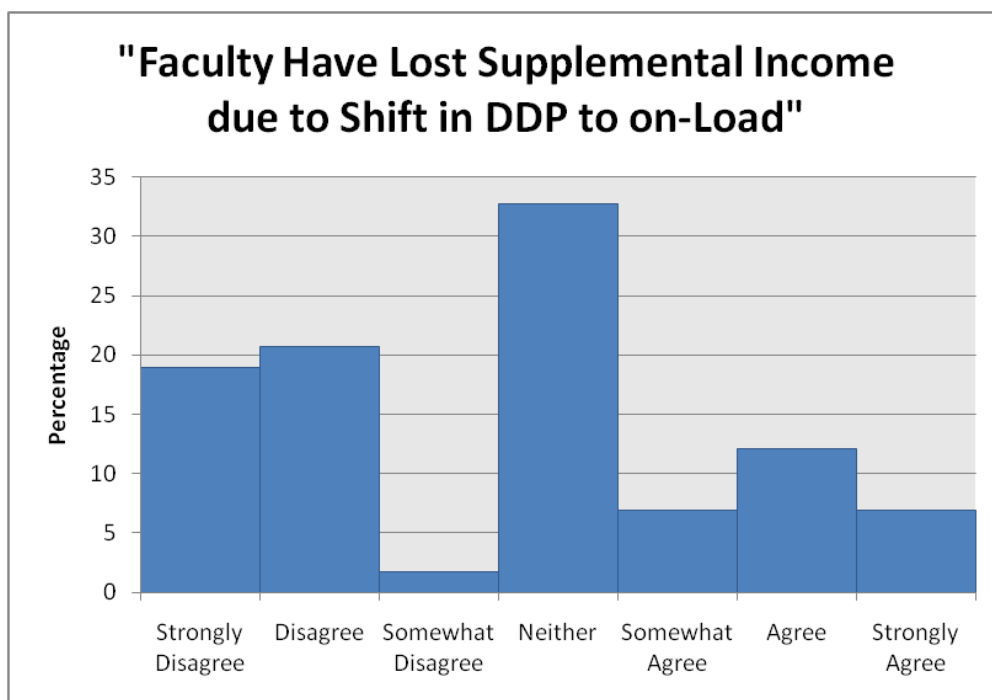
The vast majority (97%) of chairs/deans/directors agree (many to a strong extent) that the budget cuts have negatively impacted their faculty's morale.



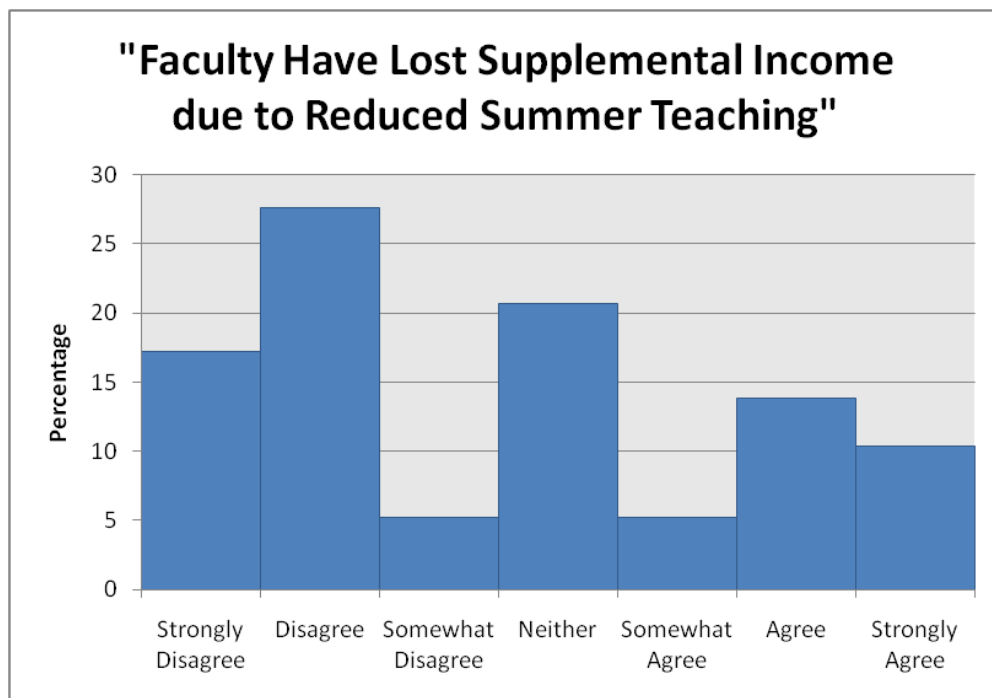
There is far less consensus regarding the effect of the cuts on teaching. While most (46%) disagree that the cuts have resulted in less investment in teaching, 30% think the cuts have had an adverse effect on faculty investment in teaching.



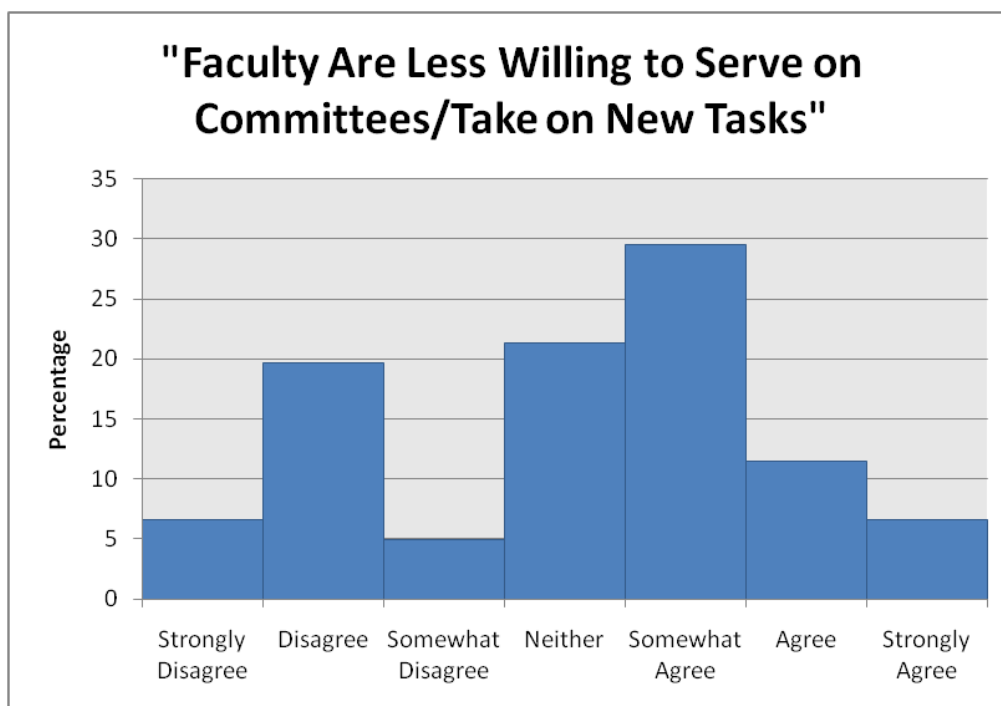
Most chair/deans/directors (83%) agree that the cuts have resulted in faculty being less able to obtain the necessary resources and materials to conduct their research.



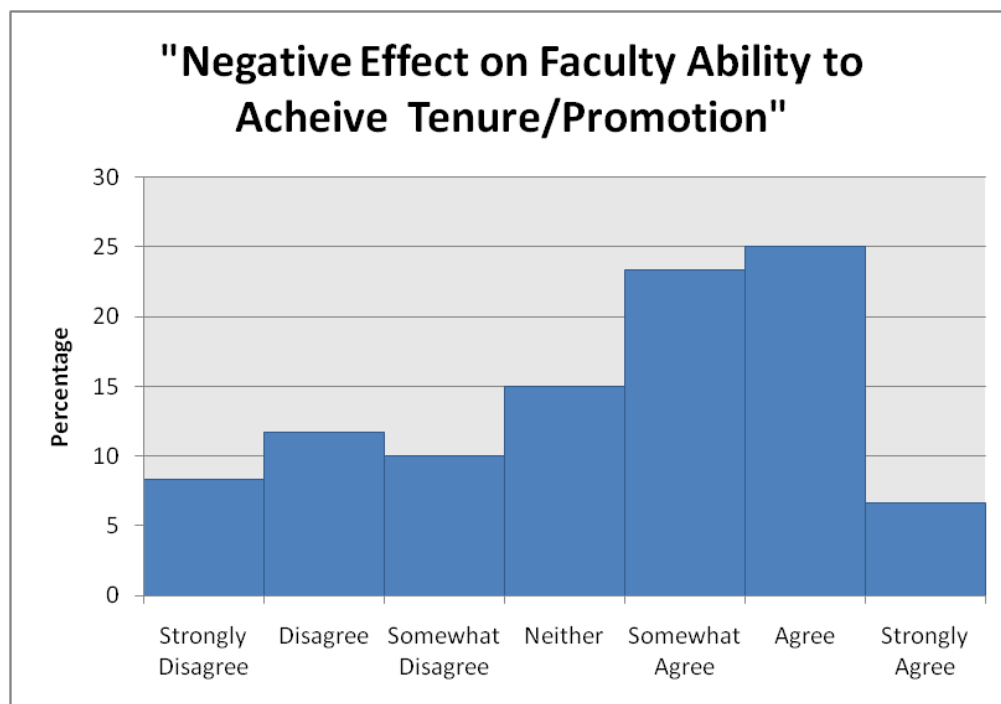
Again, there is a wide range of responses regarding the extent to which faculty members have lost supplemental income because of the shift to on-load Distance Degree Program (DDP) courses, with 26% of chairs/deans/directors agreeing with this statement.



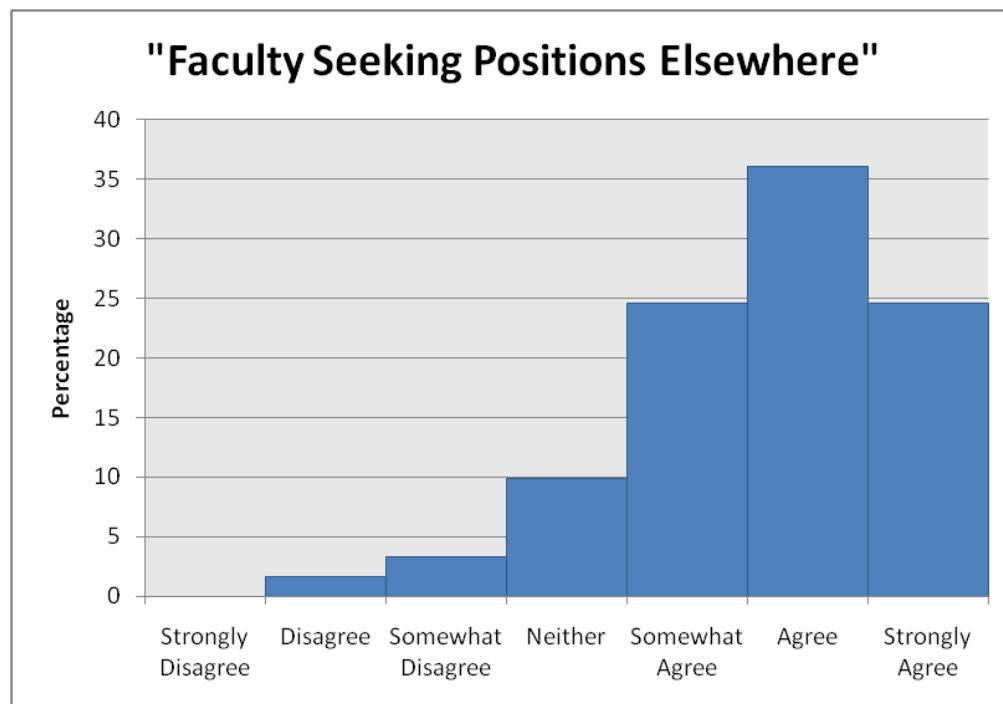
While some (29%) chairs/deans/directors have noticed a loss in supplemental income for their faculty because of fewer opportunities to teach summer courses, most (50%) generally disagree with or are ambivalent about (21%) this assertion.



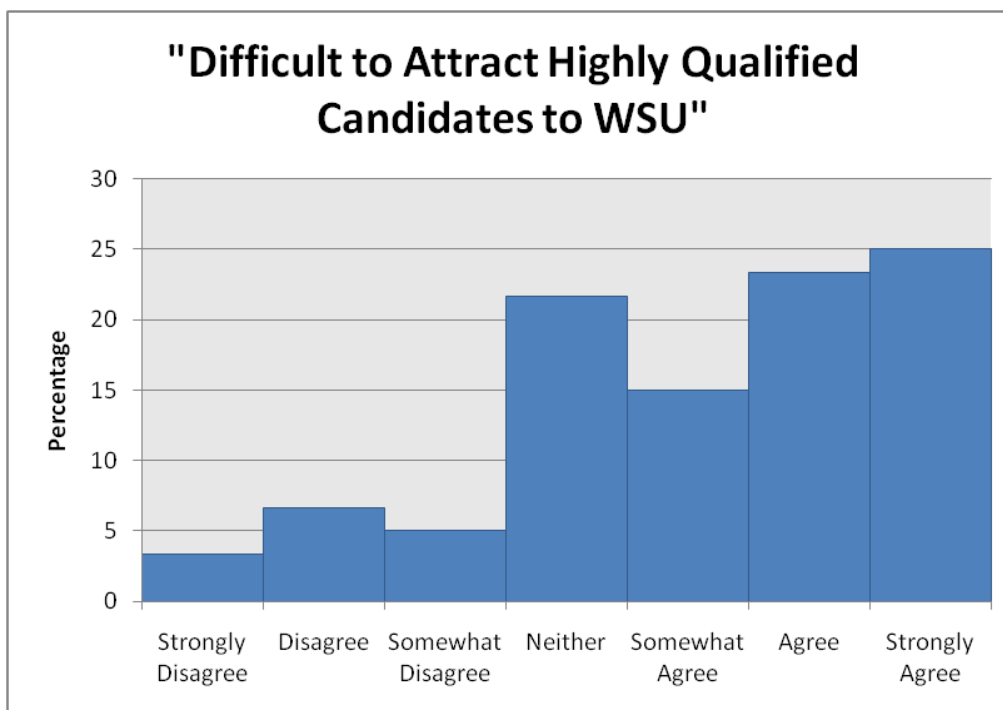
While greater numbers of chairs, deans, and directors (48%) agree that their faculty members may be less willing to serve on committees or take on additional tasks as a result of the budget cuts, a significant proportion (31%) disagree with this assertion.



55% believe that the budget cuts have adversely affected the ability of some faculty members to receive tenure and/or promotion, whereas 30% disagreed with this notion.



The vast majority (85%) of chairs/deans/directors indicated that their faculty members are looking for employment opportunities elsewhere. Only 5% disagreed with the statement.



A majority (63%) of chairs/deans/directors also thought it would be more difficult to attract qualified candidates to WSU as a result of the budget cuts.

Faculty Survey Responses

The following table provides the mean responses from faculty on the major variables of interest. Additional information regarding the interpretation of these findings is provided on the subsequent pages.

Variable	Mean	SD	Possible Range
Understanding of Rationale for Budget Cuts	3.95	0.95	1-7
Perceived Impact of Past Budget Cuts	4.85	1.49	1-7
Predicted Levels of Future Budget Cuts	5.45	0.87	1-7
Perceived Control over Future Cuts	2.69	1.32	1-7
Perceived Control over Sociopolitical Context	4.26	1.10	1-7
Procedural Justice	2.39	0.81	1-5
Perceived Job Security	1.23	1.11	0-3
Coworker Satisfaction	2.63	0.61	0-3
Supervisor Satisfaction	2.40	0.77	0-3
Pay Satisfaction	1.07	0.76	0-3
Promotions Satisfaction	1.42	0.35	0-3
Work Satisfaction	2.64	0.65	0-3
Job Security Satisfaction	1.31	1.01	0-3
Organizational Commitment	3.99	1.39	1-7
Intentions to Quit	4.58	1.21	1-7
Teaching-related OCBs	5.03	1.21	1-7
Service to WSU (university, college, dept) OCBs	5.26	1.48	1-7
Motivation to Provide Service at WSU	4.73	1.01	1-7
Discouragement Providing Service at WSU	5.03	1.21	1-7
Professional Service OCBs	5.32	1.08	1-7
Professional Networking Opportunities	4.27	1.41	1-7
Perceived Importance of Grant Funding	5.14	1.65	1-7
Job Burnout	3.21	1.26	1-7
Employee Engagement	5.36	1.11	1-7
Work to Family Conflict	4.41	1.72	1-7
Family to Work Conflict	2.22	1.27	1-7
Erosion of Relationship between WSU and Faculty	5.51	1.10	1-7
Fulfillment of Promises made by Faculty	6.38	0.77	1-7
Fulfillment of Promises made by WSU	4.35	1.55	1-7
Perceived Quality of a WSU Education	4.31	1.36	1-7
Trust in WSU Administration	3.74	1.35	1-7
Perceived Value that WA State Places on Higher Education	2.68	1.20	1-7

Perceptions of Budget Cuts

Faculty indicated a moderate level of understanding the rationale for the budget cuts (mean = 3.95). However, they also report that these cuts have had a somewhat large effect (4.85) on their teaching and research activities and expect this to be even more the case in the future (5.45). They also report low levels of control over the budget cutting process within the university (2.69), although they are more confident in their control over the broader sociopolitical context (4.26).

Procedural Justice

Faculty generally perceived that the level of procedural justice during the budget cutting process was somewhat low (2.39), indicating a perception that faculty were not provided ample voice in the process and that the budget-cutting procedures were not applied consistently and were not free of bias.

Because our research lab has collected similar data in numerous organizations (N = 42), comparisons could be made between WSU and those organizations for the following variables: perceptions of job security; satisfaction with coworkers, supervisors, pay, promotion opportunities, work, and job security; and turnover intentions. It is important to note that these organizations varied significantly with respect to industry, public/private sector, size, and geographic location. Therefore, these comparisons are only provided as a rough estimate of where WSU faculty stand on these variables compared to employees in these other organizations in order to facilitate interpretation of the numerical data.

Job Security

Despite the fact that 51% of WSU faculty respondents were tenured (which in itself provides a certain level of job security), WSU faculty scored quite low on perceived job security (1.23) and satisfaction with job security (1.31). Both of these scores place them at the 21st percentile among the comparison organizations. This means 21% of all other organizations had employees who scored as low or lower on perceived job security. (Put another way, employees in 79% of all comparison organizations had higher levels of job security perceptions and satisfaction.)

Job Attitudes

While WSU faculty are rather dissatisfied with their pay (mean=1.07), falling at the 29th percentile among comparison organizations, they rank among the highest in terms of their levels of satisfaction with their coworkers (96thile), supervisors (83thile) and with their work tasks (96thile). They ranked at the 79thile for satisfaction with promotion opportunities.

Intentions to Quit

Despite ranking quite high on a number of dimensions related to job satisfaction (e.g., coworkers, supervisors, work, and promotions), WSU faculty also ranked near the top in terms of their intentions to seek employment elsewhere. Turnover intentions among faculty were higher than employees at 95% of the comparison organizations. Thus, even though they are satisfied with many aspects of their work, they are still considering/seeking employment elsewhere at extremely high levels compared to employees in other organizations.

Organizational Commitment

Not surprisingly, given the high levels of turnover intentions, WSU faculty also scored rather low on commitment/loyalty to WSU (3.99). Although this falls in the middle of the possible 7-point range, it nonetheless is lower than is typically seen in the literature, and indicates a relatively weak commitment to the university.

Job Burnout

Based on normative data from the publisher of the Maslach Burnout Inventory, faculty levels of burnout at WSU are in the “moderate” range, both in terms of emotional exhaustion and cynicism.

Employee Engagement

Normative data available from the publisher of the engagement scale used suggests that WSU faculty score “average” on the measure of employee engagement in terms of dedication to their work (i.e., deriving a sense of significance from work) and “high” in terms of their absorption in their work tasks (i.e., immersion in work).

Impact on Service

Overall, faculty report engaging in moderately high levels of service to the university and their professional organizations. Interestingly, faculty who are concerned about their job security report greater willingness to devote time to their professional organizations (e.g., journal reviewing, membership on professional committees or boards, conference committees, etc.), whereas faculty who are less worried about their job security are more willing to devote time to WSU (e.g., serving on departmental, college, and university committees). Similarly, when asked to rank order their preferences for providing service to WSU vs. their profession, faculty with low perceived job security ranked providing service to their profession higher than service to WSU. The opposite pattern was seen among faculty with high perceived job security.

The Relationship between WSU Administration and Faculty

In general, faculty feel like they have fulfilled their “end of the bargain” in their relationship with WSU to a greater extent (6.38) than they think WSU has done (4.35). In addition, faculty members perceive a high degree of erosion (5.51) in the relationship between WSU and faculty members (e.g., WSU asking more of faculty in exchange for less), scoring nearly 2 standard deviations above the mean of the normative sample. Faculty also reported low levels of trust in the administration (3.74), scoring approximately 1 standard deviation below the mean of (and lower than 9 out of 10) comparison samples.

Work-Family Conflict

Overall, faculty reported significantly greater work-to-family (4.41) than family-to-work (2.22) conflict. The levels of work-to-family conflict increased even further among faculty who were concerned about their job security. Although job insecurity was unrelated to levels of family-to-work conflict, faculty with lower levels of job security reported significantly greater levels of work-to-family conflict than faculty with higher levels of job security.

AP/Staff Survey Responses

Variable	Mean	SD	Possible Range
Understanding of Rationale for Budget Cuts	4.22	2.31	1-7
Perceived Impact of Past Budget Cuts	4.71	1.66	1-7
Predicted Levels of Future Budget Cuts	5.31	0.90	1-7
Perceived Control over Future Cuts	2.48	1.27	1-7
Perceived Control over Sociopolitical Context	3.85	1.10	1-7
Procedural Justice	2.33	0.80	1-5
Perceived Job Security	1.17	1.03	0-3
Coworker Satisfaction	2.53	0.72	0-3
Supervisor Satisfaction	2.39	0.78	0-3
Pay Satisfaction	1.24	0.86	0-3
Promotions Satisfaction	0.85	0.76	0-3
Work Satisfaction	2.17	0.91	0-3
Job Security Satisfaction	1.30	0.95	0-3
Organizational Commitment	4.46	1.31	1-7
Intentions to Quit	2.00	0.72	1-5
Number of Budget Cuts in Unit	4.43	1.96	0-8
Number of Impacts to Employee from Budget Cuts	3.24	2.31	0-13
Perceived Impact of Budget Cuts on Unit	5.30	1.31	1-7
Perceived Impact of Budget Cuts on Work Performance	4.55	1.51	1-7
Job Stress	3.53	1.07	1-7
Emphasis on Training / Continuous Improvement	4.32	1.18	1-7
Self-efficacy for Adapting to Organizational Change	5.65	0.78	1-7
General Self-efficacy	5.90	0.70	1-7
Resilience	5.18	1.05	1-7
Job Burnout	3.24	1.26	1-7
Employee Engagement	5.15	1.17	1-7
Work to Family Conflict	3.81	1.62	1-7
Family to Work Conflict	2.18	1.15	1-7
Erosion of Relationship with WSU	5.40	1.19	1-7
Fulfillment of Promises made by Employee	6.19	0.79	1-7
Fulfillment of Promises made by WSU	4.41	1.50	1-7
Perceived Quality of a WSU Education	4.64	1.32	1-7
Trust in WSU Administration	3.85	1.39	1-7
Perceived Value that WA Places on Higher Education	2.95	1.13	1-7

AP/Staff Survey Responses (cont.)

Variable	Mean	SD	Possible Range
Perceived Importance of Position to WSU	4.21	1.06	1-7
Career Mobility Preference	2.85	1.00	1-5
Psychological Distress	2.46	0.81	1-6
Physical Health Conditions	3.38	2.47	0-13
Life Satisfaction	4.66	1.25	1-7

Perceptions of Budget Cuts

As was found in the faculty sample, AP/staff employees indicated a moderate level of understanding the rationale for the budget cuts (mean = 4.22). However, they also report that these cuts have had a moderately large effect (4.71) on their ability to complete their work tasks and expect this to be even more the case in the future (5.31). They also report quite low levels of perceived control over the budget cutting process within the university (2.48), although they are slightly more confident in their control over the broader sociopolitical context (3.85).

Procedural Justice

Employees generally perceived that the level of procedural justice during the budget cutting process was low (2.33), indicating a perception that employees were not provided ample voice in the process and that the budget-cutting procedures were not applied consistently and were not free of bias.

As noted above, comparisons could be made between WSU staff/AP employees relative to 42 other organizations for the following variables: perceptions of job security; satisfaction with coworkers, supervisors, pay, promotion opportunities, work, and job security; and turnover intentions. Again, because these organizations varied significantly with respect to industry, public/private sector, size, and geographic location, it is important to remember that these comparisons are only provided as a rough estimate of where WSU staff/AP employees stand on these variables compared to employees in these other organizations in order to facilitate interpretation of the numerical data.

Job Security

WSU employees scored extremely low on perceived job security (1.17), placing them at the 13th percentile among comparison organizations (i.e., only 13% of other organizations had employees scoring as low or lower). In addition, employees are quite dissatisfied with their perceived level of job security (1.30), which places them at the 18th percentile among comparison organizations.

Job Attitudes

WSU employees fall slightly below the median in terms of satisfaction with pay (1.24; 43rdile). However, they are extremely dissatisfied with their promotion opportunities (.85, which falls at the 7th percentile). On a positive note, they rank fairly highly in terms of their levels of satisfaction with their coworkers (74thile), supervisors (77thile) and with their work tasks (69thile).

Intentions to Quit

Turnover intentions among AP/staff employees were somewhat low (2.00), which places them at the 30th percentile.

Organizational Commitment

WSU AP/Staff scored slightly above the mid-range in their level of commitment/loyalty to WSU (4.46), indicating a moderate level of commitment to the university.

Job Burnout

Consistent with results from the faculty survey, levels of burnout among staff/AP at WSU were in the “moderate” range, both in terms of emotional exhaustion and cynicism.

Employee Engagement

Normative data available from the publisher of the engagement scale used suggests that WSU AP/staff employees’ scores fall into the “average” category both in terms of dedication to their work (i.e., deriving a sense of significance from work) and absorption in their work tasks (i.e., immersion in work).

Work-Family Conflict

Overall, staff/AP respondents reported significantly greater work-to-family conflict (3.81) than family-to-work conflict (2.18). As was also seen among the faculty, levels of work-to-family conflict increased even further among employees who were concerned about their job security, whereas family-to-work conflict remained stable. In other words, as job security declines, work intrudes further into the family sphere.

The Relationship between WSU Administration and AP/Staff

In general, employees feel like they have fulfilled their “end of the bargain” in their relationship with WSU to a greater extent (6.19) than they think WSU has done (4.41). In addition, employees perceive a high degree of erosion (5.40) in the relationship between WSU and employees (e.g., WSU asking more of AP/staff in exchange for less). Perhaps not surprisingly, employees reported low levels of trust in the administration (3.85) as well, scoring lower than 9 out of 10 comparison organizations.

The Budget Cuts and their Impact

On average, AP/staff employees indicated that their unit had experienced 4.43 cuts since 2008, with the most frequent being freezes on pay, benefits, travel, and new hires. Over half also indicated their unit had experienced reductions in goods & services, and a consolidation, reduction, or reorganization of the services provided by the unit. The vast majority (94%) indicated that these changes affected their unit, with nearly a quarter (23.4%) indicated their unit was “extremely affected”.

In addition to providing information regarding cuts to the unit, AP/staff respondents also indicated how many resulting job changes had affected them personally (e.g., working longer hours, fewer resources, change in supervisors, etc.). On average, employees indicated experiencing 3.24 changes as a result of the budget cuts, with the most frequent (69% endorsement) being “new work tasks/added responsibility”. 82% indicated these changes have affected their ability to complete their work tasks, including 11% who reported they were “extremely affected.”

Additional Sources of Job Stress

Employees also indicated the extent to which other job stressors were present. These included time pressure, organizational change, role ambiguity (e.g., lack of clarity regarding job tasks or responsibilities), role conflict (e.g., being asked to perform competing or conflicting tasks), role overload (e.g., being asked to do too much), and lack of job control. Time pressure (4.32) and role overload (3.97) were the most prevalent stressors, followed closely by stress associated with organizational change (3.74). Role conflict (3.35), lack of control over one’s job (3.19), and role ambiguity (2.63) were seen as lesser sources of stress.

Section IV: Changes Over Time

In 2001, our research lab conducted a survey of WSU faculty (N = 230), classified staff (N = 309), and AP (N = 162) employees as part of the doctoral dissertation of a graduate student in the Ph.D. program in Experimental Psychology. That survey contained a number of the same measures as were administered in the current WSU survey. Specifically, parallel measures of the following variables were administered:

- Perceived Job Security
- Coworker Satisfaction
- Supervisor Satisfaction
- Pay Satisfaction
- Promotions Satisfaction
- Job Security Satisfaction
- Intentions to Quit

In addition, for the staff/AP survey, we also have parallel measures of: perceived ease of quitting one's job (i.e., likelihood of finding another job), psychological distress, physical health, and job stress.

Although individual responses cannot be linked between the two sets of survey, these data nonetheless provide a unique opportunity to compare two snapshots of WSU employee attitudes and health outcomes over the 10 year time span.

As can be seen in the Tables and Figures on the following pages, many employee outcomes appear to have significantly worsened over the 10 year period. Others have remained steady and a few have improved.

Among faculty, perceived levels of job security, pay satisfaction, and satisfaction with job security have all significantly declined. Moreover, intentions among faculty to seek employment at other universities have significantly increased. On the positive side, coworker satisfaction and satisfaction with promotion opportunities have both significantly improved. Satisfaction with one's department chair has remained unchanged.

Among classified staff, perceived levels of job security, promotions satisfaction, and satisfaction with job security have all significantly declined. While intentions to quit have remained the same, classified staff report fewer alternative job opportunities now compared to 10 years ago. In addition, they report significantly more physical health ailments and more job stress.

Among AP employees, perceived levels of job security and satisfaction with that job security have both significantly declined. In addition, AP employees report fewer alternative job opportunities now compared to 10 years ago; yet, their intentions to seek employment elsewhere are also significantly greater. Finally, although AP employee levels of psychological distress are actually lower compared to a decade ago, they report significantly more physical health ailments and significantly higher levels of job stress.

Faculty

VARIABLE	Mean in 2001	Mean in 2011	SD in 2001	SD in 2011	Possible Range
Perceived Job Security*	1.86	1.23	1.14	1.12	0-3
Coworker Satisfaction*	2.54	2.63	0.58	0.62	0-3
Supervisor Satisfaction	2.35	2.40	0.78	0.73	0-3
Pay Satisfaction*	1.45	1.07	0.86	0.76	0-3
Promotions Satisfaction*	1.23	1.42	0.88	0.98	0-3
Job Security Satisfaction*	1.97	1.31	0.96	1.02	0-3
Intentions to Quit*	3.27	3.79	1.59	1.96	1-7

Classified Staff

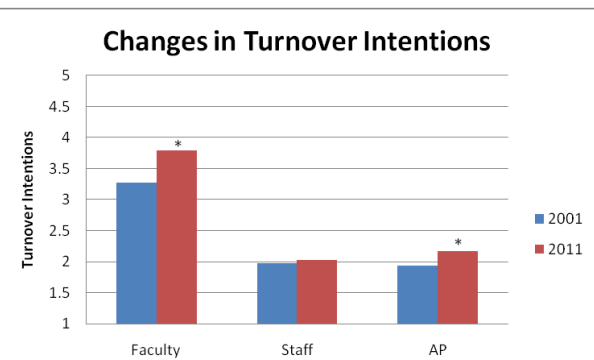
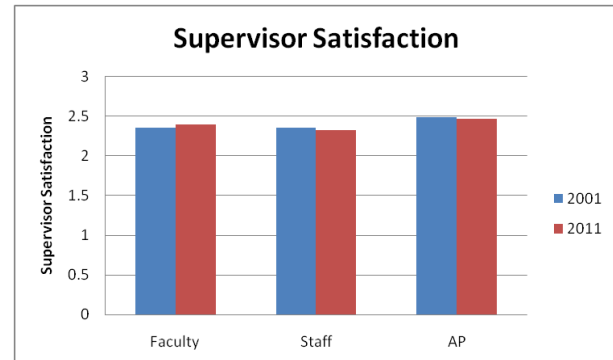
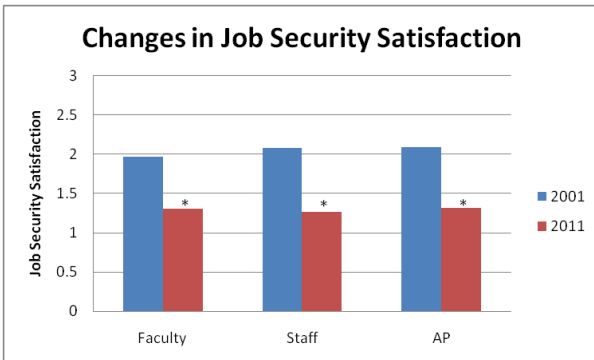
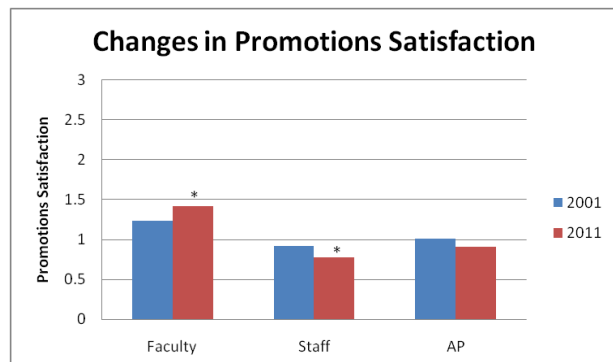
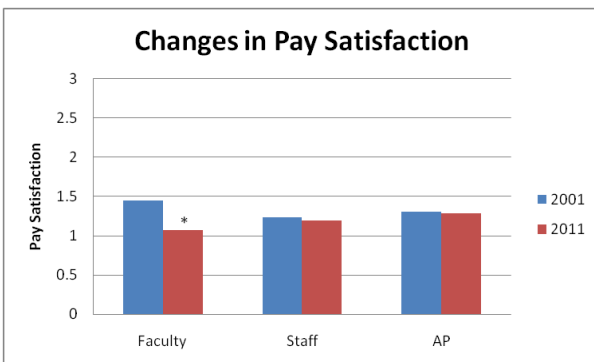
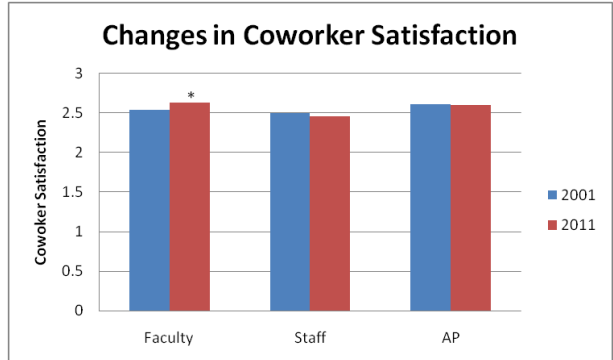
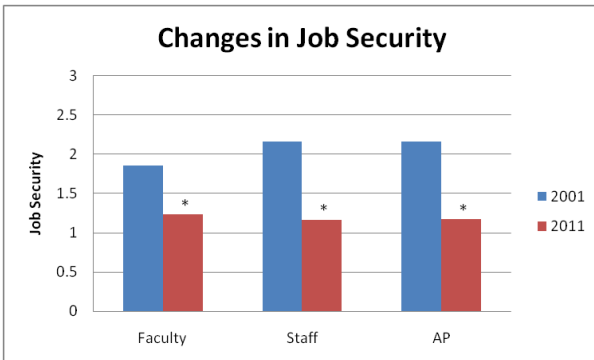
VARIABLE	Mean in 2001	Mean in 2011	SD in 2001	SD in 2011	Possible Range
Perceived Job Security*	2.16	1.16	0.99	1.01	0-3
Coworker Satisfaction	2.50	2.46	0.68	0.78	0-3
Supervisor Satisfaction	2.35	2.32	0.81	0.81	0-3
Pay Satisfaction	1.23	1.19	0.78	0.87	0-3
Promotions Satisfaction*	0.92	0.78	0.74	0.75	0-3
Job Security Satisfaction*	2.08	1.27	0.90	0.95	0-3
Intentions to Quit	1.98	2.02	1.04	0.92	1-5
Ease of Finding New Job*	2.02	1.81	0.81	0.77	1-5
Psychological Distress	2.51	2.48	0.88	0.83	1-6
Health Conditions*	2.90	3.55	2.58	2.55	0-13
Job Stress*	2.87	3.43	.88	1.19	1-7

Administrative/Professional

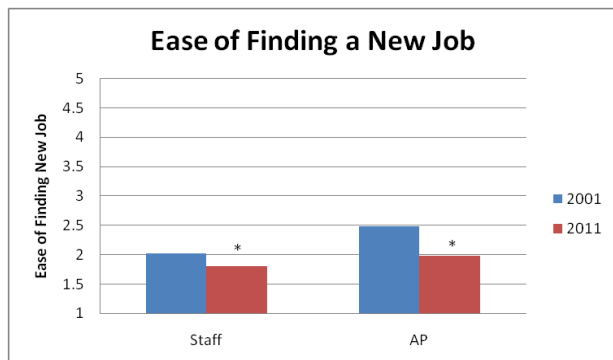
VARIABLE	Mean in 2001	Mean in 2011	SD in 2001	SD in 2011	Possible Range
Perceived Job Security*	2.16	1.17	0.97	1.05	0-3
Coworker Satisfaction	2.61	2.60	0.49	0.66	0-3
Supervisor Satisfaction	2.49	2.47	0.68	0.74	0-3
Pay Satisfaction	1.31	1.29	0.78	0.85	0-3
Promotions Satisfaction	1.01	0.91	0.78	0.76	0-3
Job Security Satisfaction*	2.09	1.32	0.78	0.95	0-3
Intentions to Quit*	1.93	2.17	0.89	1.00	1-5
Ease of Finding New Job*	2.48	1.98	0.98	0.79	1-5
Psychological Distress*	2.65	2.45	0.81	0.80	1-6
Health Conditions*	2.89	3.25	2.51	2.37	0-13
Job Stress*	3.19	3.80	.88	1.14	1-7

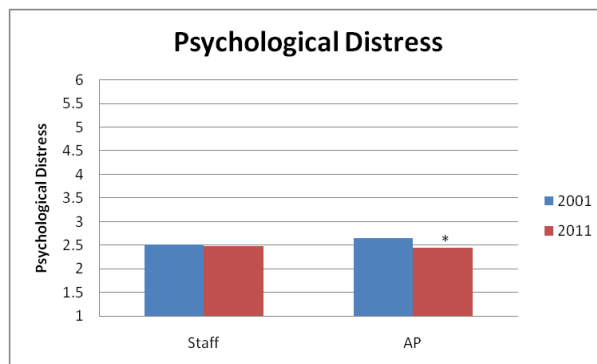
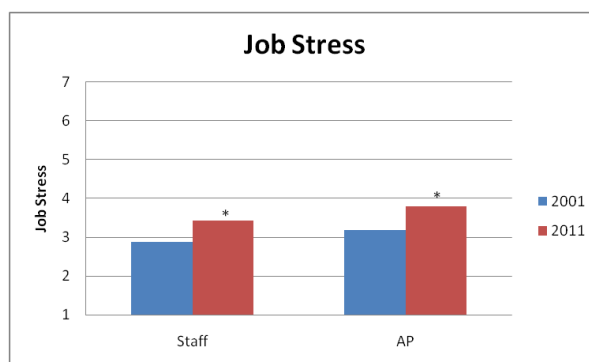
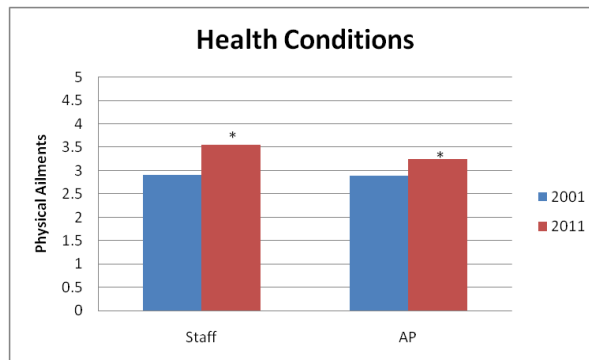
*Indicates significant change over time

All significant changes are denoted with an asterisk (*).



Note: Faculty turnover intentions were measured on a 7-pt scale, whereas Staff and AP were measured on a 5-pt scale. Therefore, comparisons should not be made across groups.





Section V: Outcomes of the Budget Cuts & Budget Cutting Process

The following section presents the results from several sets of analyses aimed at answering the following sets of questions:

- 1) How are employee perceptions regarding the budget cuts related to important job-related outcomes? Specifically,
 - a. What are the significant employee outcomes of: experienced budget cuts and job insecurity?
 - b. How does trust in WSU's administration affect employee outcomes?
 - c. How are perceptions regarding the fairness of the budget-cutting process related to employee reactions?
 - d. How do employees who perceive greater control over the process react differently from employees who perceive lower levels of control?
 - e. How do reactions differ as a function of understanding the rationale for the budget cuts?
- 2) For faculty respondents, are job-related outcomes influenced by the types and extent of cuts made in the faculty member's department? Specifically, do departmental differences in exposure to budget cuts directly predict faculty outcomes?

To answer the first set of questions, data from individual faculty and AP/staff respondents were used in a series of multivariate multiple regression analyses, which included all predictors simultaneously. After controlling for an overall Type I error rate of .05, only statistically significant results are reported below regarding the extent to which each of the independent variables (e.g., budget cuts, trust, fairness, etc.) uniquely predicted employee reactions (e.g. morale, commitment, engagement, turnover intentions, etc.).

To answer the second question, individual-level data from faculty respondents and departmental-level data from the chairs were used to perform a variety of multi-level modeling analyses. These analyses allow us to determine the extent to which differences in departmental-level cuts predict differences in individual faculty reactions to the budget cuts. Although many departmental chairs and college deans/directors responded to the survey, some did not. For those units that did not respond, we were unable to include their respective faculty member responses in the multi-level modeling analyses.

Summaries of the significant results are provided below.

FACULTY OUTCOMES

While each of the above variables was predictive of a number of different outcomes, trust in WSU administration was the most consistent significant predictor of faculty outcomes, followed closely by perceived job security, and the extent to which faculty reported being affected by the cuts.

Specifically, after controlling for the other predictor variables, faculty who have lower trust in WSU's administration:

- have more negative perceptions regarding the quality and prestige of a WSU education compared to faculty respondents who have greater trust in WSU's administration.
- are less likely to believe that the people and elected officials in WA state value higher education.
- perceive a greater erosion in their relationship with WSU (i.e., being asked to do more with less) and report lower levels of loyalty to WSU (i.e., are less committed to WSU)
- feel that WSU has not held up their end of the employee-employer relationship (i.e., that WSU has failed to meet their commitments to them).
- are less satisfied with their departmental chair and colleagues.
- report lower levels of work engagement and higher levels of burnout.
- report less motivation to engage in service-related activities at WSU.
- engage in fewer teaching-related OCBs.
- report fewer opportunities to network professionally with colleagues at different universities.

After controlling for the other predictor variables, faculty who perceive their jobs are insecure at WSU:

- report lower levels of loyalty to WSU (i.e., are less committed to WSU).
- have greater intentions to quit working for WSU and seek employment elsewhere.
- report higher levels of work-family conflict.
- engage in fewer extra teaching and service-related activities within WSU.
- report fewer opportunities to network professionally with colleagues at different universities.
- are less satisfied with their pay, promotion opportunities, and (not surprisingly) their job security.
- report lower productivity (as measured by their annual review merit ratings).

After controlling for the other predictor variables, faculty members who reported experiencing more cuts:

- perceived a greater erosion in their relationship with WSU (i.e., being asked to do more with less).
- reported greater intentions to quit working for WSU.
- have higher levels of work-family conflict (i.e., work interfering with family activities and responsibilities).

- report engaging in more “extra” teaching-related activities.
- report engaging in fewer service-related activities, and report less motivation to performing service within WSU; on the other hand, their service to their professional organizations is higher.
- report fewer opportunities to network professionally with colleagues at different universities.
- are less satisfied with their pay and job security.
- report lower productivity (as measured by their annual review merit ratings).

After controlling for the other predictor variables, faculty who reported being more negatively impacted by the budget cuts:

- are more pessimistic regarding the extent to which the people and elected officials in WA state value higher education.
- perceive a greater erosion in their relationship with WSU (i.e., being asked to do more with less).
- feel that WSU has not held up their end of the employee-employer relationship (i.e., that WSU has failed to meet their commitments to them).
- report greater intentions to quit working for WSU.
- have higher levels of work-family conflict (i.e., work interfering with family activities and responsibilities).
- are less engaged in their work (i.e., report lower levels of dedication and absorption in their work) and have higher levels of burnout (i.e., more cynicism and exhaustion).
- report that greater emphasis is being placed on external grant funding.

After controlling for the other predictor variables, faculty who perceive that the process for determining the budget cuts was unfair (i.e., lacked transparency and opportunity for input):

- are less satisfied with their promotion opportunities.
- feel that they have held up their end of the employee-employer relationship to a greater extent than WSU has.

After controlling for the other predictor variables, faculty who reported lower levels of understanding the rationale for the budget cuts:

- are less satisfied with their departmental chairs.
- report higher levels of job burnout (e.g., cynicism and exhaustion).
- engage in fewer teaching-related organizational citizenship behaviors.

Finally, after controlling for the other predictor variables, faculty who reported lower levels of perceived control over the budget cutting process:

- perceive a greater erosion in their relationship with WSU.
- are less satisfied with their department chairs.
- report less motivation to engage in service-related activities at WSU and perceive to a greater extent that such activities are not rewarded by WSU.

FACULTY OUTCOMES AS A FUNCTION OF DEPARTMENTAL CUTS

At first glance, the results of the analyses presented below examining faculty outcomes as a function of the level of departmental cuts appear somewhat contradictory. However, it is important to note that the two analyses distinguished between the number of cuts and the chair's assessment of how much these cuts actually impacted faculty in the department. The results of these analyses suggest that it is not the sheer number of cuts that is most predictive of outcomes, but rather the extent to which these cuts were judged by the chair to have affected faculty.

Specifically, faculty members who are in departments that experienced greater numbers of cuts:

- report higher levels of work engagement.
- are more satisfied with their work and promotion opportunities.
- perceived a higher level of procedural justice during the budget cutting process.

On the other hand, faculty members whose chair indicated that their faculty were more affected by the cuts:

- are less likely to believe that the people and elected officials in WA state value higher education.
- report greater intentions to quit working for WSU.
- are less satisfied with their pay.
- engage in more extra service-related activities within WSU.
- feel that WSU has not held up their end of the employee-employer relationship (i.e., that WSU has failed to meet their commitments to them) but feel they as employees have held up their end of the employee-employer relationship (i.e., that faculty has met their commitments to WSU).
- report lower level of understanding the rationale behind the budget cuts.
- perceive less importance of grant funding.
- report less trust in WSU administration.
- perceived greater impact of the budget cuts on their teaching and scholarly productivity.

STAFF/AP OUTCOMES

Due to the somewhat different nature of the content of the Staff/AP survey, the following variables were used as predictors in the staff/AP dataset: number of budget cuts in their unit, number of resulting changes personally affecting them, understanding of the rationale for the budget cuts, perceived control over the budget cutting process, procedural justice (i.e., fairness of the budget cutting process), job security, and trust in WSU administration. In addition, the following general job stressors were also included in the analyses: lack of control in one's job, organizational change, time pressure, role ambiguity (i.e., lack of clarity regarding job expectations and tasks), role conflict (i.e., being given conflicting tasks), and role overload (i.e., feeling one is being asked to do too much).

Interestingly, while virtually all of the predictors were found to significantly predict staff/AP outcomes, the overall number of cuts within the employee's unit was not a statistically significant predictor. Rather, the number of resulting changes to the employee's position appeared to be the more important factor.

Specifically, after controlling for the other predictor variables, employees who experienced more job changes:

- report higher levels of work-family conflict than employees who experienced fewer changes.
- are more satisfied with their promotion opportunities, but less satisfied with their job security.
- perceive that they have fulfilled their commitments to WSU to a greater extent than WSU has fulfilled its commitments to them.
- report higher levels of work engagement and life satisfaction, but also greater intentions to seek employment elsewhere.

After controlling for the other predictor variables, employees who reported lower levels of understanding the rationale for the budget cuts:

- are less likely to believe that the people and elected officials in WA state value higher education.
- are less satisfied with their pay.
- perceive to a greater extent that WSU hasn't fulfilled its commitments to them.
- yet, have higher levels of life satisfaction than respondents who self-reported more understanding of the rationale behind the budget cuts.

After controlling for the other predictor variables, employees who reported lower levels of perceived control over the budget cutting process:

- are less satisfied with their promotion opportunities.
- have more negative perceptions regarding the quality of a WSU education.
- report less family-to-work conflict (i.e., family life interfering with their ability to complete work tasks).

After controlling for the other predictor variables, staff and AP employees who perceive that the process for determining the budget cuts was unfair (i.e., lacked transparency and opportunity for input):

- are less satisfied with their supervisors and promotion opportunities.
- have more negative perceptions regarding the quality of a WSU education.
- perceive a greater erosion in their relationship with WSU (i.e., being asked to do more with less).
- yet, experience less family to work conflict and greater work engagement.

After controlling for the other predictor variables, employees who perceive their jobs are insecure at WSU:

- report lower satisfaction with their promotion opportunities and their job security.
- report greater psychological distress.
- report lower levels of life satisfaction.

After controlling for the other predictor variables, employees who have lower trust in WSU's administration:

- experience more work-to-family conflict.
- have more negative perceptions regarding the quality of a WSU education and the extent to which the legislature and people within WA state value higher education.
- are less satisfied with their coworkers, promotion opportunities, and job security.
- perceive a greater erosion of their relationship with WSU.
- perceive to a greater extent that WSU hasn't fulfilled its commitments to them.
- are less committed to WSU and have greater intentions to seek employment elsewhere.
- report higher levels of job burnout, greater psychological distress, and lower life satisfaction.

After controlling for the other predictor variables, employees who perceive less control over the daily aspects of their job:

- are less satisfied with their supervisors, promotion opportunities, work tasks, and job security.
- are less engaged and experience higher job burnout.
- report greater intentions to seek employment elsewhere.
- have higher levels of psychological distress and lower levels of life satisfaction, compared to workers who perceive greater job autonomy.

After controlling for the other predictor variables, employees who report experiencing more organizational change:

- are less satisfied with their coworkers, supervisors, and promotion opportunities.
- perceive to a greater extent that WSU hasn't fulfilled its commitments to them.
- are more likely to seek employment elsewhere.

After controlling for the other predictor variables, employees who report experiencing more role conflict:

- report greater levels of work-family and family-work conflict.
- are less satisfied with multiple aspects of their jobs (e.g., coworkers, supervisors, promotion opportunities, and work tasks).
- are less likely to feel they have fulfilled their commitments to WSU.
- report lower levels of work engagement and higher levels of job burnout.
- have greater intentions to quit working for WSU.
- report higher levels of psychological distress and more physical health complaints, compared to employees who report less role conflict.

After controlling for the other predictor variables, employees who report experiencing more role ambiguity:

- report greater levels of work-family conflict.
- have more negative perceptions regarding the quality of a WSU education and the extent to which the legislature and people within WA state value higher education.
- are less satisfied with multiple aspects of their jobs (e.g., coworkers, supervisors, work tasks, and job security).
- are less likely to feel WSU has fulfilled its commitments to them.
- report lower levels of work engagement and higher levels of job burnout.
- have lower levels of commitment and loyalty to WSU and greater intentions to quit working for WSU.
- report higher levels of psychological distress and lower levels of life satisfaction, compared to employees who report less role ambiguity.

After controlling for the other predictor variables, employees who report experiencing more role overload (e.g., responsibility for too many tasks):

- report more work-family conflict.
- perceive a greater erosion in the relationship between WSU and its employees.
- report higher levels of job burnout.
- have greater intentions to quit working for WSU.
- yet, are more satisfied with their coworkers and work tasks, and have higher levels of work engagement, compared to employees who report less role overload.

After controlling for the other predictor variables, employees who report experiencing more time pressure:

- report more work-family conflict.
- perceive a greater erosion in the relationship between WSU and its employees.
- are more likely to feel they have fulfilled their commitments to WSU.
- report more physical health complaints.
- yet, report higher levels of work engagement compared to employees who report less time pressure.

Section VI: Group Comparisons

Respondents to the survey varied greatly with respect to a number of different and important variables. Examining differences among these groups may provide insight into the differential impact of and reactions to the budget cuts.

It is important to note that only statistically significant differences are presented below. Therefore, if specific analyses are not broken down below by a particular grouping variable, it indicates the earlier “overall results” are equally applicable to all subgroups. In addition, in order to protect the individual confidentiality of responses, analyses were only conducted with respondents from a particular group if there were at least 10 respondents in the group. Finally, it is important to note that with such a large sample of total respondents (647 faculty and 1071 AP/staff/civil service employees), even small differences can be “statistically significant.” Whether these differences are meaningful from a practical standpoint is a matter of interpretation and discussion.

In the following pages, we examine employee differences based on:

- Faculty/Staff/AP Classification
- Age
- Gender
- Race/Ethnicity
- Marital Status
- Income
- Tenure/Non-Tenure Track (faculty)
- Length of Employment at WSU
- Campus (for AP/Staff employees)
- Faculty Rank
- College Affiliation (faculty)

We tested for differences pertaining to:

- Perceived Impact of Past Budget Cuts
- Predicted Levels of Future Budget Cuts
- Perceived Control over Future Cuts
- Procedural Justice Related to the Budget Cutting Process (i.e., voice)
- Perceived Job Security
- Satisfaction
 - Coworkers, Supervisors, Work, Promotion Opportunities, Pay
- Organizational Commitment
- Intentions to Quit
- Attitudes & Behaviors Related to Service
- Attitudes & Behaviors Related to Teaching
- Attitudes & Behaviors Related to Research
- Job Burnout
- Employee Engagement
- Work-to-Family and Family-to-Work Conflict
- Perceptions of the Relationship between WSU and the Employee, including
 - Erosion of Pay and Benefits
 - Fulfillment and Breach of Promises
- Perceived Quality of a WSU Education
- Trust in WSU Administration
- Perceived Value that WA State Places on Higher Education

FACULTY, STAFF, AND AP DIFFERENCES

Three key groups were surveyed:

- a. WSU faculty members
- b. WSU administrative professionals (AP)
- c. WSU staff/civil service employees

The following results represent those constructs that yielded statistically significant differences between these three groups:

- Faculty most strongly believe that there will be **additional budget cuts** ($M = 5.45$) followed by the AP ($M = 5.31$) and staff employees ($M = 5.29$).
- Staff employees express the most favorable view of the overall **quality of the WSU education** ($M = 4.69$), followed by the AP employees ($M = 4.62$), and faculty ($M = 4.30$).
- Staff employees express strongest belief that the **Washington State and its legislature values higher education** ($M = 3.07$), followed by the AP employees ($M = 2.86$) and faculty ($M = 2.68$).
- Faculty believe that they have more **control** over the way the budget cuts are allocated ($M = 2.70$), followed by the AP employees ($M = 2.54$) and staff employees ($M = 2.43$).
- Faculty and AP employees have more positive perceptions of the overall **fairness** of the budget allocation processes ($M = 2.39$ for both groups) compared to staff/civil service employees ($M = 2.26$).
- Faculty report being most satisfied with their **coworkers** ($M = 2.63$), followed by the AP ($M = 2.59$) and staff employees ($M = 2.46$).
- AP employees report being most satisfied with their **supervisors** ($M = 2.47$), followed by faculty ($M = 2.40$) and staff ($M = 2.32$) employees.
- AP employees report being most satisfied **with their pay** ($M = 1.29$), followed by staff ($M = 1.18$), and faculty ($M = 1.07$).
- Faculty report being most satisfied with their **opportunities for promotion** ($M = 1.42$), followed by the AP ($M = .91$), and staff employees ($M = .78$).
- Faculty report being significantly more satisfied with their **work** ($M = 2.63$), followed by the AP ($M = 2.34$), and staff employees ($M = 1.97$).
- Faculty most strongly believe that they have fulfilled their **obligations to the university** ($M = 6.39$), followed by the AP ($M = 6.28$), and staff employees ($M = 6.09$).
- AP employees report to be most **committed to WSU** ($M = 4.52$), followed by the staff employees ($M = 4.41$), and faculty ($M = 3.99$).
- Faculty report having the highest **work-to-family conflict** ($M = 4.41$), followed by the AP ($M = 4.18$), and staff employees ($M = 3.38$).

- Faculty report being most ***engaged in their work*** ($M = 5.36$), followed by the AP ($M = 5.31$), and staff employees ($M = 4.95$).
- Faculty and AP employees most strongly believe that their ***relationship with WSU has eroded*** (e.g., declining pay and benefits) as a result of the budget cuts ($M = 5.52$ and $M = 5.47$ respectively), followed by the staff/civil service employees ($M = 5.31$).

AGE DIFFERENCES

a. FACULTY SURVEY

The following analyses represent those outcomes that yielded statistically significant differences between older and younger faculty members. The average age of respondents was 49.80 years (standard deviation was 10.34 years). In order to facilitate the presentation of the differences as a function of age, the following results involve comparisons of individuals who are at least one standard deviation above and below the average age. Thus, the following labels are used for the purposes of this report:

- ***Younger faculty:*** Faculty who are younger than 39.45 years
- ***Older faculty:*** Faculty who are older than 60.13 years

Average responses within each of the two groups are reported in parentheses in the following format: (*younger, older*). In comparison to older faculty, **younger faculty members:**

- More strongly believe that Washington legislature values higher education ($M = 2.86$, $M = 2.45$).
- Less strongly believe that there will be additional budget cuts ($M = 5.12$, $M = 5.40$).
- Perceive that there was less erosion of their pay and benefits due to the budget cuts ($M = 5.20$, $M = 5.49$).
- Less strongly believe that they have fulfilled their employment promises to WSU ($M = 6.22$, $M = 6.56$).
- More strongly believe that WSU has fulfilled their employment promises to them ($M = 4.76$, $M = 4.41$).
- Report having greater turnover intentions ($M = 4.71$, $M = 4.24$).
- Report experiencing greater family-to-work conflict compared to older faculty ($M = 2.58$, $M = 1.96$).
- Feel that their job is less secure ($M = .91$, $M = 1.47$).
- Report having higher level of satisfaction with their promotion opportunities ($M = 1.75$, $M = 1.29$).

- Report lower level of engagement in teaching-oriented organizational citizenship behaviors (i.e., going above and beyond their teaching requirements; $M = 4.88$, $M = 5.29$).

b. AP/STAFF/CIVIL SERVICE EMPLOYEES SURVEY

The following analyses represent those constructs that yielded statistically significant differences between older and younger AP, staff, and civil service employees. The average age of respondents was 47.31 years (standard deviation was 10.80 years). In order to clearly present the differences as a function of age, the following results involve comparisons of individuals who are at least one standard deviation above and below the average age. Thus, the following labels are used for the purposes of this report:

- **Younger employees:** Employees who are younger than 36.51 years
- **Older employees:** Employees who are older than 58.11 years

Average responses within each of the two groups are reported in parentheses in the following format: (*younger, older*). In comparison to older employees, **younger employees**:

- Less strongly believe that there will be additional budget cuts ($M = 5.19$, $M = 5.43$).
- Report having more job security ($M = 1.32$, $M = 1.09$).
- Report having greater turnover intentions ($M = 2.01$, $M = 1.92$).
- Report experiencing greater family-to-work conflict ($M = 2.28$, $M = 1.99$).
- Report experiencing greater work-to-family conflict ($M = 4.00$, $M = 3.54$).
- Report being more satisfied with their promotion opportunities ($M = .98$, $M = .71$).
- Report being less satisfied with their coworkers ($M = 2.43$, $M = 2.68$).
- Report being less satisfied with their pay ($M = 1.08$, $M = 1.41$).
- Report being less satisfied with their work ($M = 1.99$, $M = 2.25$).
- Report experiencing greater levels of burnout ($M = 3.42$, $M = 3.03$).
- Report being less engaged in their work ($M = 4.97$, $M = 5.24$).

GENDER DIFFERENCES

The following analyses represent those outcomes that yielded statistically significant differences between male and female respondents. Average group responses are noted in parentheses in the following format: (*men, women*).

a. FACULTY SURVEY

In comparison to women, men:

- Less strongly believe that they have fulfilled their employment promises to WSU ($M = 6.32$, $M = 6.46$).
- Report experiencing less work-to-family conflict ($M = 4.20$, $M = 4.64$).
- Report experiencing more family-to-work conflict ($M = 2.39$, $M = 2.05$).
- Report engaging in fewer teaching-oriented organizational citizenship behaviors (i.e., going above and beyond their teaching requirements; $M = 4.92$, $M = 5.29$).
- Report engaging in fewer service-oriented organizational citizenship behavior (i.e., going above and beyond their service requirements; $M = 5.10$, $M = 5.45$).
- Report having higher levels of job security ($M = 1.33$, $M = 1.10$).

b. AP/STAFF/CIVIL SERVICE EMPLOYEES SURVEY

In comparison to women, men:

- View the quality of a WSU education to be lower ($M = 4.52$, $F = 4.72$).
- Report higher turnover intentions ($M = 2.13$, $F = 1.93$).

RACE/ETHNICITY DIFFERENCES

The following analyses represent those constructs that yielded statistically significant differences between employees of different racial/ethnic groups. Due to limited number of respondents from many under-represented groups, two general groups were constructed for comparison:

- **Majority:** Anglo /Caucasian, White
- **Minority:** African American/Black, American Indian/Native American, Asian Pacific Islander, Hispanic /Latino /Latina, Multiethnic/Multiracial, Other.

Average group responses are noted in parentheses in the following format: (*majority, minority*).

a. FACULTY SURVEY

In comparison to faculty of minority backgrounds, **majority faculty members**:

- Perceive the quality of WSU education to be greater ($M = 4.37$, $M = 3.95$).
- Report having more commitment to WSU ($M = 4.06$, $M = 3.68$).
- More strongly believe that they have fulfilled their employment promises to WSU ($M = 6.43$, $M = 6.18$).
- More strongly believe that WSU has fulfilled their employment promises to them ($M = 4.47$, $M = 3.80$).
- Report being more satisfied with their coworkers ($M = 2.68$, $M = 2.41$).

b. AP/STAFF/CIVIL SERVICE EMPLOYEES SURVEY

In comparison to those of minority backgrounds, employees of **majority backgrounds**:

- More strongly believe that WSU has fulfilled their employment promises to them ($M = 4.48$, $M = 4.08$).
- Report being more satisfied with their pay ($M = 1.28$, $M = 1.07$).

MARITAL STATUS DIFFERENCES

The following analyses represent those constructs which yielded statistically significant differences between married/partnered, single, and divorced or separated employees. The following trends were observed:

a. FACULTY SURVEY

- Faculty members who are married/partnered report having higher level of **job security** ($M = 1.28$), followed by separated/divorced ($M = .98$), and single faculty ($M = .86$).
- Married/partnered and separated/divorced faculty members report engaging in higher level of **service-oriented organizational citizenship behaviors within WSU** ($M = 5.34$ for both groups) relative to single faculty members ($M = 4.67$).
- Married/partnered faculty report the highest levels of **service to their professional organizations** ($M = 5.37$), followed by divorced faculty ($M = 5.12$), and single faculty ($M = 4.98$).
- Single and divorced faculty members report experiencing the highest levels of **burnout** ($M = 3.58$ and $M = 3.54$ respectively), while married/partnered faculty members report experiencing the lowest level of burnout ($M = 3.16$).
- Married/partnered faculty report being more satisfied with their **promotion opportunities** ($M = 1.47$), followed by the divorced ($M = 1.26$), and single faculty ($M = 1.09$).

b. AP/STAFF/CIVIL SERVICE EMPLOYEES SURVEY

- WSU employees who are separated/divorced most strongly believe that there will be more **budget cuts in the future** ($M = 5.540$), followed by married/partnered ($M = 5.30$) and single employees ($M = 5.14$).
- Single and married/partnered employees believe that they have **control** over the budget cut allocations to a greatest extent ($M = 2.61$ and $M = 2.51$ respectively). Separated/divorced employees report having least control over the budget cut allocations ($M = 1.13$).
- Single and married/partnered employees have the highest levels of **job security** ($M = 1.19$ and $M = 1.20$ respectively), while the separated/divorced employees report the lowest perception of job security ($M = .91$).
- Married/partnered employees ($M = 4.45$), followed by the single employees ($M = 4.33$) most strongly believe that **WSU has fulfilled its promises to them**. Separated or divorced employees least strongly believe that the WSU has fulfilled its promises to them ($M = 4.04$).

- Married/partnered employees report being most satisfied with their **pay** ($M = 1.27$), followed by single ($M = 1.17$), and divorced/separated employees ($M = 1.07$).
- Single and divorced/separated employees report experiencing the highest levels of **burnout** ($M = 3.44$ and $M = 3.39$), followed by married/partnered employees ($M = 3.18$).
- Single employees report having highest **turnover intentions** ($M = 2.11$), followed by married/partnered ($M = 2.00$), and separated/divorced employees ($M = 1.86$).

INCOME DIFFERENCES

a. FACULTY SURVEY

The average reported salary bracket was \$60,000 - 69,999. In order to clearly present the construct differences as a function of income, the following results compare individuals who are at least one standard deviation above or below the average salary. Thus, the following labels are employed for the purposes of this report:

- **Higher income:** Faculty whose salary is above \$80,000
- **Lower income:** Faculty whose salary is below \$50,000

Average responses within each of the two groups are reported in parentheses (*higher, lower*).

In comparison to those who receive lower income, faculty members who receive **higher income**:

- Report higher engagement in service-oriented behaviors within WSU; $M = 5.55$, $M = 4.68$).
- Report higher engagement in professionally-oriented service behaviors; $M = 5.44$, $M = 5.01$).
- Report having higher levels of job security ($M = 1.76$, $M = 0.70$).
- Report being more satisfied with their pay ($M = 1.47$, $M = 0.80$).
- Report having more satisfied with their promotion opportunities ($M = 1.63$, $M = 1.06$).
- Less strongly believe that Washington legislature values higher education ($M = 2.45$, $M = 2.84$).
- More strongly believe that there will be additional budget cuts in the future ($M = 5.62$, $M = 5.38$).

b. AP/STAFF/CIVIL SERVICE EMPLOYEES SURVEY

The average reported salary bracket for WSU's non-faculty employees was \$40,000 - 49,999. In order to clearly present the construct differences as a function of income, the following results compare individuals who are at least one standard deviation above or below the average salary. Thus, the following labels are employed for the purposes of this report:

- **Higher income:** Employees whose salary is above \$50,000
- **Lower income:** Employees whose salary is below \$30,000

Average responses within each of the two groups are reported in parentheses (*higher, lower*). In comparison to those who receive lower income, AP, staff, and civil service employees who receive **higher income**:

- Report having more control over the budget cuts ($M = 3.05$, $M = 2.41$).
- View the budget cuts allocation process to be more fair ($M = 2.60$, $M = 2.26$).
- More strongly believe that Washington State and its legislature do not value higher education ($M = 2.69$, $M = 3.21$).
- More strongly believe that the WSU has fulfilled their promises to them ($M = 5.04$, $M = 4.48$).
- Report a higher level of commitment to the university ($M = 4.75$, $M = 4.23$).
- Report a higher level of work-to-family conflict ($M = 4.29$, $M = 3.35$).
- More strongly believe that there will be additional cuts to the budget ($M = 5.36$, $M = 5.08$).
- Report having a higher level of job security ($M = 1.35$, $M = 1.02$).
- Report being more satisfied with their coworkers ($M = 2.71$, $M = 2.43$).
- Report being more satisfied with their pay ($M = 1.81$, $M = 1.05$).
- Report being more satisfied with their promotion opportunities ($M = 1.27$, $M = .87$).
- Report being more satisfied with their work ($M = 2.51$, $M = 1.78$).
- Report being more engaged in their work ($M = 5.53$, $M = 4.97$).

TENURE TRACK DIFFERENCES (Faculty only)

The following results represent those constructs that yielded statistically significant differences between tenure-track and non-tenure track faculty members. Average responses within each of the two groups are reported in parentheses (*tenure, non-tenure*).

In comparison to non-tenure track, **tenure-track faculty**:

- Have a lower perception of quality of the WSU's education ($M = 4.18$, $M = 4.54$).
- Less strongly believe that the Washington State legislature values higher education extent ($M = 2.47$, $M = 3.09$).
- More strongly believe that there will be more budget cuts in the future ($M = 5.56$, $M = 5.26$).
- More strongly believe that their relationship with WSU has eroded due to the budget cuts ($M = 5.72$, $M = 5.14$).
- Report being less committed to WSU ($M = 3.86$, $M = 4.26$).
- Report experiencing more work-to-family conflict ($M = 4.53$, $M = 4.16$).
- Report experiencing more family-to-work conflict ($M = 2.33$, $M = 2.01$).
- Report being more burned out from their work ($M = 3.31$, $M = 3.07$).
- Less strongly believe that the WSU has fulfilled its promises to them ($M = 4.21$, $M = 4.67$).
- Report lower engagement in teaching-oriented organizational citizenship behaviors (i.e., going above and beyond their teaching requirements; $M = 4.96$, $M = 5.18$).
- Report higher level of engagement in service-oriented behaviors within WSU; $M = 5.49$, $M = 4.82$).
- Report higher level of engagement in profession-oriented service behaviors ($M = 5.50$, $M = 4.94$).
- Report having higher level of job security ($M = 1.47$, $M = 0.74$).
- Report being more satisfied with their promotion opportunities ($M = 1.60$, $M = 1.08$).
- More strongly believe that their performance has been impacted by the budget cuts ($M = 5.04$, $M = 4.52$).

DIFFERENCES AS A FUNCTION OF LENGTH OF EMPLOYMENT**a. FACULTY**

The average length of tenure at WSU was 12.77 years (standard deviation was 9.66 years). For the purposes of displaying differences as a function of length of employment, the following results involved comparisons of individuals who are at least one standard deviation above and below the average length of tenure. Thus, the following labels are employed for the purposes of this report:

- **Shorter tenure:** Faculty who have worked at WSU less than 3.04 years
- **Longer tenure:** Faculty who have worked at WSU more than 22.36

Average responses within each of the two groups are reported in parentheses (*shorter tenure, longer tenure*). In comparison to faculty with longer tenure, faculty with **shorter tenure at WSU**:

- More strongly believe that the Washington legislature values higher education ($M = 2.92$, $M = 2.48$).
- Less strongly believe that there will be additional budget cuts ($M = 5.33$, $M = 5.65$).
- Report having more trust in the administrators' decision-making ability in regards to making budget cuts at WSU ($M = 4.05$, $M = 3.61$).
- Perceive less erosion of their relationship with WSU as a result of the budget cuts ($M = 5.03$, $M = 5.76$).
- Believe that they have fulfilled their employment promises to WSU to a lesser degree ($M = 6.13$, $M = 6.49$).
- Believe that WSU has fulfilled its employment promises to a greater extent ($M = 4.76$, $M = 4.01$).
- Report having greater turnover intentions ($M = 4.67$, $M = 4.03$).
- Have a more favorable perception of the quality of WSU education ($M = 4.64$, $M = 4.16$).
- Have a more positive perception of the fairness of the budget cutting allocation process ($M = 2.61$, $M = 2.35$).
- Report lower engagement in service behaviors within WSU; ($M = 4.81$, $M = 5.40$).
- Report having lower job security ($M = .90$, $M = 1.82$).
- Report being more satisfied with their promotion opportunities ($M = 1.68$, $M = 1.37$).

b. AP/STAFF/CIVIL SERVICE EMPLOYEES

The average length of tenure at WSU was 13.86 years (standard deviation was 9.45 years). For the purposes of displaying differences as a function of length of employment, the following results involved comparisons of individuals who are at least one standard deviation above and below the average length of tenure. Thus, the following labels are employed for the purposes of this report:

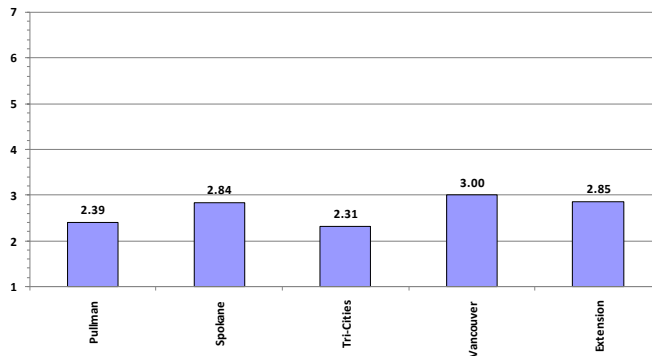
- **Shorter tenure:** Employees who have worked at WSU less than 4.42 years
- **Longer tenure:** Employees who have worked at WSU more than 23.31

Average responses within each of the two groups are reported in parentheses (*shorter tenure, longer tenure*). In comparison to employees with longer tenure, AP, staff/civil service employees with **shorter tenure at WSU:**

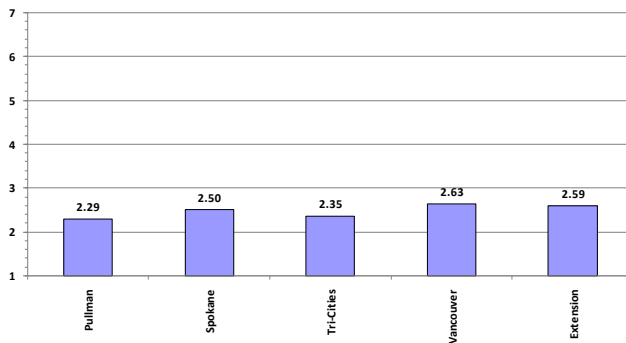
- Less strongly believe that there will be more budget cuts ($M = 5.11$, $M = 5.42$).
- Believe that they have more control over the way the budget cuts are allocated ($M = 2.76$, $M = 2.36$).
- More strongly believe that Washington legislature values higher education ($M = 3.15$, $M = 2.89$).
- Report being more satisfied with their promotion opportunities ($M = 1.06$, $M = .74$).
- Report being less satisfied with their work ($M = 2.06$, $M = 2.25$).
- Report having higher turnover intentions ($M = 2.04$, $M = 1.86$).
- Believe that WSU has fulfilled its employment promises to a greater extent ($M = 4.79$, $M = 4.35$).
- Have a more positive perception of the budget cuts allocation process fairness ($M = 2.54$, $M = 2.27$).
- Less strongly believe that their relationship with WSU has eroded as a result of the budget cuts ($M = 4.90$, $M = 5.53$).
- Report having more trust in administrators ($M = 4.39$, $M = 3.65$).

CAMPUS DIFFERENCES (AP/Staff Employees only)

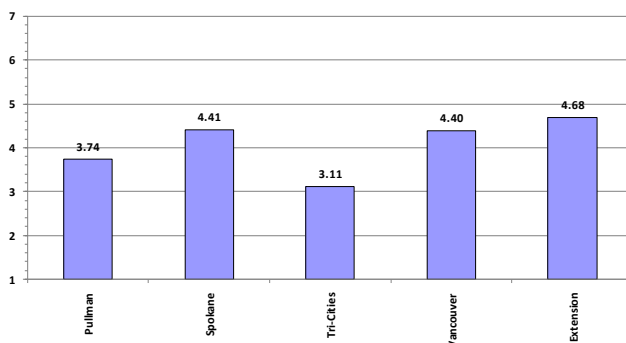
The following analyses represent those constructs that yielded statistically significant differences between the WSU employees across the different campuses. As noted earlier, “statistically significant” findings may not always be of “practical significance”.

Control

Employees on the WSU Vancouver campus report the highest level of control over the budget cuts, while the Tri-Cities employees report the lowest level of control.

Procedural Justice/Fairness

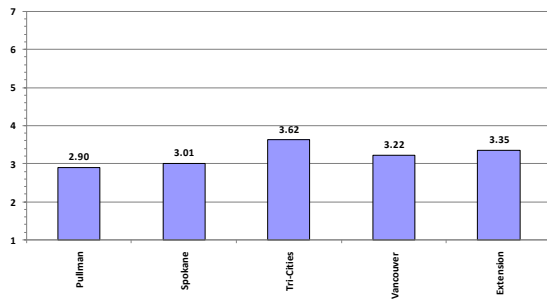
WSU Vancouver employees perceive the highest, while the WSU Pullman employees perceive the lowest level of fairness in regards to the budget cutting process.

Trust

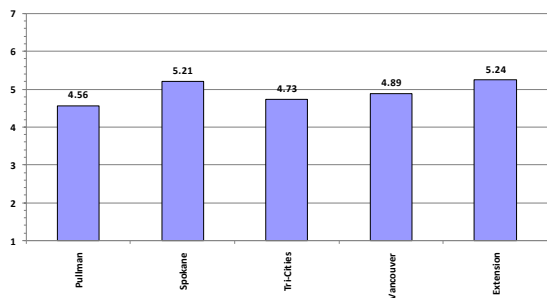
WSU employees working for the WSU Extension offices report the highest level of trust in the WSU administration, while the Tri-Cities employees report the lowest level of trust.

Valuing Higher Education

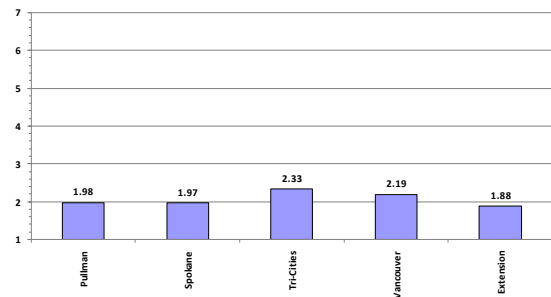
WSU Tri-Cities employees report the highest, while the WSU Pullman employees report the lowest level of belief that the Washington legislature values higher education.

**Quality of WSU Education**

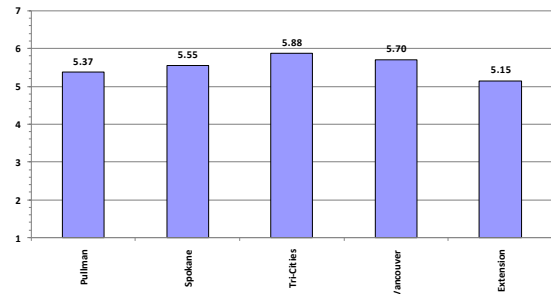
WSU Extension employees hold the highest, while the Pullman employees hold the lowest perceptions regarding the quality of a WSU education.

**Turnover Intentions**

Tri-Cities employees report having the highest, while the Extension employees report having the lowest turnover intentions.

**Erosion**

Tri-Cities employees report the strongest, while the Extension employees report the weakest belief that their pay and benefits have eroded as a result of the budget cuts.

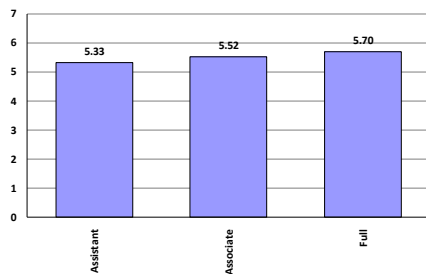


FACULTY RANK DIFFERENCES

The following analyses represent those constructs that yielded statistically significant differences between the faculty members of different ranks.

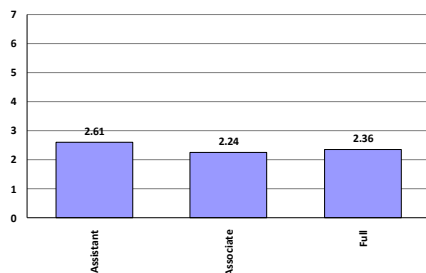
Predicted Future Cuts

Full professors report the greatest belief in occurrence of additional budget cuts.



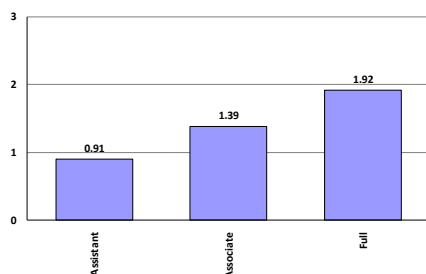
Procedural Justice

Assistant professors rated the fairness of the budget cuts allocation process highest.



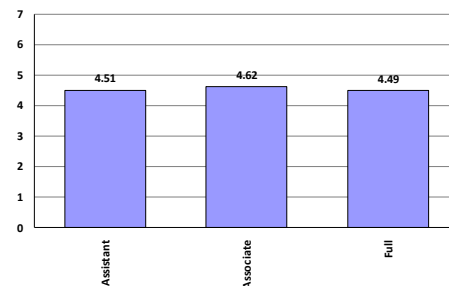
Job Security

Full professors report having the highest, while the assistant professors report having the lowest level of job security.



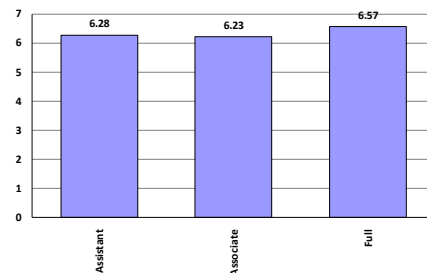
Work to Family Conflict

Associate professors report having the highest levels of family-to-work conflict.



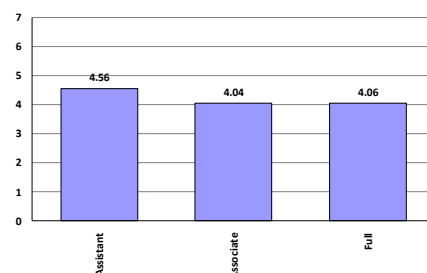
Fulfillment of Promises to WSU

Full professors report the strongest belief that they have fulfilled their promises to the WSU.



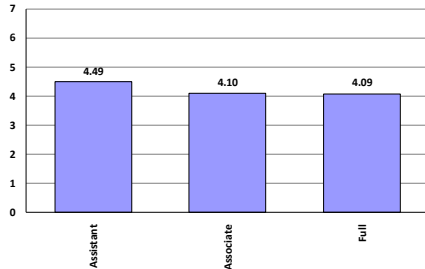
WSU's Fulfillment of Promises

Assistant professors report having the strongest belief that the WSU has fulfilled its promises to them.

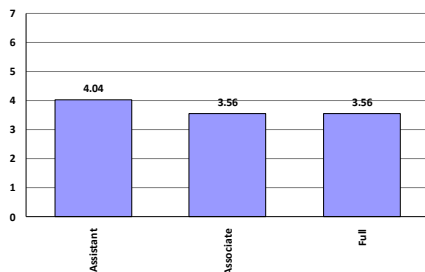


Quality of WSU Education

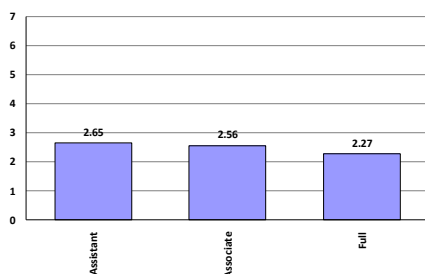
Assistant professors have the highest perception of the quality of a WSU education.

**Trust**

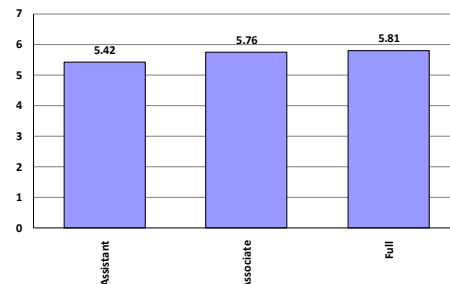
Assistant professors report having the greatest level of trust in the administration.

**Value of Education**

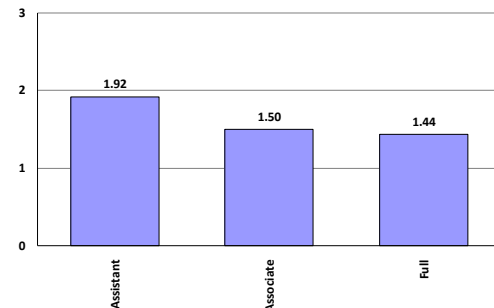
Assistant Professors report having the greatest belief that Washington State and the legislature value higher education, followed closely by Associate Professors.

**Erosion**

Associate and full professors more strongly believe that their pay and benefits have eroded as a result of budget cuts.

**Satisfaction with Promotion Opportunities**

Assistant professors report being most satisfied with their promotion opportunities.

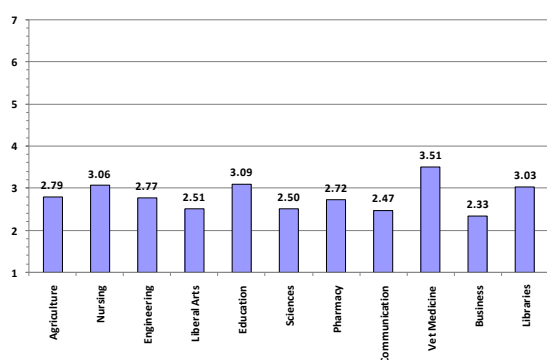


DIFFERENCES ACROSS COLLEGES (Faculty Only)

The following graphs represent those constructs that yielded statistically significant differences between the different colleges at WSU.

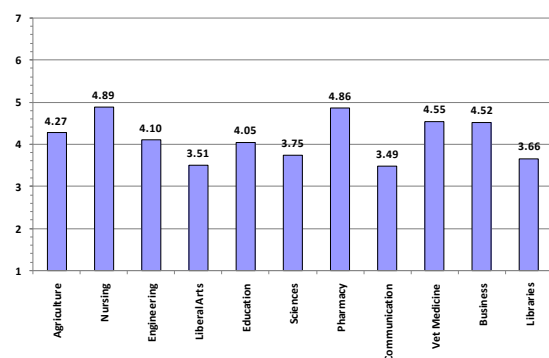
Perceived control

Faculty in the College of Veterinary Medicine report having the highest level of control and input over the budget cuts. Faculty in the College of Business report having the least control.



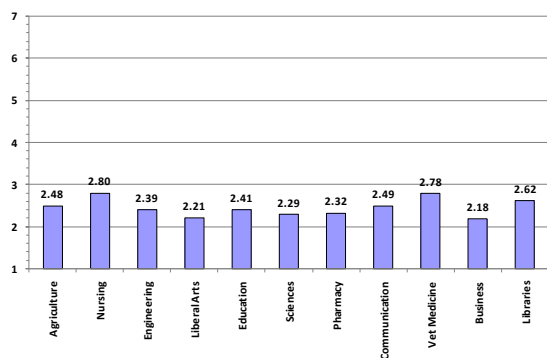
Commitment

Faculty in the College of Nursing and the College of Pharmacy report having the highest, while Communication and CLA faculty report the lowest level of commitment to WSU.



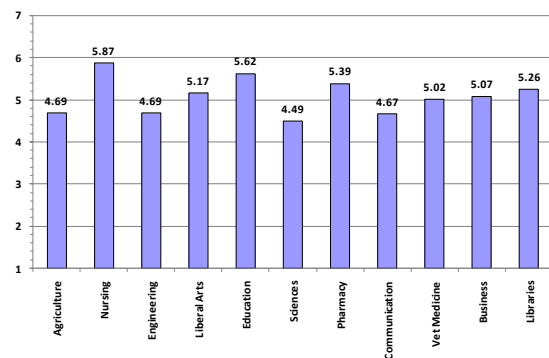
Procedural Justice

College of Nursing and College of Veterinary Medicine faculty believe that the budget cuts allocation process is most fair, while the College of Business and CLA faculty report the lowest perception of fairness.



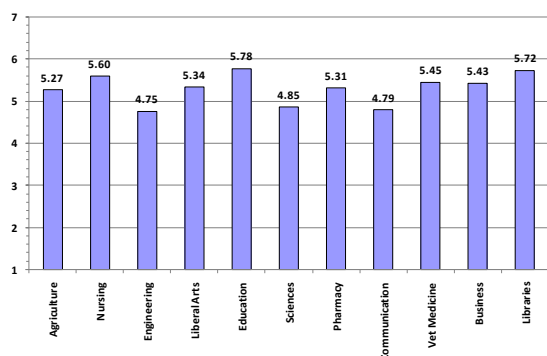
Teaching OCBs

Faculty in the College of Nursing and College of Education report the highest, while the faculty in the College of Science report the lowest levels of engaging in teaching-oriented organizational citizenship behaviors (i.e., going above and beyond their requirements).



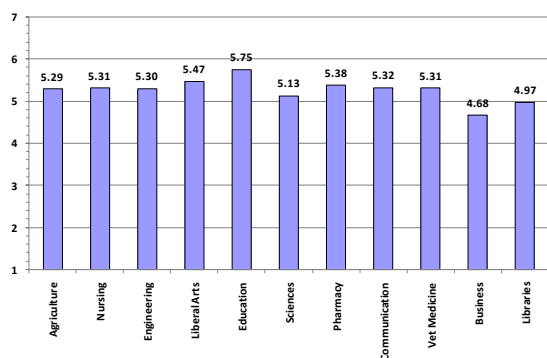
Service-oriented OCBs

Faculty in the College of Education, Libraries, and College of Nursing report the highest, while the faculty in Engineering, Communication, & Sciences report the lowest levels of service behaviors within WSU.



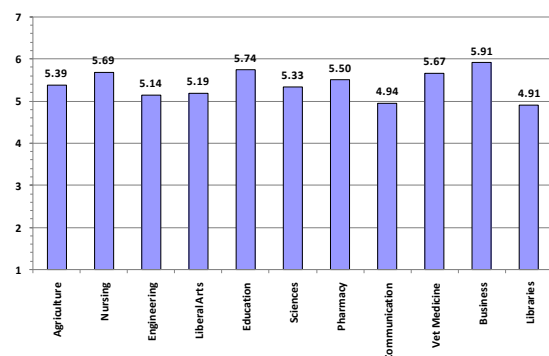
Profession-Oriented OCBs

Faculty in the College of Education report the highest, while the faculty in the College of Business report the lowest levels of profession-oriented service behaviors.



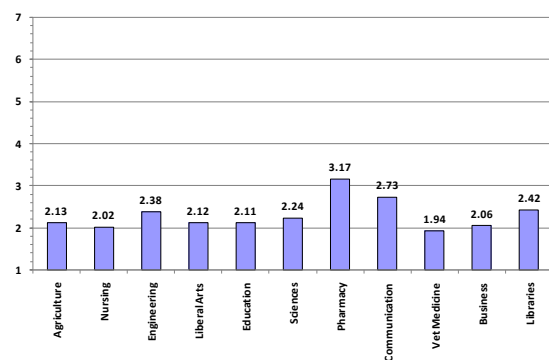
Engagement

Faculty in the College of Business report the highest, while the faculty in Libraries & Communication report the lowest levels of engagement in their work.



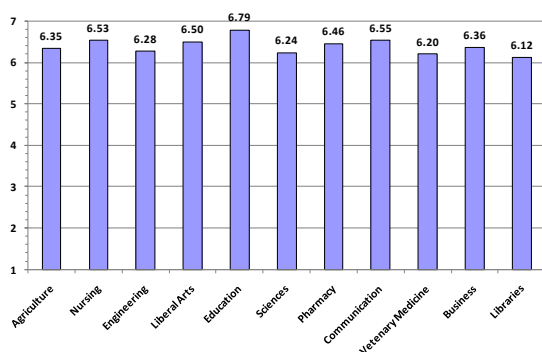
Family-to-Work Conflict

Faculty in the College of Pharmacy report the highest, while the faculty in the College of Veterinary Medicine report the lowest levels of family to work conflict.



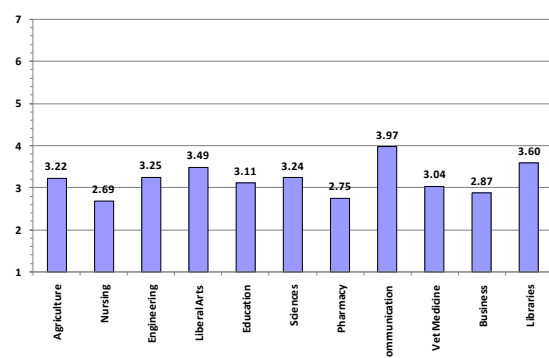
Fulfillment of Promises to WSU

Faculty in the College of Education perceive that they have fulfilled their promises to WSU the most.



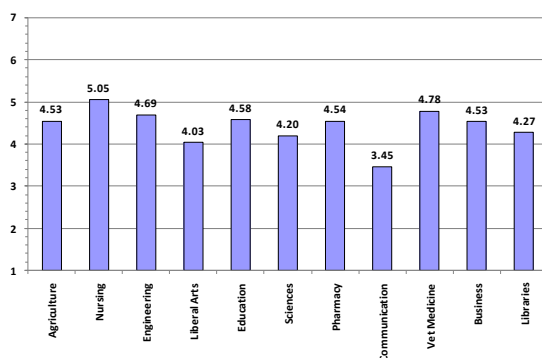
Burnout

Faculty in Communication report the highest, while the faculty in the College of Nursing report the lowest levels of burnout.



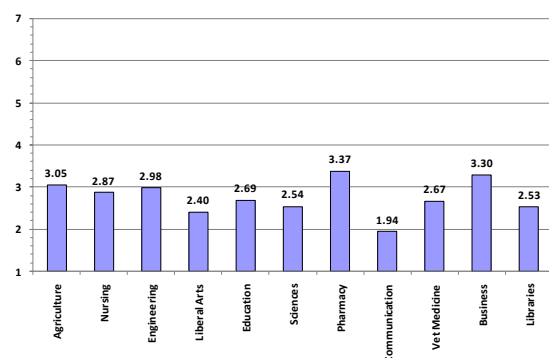
WSU Fulfillment of Promises to Faculty

College of Nursing faculty report the highest, while the Communication faculty report the lowest extent of believing that the WSU has fulfilled its promises to faculty.



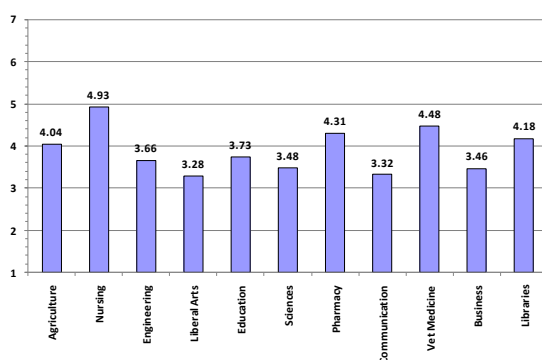
Value

College of Pharmacy faculty report the strongest, while the Communication faculty report the weakest belief that the legislature values higher education.



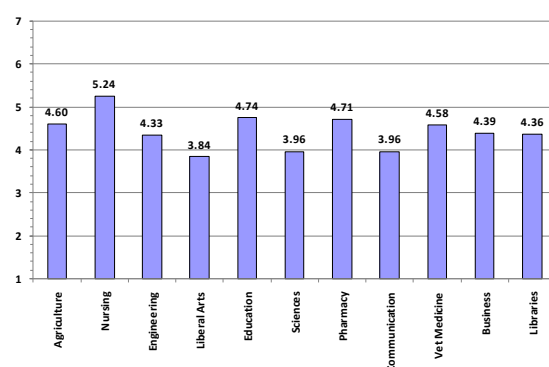
Trust

Faculty in the College of Nursing report the highest, while CLA and Communication faculty report the lowest level of trust in the administration.



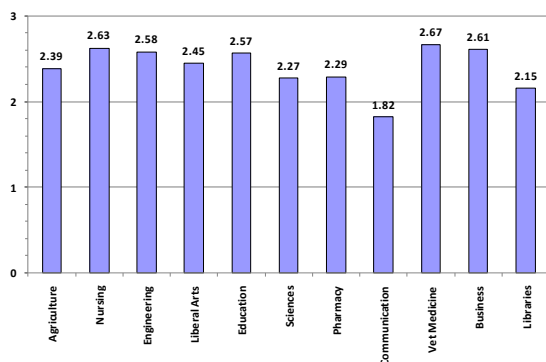
Quality of WSU Education

College of Nursing faculty have most favorable, while the College of Liberal Arts faculty have the least favorable opinion in regards to the quality of WSU education.



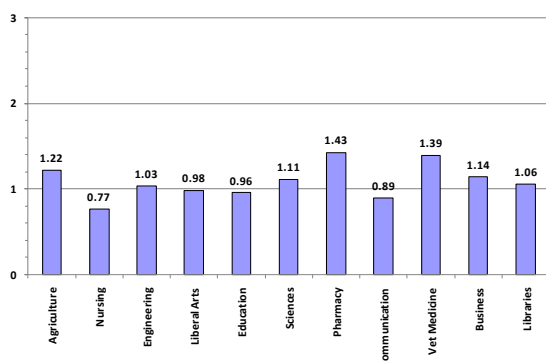
Satisfaction with Supervisors

College of Veterinary Medicine faculty report to be most satisfied, while the Communication faculty report being the least satisfied with their chairs.



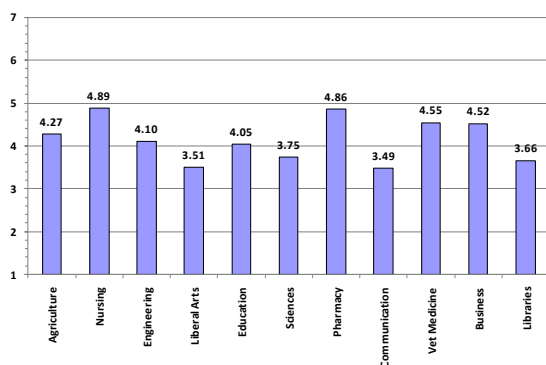
Pay Satisfaction

College of Pharmacy and Vet Medicine faculty report being most satisfied, while the College of Nursing faculty report being least satisfied with their pay.



Commitment

College of Nursing and College of Pharmacy faculty report being most committed to WSU, while Communication and CLA faculty report being least committed.



Section VII: Moderator Analyses

Sometimes the relationships between predictors (X) and outcomes (Y) (e.g., employee attitudes and behaviors) differ for various sub-groups of employees based on individual demographic characteristics (Z). This pattern of results is referred to as a moderation effect, with the sub-group of participants serving as the moderator variable.

It is important to note that only statistically significant differences are presented below. Therefore, if specific analyses are not broken down below by a particular grouping variable, it indicates the earlier “overall results” are equally applicable to all subgroups. In addition, in order to protect the individual confidentiality of responses, analyses were only conducted with respondents from a particular group if there were at least 10 respondents in the group. Finally, it is important to note that with such a large sample of total respondents, even small differences can be “statistically significant.” Whether these differences are meaningful from a practical standpoint is a matter of interpretation and discussion.

In the following pages, we examine differences in the relationships (between X’s and Y’s) based on the following demographic moderator variables (Z’s):

- Gender
- Ethnicity
- Years at WSU
- Faculty or AP/Staff
- Tenure Track status
- Faculty Rank
- Staff or AP

We tested for differences pertaining to the impact of the following employee morale and perceived organizational characteristics (X’s):

- Understanding of Rationale for Budget Cuts
- Predicted Levels of Future Budget Cuts
- Perceived Impact of Past Budget Cuts
- Perceived Control over Future Cuts
- Perceived Control over Sociopolitical Context
- Procedural Justice
- Perceived Job Security
- Erosion of Relationship between WSU and Faculty
- Fulfillment of Promises made by WSU
- Trust in WSU Administration

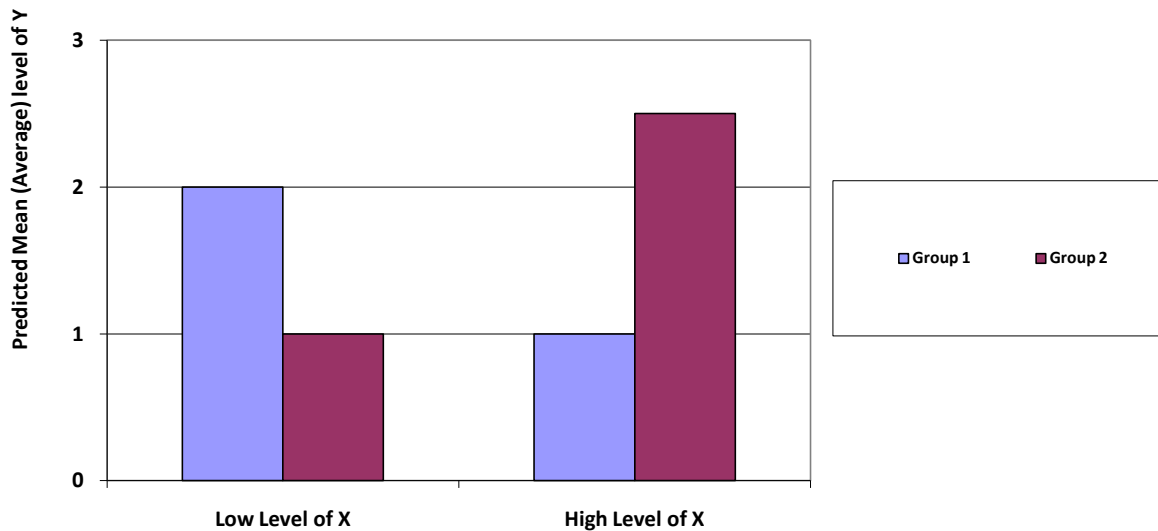
on the following employee attitudes and behaviors (Y's):

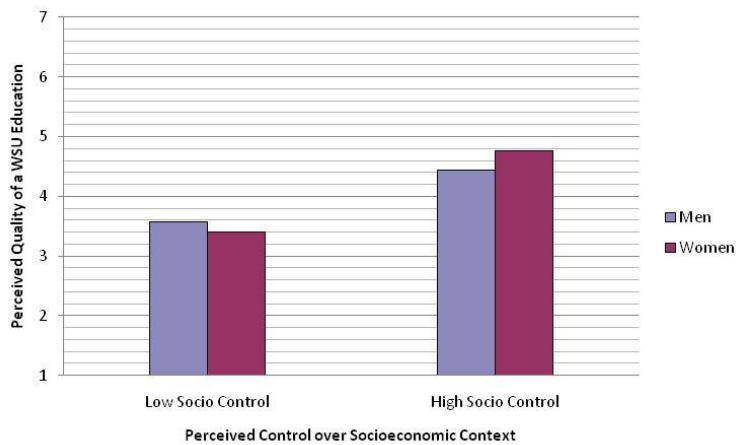
- Perceived Quality of a WSU Education
- Perceived Value that WA State Places on Higher Education
- Organizational Commitment
- Intentions to Quit
- Work-to-Family & Family-to-Work Conflict
- Employee Engagement
- Job Burnout
- Organizational Citizenship Behaviors of Faculty
 - Service to WSU, Teaching OCBs, and Service to the Profession
- Motivation and Discouragement to Provide Service at WSU of Faculty
- Pay, Promotions, Supervisor, Coworkers, Work, Job Security Satisfaction

Presented in the following pages are graphs depicting how individual demographic characteristics (Z's; moderator variables) impact the relationship between employee morale/perceived organizational characteristics (X's) and employee attitudes/behaviors (Y's).

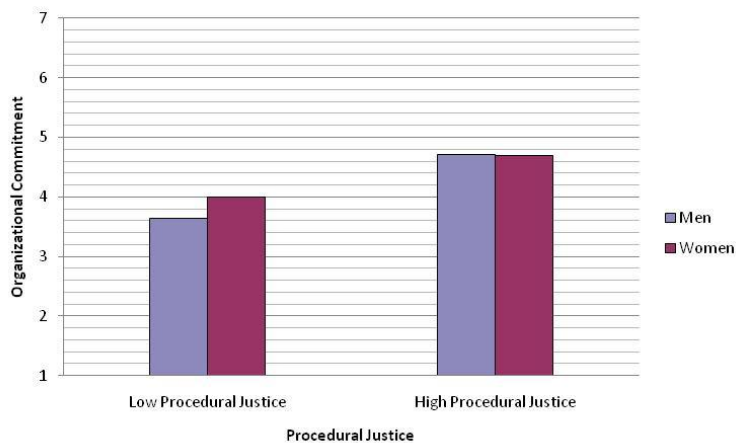
EXAMPLE:

Group (Z) as a moderator

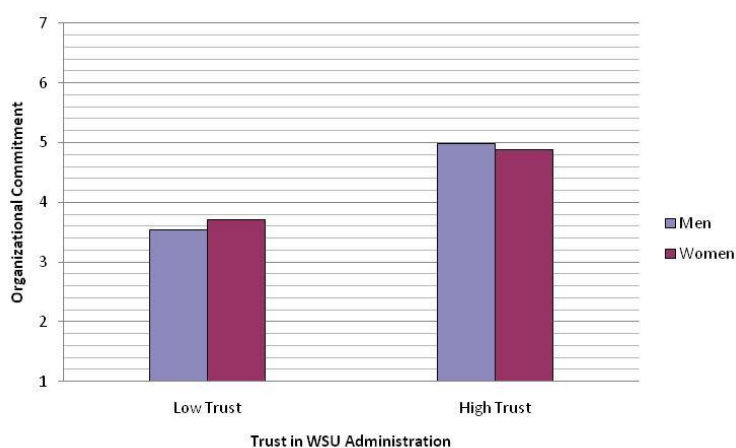


Gender as a moderator
(Male n=698, Female n=994)

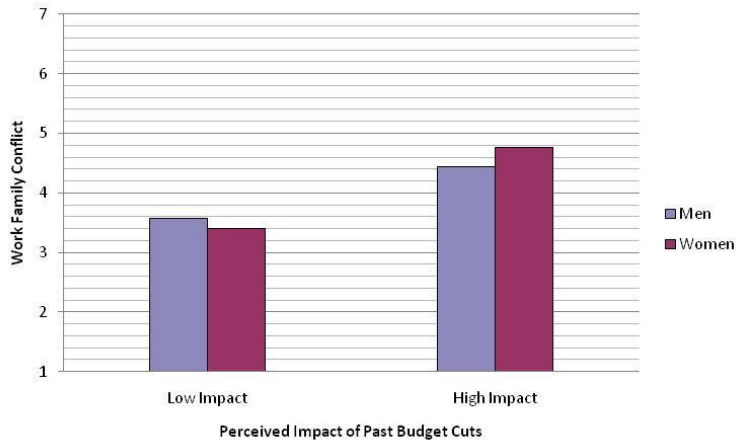
The perceived quality of a WSU education is lower among individuals who perceive low control over the socio-political context. This relationship is stronger among women than men.



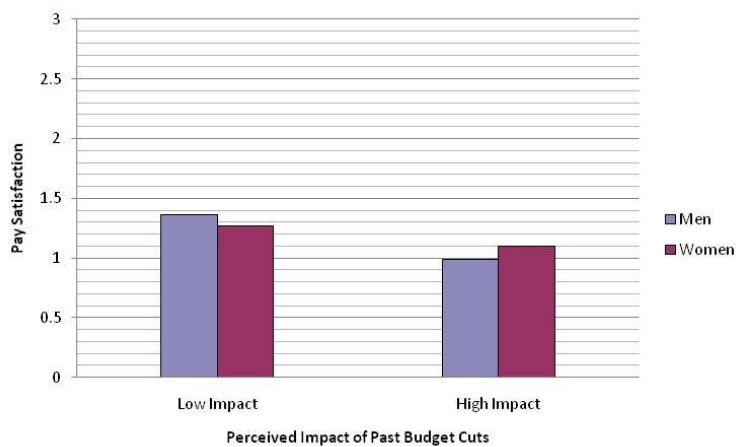
Lower levels of procedural justice are related to less organizational commitment. This relationship is stronger among men than women.



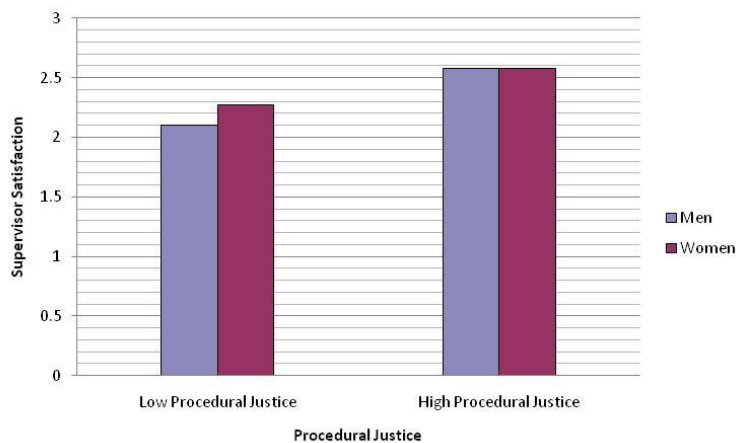
The organizational commitment of men is more adversely impacted by low trust in WSU administration.



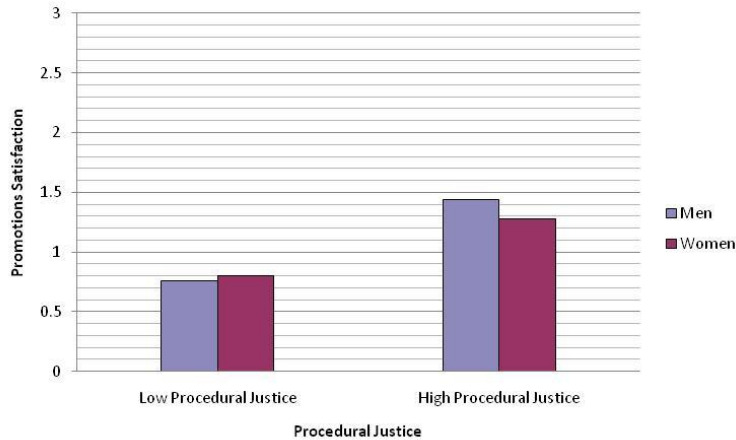
Individuals who report being more affected by the budget cuts also report more work-family conflict. This effect is even stronger among women.



Pay satisfaction is lower among individuals who report having been more affected by the budget cuts. This relationship is stronger among men.



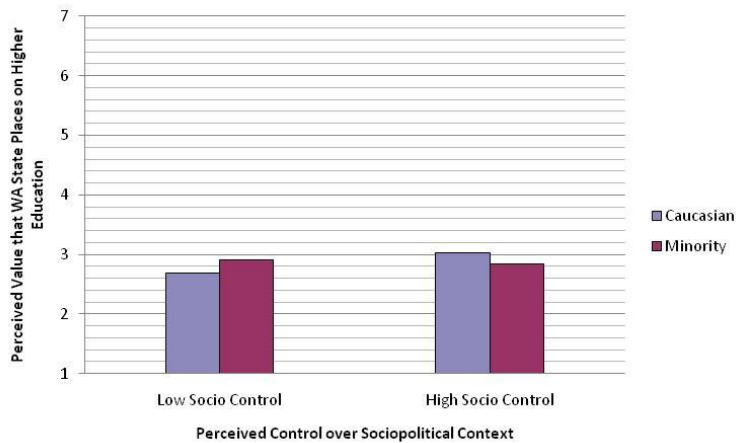
Satisfaction with supervisors is lower among individuals who perceived lower fairness in the budget cutting process. This relationship is stronger among men.



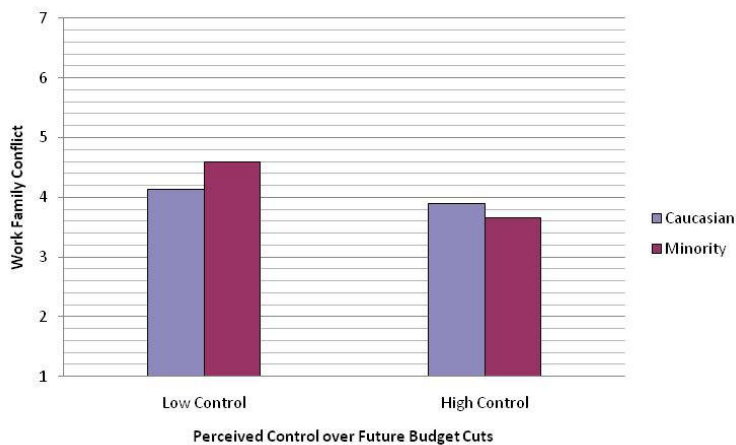
Satisfaction with promotions is lower among individuals who also perceive low procedural justice. This relationship is even stronger among men.

Ethnicity as a moderator

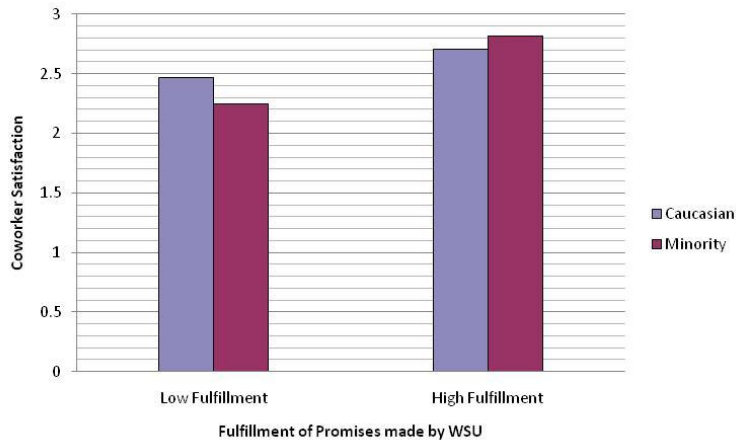
(Caucasian n=1455, Minority/Under-represented Groups n=176)



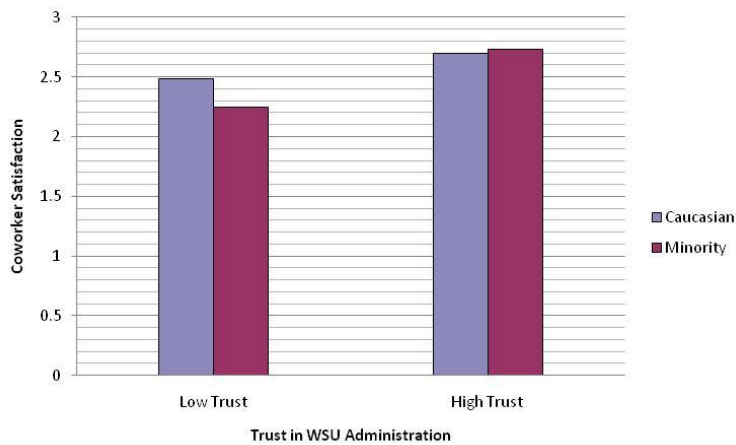
The perceived value that WA State places on higher education of Caucasians is more adversely impacted by low perceived control over the sociopolitical context.



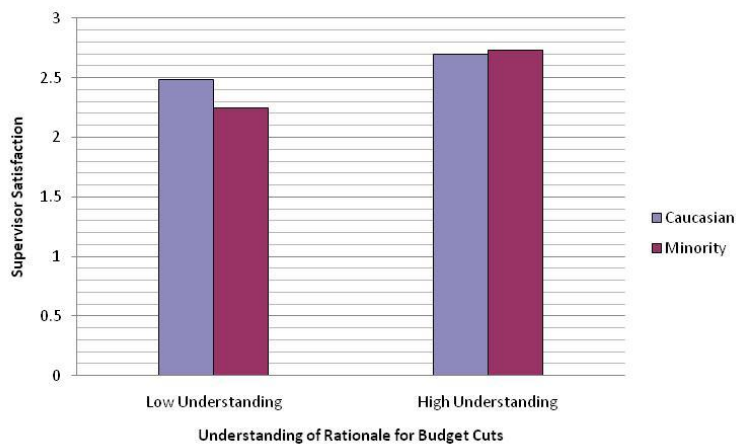
Work family conflict is higher among individuals who perceive less control over the future budget cuts. This relationship is stronger among minority employees than Caucasian employees.



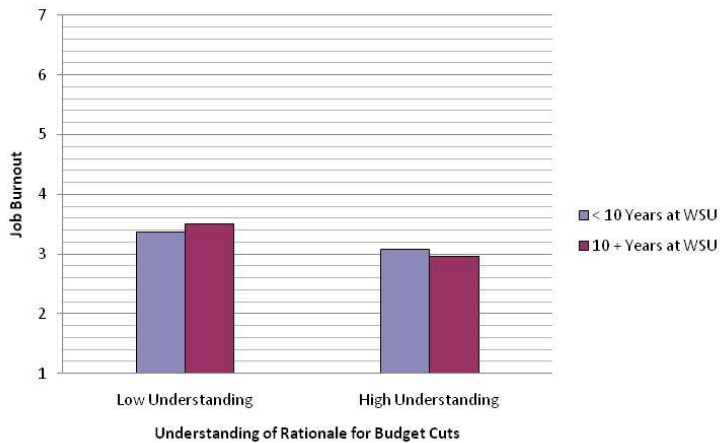
Coworker satisfaction is lower when employees perceive that WSU has not fulfilled its commitments to employees. This effect is stronger among minority employees.



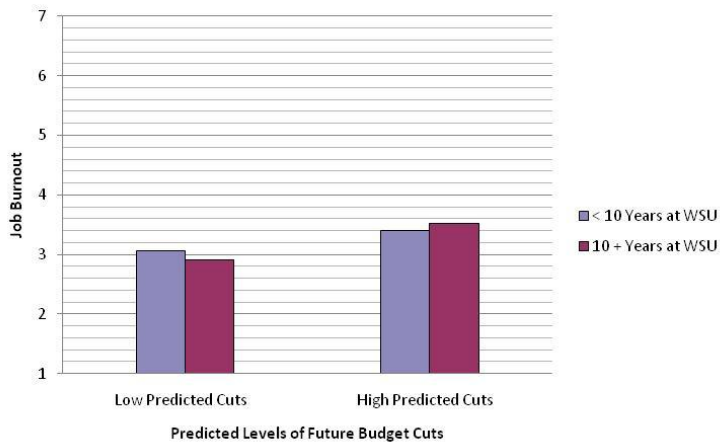
Coworker satisfaction is lower when there is less trust in the WSU administration. This relationship is stronger among minority employees.



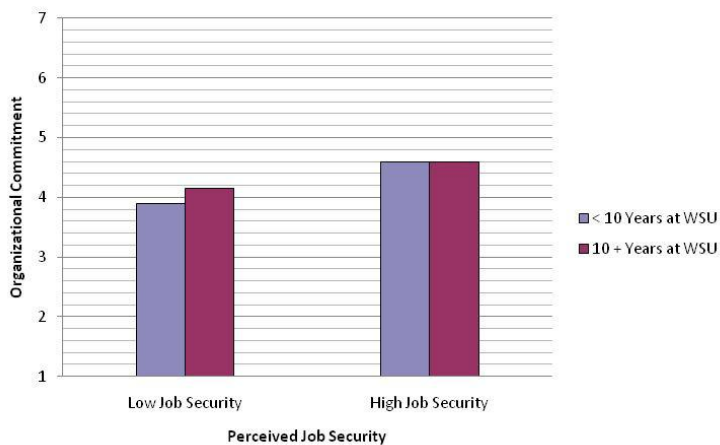
Supervisor satisfaction is lower when employees do not understand the rationale behind the budget cuts. This relationship is stronger among minority employees.

Years Employed at WSU as a moderator
(**< 10 Years at WSU n=768, 10 + Years at WSU n=882**)

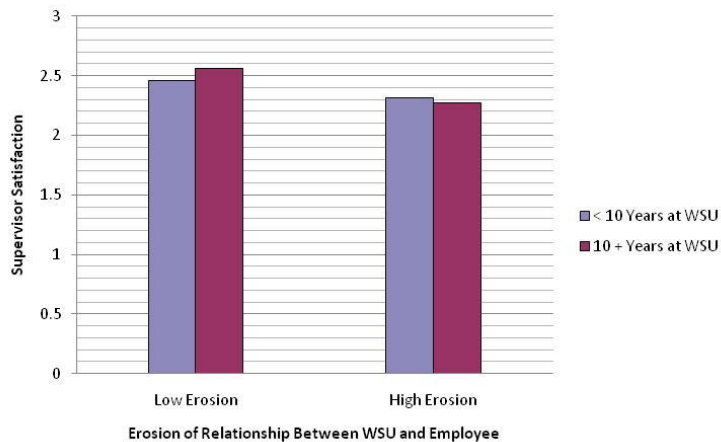
In general, greater understanding of the rationale for the budget cuts is related to less job burnout. However, this relationship is stronger among employees who have worked at WSU for 10+ years.



Similarly, employees who predict fewer cuts in the future report lower levels of job burnout. This relationship is stronger among employees who have worked at WSU for 10+ years.

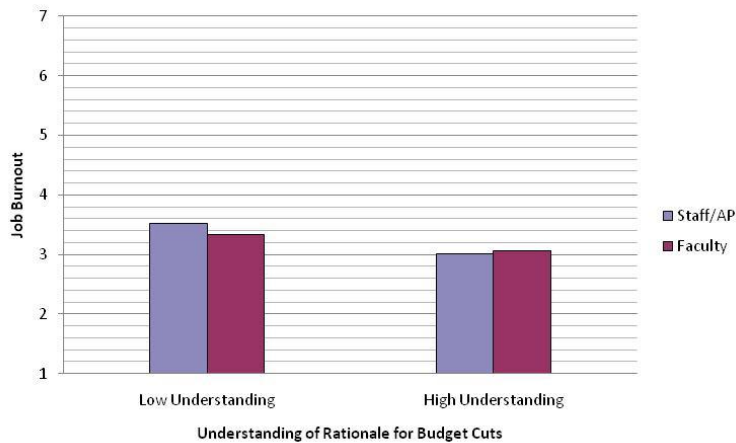


Organizational commitment is lower among employees who perceive lower levels of job security. This effect is stronger among employees who have worked at WSU for less than 10 years.

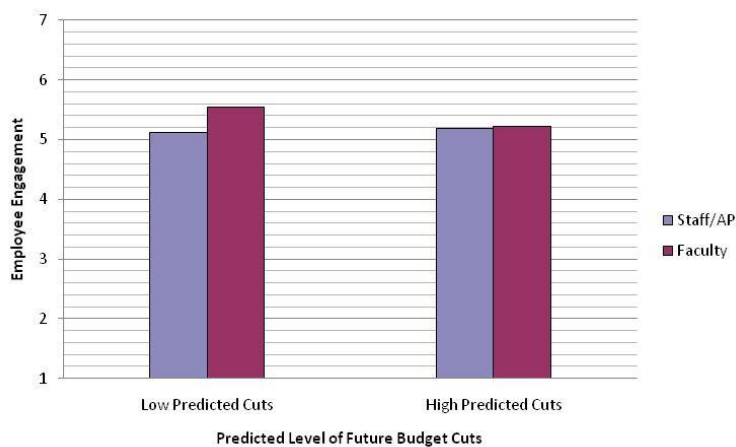


Greater perceived erosion in the relationship between WSU and its employees is related to less supervisor satisfaction. However, this relationship is even stronger among employees who have worked at WSU for 10+ years.

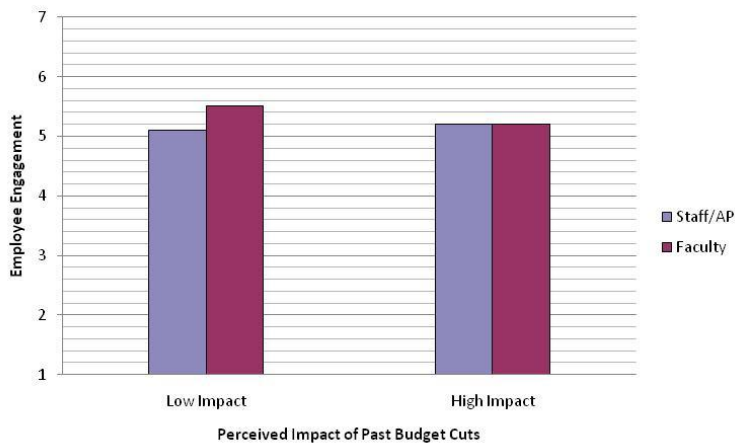
Staff/AP or Faculty *as a moderator* (Staff/AP n=1046, Faculty=636)



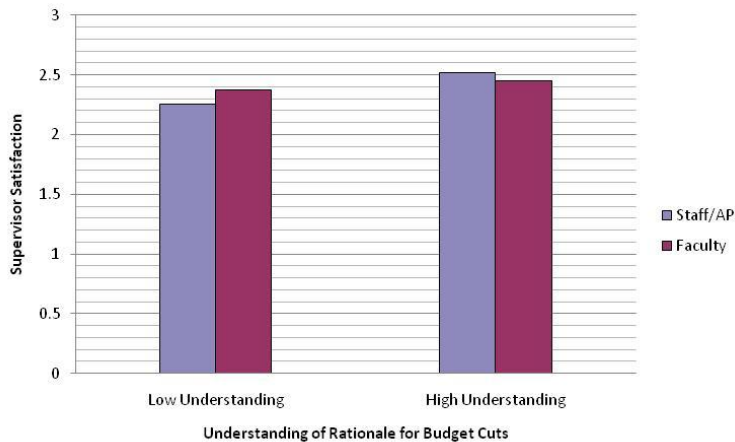
Greater understanding of the rationale for budget cuts is generally related to less job burnout. This relationship is stronger among Staff/AP respondents than faculty.



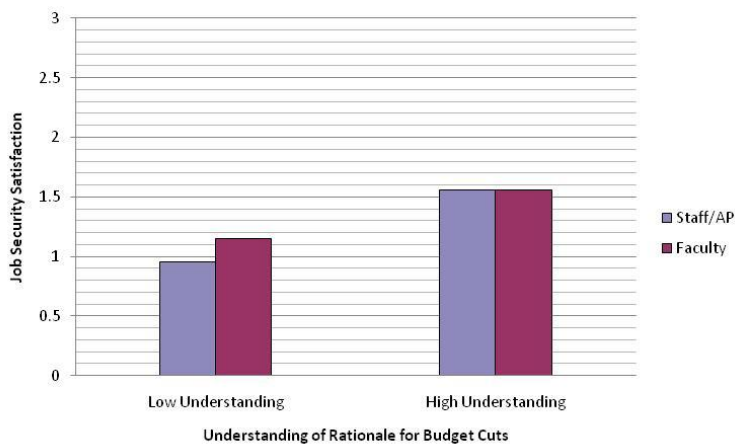
Employee engagement of staff/AP respondents is unrelated to predicted levels of future cuts. However, among faculty, fewer predicted cuts are related to greater work engagement.



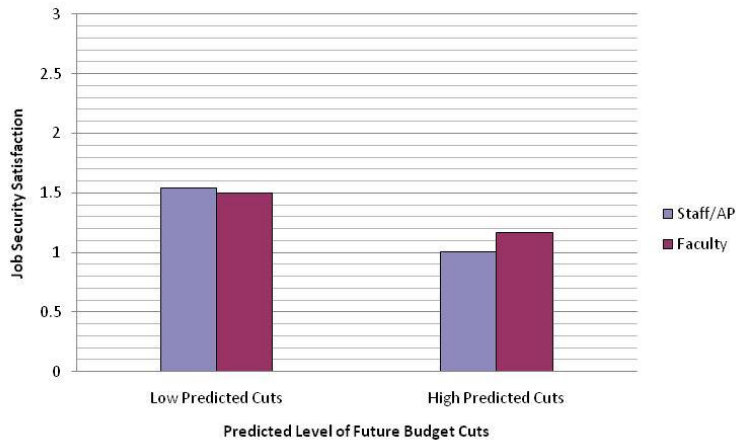
This same effect is found for the perceived impact of past budget cuts. Faculty who report being less affected by the past budget cuts report higher work engagement.



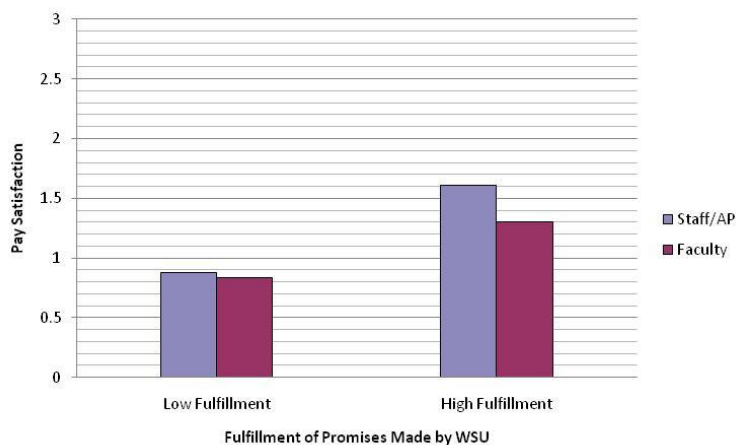
Supervisor satisfaction of Staff/AP respondents is more adversely impacted by low understanding of the rationale for budget cuts.



Lower levels of understanding the rationale behind the budget cuts is related to lower levels of job security satisfaction. This relationship is stronger among Staff/AP respondents.

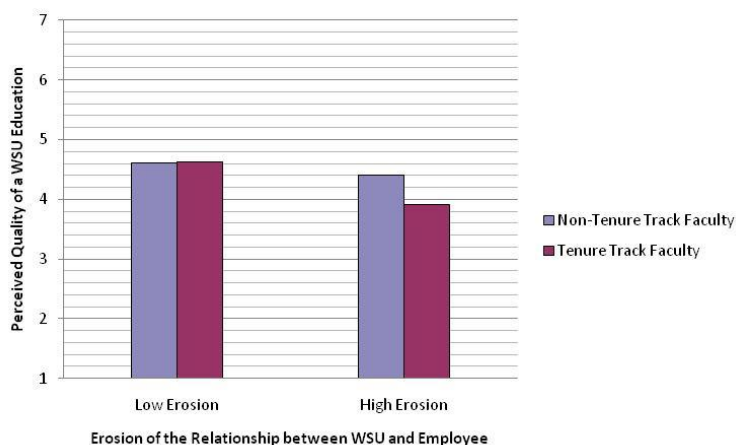


Anticipated future cuts is related to less job security satisfaction. This relationship is stronger among Staff/AP respondents.

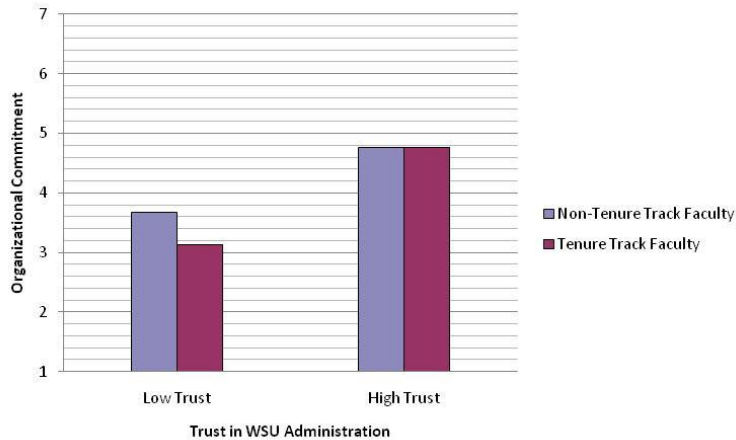


Pay satisfaction is lower among employees who feel that WSU has not fulfilled its commitments to them. However, this relationship is stronger among staff/AP respondents.

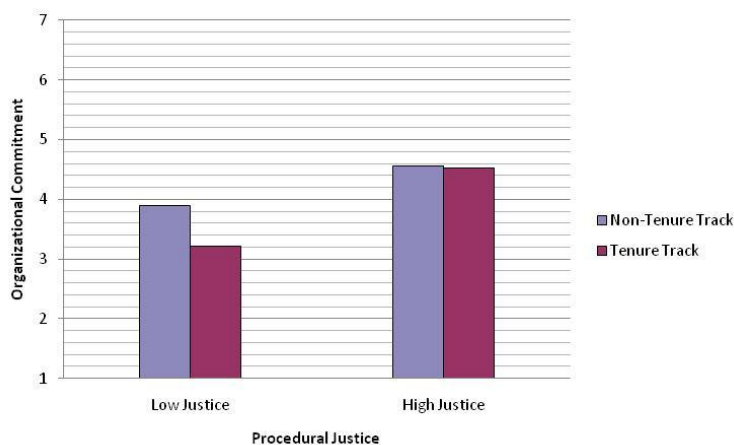
Tenure Track vs. Non-Tenure Track *as a moderator* (Tenure Track Faculty n=418, Non-Tenure Track Faculty n=218)



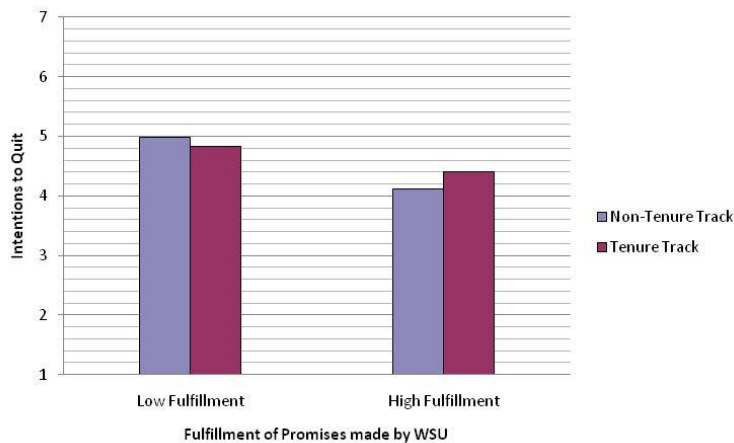
The perceived quality of a WSU education among tenure-track faculty is more adversely impacted by high perceived erosion of the relationship between WSU and employees.



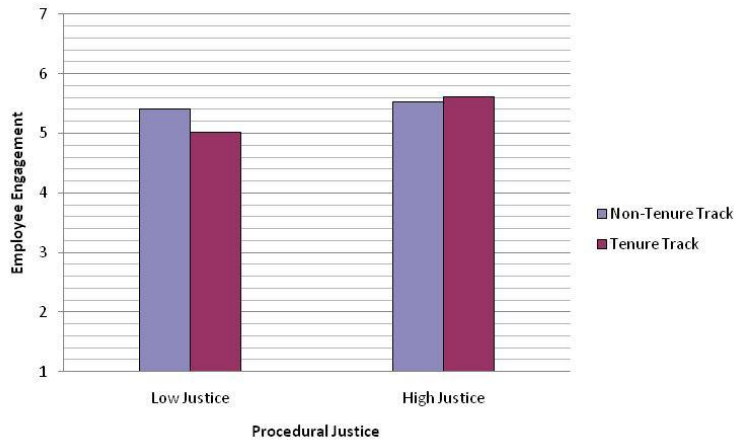
Lower levels of trust in the administration is related to less organizational commitment. This finding is stronger among tenure-track faculty.



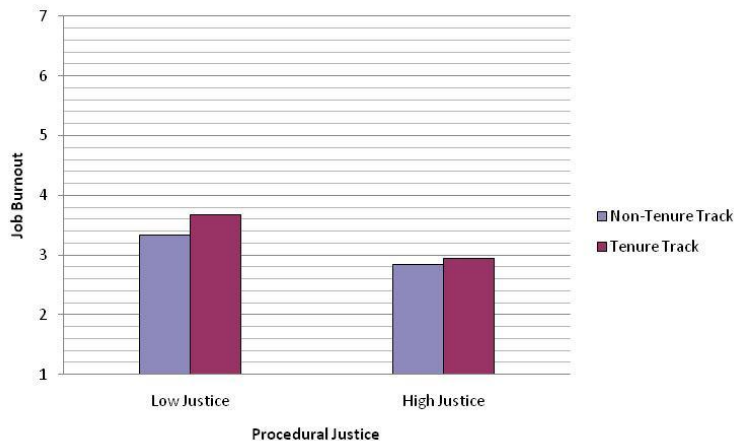
Lower levels of perceived fairness regarding the budget cutting process is related to less organizational commitment. This relationship is stronger among tenure-track faculty.



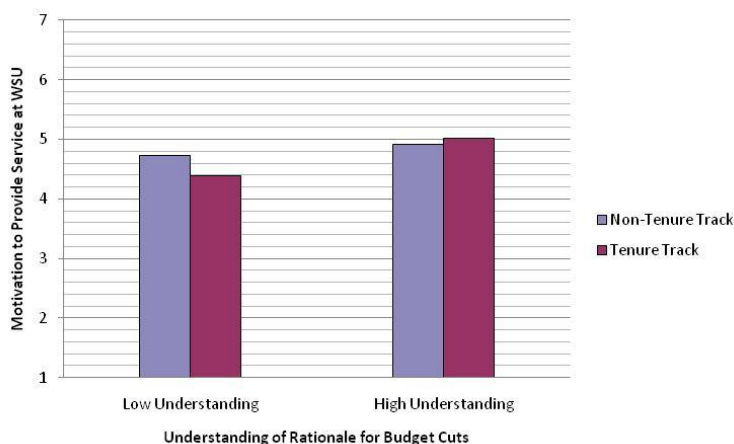
Perceiving that WSU has not fulfilled its commitments to employees is related to greater intentions to seek employment elsewhere. This relationship is stronger among non tenure-track faculty.



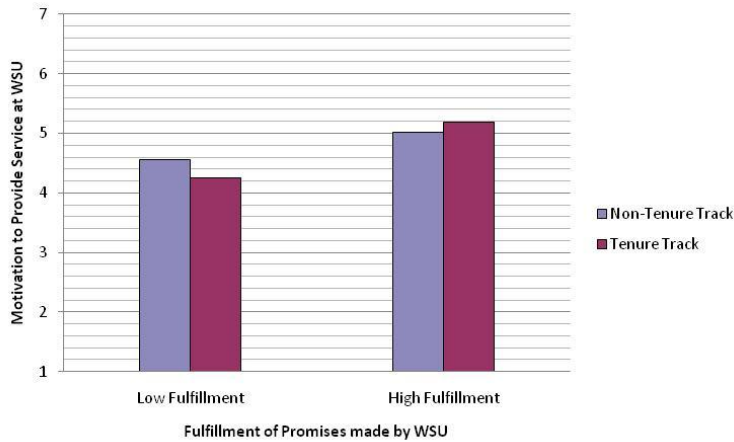
Work engagement among non tenure-track employees is generally unrelated to perceptions of procedural justice. Among tenure track faculty, however, perceived procedural injustice is related to lower levels of engagement.



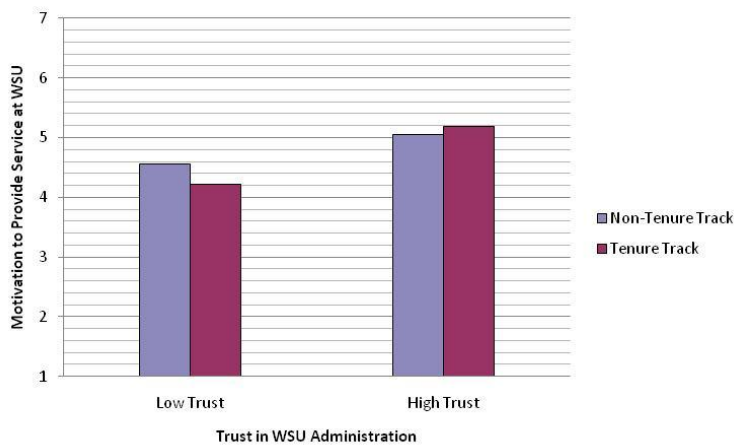
Self-reported levels of job burnout are higher under conditions of low perceived justice (i.e., less fairness in the budget cutting process). This relationship is stronger among tenure-track faculty.



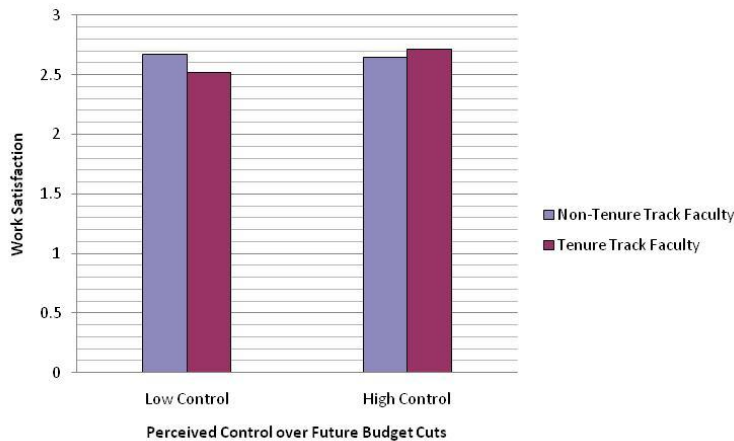
Less understanding of the rationale for the budget cuts is related to lower motivation to provide service within WSU. This relationship is stronger among tenure track faculty.



Employees who perceive WSU has not fulfilled its commitments to them are less motivated to provide service within WSU. This is particularly true among tenure-track faculty.



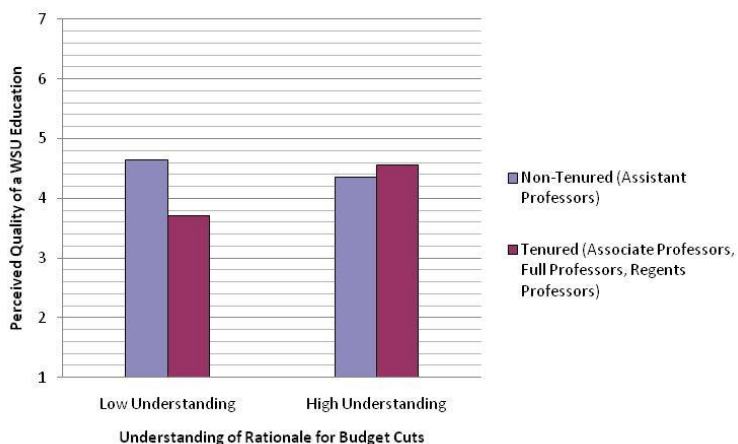
Lower levels of trust in the WSU administration are related to less motivation to provide service within WSU. This relationship is stronger among tenure track faculty.



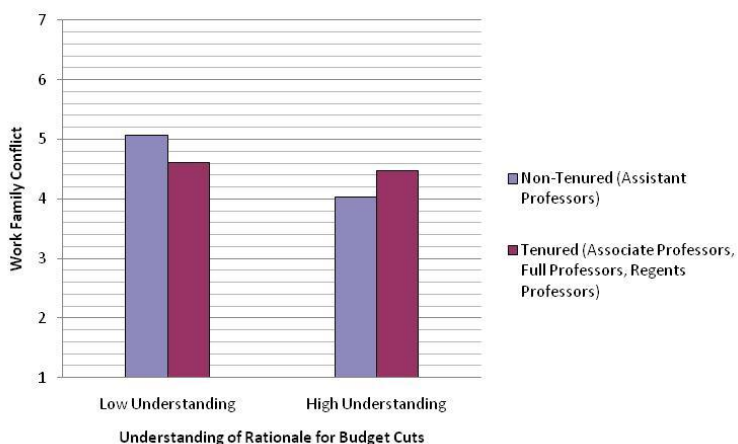
The work satisfaction of non tenure-track faculty is unrelated to perceived control over any future cuts. However, tenure track faculty who perceive less control over future cuts are also less satisfied with their work.

Tenure/Non-Tenure Status as a moderator

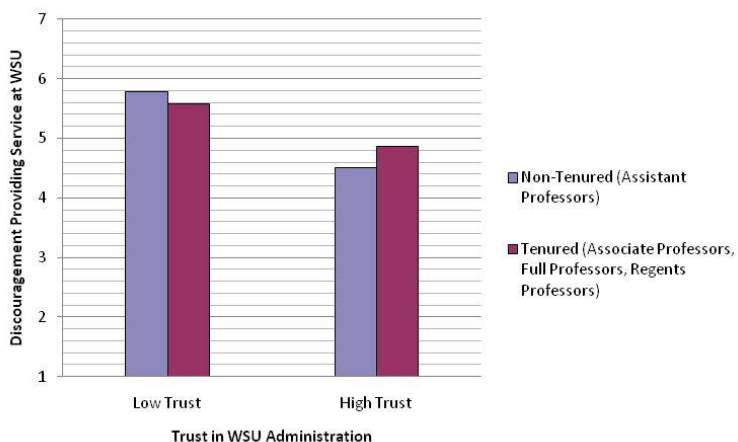
[Tenured Faculty (Associate, Full, and Regents Professors) n=303, Non-Tenured Faculty (Assistant Professors) n=109]



The perceived quality of a WSU education is generally unrelated to understanding the rationale for the budget cuts among untenured faculty. Among tenured faculty, however, less understanding of the rationale for the cuts is related to reductions in the perceived quality of a WSU education.



Work family conflict of untenured faculty is more adversely impacted by low levels of understanding the rationale for budget cuts.



Lower levels of trust in WSU's administration is related to more discouragement to provide service within WSU. This relationship is stronger among untenured faculty.

Section VIII: Open-Ended Comments

OVERVIEW OF FACULTY COMMENTS

- At the end of the survey, respondents were given an option to report any additional comments or concerns that they might have had. One hundred and fifty-four (154) faculty provided comments.
- It is crucial to note that each faculty member's comment reflected their unique attitudes, observations, and intentions. However, the full list of comments cannot be reported due to space limitations and, more importantly, confidentiality issues. Instead, an overview of the most commonly occurring themes is provided.
- The themes described below were identified as follows. First, four undergraduate and graduate research assistants independently read each comment, identifying the underlying theme(s) reflected in the comments. Based on this initial reading, fifteen common themes were identified based on high inter-rater agreement. Finally, each comment was re-read by at least two raters who assigned one or more themes (as warranted), based on the content of the specific comment.
- The following table outlines each of those themes. In addition, the number and percentage of faculty members whose comment contained each of the specific themes is noted.

THEME	Number of Faculty Members Addressing the Theme	% of Comments Respondents Addressing the Theme
Dissatisfaction with the university administrators	48	31%
Low morale	48	31%
Pay dissatisfaction	38	25%
Worried about WSU quality	30	19%
No voice or transparency	23	15%
Still enjoy components of one's work	21	14%
Asked to do more with less	18	12%
Turnover intent	17	11%
Low commitment	16	10%
Dissatisfaction with legislature	13	8%
Negative impact on teaching	12	8%
Health or stress problems	11	7%
Low job security	11	7%
Negative impact on research	11	7%
Negative impact on promotions	4	3%

1. DISATISFACTION WITH THE UNIVERISTY ADMINISTRATORS.

This set of comments refers to the following concerns: budget cuts are not based on WSU's educational mission, functions essential to students' education are being eliminated, non-essential areas remain operational, administrators do not relate to faculty or the students. In addition, there is a perception that the number of administrators at WSU is excessive and that WSU administrators are overpaid.

2. LOW MORALE.

Comments in this category reflect faculty perceiving that there is a weak educational climate at WSU. Specifically, this theme represents faculty observations that WSU's academic atmosphere is declining and that professors' contributions to the university are not valued. Furthermore, as the budget cuts continue, they remain one of the most salient topics, which in turn replaces the scientific and intellectual discussion.

3. PAY DISSATISFACTION.

Faculty members report having low satisfaction with their pay. Specifically, complaints include lack of merit pay, inability to properly meet family obligations, and a perception that faculty salary is not competitive in comparison to other similar institutions. Some faculty members report taking on additional engagements or jobs to supplement their income.

4. WORRIED ABOUT WSU QUALITY.

Faculty express concerns that as the budget cuts continue, it will be challenging to maintain the same standard of education, and WSU's prestige will be lost.

5. NO VOICE OR TRANSPARENCY.

These comments reflected a belief that faculty either had no input in the way that budget cuts were conducted, or that their input was not taken into consideration. In addition, the way that the budget cuts were conducted lacked adequate transparency. Transparency complaints were directed at all levels - department, college, university, and the Washington State legislature.

6. STILL ENJOY COMPONENTS OF ONE'S WORK.

These open-ended comments encompasses those indicating that despite the circumstances, faculty still find enjoyment in certain aspects of their work (e.g., teaching, coworkers, or research). Furthermore, they also cite their love for their job, teaching, department, research, and working with students as reasons for why they stay at the university.

7. ASKED TO DO MORE WITH LESS.

This set of responses reflects a belief that WSU is consistently asking them to do more (e.g., teach larger classes, conduct more research, do more service), while at the same time, the available resources are fewer (e.g., cut pay, lack of adequate research funding).

8. TURNOVER INTENT.

Comments in this category reflect faculty members' reporting that they are actively searching for a new job elsewhere or that they are planning on leaving WSU. Some, however, report not being able to leave due to various personal and professional commitments.

9. LOW COMMITMENT. This set of comments reflects faculty's attitudes towards WSU and their lack of commitment to the university (e.g., refusal to be on any additional committees, refusal to engage in any additional tasks).

10. DISSATISFACTION WITH LEGISLATURE. Comments in this category reflected negative attitudes towards the Washington State legislature. Specifically, this included the following perceptions: the legislature does not value higher education, legislators are out of touch with the faculty and students, and the legislature's decisions will harm the future of Washington State.

11. NEGATIVE IMPACT ON TEACHING. Faculty comments here indicate that budget cuts have a negative impact on teaching, due to limited resources, more students being admitted, and larger class sizes. The university's commitment to academic excellence is also questioned. A number of faculty members report observing a decline in WSU's quality and are concerned with the future of the university, should the current trend continue.

12. HEALTH OR STRESS PROBLEMS. Faculty reported experiencing health problems as a result of economic conditions and the budget cuts (e.g., lack of sleep, more frequent illnesses). They also report that the economic situation has had a significant impact on their well-being, attitudes, and families.

13. LOW JOB SECURITY. Faculty report being afraid of losing their job, having their units eliminated, and not being able to meet their tenure requirements.

14. NEGATIVE IMPACT ON RESEARCH. Faculty members report not being able to properly conduct research as their opportunities to get funding decline over time.

15. NEGATIVE IMPACT ON PROMOTION. Faculty report concerns regarding their ability to meet promotion requirements (e.g., assistant to associate professor, and associate to full professor status). Furthermore, a number of faculty members believe that their performance is not being adequately assessed.

SURVEY-SPECIFIC COMMENTS.

A number of comments were directed at aspects of the research project itself. For example, some faculty questioned specific survey components (e.g., survey was not comprehensive enough, survey was too long, sections were not applicable to specific faculty members, certain questions were ambiguous). A second set of comments reflected that the survey did not adequately address the WSU extension community, and as a result, those employees might not be able to properly voice their opinion. Third, a number of faculty members had concerns regarding the confidentiality of their responses.

OVERVIEW OF STAFF/AP COMMENTS

- At the end of the staff/AP survey, respondents were given an option to provide any additional comments or concerns that they might have had. Two hundred and twelve (212) respondents provided comments.
- It is crucial to note that each employee's comment reflected their unique attitudes, observations, and intentions pertaining to their work environment. However, a complete list of the specific comments cannot be reported due to space limitations and, more importantly, confidentiality issues. Instead, an overview of the most commonly occurring themes is provided.
- Themes provided below were identified as follows. First, four undergraduate and graduate research assistants independently read each comment, identifying the underlying themes reflected in that comment. Based on this analysis, 14 unique themes that commonly occurred were identified. Each comment was re-read by at least two raters who assigned one or more themes to the comment based on the content.
- The following table outlines each of the 14 themes observed in employees' comments. In addition, the number and percentage of WSU AP, staff, and civil service employees whose comment contained each of the specific themes is noted.

THEME	Number of Employees Addressing the Theme	% of Comments Respondents Addressing the Theme
Dissatisfaction with the university administrators	61	29%
Pay dissatisfaction	46	21%
Asked to do more with less	37	17%
Feel undervalued	37	17%
Low morale	36	17%
Low job security	30	14%
Health or stress problems	23	11%
Dissatisfaction with supervisor	20	9%
No voice or transparency	20	9%
Still enjoy aspects of one's work	20	9%
No opportunities for growth	16	7%
Worried about WSU quality	15	7%
Acknowledgment of administrators' effort	14	7%
Turnover intent	9	4%

1. DISSATISFACTION WITH THE UNIVERSITY ADMINISTRATION.

This set of comments reflects the feelings of those employees who report being dissatisfied with the way that the budget cuts are implemented. A number of comments alluded to perceptions that the university is top-heavy. Specifically, employees believe that the top administrators are overpaid and that their salaries are not proportionally affected by the budget cuts. Another perception is that the cuts are being made in wrong areas (e.g., salary freezes, layoffs, department eliminations, instead of halting the parking structure developments, aesthetics, etc.).

2. PAY DISSATISFACTION. This set of comments alludes to employees' general dissatisfaction with their pay, lack of raises, pay reductions, retirement problems, and the overall declining quality of their benefits packages. Employees frequently cited that they are either the primary breadwinner in their family, their partner is at risk of losing their job, or that they are seeking additional employment in order to compensate for their lost income.

3. ASKED TO DO MORE WITH LESS.

Employees believe that they are continually being asked to take on more duties and responsibilities, while at the same time fewer available resources are provided and fewer employees are available. Likewise, employees believe that they are being asked to dedicate more time to WSU, while their benefits and pay decrease and their work-life balance suffers.

4. FEEL UNDERVALUED. 17% of comments reflected a perception that their work is not appreciated, that it often goes unnoticed, and is frequently undervalued by the

university. For example, employees might think that their unit supports them, but that they are dispensable to WSU.

5. LOW MORALE. Employees believe that the overall climate at WSU is fairly negative and demoralizing. Comments indicate that this atmosphere is due to factors such as decreasing pay and benefits, lack of voice, employee's own work environment, supervisors' negative treatment, and the overall perceived decline in WSU's quality.

6. LOW JOB SECURITY. A frequent complaint of WSU employees was a perception of low job security or fear of being demoted, having one's pay cut, or losing their job entirely.

7. HEALTH AND STRESS PROBLEMS. As a result of the current budgetary and structural changes in the university, some employees reported having significant stress-related health changes which include feelings of anxiety, health problems, and difficulty sleeping, among others. Some employees also note that this additional job insecurity has put strain on their non-work relationships, given the added work hours, higher expectations, and increased responsibilities.

8. DISSATISFACTION WITH SUPERVISORS.

This set of comments reflected the opinions of those employees who are dissatisfied with their immediate supervisors (i.e., rather than the general WSU administration). Those employees cited their supervisor's vindictiveness, lack of trust, poor attitude, their micromanaging approach, intimidation tactics, and incompetence as some of the reasons for their dissatisfaction. Those employees also

noted that they believe that there is little accountability for the behaviors of their immediate supervisors.

9. NO VOICE OR TRANSPARENCY. This set of comments reflects those employees who believe that AP and civil service employees have not been given adequate voice in the budget cuts allocation process. Some responses also expand upon this observation and suggest that this trend is evident throughout the day-to-day interactions with their unit and their supervisors. Some also cite being afraid of retaliation as a reason for not sharing their views with their supervisor or the overall administration. In addition, employees believe that the budget cuts allocation process is not adequately transparent.

10. STILL ENJOY ASPECTS OF ONE'S WORK. Despite the significant negative economic circumstances surrounding the university, a number of WSU employees highlighted positive aspects of their work at WSU. Among those comments are perceptions that WSU still cares about their employees' well-being, that they enjoy working at the university, and that they feel that WSU has a good mission and is community-oriented. Furthermore, employees noted that their WSU coworkers and supervisors create a pleasant and collegial working environment.

11. NO OPPORTUNITIES FOR GROWTH. Comments here reflected a belief that there are limited opportunities for professional growth and development at WSU as a result of salary and promotion freezes.

12. WORRIED ABOUT WSU QUALITY. Employees report being concerned that the WSU students are suffering given their

increasing tuition costs, negative faculty attitudes, WSU's difficulty in attracting and retaining dedicated faculty, and general lack of resources invested in education.

13. ADMINISTRATORS ARE DOING THEIR BEST. This set of comments represents the employees' beliefs that the WSU administrators are dealing with the overall economic situation the best to their ability. In addition, some employees view this budget crisis as an opportunity to learn from it and to create a more functioning university. Employees in this category perceive the administration to be competent and trustworthy.

14. TURNOVER INTENT. Some WSU employees report that they are actively looking for work elsewhere, or that they are planning to start looking for new work in the near future. Those employees tend to cite salary freezes, pay cuts, inability to meet their family financial obligations, or their experience with poor supervisors as reasons for their turnover intentions.

SURVEY-SPECIFIC COMMENTS. A number of WSU employees had reactions to completing this survey. These reactions ranged from positive (e.g., expressing appreciation for interest in employees' experience during these turbulent times) to negative (e.g., employees' time is already limited and this survey was lengthy, sections were not applicable to everybody, and the format of the survey was not clear, among others). In addition, many employees had concerns about ensuring that their responses remain anonymous.

Section IX: Appendices

Appendix A: Chair's/Dean's Survey: Effects of the Budget Cuts on WSU Faculty Retention and Performance

Appendix B: Faculty Survey: Evaluating the Effects of the WSU Budget Cuts on Morale, Performance, and Retention of WSU Faculty

Appendix C: Staff/AP Survey: Evaluating the Effects of the WSU Budget Cuts on Morale, Performance, and Retention of WSU Faculty

Please note: While these appendices reflect the content of the surveys, the actual formatting and display of response options differed due to the online data collection.

APPENDIX A

Chair's/Dean's Survey Effects of the Budget Cuts on WSU Faculty Retention and Performance

Note: The surveys were administered online via the Skylight survey system. Therefore, the formatting of the actual surveys was slightly different than appears in the Appendices. The content, however, was the same.

1. Please indicate your current administrative position at WSU:

- Department Chair (Department: drop down menu)
- Associate Chair (Department: drop down menu ; Campus: drop down menu)
- Dean (College: drop down menu)
- Academic Director (College: drop down menu; Campus: drop down menu)
- Other : _____

2. During the past 2 years, WSU has been faced with multiple budget reductions. Different units have responded to and/or been affected by these budget cuts in different ways. The following questions ask specifically how your unit was affected by the budget cuts that have occurred since 2008. Please check whether each item reflects a direct outcome of the budget cuts for your unit.

- Freeze on hiring
- Freeze on all non-essential travel
- Freeze on pay and benefit increases
- Staff layoffs
 - If yes, how many staff were laid off?
- Loss of vacant/open staff positions
 - If yes, how many positions were eliminated?
- Faculty layoffs
 - If yes, how many faculty were laid off?
- Loss of vacant/open faculty lines
 - If yes, how many positions were lost?
- Reduction in goods & services budget
 - If yes, provide % reduction
- Reduction in other expenditures (e.g., computer equipment, upgrades, etc.)
 - If yes, provide % reduction
- Reduction/Consolidation of services (i.e., support staff, janitorial services);
- Reduction of course offerings
 - If yes, provide % reduction
- Increase in course enrollment caps
 - If yes, provide % increase in enrollment caps
- Elimination/Consolidation of academic programs
 - If yes, how many programs were cut and/or consolidated?

3. Please use the following scale to indicate your opinions regarding how your faculty members have been affected by the budget cuts over the past three years, where 1 = strongly disagree and 7 = strongly agree.

- Faculty morale has suffered as a result of the budget cuts.
- Faculty are less invested in teaching as a result of the budget cuts.
- Faculty have fewer resources to conduct their research.
- Faculty have lost supplemental income as a result of the shift to on-load DDP course offerings.
- Faculty have lost supplemental income as a result of reduced summer teaching opportunities.
- Faculty are less willing to serve on committees and/or take on additional tasks since the budget cuts.
- The budget cuts may potentially adversely affect the ability of some faculty to receive tenure and/or be promoted.
- Faculty are looking for positions at other universities as a result of the budget cuts.
- The budget situation has made it difficult to attract highly qualified candidates to WSU.

4. Overall, on a scale from 1 (not at all) to 7 (extremely), how affected has your unit been by the budget cuts since 2008?

5. Please provide the mean and standard deviation for your unit's most recent (i.e., 2009) annual review ratings.

Unit Mean: _____

Unit SD: _____

Not applicable

APPENDIX B

Faculty Survey Evaluating the Effects of the WSU Budget Cuts on Morale, Performance, and Retention of WSU Faculty

PART I. BACKGROUND

We would like to begin by asking a few questions about your personal background and demographic characteristics. Read each item and mark the option that describes you best.

Please note: Although such information could conceivably be used to attempt to identify individual respondents, we are only interested in this information to compare groups of individuals (for example, tenure track compared to non-tenure track; males and females; etc.). Please also remember that all of your responses are completely confidential and you are free to skip any question you do not wish to answer for whatever reason.

1. Are you: Male Female

2. What is your age? _____

3. What is your ethnic/racial background?

- ☐ African-American/Black
- ☐ American Indian/Native American
- ☐ Anglo/White
- ☐ Asian/Pacific Islander
- ☐ Hispanic/Latino
- ☐ Other: _____

4. Please indicate your marital status:

- ☐ Single
- ☐ Married/Partnered
- ☐ Separated/Divorced
- ☐ Widowed

5. Please indicate your faculty status/rank:

Tenure track (drop-down):

- ☐ Assistant Professor
- ☐ Associate Professor
- ☐ Full Professor
- ☐ Regents Professor

Non-tenure track (drop-down):

- ☐ Instructor
- ☐ Adjunct Professor
- ☐ Clinical Faculty
- ☐ Research Faculty
- ☐ Other: _____

6. How long have you been at WSU? ____years ____months

7. What is your primary academic departmental affiliation? [drop down of all university departments, including "other"]

PART II. THE RECENT BUDGET CUTS

This next section asks about your perceptions regarding the budget cuts that have taken place at WSU since 2008, as well as the sociopolitical environment in which they have occurred. Please indicate your level of agreement with each of the following statements on a scale from 1 (strongly disagree) to 7 (strongly agree).

- ___1. The quality of a WSU education has eroded because of the lack of resources.
- ___2. A WSU education is synonymous with high quality.
- ___3. A degree from WSU is considered prestigious.
- ___4. People in Washington state and the legislature value higher education.
- ___5. Higher education in WA has stagnated due to repeated legislative budget cuts.
- ___6. Higher education is increasingly devalued by the legislature and the people within WA state.
- ___7. I understand the reasons behind the WSU budget cuts.
- ___8. I understand why budget cuts at WSU need to be done.
- ___9. Budget cuts are harmful to my department.
- ___10. Budget cuts have negatively affected my ability to teach.
- ___11. The budgetary climate at WSU has negatively affected my scholarly productivity.
- ___12. I support the way that budget cuts are being allocated.
- ___13. I am optimistic that the overall economy will recover soon.
- ___14. Economic recovery in general is unlikely for a few years.
- ___15. I expect WSU will experience more reductions next year.
- ___16. My department will experience reductions in the near future.
- ___17. I have a voice in the way in which future budget cuts are made.
- ___18. Budget cut decisions will be made by administrators with little input from faculty.
- ___19. The WSU administration relies heavily on faculty input to make budgetary decisions.
- ___20. By taking an active part in political and social affairs, we the people can influence world events.
- ___21. The average citizen can have an influence on government decisions.
- ___22. It is difficult for us to have much control over the things politicians do in office.
- ___23. Bad economic conditions are caused by world events that are beyond our control.

- ___ 24. Our university has a poor future unless it can attract better administrators.
- ___ 25. Administration can be trusted to make sensible decisions for the future of the university.
- ___ 26. Administration at WSU seems to do an efficient job.
- ___ 27. Administrators at WSU are sincere in their attempts to accommodate faculty points of view.
- ___ 28. I feel quite confident that this university will always treat me fairly.
- ___ 29. Our administration would be quite prepared to gain advantage by deceiving faculty.

The following items refer to the procedures used to make decisions regarding budget cuts allocations since the summer of 2008 (i.e., the start of the recession). On a scale from 1 (to a small extent) to 5 (to a large extent),

To what extent...

- ___ 1. Have you been able to express your views and feelings during the process?
- ___ 2. Have you had influence over the budget cuts allocation arrived at by those procedures?
- ___ 3. Have those procedures been applied consistently?
- ___ 4. Have those procedures been free of bias?
- ___ 5. Have those procedures been based on accurate information?
- ___ 6. Have you been able to appeal the budget cuts decisions arrived at by those procedures?
- ___ 7. Have those procedures upheld ethical and moral standards?

PART III. YOUR JOB AT WSU

This next section asks about your perceptions of your job at WSU. Read each item and select the option that best describes your opinions and perceptions about your job.

YOUR FUTURE EMPLOYMENT

What is your FUTURE EMPLOYMENT like with this organization? Check YES if the item describes your FUTURE EMPLOYMENT. Check NO if the item does not describe your FUTURE EMPLOYMENT, and "Don't know" if you cannot decide. Please respond to each item below.

My future employment is:

- | | Yes | No | Don't Know |
|--------------------------------|-----|----|------------|
| 1. SURE | | | |
| 2. UNPREDICTABLE | | | |
| 3. UP IN THE AIR | | | |
| 4. STABLE | | | |
| 5. QUESTIONABLE | | | |
| 6. UNKNOWN | | | |
| 7. MY JOB IS ALMOST GUARANTEED | | | |
| 8. CAN DEPEND ON BEING HERE | | | |
| 9. CERTAIN | | | |

PEOPLE YOU WORK WITH

What are the PEOPLE YOU WORK WITH like MOST of the time? Check YES if the item describes PEOPLE YOU WORK WITH. Check NO if the item does not describe PEOPLE YOU WORK WITH, and "Don't know" if you cannot decide. Please respond to each item below.

The people I work with are:

	Yes	No	Don't Know
--	-----	----	---------------

- a. BORING
- b. SLOW
- c. RESPONSIBLE
- d. LAZY
- e. INTELLIGENT
- f. FRUSTRATING

YOUR DEPARTMENT CHAIR

What is your DEPARTMENT CHAIR like MOST OF THE TIME? Check YES if the item describes your DEPARTMENT CHAIR; NO if the item does not describe your DEPARTMENT CHAIR, and "Don't know" if you cannot decide. Please respond to each item below.

My DEPARTMENT CHAIR is:

	Yes	No	Don't Know
--	-----	----	---------------

- a. HARD TO PLEASE
- b. IMPOLITE
- c. PRAISES GOOD WORK
- d. INFLUENTIAL
- e. ANNOYING
- f. INTERFERES WITH MY WORK

YOUR PAY

What is YOUR PAY like? Check YES if the item describes YOUR PAY; NO if the item does not describe YOUR PAY, and "Don't know" if you cannot decide. Please respond to each item below.

My pay:

	Yes	No	Don't Know
--	-----	----	---------------

- a. PAID WELL BY INDUSTRY STANDARDS
- b. FAIRLY PAID
- c. UNDERPAID
- d. INCOME ADEQUATE FOR NORMAL EXPENSES
- e. BARELY LIVE ON INCOME
- h. HIGHLY PAID

PROMOTIONS

What are your PROMOTION OPPORTUNITIES like? Check YES if the item describes your PROMOTION OPPORTUNITIES; NO if the item does not describe your PROMOTION OPPORTUNITIES; and "Don't know" if you cannot decide. Please respond to each item below.

My promotions:

	Yes	No	Don't Know
--	-----	----	------------

- a. GOOD OPPORTUNITIES FOR ADVANCEMENT
- b. PROMOTION OF ABILITY
- c. DEAD END JOB
- d. GOOD CHANCE FOR PROMOTION
- e. UNFAIR PROMOTION POLICY
- f. INFREQUENT PROMOTIONS

YOUR WORK

What is your WORK like MOST of the time? Check YES if the item describes YOUR WORK; NO if the item does not describe YOUR WORK; and "Don't know" if you cannot decide. Please respond to each item below.

The work I do:

	Yes	Don't No	Know
--	-----	----------	------

- a. FASCINATING
- b. SATISFYING
- d. CREATIVE
- e. CHALLENGING
- f. GIVES A SENSE OF ACCOMPLISHMENT
- i. REWARDING

YOUR JOB SECURITY

What is YOUR JOB SECURITY like? Check YES if the item describes YOUR JOB SECURITY. Check NO if the item does not describe YOUR JOB SECURITY. Check "Don't Know" if you cannot decide. Please choose a response for each item.

My job security:

	Yes	No	Don't Know
--	-----	----	------------

- a. NEVER BEEN MORE SECURE
- b. NERVE-WRACKING
- c. SUFFICIENT AMOUNT OF SECURITY
- d. LOOKS OPTIMISTIC
- e. UPSETTING HOW LITTLE JOB SECURITY I HAVE
- f. EXCELLENT AMOUNT OF SECURITY
- g. STRESSFUL
- h. POSITIVE
- i. UNACCEPTABLY LOW

Employers and employees often have explicit and implicit expectations of and obligations to each other. The following questions ask about your perceptions regarding those obligations and expectations, and how they may or may not have changed over time.

Has WSU ever failed to meet the obligations you felt were promised to you? yes/no

Has WSU ever exceeded the obligations you felt were owed to you? yes/no

Using a scale from 1 (strongly disagree) to 7 (strongly agree), please indicate your perceptions regarding your relationship with WSU.

- ___ 1. I receive stagnant or reduced wages the longer I work here.
- ___ 2. I have fulfilled my commitments to WSU.
- ___ 3. WSU demands more from me while giving me less in return.
- ___ 4. In general, I live up to my promises made to WSU.
- ___ 5. Overall, WSU has fulfilled its commitments to me.
- ___ 6. WSU will decrease benefits in the next few years.
- ___ 7. I work more and more for less pay.
- ___ 8. In general, WSU has lived up to its promises.
- ___ 9. I would be happy to spend the rest of my career at WSU.
- ___ 10. I enjoy talking about WSU with people outside it.
- ___ 11. I really feel as if WSU's problems are my own.
- ___ 12. I think that I could easily become as attached to another university as I am to this one.
- ___ 13. I do not feel like "part of the family" at WSU.
- ___ 14. I do not feel "emotionally attached" to WSU.
- ___ 15. WSU has a great deal of personal meaning to me.
- ___ 16. I do not feel a strong sense of belonging to WSU.
- ___ 17. I am committed to staying in academia.
- ___ 18. I am considering positions in the private sector.
- ___ 19. I am looking at open positions in other universities.
- ___ 20. I can be a strong candidate for an open faculty position elsewhere.
- ___ 21. I could easily get a faculty position elsewhere.
- ___ 22. I can get a better faculty position elsewhere.
- ___ 23. I often think about quitting my job at WSU.
- ___ 24. I have to miss family activities due to the amount of time I must spend on work responsibilities.
- ___ 25. I am often so emotionally drained when I get home from work that it prevents me from contributing to my family.
- ___ 26. I have to miss work activities due to the amount of time I must spend on family responsibilities.
- ___ 27. Because I am often stressed from family responsibilities, I have a hard time concentrating on my work.

Please read each statement below carefully and decide how often you feel this way about your job. Responses can range from 0=never to 6=every day.

0	1	2	3	4	5	6
Never	Sporadic (A few times a year or less)	Now and Then (Once a month or less)	Regular (A few times a month)	Often (Once a week)	Very Often (A few times a week)	Daily

- ___ 1. I am enthusiastic about my job.
- ___ 2. I feel emotionally drained from my work.
- ___ 3. I feel used up at the end of the workday.
- ___ 4. My job inspires me.
- ___ 5. I feel happy when I am working intensely.
- ___ 6. I am proud of the work that I do.
- ___ 7. I have become less interested in my work since I started this job.
- ___ 8. I just want to do my job and not be bothered.
- ___ 9. I am immersed in my work.
- ___ 10. I have become less enthusiastic about my work.
- ___ 11. I get carried away when I am working.
- ___ 12. I feel tired when I get up in the morning and have to face another day on the job.
- ___ 13. Working all day is really a strain for me.
- ___ 14. I feel burned out from my work.
- ___ 15. I doubt the significance of my work.
- ___ 16. I have become more cynical about whether my work contributes anything.

PART IV. YOUR TEACHING, RESEARCH, AND SERVICE

This next section asks about your professional activities, including teaching, research, and service. Please read each item and indicate your level of agreement with the statements on a scale of 1 (strongly disagree) to 7 (strongly agree).

My Teaching...

- ___ 1. I voluntarily help new instructors or graduate students with their teaching.
- ___ 2. I make innovative suggestions to improve the overall teaching quality at our university.
- ___ 3. I attend workshops to keep my teaching skills up to date.
- ___ 4. Investing my time in teaching is good for my career.

My Research...

- ___ 5. Extramural grant seeking is necessary in my line of work/research.
- ___ 6. Extramural grants are crucial in order to maintain my research productivity.

___ 7. With my line of research, I can get all the necessary resources to complete my work from my department or WSU.

My Service to WSU...

___ 8. I willingly serve on committees at WSU.

___ 9. I regularly volunteer to serve on committees at WSU.

___ 10. I am an active participant of committees at WSU.

___ 11. Investing time on committees at WSU is beneficial to my career.

Thinking about the service related activities you have participated in at WSU, what factors motivate you provide service to the institution?

___ 12. Service is central to the life of the institution.

___ 13. Involvement in service can give you a voice in administrative decision making.

___ 14. Service provides a deeper understanding of campus culture.

___ 15. Serving on committees provides an opportunity to contribute to the campus environment.

___ 16. Service is one way for faculty to maintain some control and to exercise their autonomy.

___ 17. Service is valued, accepted, and rewarded by the institution.

Thinking about the university climate for service, what factors discourage you to participate in service-related activities.

___ 18. I am not satisfied with the direction of the institution.

___ 19. Service activities compete too much with research and teaching.

___ 20. Service work is not compensated and is mostly unrecognized by peers.

___ 21. Service is not valued, appreciated, accepted, or awarded by peers.

Service to my Profession...

___ 22. I willingly provide service to my profession (e.g., journal reviewing, membership on professional committees or boards, conference committees, etc.).

___ 23. I am an active member of my professional organization(s).

___ 24. I believe that investing extra time to my professional organizations is beneficial to my career.

___ 25. I am more willing to provide service that benefits my profession (e.g., through serving on boards, conference reviewing, etc.) than service that only benefits WSU.

___ 26. I would rather serve on a board in my field than serve on a committee at WSU.

My Opportunities to Network and Develop Collaborations with Colleagues at Other Institutions...

___ 27. I have plenty of opportunities to network with other researchers in my field.

___ 28. I am satisfied with my opportunities to network and develop collaborations with colleagues at other institutions.

___ 29. WSU encourages me to network with colleagues at other institutions.

___ 30. WSU provides me adequate means to develop collaborations with colleagues at other institutions.

Faculty are often asked to provide service in a variety of different ways. Please rank order your preference in terms of providing service to the university, your college, your department, the local community, and your profession (i.e., journals, academic professional organizations, conference committees, etc.). In other words, we are all asked to provide service. Which categories do you feel are most important to least important. Use a 1 to identify your top priority, a 2 to identify your next highest priority, etc.

- WSU University-wide committees
- College committees
- Departmental committees
- Local community service (community boards, partnerships, etc.)
- Service to profession (e.g., editorial work, conference committees, reviewing, etc.)

A Few Final Teaching- And Research-Related Questions

Compared to before the recession (i.e., prior to 2008),

1. Have you been asked to raise your course caps? YES NO
2. Have you had fewer opportunities to teach during the summer? YES NO
3. Do you have fewer, the same, or more resources to teach effectively?
 - a. FEWER resources
 - b. the SAME amount of resources
 - c. MORE resources
4. Have you lost opportunities to teach DDP/online courses overload (i.e., for extra pay)?
YES NO
5. Have your teaching evaluation ratings improved, stayed the same, or declined?
 - a. IMPROVED
 - b. STAYED THE SAME
 - a. DECLINED
6. Do you have fewer, the same, or more resources to conduct your research?
 - a. FEWER resources
 - b. the SAME amount of resources
 - c. MORE resources
7. Has your scholarly productivity improved, stayed the same, or declined?
 - a. IMPROVED
 - b. STAYED THE SAME
 - c. DECLINED

The questions below ask about your performance at WSU, e.g., your most recent annual review rating. We understand that this can be sensitive information. However, the sole purpose of this question is to determine the extent to which departmental budget cuts impact faculty performance. While it is an imperfect and incomplete measure of your performance, it is the only standardized measure in the WSU system that will allow for an “apples to apples” comparison. Please also remember: This survey is anonymous and is not linked to your name and all information contained in this survey is completely confidential.

1. Please provide your most recent (i.e., 2009) annual review rating: _____
2. Do you expect your annual review rating for the current year (2010) to be:
 - a. LOWER
 - b. ABOUT THE SAME
 - c. HIGHER
3. What is your current salary? [drop down]
4. Have you received a merit pay increase in the past 3 years? YES NO
5. Do you expect to receive a merit pay increase in the next 3 years? YES NO

THIS CONCLUDES OUR SURVEY.

**THANK YOU VERY MUCH FOR YOUR WILLINGNESS TO PARTICIPATE AND PROVIDE US WITH
YOUR HONEST RESPONSES.**

A feedback report summarizing the results of this research will be made available to the WSU community and will be disseminated via department chairs, WSU Announcements and WSU Today. In the meantime, if you have questions about this research or additional comments, you may post them in the space below. Thank you again.

APPENDIX C

STAFF/AP SURVEY

Evaluating the Effects of the WSU Budget Cuts on Morale, Performance, and Retention of WSU Staff

PART I. THE RECENT BUDGET CUTS

This first section asks about your perceptions regarding the budget cuts that have taken place at WSU since 2008, as well as the sociopolitical environment in which they have occurred.

1. Has your unit's budget been cut since 2008? YES NO

1b. If YES, which of the following cuts have been made to your unit's budget? Please check all that apply.

- | | | | |
|-----------------------|--|-----|----|
| <input type="radio"/> | Freeze on all hiring | YES | NO |
| <input type="radio"/> | Freeze on all non-essential travel | YES | NO |
| <input type="radio"/> | Freeze on pay and benefit increases | | |
| <input type="radio"/> | Staff layoffs | | |
| <input type="radio"/> | Loss of vacant/open staff positions | | |
| <input type="radio"/> | Reduction in goods & services budget | | |
| <input type="radio"/> | Reduction/Consolidation/Reorganization of services | | |
| <input type="radio"/> | Other (please specify _____) | | |

1a. If YES, how much was your unit affected by this cut? (radio button)

1	2	3	4	5	6	7
Not affected at all			Somewhat affected			Extremely affected

2. Have any of the following occurred to YOU as a result of the cuts?

Changed Office Location YES NO

Changed Supervisors YES NO

New Work Tasks / Added Work Responsibilities

Pay Cut

Job Demotion

Lower Job Status

New Coworkers

New Policies

Coworkers Laid Off

Working Longer Hours Than Expected or Contracted

Increased Need to Take Work Home

Access to Fewer Resources

Other (please specify _____)

2a. If you answered YES to any of the above, how much have these changes affected your ability to complete your work tasks?

1	2	3	4	5	6	7
Not affected at all			Somewhat affected			Extremely affected

Please indicate your level of agreement with each of the following statements on a scale from 1 (strongly disagree) to 7 (strongly agree).

- ___ 1. I understand the reasons behind the WSU budget cuts.
- ___ 2. Budget cuts are harmful to my unit.
- ___ 3. I understand why budget cuts at WSU need to be done.
- ___ 4. Budget cuts have negatively affected my ability to complete my work tasks.
- ___ 5. I support the way that budget cuts are being allocated.
- ___ 6. I am optimistic that the overall economy will recover soon.
- ___ 7. Economic recovery in general is unlikely for a few years.
- ___ 8. I expect WSU will experience more reductions next year.
- ___ 9. My unit will experience reductions in the near future.
- ___ 10. The quality of a WSU education has eroded because of the lack of resources.
- ___ 11. A WSU education is synonymous with high quality.
- ___ 12. A degree from WSU is considered prestigious.
- ___ 13. People in Washington state and the legislature value higher education.
- ___ 14. Higher education in WA has stagnated due to repeated legislative budget cuts.
- ___ 15. Higher education is increasingly devalued by the legislature and the people within WA state.
- ___ 16. I have a voice in the way in which future budget cuts are made.
- ___ 17. Budget cut decisions will be made by administrators with little input from employees.
- ___ 18. The WSU administration relies heavily on employee input to make budgetary decisions.
- ___ 19. By taking an active part in political and social affairs, we the people can influence world events.
- ___ 20. The average citizen can have an influence on government decisions.
- ___ 21. It is difficult for us to have much control over the things politicians do in office.
- ___ 22. Bad economic conditions are caused by world events that are beyond our control.

The following items refer to the procedures WSU used to make decisions regarding budget cuts allocations since the summer of 2008 (i.e., the start of the recession). On a scale from 1 (to a small extent) to 5 (to a large extent),

To what extent...

- ___ 1. Have you been able to express your views and feelings during the process?
- ___ 2. Have you had influence over the budget cuts allocation arrived at by those procedures?
- ___ 3. Have those procedures been applied consistently?
- ___ 4. Have those procedures been free of bias?

- ____ 5. Have those procedures been based on accurate information?
 ____ 6. Have you been able to appeal the budget cuts decisions arrived at by those procedures?
 ____ 7. Have those procedures upheld ethical and moral standards?

PART II. YOUR JOB AT WSU

This next section asks about your perceptions of your job at WSU. Read each item and select the option that best describes your opinions and perceptions about your job.

YOUR FUTURE EMPLOYMENT

What is your FUTURE EMPLOYMENT like with this organization? Check YES if the item describes your FUTURE EMPLOYMENT. Check NO if the item does not describe your FUTURE EMPLOYMENT, and "Don't know" if you cannot decide. Please respond to each item below.

My future employment is:

	Yes	No	Don't Know
1. SURE			
2. UNPREDICTABLE			
3. UP IN THE AIR			
4. STABLE			
5. QUESTIONABLE			
6. UNKNOWN			
7. MY JOB IS ALMOST GUARANTEED			
8. CAN DEPEND ON BEING HERE			
9. CERTAIN			

PEOPLE YOU WORK WITH

What are the PEOPLE YOU WORK WITH like MOST of the time? Check YES if the item describes PEOPLE YOU WORK WITH. Check NO if the item does not describe PEOPLE YOU WORK WITH, and "Don't know" if you cannot decide. Please respond to each item below.

The people I work with are:

	Yes	No	Don't Know
a. BORING			
b. SLOW			
c. RESPONSIBLE			
d. LAZY			
e. INTELLIGENT			
f. FRUSTRATING			

YOUR SUPERVISOR

What is your direct SUPERVISOR like MOST OF THE TIME? Check YES if the item describes your SUPERVISOR; NO if the item does not describe your SUPERVISOR, and "Don't know" if you cannot decide. Please respond to each item below.

My SUPERVISOR is:

	Yes	No	Don't Know
a. HARD TO PLEASE			
b. IMPOLITE			
c. PRAISES GOOD WORK			
d. INFLUENTIAL			
e. ANNOYING			
f. INTERFERES WITH MY WORK			

YOUR PAY

What is YOUR PAY like? Check YES if the item describes YOUR PAY; NO if the item does not describe YOUR PAY, and "Don't know" if you cannot decide. Please respond to each item below.

My pay:

	Yes	No	Don't Know
a. PAID WELL BY INDUSTRY STANDARDS			
b. FAIRLY PAID			
c. UNDERPAID			
d. INCOME ADEQUATE FOR NORMAL EXPENSES			
e. BARELY LIVE ON INCOME			
h. HIGHLY PAID			

PROMOTIONS

What are your PROMOTION OPPORTUNITIES like? Check YES if the item describes your PROMOTION OPPORTUNITIES; NO if the item does not describe your PROMOTION OPPORTUNITIES; and "Don't know" if you cannot decide. Please respond to each item below.

My promotions:

	Yes	No	Don't Know
a. GOOD OPPORTUNITIES FOR ADVANCEMENT			
b. PROMOTION OF ABILITY			
c. DEAD END JOB			
d. GOOD CHANCE FOR PROMOTION			
e. UNFAIR PROMOTION POLICY			
f. INFREQUENT PROMOTIONS			

YOUR WORK

What is your WORK like MOST of the time? Check YES if the item describes YOUR WORK; NO if the item does not describe YOUR WORK; and "Don't know" if you cannot decide. Please respond to each item below.

The work I do:

	Yes	No	Don't Know
a. FASCINATING			
b. SATISFYING			
d. CREATIVE			
e. CHALLENGING			
f. GIVES A SENSE OF ACCOMPLISHMENT			
i. REWARDING			

YOUR JOB SECURITY

What is YOUR JOB SECURITY like? Check YES if the item describes YOUR JOB SECURITY. Check NO if the item does not describe YOUR JOB SECURITY. Check "Don't Know" if you cannot decide. Please choose a response for each item.

My job security:

	Yes	No	Don't Know
a. NEVER BEEN MORE SECURE			
b. NERVE-WRACKING			
c. SUFFICIENT AMOUNT OF SECURITY			
d. LOOKS OPTIMISTIC			
e. UPSETTING HOW LITTLE JOB SECURITY I HAVE			
f. EXCELLENT AMOUNT OF SECURITY			
g. STRESSFUL			
h. POSITIVE			
i. UNACCEPTABLY LOW			

YOUR JOB IN GENERAL

Using a scale from 1 (strongly disagree) to 7 (strongly agree), please indicate your feelings about your job and work tasks.

1. I have little control over my work.
2. I have no control over what is happening in my work area (office, work stations, desk).
3. I have little say in decisions that affect my work.
4. People come and go regularly - here today, gone tomorrow.
5. Frequent changes are made in this organization.
6. Changes are declared and put into place without any input from people at my level.
7. I work on unnecessary job activities.

8. I have job activities that are accepted by one person and not by others.
9. I receive conflicting requests from two or more people.
10. My job objectives are unclear to me.
11. I do not have the authority to do my job well.
12. I am not sure what is expected of me.
13. To keep up with my job, I usually have to take work home with me.
14. My job is difficult.
15. I am responsible for too many tasks.
16. My job pushes me hard to finish on time.
17. There is not enough time in the day to do my job properly.
18. I don't have time to take an occasional break from the job.

TRAINING OPPORTUNITIES

- _____ 1. WSU encourages me to learn new things about my job.
- _____ 2. WSU generally discourages employees who seek out training opportunities.
- _____ 3. WSU expects me to take advantage of training opportunities to improve my job-related skills and knowledge.
- _____ 4. I do not feel like WSU provides many chances to improve my knowledge and skills.
- _____ 5. I feel free to take training that will help me perform my job better.
- _____ 6. WSU prefers workers who already have the necessary job skills.
- _____ 7. WSU sees to it that I get training to increase my levels of job skills and knowledge.
- _____ 8. I do not believe there are opportunities within WSU to learn more.

DEALING WITH CHANGE

Please respond to the statements below using a scale from 1 (strongly disagree) to 7 (strongly agree).

- _____ 1. When plans at work change unexpectedly, I feel confident I can adapt and make things run smoothly.
- _____ 2. When new policies are introduced at work, I am usually able to adapt and make the necessary changes to my work in order to adhere to the new policies.
- _____ 3. I enjoy the challenge when organizational changes require me to learn new things.
- _____ 4. When unexpected problems occur in the workplace, I go right to work on them and feel sure I can solve most of them.
- _____ 5. I feel unsure about my ability to adapt to changes occurring in this organization.
- _____ 6. When introduced to new coworkers, I feel we can work well together.
- _____ 7. I do not feel capable of dealing with the changes in my work environment.
- _____ 8. I will be able to achieve most of the goals that I have set for myself.
- _____ 9. When facing difficult tasks, I am certain that I will accomplish them.
- _____ 10. In general, I think that I can obtain outcomes that are important to me.
- _____ 11. I believe I can succeed at most any endeavor to which I set my mind.

- ___ 12. I will be able to successfully overcome many challenges.
- ___ 13. I am confident that I can perform effectively on many different tasks.
- ___ 14. Compared to other people, I can do most tasks very well.
- ___ 15. Even when things are tough, I can perform quite well.
- ___ 16. I tend to bounce back quickly after hard times.
- ___ 17. I have a hard time making it through stressful events.
- ___ 18. It does not take me long to recover from a stressful event.
- ___ 19. It is hard for me to snap back when something bad happens.
- ___ 20. I usually come through difficult times with little trouble.
- ___ 21. I tend to take a long time to get over set-backs in my life.

YOUR RELATIONSHIP WITH WSU

Employers and employees often have explicit and implicit expectations of and obligations to each other. The following questions ask about your perceptions regarding those obligations and expectations, and how they may or may not have changed over time.

Has WSU ever failed to meet the obligations you felt were promised to you? yes/no

Has WSU ever exceeded the obligations you felt were owed to you? yes/no

Using a scale from 1 (strongly disagree) to 7 (strongly agree), please indicate your perceptions regarding your relationship with WSU.

- ___ 1. I receive stagnant or reduced wages the longer I work here.
- ___ 2. I have fulfilled my commitments to WSU.
- ___ 3. WSU demands more from me while giving me less in return.
- ___ 4. In general, I live up to my promises made to WSU.
- ___ 5. Overall, WSU has fulfilled its commitments to me.
- ___ 6. WSU will decrease benefits in the next few years.
- ___ 7. I work more and more for less pay.
- ___ 8. In general, WSU has lived up to its promises.
- ___ 9. I would be happy to spend the rest of my career at WSU.
- ___ 10. I enjoy talking about WSU with people outside it.
- ___ 11. I really feel as if WSU's problems are my own.
- ___ 12. I think that I could easily become as attached to another organization as I am to this one.
- ___ 13. I do not feel like "part of the family" at WSU.
- ___ 14. I do not feel "emotionally attached" to WSU.
- ___ 15. WSU has a great deal of personal meaning to me.
- ___ 16. I do not feel a strong sense of belonging to WSU.
- ___ 17. Our university has a poor future unless it can attract better administrators.
- ___ 18. Administration can be trusted to make sensible decisions for the future of the university.
- ___ 19. Administration at WSU seems to do an efficient job.

- ___ 20. Administrators at WSU are sincere in their attempts to accommodate employee points of view.
- ___ 21. I feel quite confident that this university will always treat me fairly.
- ___ 22. Our administration would be quite prepared to gain advantage by deceiving employees.
- ___ 23. I have to miss family activities due to the amount of time I must spend on work responsibilities.
- ___ 24. I am often so emotionally drained when I get home from work that it prevents me from contributing to my family.
- ___ 25. I have to miss work activities due to the amount of time I must spend on family responsibilities.
- ___ 26. Because I am often stressed from family responsibilities, I have a hard time concentrating on my work.

YOUR JOB WITHIN WSU

- ___ 1. My job is just as important as any other job at WSU.
- ___ 2. At WSU, the contributions of AP and civil service staff employees are as equally valued as the contributions of faculty.
- ___ 3. My job is central to the mission of WSU.
- ___ 4. I often feel that my job is not valued by others at WSU.
- ___ 5. WSU's administration respects my work.

Please read each statement below carefully and decide how often you feel this way about your job. Responses can range from 0=never to 6=every day.

- ___ 1. I am enthusiastic about my job.
- ___ 2. I feel emotionally drained from my work.
- ___ 3. I feel used up at the end of the workday.
- ___ 4. My job inspires me.
- ___ 5. I feel happy when I am working intensely.
- ___ 6. I am proud of the work that I do.
- ___ 7. I have become less interested in my work since I started this job.
- ___ 8. I just want to do my job and not be bothered.
- ___ 9. I am immersed in my work.
- ___ 10. I have become less enthusiastic about my work.
- ___ 11. I get carried away when I am working.
- ___ 12. I feel tired when I get up in the morning and have to face another day on the job.
- ___ 13. Working all day is really a strain for me.
- ___ 14. I feel burned out from my work.
- ___ 15. I doubt the significance of my work.
- ___ 16. I have become more cynical about whether my work contributes anything.

Different people have different expectations and hopes regarding their long-term relationship with their employer. Please indicate the extent to which the following statements are true for you, using the following response scale.

To little or no extent	To a limited extent	To some extent	To a considerable extent	To a great extent
1	2	3	4	5

- ____ 1. I like the predictability that comes with working continuously for the same organization.
- ____ 2. I would feel very lost if I couldn't work for my current organization.
- ____ 3. I prefer to stay in an organization I am familiar with rather than look for employment elsewhere.
- ____ 4. If my organization provided lifetime employment, I would never desire to seek work in other organizations.
- ____ 5. In my ideal career, I would work for only one organization.

YOUR FUTURE PLANS

How often do you think about QUITTING your job?

- A. Never
- B. Seldom
- C. Sometimes
- D. Often
- E. Constantly

How likely is it that you will QUIT your job in the NEXT SEVERAL MONTHS?

- A. Very unlikely
- B. Unlikely
- C. Neither likely nor unlikely
- D. Likely
- E. Very likely

How easy or difficult would it be financially for you to QUIT your job?

- A. Very difficult
- B. Difficult
- C. Neither easy nor difficult
- D. Easy
- E. Very easy

How easy or difficult would it be for you to get another job as good as this one?

- A. Very difficult
- B. Difficult
- C. Neither easy nor difficult
- D. Easy

E. Very easy

PART III. YOUR HEALTH AND WELL-BEING

Stressful events such as repeated budget cuts can take a toll on employees. This next section asks about your health and well-being. Please read each item and indicate your level of agreement with the statements on a scale of 1 (strongly disagree) to 7 (strongly agree).

How have you felt during the PAST MONTH? Please circle the best number.

DURING THE PAST MONTH...

	None of the time	Little bit of the time	Some of the time		Good Bit of the time	Most of the time	All of the time
1. How often were you a very nervous person?	1	2	3	4	5	6	
2. How often have you felt calm and peaceful?	1	2	3	4	5	6	
3. How often have you felt downhearted and blue?	1	2	3	4	5	6	
4. How often have you felt so down in the dumps that nothing could cheer you up?	1	2	3	4	5	6	
5. How often were you a happy person?	1	2	3	4	5	6	

Please indicate if you have experienced any of the following Health Conditions within the PAST YEAR.

Heart disease or condition	Yes	No
Back problems	Yes	No
Respiratory or lung problems	Yes	No
High blood pressure	Yes	No
Severe headaches	Yes	No
Ulcer	Yes	No
Shortness of breath upon exerting myself	Yes	No
Frequent headaches	Yes	No
Difficulty falling asleep or staying asleep	Yes	No
Nightmares	Yes	No
Frequent stomach pains	Yes	No
Feel exhausted for no good reason	Yes	No
Frequent colds	Yes	No

Below are five statements with which you may agree or disagree. Using the 1-7 scale below, indicate your agreement with each item by placing the appropriate number on the line preceding that item.

- ____ 1. In most ways, my life is close to my ideal.
- ____ 2. The conditions of my life are excellent.
- ____ 3. I am satisfied with my life.
- ____ 4. So far, I have gotten the important things I want in life.
- ____ 5. If I could live my life over, I would change almost nothing.

PART IV. BACKGROUND

This last section asks a few questions about your personal background and demographic characteristics. Read each item and mark the option that describes you best.

Please note: We are only interested in this information to compare groups of individuals (for example, part-time compared to full-time employees; males and females; etc.). Please also remember that all of your responses are completely confidential and you are free to skip any question you do not wish to answer for whatever reason.

- 1. Are you: Male Female
- 2. What is your age? _____
- 3. What is your ethnic/racial background?
 - African-American/Black
 - American Indian/Native American
 - Anglo/White
 - Asian/Pacific Islander
 - Hispanic/Latino
 - Other: _____
- 4. Please indicate your marital status:
 - Single
 - Married/Partnered
 - Separated/Divorced
 - Widowed
- 5. What is the highest level of education that you have completed? Mark only ONE
 - Less than a High School diploma
 - High School diploma or GED
 - High school diploma plus some technical training or apprenticeship
 - Some college
 - Associate's Degree

- BA/BS or other Bachelor's degree
 - Some graduate school
 - Graduate or professional degree
6. Please indicate your employee status:
Civil Service / Staff
Administrative Professional (AP)
7. Which category best describes your schedule?
Full-time employee
Part-time employee
8. Which category best describes the terms of your employment?
Permanent employee
Temporary employee
9. How long have you been at WSU? ____years ____months
10. What is your unit affiliation? [drop down of all non-academic departments, including "other"]
11. What campus are you on?
12. What is your current salary? [drop down]
- a. <\$20,000
 - b. \$20,000-29,999
 - c. \$30,000-39,999
 - d. \$40,000-49,999
 - e. \$50,000-59,999
 - f. \$60,000-69,999
 - g. \$70,000-79,999
 - h. \$80,000-89,999
 - i. \$90,000-99,999
 - j. \$100,000-109,999
 - k. \$110,000-119,999
 - l. \$120,000+

THIS CONCLUDES OUR SURVEY.

THANK YOU VERY MUCH FOR YOUR WILLINGNESS TO PARTICIPATE AND PROVIDE US WITH
YOUR HONEST RESPONSES.

A feedback report summarizing the results of this research will be made available to the WSU community and will be disseminated via department chairs, WSU Announcements and WSU Today. In the meantime, if you have questions about this research or additional comments, you may post them in the space below. Thank you again.