



Staff Workforce Analytics and Trends Report Series

Staff Climate Survey

Fiscal Year 2013

Produced by Texas A&M University, Human Resources, August 2013

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Executive Summary

Introduction

The health of an organization depends in large part on the recruitment, retention and leadership of its single most-valuable resource: its employees. To that effort, the Staff Workforce and Analytics Trends report series is designed to put informative data and analyses into the hands of Texas A&M University management. Nine periodic reports provide human resource-related information on budgeted staff employees and include relevant metrics, trends and commentary.

Employee climate surveys are studies of employees' perceptions and perspectives of an organization. The Texas A&M University 2012/2013 Employee Climate Survey (the survey) was designed to understand employee attitudes and concerns to help the university partner with employees to install positive changes, as appropriate. It was conducted in two phases (November 2012 and January 2013). The survey responses were compared to the previous survey conducted in 2009 which assessed employee job attitudes and behaviors.

Texas A&M University has 170 departments and units with 4,800 budgeted staff employees, and 2,600 faculty supporting the core teaching, research and service mission of the university.

Consistent with the previous surveys conducted in 2009 and 2006, Human Resources collaborated with Dr. Wendy Boswell, Department of Management, Mays Business School, to conduct the Employee Climate Survey. The survey has been conducted on a regular basis to use comparative data for determining future programs and services for employees, and for research purposes. Overall observations and commentary provided in this document were drawn from Dr. Boswell's analysis and conclusions of the survey results.

Human Resources collaborated with the Office of the Vice President & Associate Provost for Diversity to standardize diversity-related questions across the faculty, staff and student climate surveys to assist with identifying satisfaction or dissatisfaction across the broader campus environment. The diversity-related questions for staff were also expanded for more comprehensive information regarding the level of satisfaction for the overall campus, as well as satisfaction at the department level.

Emails inviting participation in the survey were sent to 4,746 employees with approximately 80 returned as undeliverable. In total, 1,113 Phase 1 surveys were returned representing a 24% response rate, and 808 Phase 2 surveys were returned representing a 17% response rate. A total of 689 employees responded to both Phase 1 and Phase 2 surveys, representing a 15% response rate with complete data available.

Demographic composition of respondents was 65% Female, an average of 45 years old, and 83% White, 8% Hispanic, 4% Black, and 3% Asian. Survey results, including a comparison to 2009 results, are broken down by reporting structure, job category, and demographics.

Overall Observations

In comparison to the 2009 survey, employee overall satisfaction in the workplace decreased slightly, and specific work attitudes show some decline but also some improvement. For example, employees report somewhat lower organizational commitment, satisfaction with voice opportunities, and perceptions of organizational support. This may be attributable to the

outsourcing of dining, maintenance, custodial and landscape services, and the administrative staff to manage those services, that was implemented in August 2012. However, there was higher satisfaction with development opportunities and promotion opportunities and less turnover intent.

Results of the survey revealed various differences across the reporting structures and job categories. Specifically, respondents within the President Executive Level Reporting Unit generally reported more positive job attitudes. In addition, Executives/Administrators reported more positive attitudes while Skilled Craft and Technical/Paraprofessional workers reported more negative attitudes. Again, this could be attributable to the outsourcing initiative in August 2012.

Results of the survey revealed fairly few differences across the demographic groups. However, consistent with the 2009 survey, there is an indication that Black respondents have somewhat lower job attitudes, i.e., satisfaction with voice opportunities, promotion opportunities, perceptions of organizational support, and organizational commitment. These respondents also have a somewhat greater tendency to search to find a new job and/or search to network.

In addition, there were some differences based on the employee's age. Younger employees (less than age 40) reported higher perceptions of organizational support yet lower organizational commitment. These employees also reported greater job search activity, greater turnover intent, and searching more frequently for various objectives such as to obtain leverage, and to stay aware of the market. These responses support the research provided by The Future Workplace, an executive development firm based in New York. According to their research, 91% of Millennials (born from 1977 through 1997) plan to stay in a job for less than three years, which means they will hold 15 to 20 jobs during their career. In the meantime, the Baby Boomers (born from 1946 through 1964) will be retiring at an increasing rate over the next five years.

In terms of opportunities for learning, respondents indicated a preference for conferences with participants from other universities, programs with participants at various organizational levels, and on-line courses and articles. These were the same preferred learning methods reported on the 2009 survey.

The diversity and discrimination questions were expanded to capture more specific information. In regards to satisfaction with the campus environment, areas that seem relatively deficient include the atmosphere for political and for religious differences. In general, respondents were fairly neutral toward departmental diversity climate, and reported fairly positively on the university climate endeavors. Age discrimination was indicated as most frequent contexts of discrimination followed by sex, then race. Discrimination was reported as happening most frequently in promotion decisions followed by salary decisions. On average, employees do not perceive discriminatory or harassing behavior from their supervisors and reported rarely facing discriminatory or harassing behavior within their department. Overall, 76.36% of respondents rated the climate of their department/unit as being supportive.

The survey analyses reveal that perceptions of organization support, as well as satisfaction with voice, promotion, and development opportunities (assessed in Phase 1) significantly predict subsequent job satisfaction (assessed in Phase 2). Satisfaction with voice opportunities yielded the strongest influence on overall satisfaction. Perceptions of organization support were found to be particularly important in predicting commitment to the organization, a finding that is consistent with the research literature.

Regarding neglect behavior, results showed that dissatisfied employees as well as those that perceived lack of development were particularly likely to neglect their work, possibly stemming from frustration with and thus withdrawal from the job.

In predicting work-family conflict (Phase 2), results show that satisfaction with voice and promotion opportunities are significantly related. This suggests the importance of having control and perhaps flexibility in managing one's time and ultimately balance one's multiple demands. The university currently has a number of programs that support flexibility such as alternate work location, flexible work schedule, administrative leave with pay, vacation and sick leave, workplace lactation program, educational release time, and leave to attend a parent/teacher conference.

The findings of this survey are based on a limited number of employees at the university although the response rate was somewhat comparable to the surveys conducted in 2006 and 2009. The university, and employers in general, are faced with significant workplace challenges such as generational shifts, global marketplaces, economic restrictions, and demographic changes. Continued use of climate surveys should help the university be prepared to address these challenges through potential new programs and initiatives.

It is imperative that university leadership awareness and strategic goals keep a pulse on workplace climate and understand incentives that recruit and retain talented employees. Creativity and collaboration will be necessary to intentionally position the university to embrace and leverage these challenges and the potential opportunities for success.

Report Content

This report's primary emphasis is to display results from the employee climate survey conducted during FY2013.

Information is first presented about the university's staff workforce during fall FY2011 through FY2013, which is provided as a referent point from which to view data specific to this report.

There are nine data sets in the Analytics and Analyses portion of the report: Survey Participation, Demographics of Survey Respondents, Survey Overall Results, Survey Response by Executive Level Report Unit, Survey Response by EEO Job Category and Classified/Non-Classified, Survey Response by Gender, Survey Response by Age, Survey Response by Race/Ethnicity, and Survey Response on Diversity Questions.

Following the Analytics and Analyses are appendices: Appendix 1 describes the data sources and scope; Appendix 2 provides headcount data for the university staff workforce; Appendix 3 provides survey response mean scores for all categories reported in this document; Appendix 4 provides survey response for preferred learning methods.

University Staff Workforce

Budgeted staff employees make up approximately 65% of the university's total budgeted workforce, and are generally employees who do not perform teaching responsibilities in their primary duties. Staff employees include a vast array of positions, from administrative assistant to nurse, police officer to lab technician, student development specialist to director. These employees daily provide the administrative, accounting, maintenance, and other support functions in 170 departments that enable the university to fulfill its core mission of teaching, research and public service.

The university's budgeted staff workforce declined from 5,949 employees in FY2011 to 4,834 by FY2013. The loss of 1,115 employees was a 19% reduction in the staff workforce in three years.

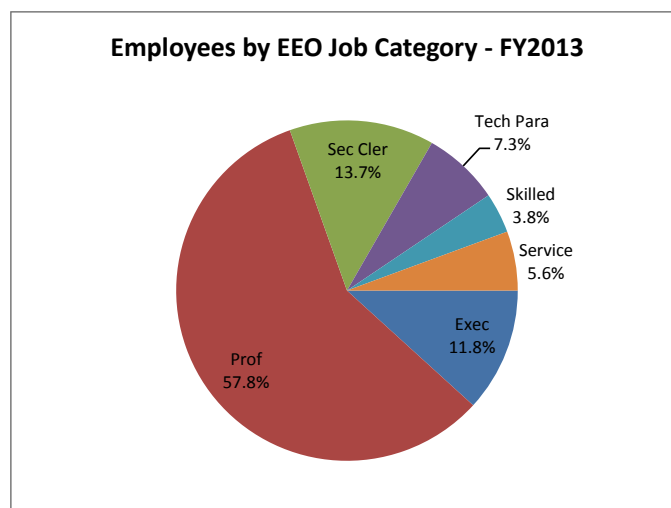
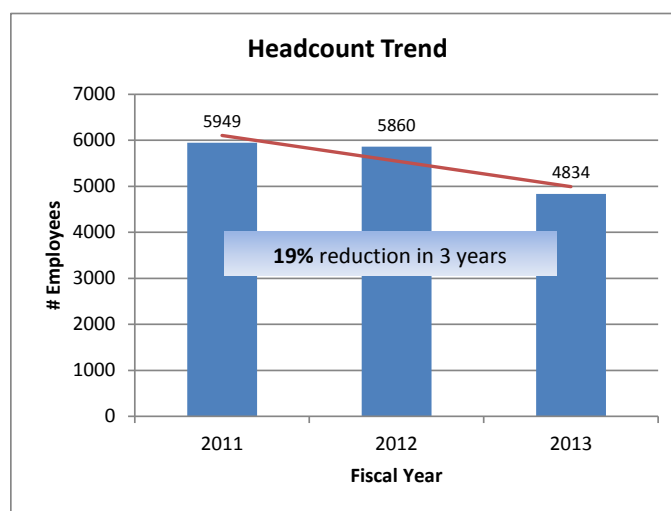
A significant portion of the total loss was due to the outsourcing of dining, maintenance, custodial and landscape services, and the administrative staff to manage those services in August of FY2012, although there had been a general downward trend in employee headcount for several years.

The outsourcing had a significant impact on the types of jobs at the university as a majority of eliminated positions did not require formal degrees and many involved manual skilled labor with on the job education or training. As the workforce size changed, the proportion of employees in jobs with administrative, technical or office-based duties and formal education increased.

As of FY2013, Professional Non-Faculty is the largest single group of employees by EEO job categories, one in which employees must generally possess post-secondary degrees or a combination of formal education and experience. Skilled Craft and Service/Maintenance represent the smallest two of six job categories.

For FY2013:

- Female employees remain about 57% of the staff workforce even though they represented just over half of the reduction during the outsourcing action.
- The percentage of Minority employees, which for many years hovered right at or just over 30%, decreased to just below 25%.
- 41% of employees work in the eleven colleges, 23% are with the non-college divisions of academic affairs, and 36% of employees are within one of seven other executive level units.

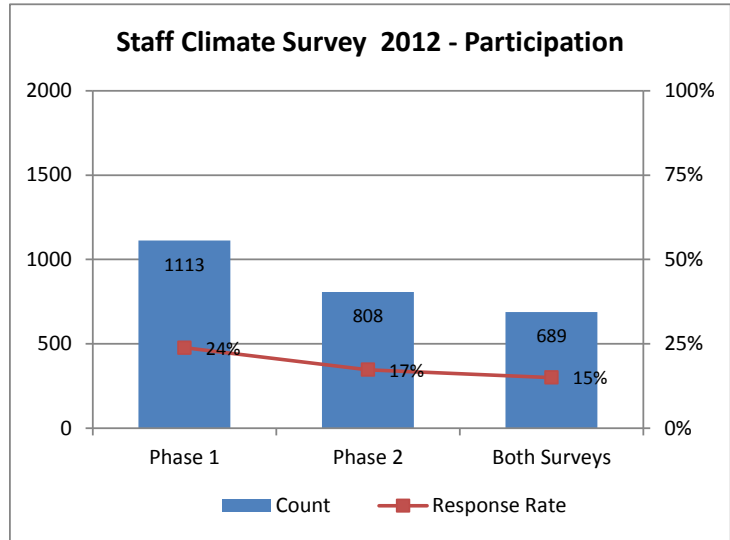


Staff Climate Survey Analytics and Analyses

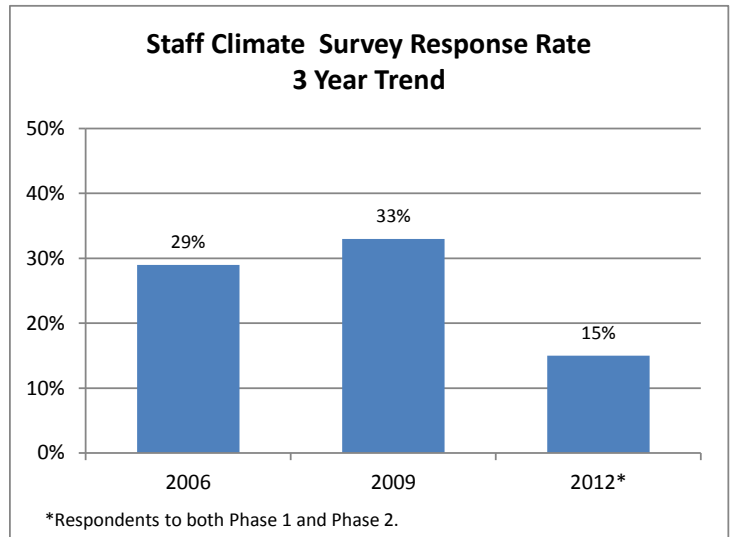
1. Survey Participation

The Texas A&M University climate survey was administered across two time periods. The first survey (Phase 1) was administered from November 26-December 7, 2012. A second survey (Phase 2) was administered January 7-18, 2013.

Emails inviting participation in the survey were sent to 4,746 employees. A total of 1,113 Phase 1 surveys were returned representing a 24% response rate, and 808 Phase 2 surveys were returned representing a 17% response rate. A total of 689 employees responded to both Phase 1 and Phase 2 surveys representing a 15% response rate for both phases of the survey.

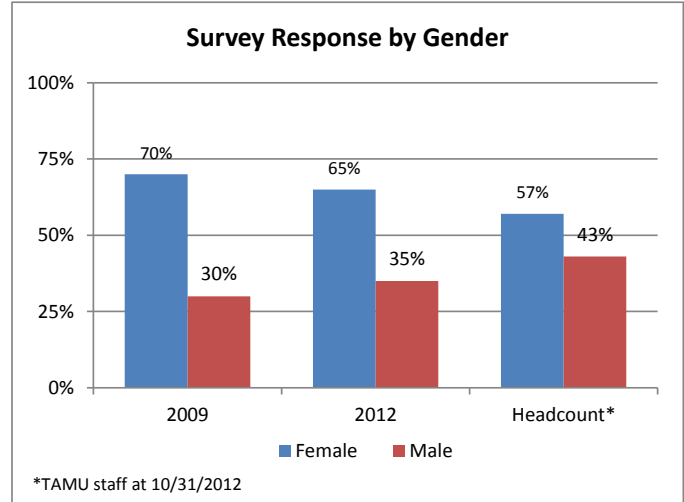


In 2006, 1,208 employees responded to the survey, representing a 29% response rate. In 2009, the response rate was 33% with 1,831 employees responding to either the staff or the manager version of the survey. Although in 2012/2013, 24% responded to Phase 1 and 17% responded to Phase 2, 15% responded to **both** Phase 1 and Phase 2. This lower response rate may be attributable to the length and complexity of the survey instrument.

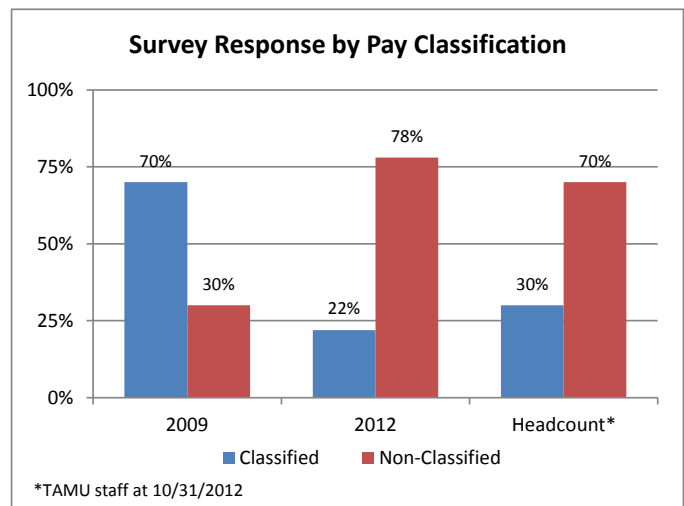
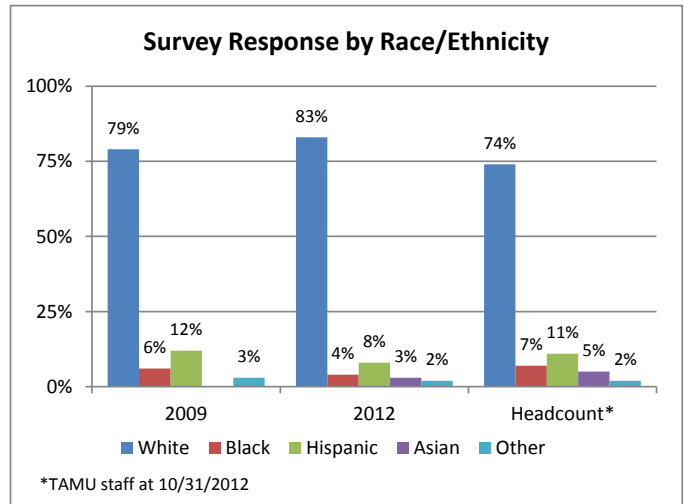


2. Demographics of Survey Respondents

In both 2009 and 2012, a higher proportion of females responded to the survey

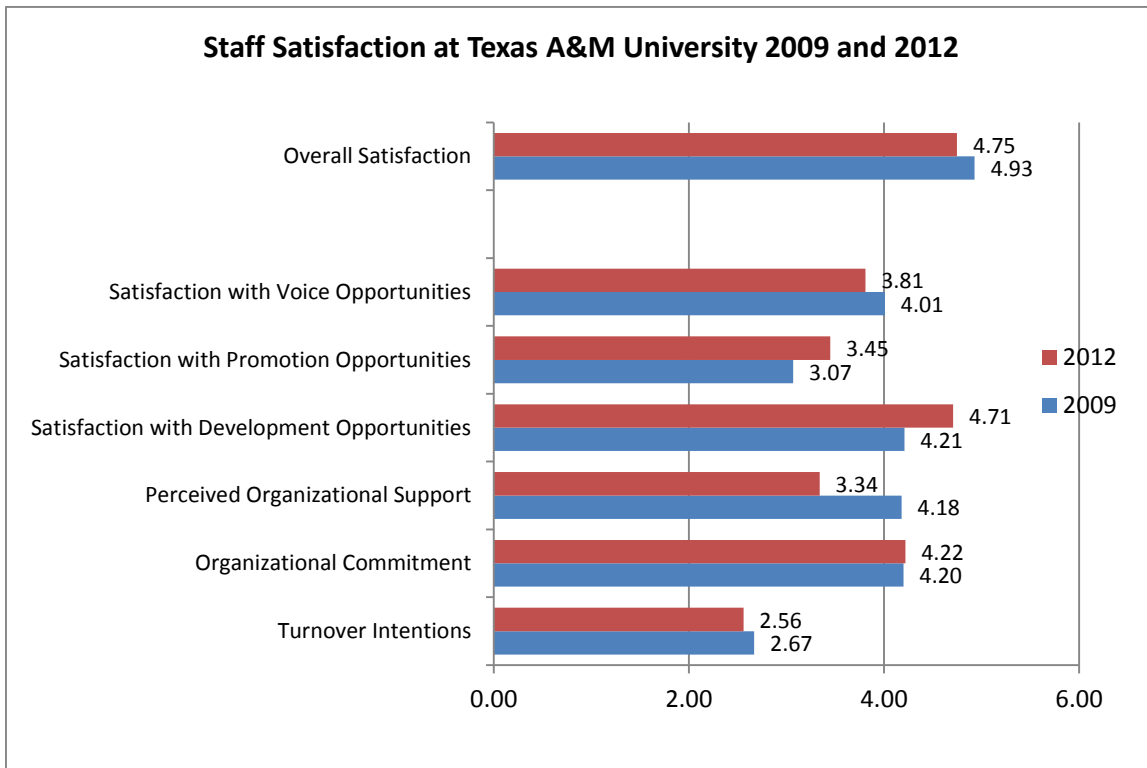


The reduction of minority and classified responses in 2012 may be attributable to the outsourcing initiative that was implemented in August 2012.



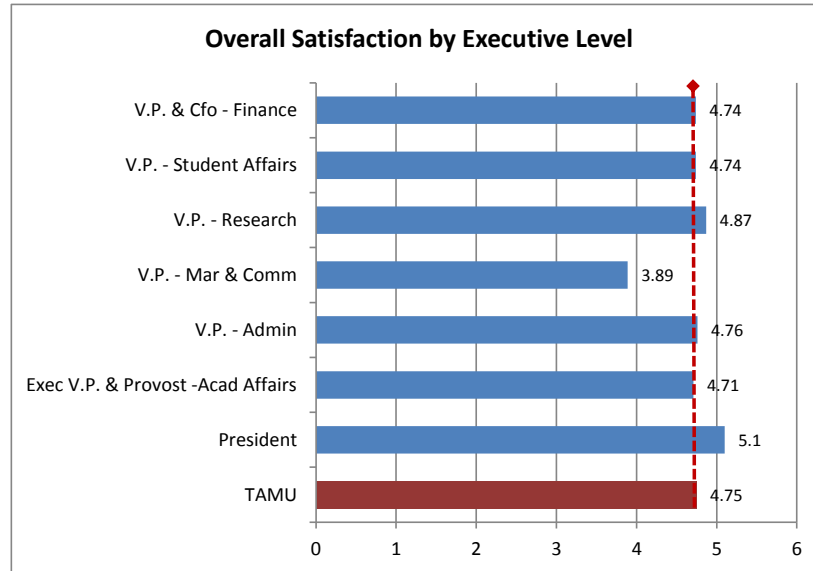
3. Survey Overall Results

In comparison to the 2009 survey, work attitudes show a decline in some factors but improvement in others. For example, employees indicated a lower organizational commitment, satisfaction with voice opportunities, and perceptions of organizational support. This could be attributable to the outsourcing activity that occurred during summer 2012. However, employees reported higher satisfaction with development opportunities and promotion opportunities.



4. Survey Response by Executive Level Reporting Unit

Results of the survey revealed various differences across the Executive Level reporting structures; however in every factor employees reporting to the President level generally reported more positive job attitudes.

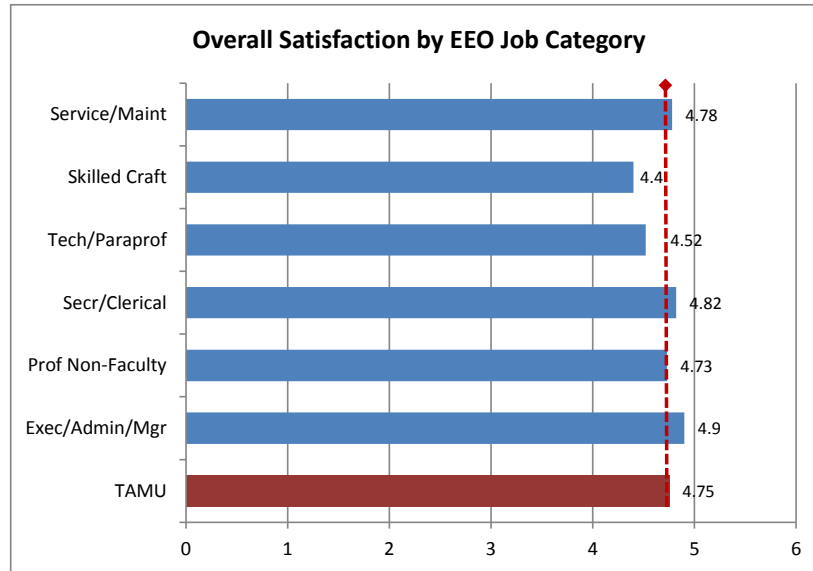


Staff Climate Survey Attribute	Voice Opport.	Promotion Opport.	Devel. Opport.	Perceived Org Support	Org Commit.	Turnover Intentions
President	4.20	3.79	4.92	4.17	4.79	2.07
Exec V.P. & Provost -Acad Affairs	3.77	3.41	4.70	3.27	4.20	2.58
V.P. - Administration	3.63	3.41	4.56	3.04	4.11	2.44
V.P. - Marketing & Communication	3.35	2.90	4.30	3.10	3.66	5.17
V.P. - Research (1)	3.65	3.30	4.71	3.33	4.54	2.83
V.P. - Student Affairs	3.86	3.52	4.86	3.58	4.11	2.74
V.P. & Cfo - Finance	4.20	3.71	4.75	3.63	4.11	2.74

2012 TAMU Mean Scores: 1 = Strongly Disagree; 6 = Strongly Agree

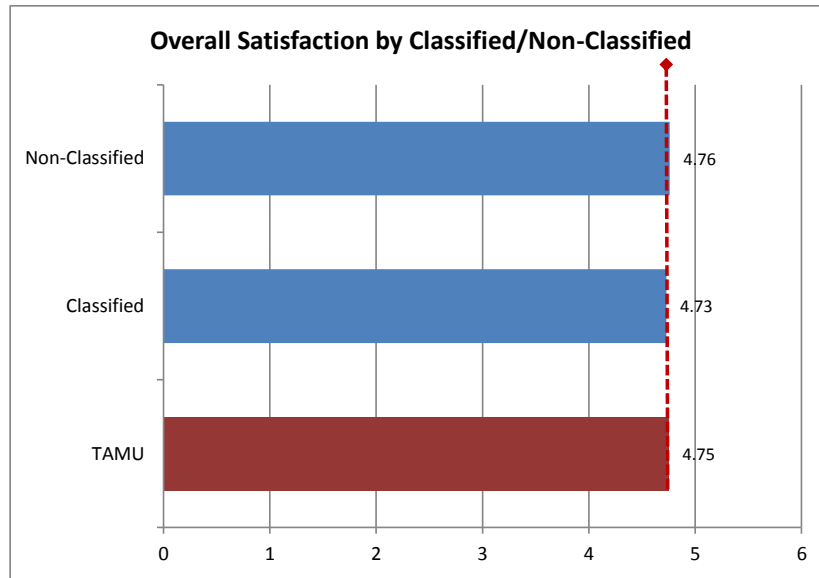
5. Survey Response by EEO Job Category and Classified/Non-Classified

Results of the survey revealed various differences across the job categories. There was some indication that Executives/Administrators reported more positive attitudes and Skilled Craft and Technical/Paraprofessional workers reported more negative attitudes.



Staff Climate Survey Attribute	Voice Opport.	Promotion Opport.	Devel. Opport.	Perceived Org Support	Org Commit.	Turnover Intentions
Executive/Administrative/Manager	4.01	3.75	4.88	3.41	4.31	2.47
Professional Non-Faculty	3.80	3.42	4.71	3.33	4.22	2.64
Secretary/Clerical	3.86	3.48	4.70	3.56	4.16	2.33
Technical/Paraprofessional	3.43	2.80	4.79	2.98	4.11	2.65
Skilled Craft	3.20	3.53	4.06	2.93	3.94	2.26
Service/Maintenance	3.70	3.75	4.71	3.10	4.21	2.71

2012 TAMU Mean Scores: 1 = Strongly Disagree; 6 = Strongly Agree

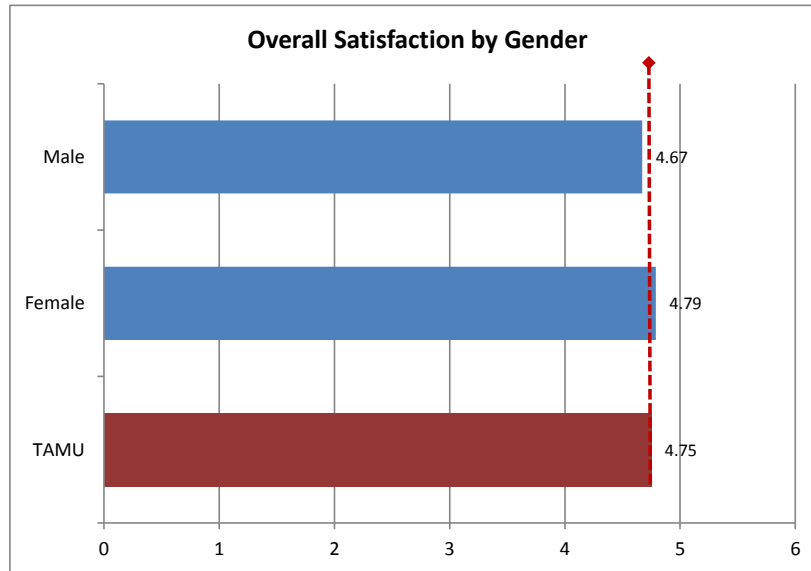


Staff Climate Survey Attribute	Voice Opport.	Promotion Opport.	Devel. Opport.	Perceived Org Support	Org Commit.	Turnover Intentions
Classified	3.68	3.36	4.58	3.35	4.14	2.39
Non-Classified	3.84	3.47	4.75	3.33	4.24	2.61

2012 TAMU Mean Scores: 1 = Strongly Disagree; 6 = Strongly Agree

6. Survey Response by Gender

Results of the survey revealed fairly few differences across the gender groups. There are no substantive differences between gender.

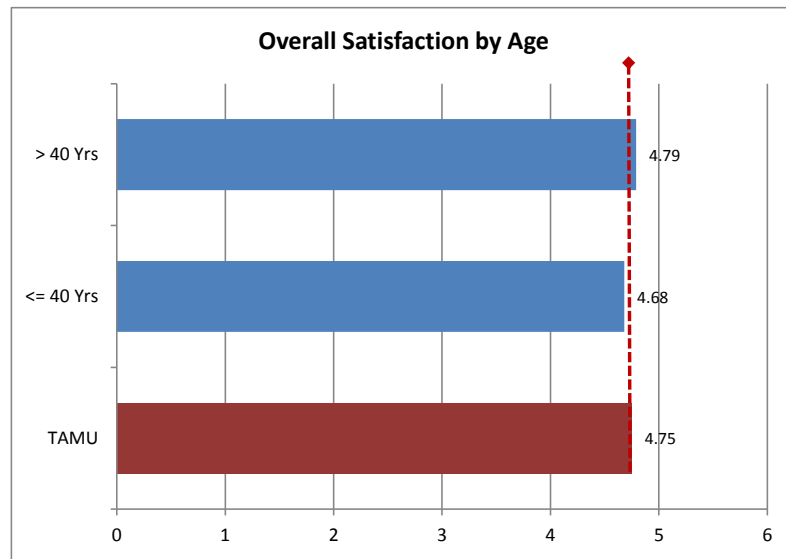


Staff Climate Survey Attribute	Voice Opport.	Promotion Opport.	Devel. Opport.	Perceived Org Support	Org Commit.	Turnover Intentions
Female	3.84	3.42	4.77	3.37	4.24	2.46
Male	3.73	3.49	4.59	3.27	4.18	2.77

2012 TAMU Mean Scores: 1 = Strongly Disagree; 6 = Strongly Agree

7. Survey Response by Age

There are some differences in responses based on age. Younger employees (less than age 40) reported higher perceptions of organizational support yet lower organizational commitment. These employees also reported greater job search activity, greater turnover intent, and searching more frequently. These findings concur with research regarding generational differences which indicates that younger generations (Gen X and Gen Y, sometimes called Millennials) have a greater focus on career progression and mobility.

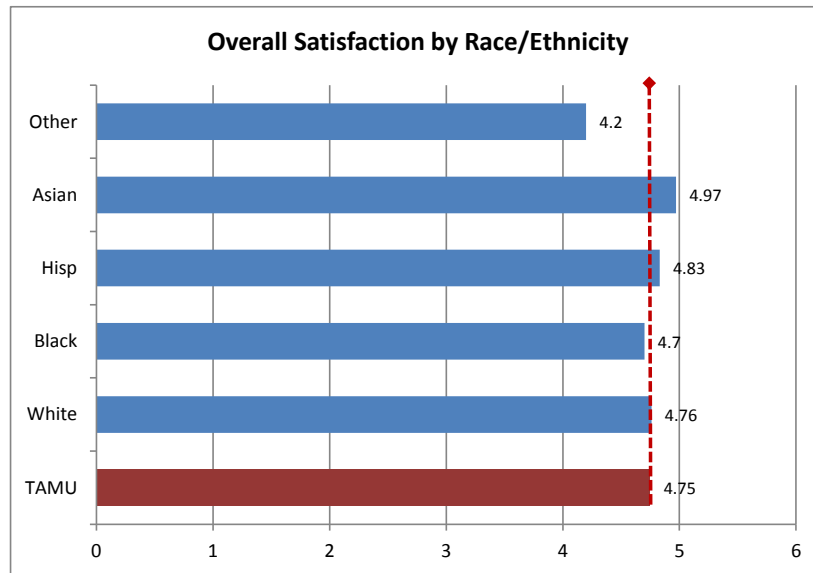


Staff Climate Survey Attribute	Voice Opport.	Promotion Opport.	Devel. Opport.	Perceived Org Support	Org Commit.	Turnover Intentions
Less than or equal to 40 years	3.83	3.49	4.71	3.45	4.10	2.81
Greater than 40 years	3.80	3.42	4.71	3.28	4.27	2.45

2012 TAMU Mean Scores: 1 = Strongly Disagree; 6 = Strongly Agree

8. Survey Response by Race/Ethnicity

Consistent with the 2009 survey, there is an indication that black respondents have somewhat lower job attitudes, i.e., satisfaction with voice opportunities, promotion opportunities, perceptions of organizational support, organizational commitment, and somewhat greater tendency to search to find a new job and/or search to network.



Staff Climate Survey Attribute	Voice Opport.	Promotion Opport.	Devel. Opport.	Perceived Org Support	Org Commit.	Turnover Intentions
White	3.83	3.44	4.71	3.33	4.25	2.57
Black	3.57	3.02	4.75	3.21	3.68	2.62
Hispanic	3.82	3.76	4.64	3.47	4.25	2.50
Asian	3.85	3.77	4.93	3.93	4.22	2.02
Other	3.35	3.00	4.46	2.81	3.62	2.90

2012 TAMU Mean Scores: 1 = Strongly Disagree; 6 = Strongly Agree

9. Survey Response on Diversity Questions

The 2012/2013 survey diversity questions were standardized across the faculty, staff and student climate surveys to assist with identifying satisfaction or dissatisfaction across the broader campus environment. The diversity-related questions for staff were also expanded for more comprehensive information regarding the level of satisfaction for the overall campus, as well as satisfaction at the department level.

First, in comparing the results with the 2009 survey, the categories with improved scores are noted below, and those with an improvement of 0.2 or more points are notated. Nine of the categories decreased as compared to 2009 and those that decreased by 0.2 or more are notated.

Question: How would you characterize the university climate for each of the following	2009 TAMU Mean Score*	2012 TAMU Mean Score*	Comparison of 2012 from 2009
<i>*1 = Strongly Disagree; 6 = Strongly Agree</i>			
Racist	2.77	2.57	Improved**
Accepting	4.16	3.40	Decreased**
Disrespectful	2.41	2.59	Decreased
Collegial	3.98	3.48	Decreased**
Sexist	2.84	2.86	Decreased
Collaborative	4.00	3.34	Decreased**
Competitive	3.23	3.12	Improved
Not Supportive	2.63	2.83	Decreased**
Non-xenophobic	4.23	3.44	Decreased**
Non-tolerant	2.79	2.70	Improved
Non-cliquish	3.12	3.01	Improved
Narrow-minded	3.12	3.07	Improved
Diverse	3.79	3.23	Decreased**
Conservative	4.17	3.95	Improved**
Isolated	2.78	2.89	Decreased
Judgmental	3.41	3.25	Improved
Not Respectful of different sexual orientations	3.39	3.24	Improved
Respectful of different spiritual beliefs	3.98	3.45	Improved**

**Change in 2012 from 2009 mean scores was equal to or greater than 0.2 points.

Based on the following chart, areas that are relatively deficient in the campus environment include the atmosphere for political and for religious differences.

Satisfaction with Campus	2012 TAMU Mean Score* <i>1 = Strongly Disagree; 6 = Strongly Agree</i>
Overall sense of community	4.41
Racial/ethnic diversity of the student body	4.27
Racial/ethnic diversity of the staff	4.32
Racial/ethnic diversity of the faculty	4.33
Interactions among different racial/ethnic groups	4.16
Atmosphere for political differences	3.70
Atmosphere for religious differences	3.92

In general, respondents felt fairly neutral toward departmental diversity climate. However, as the following charts illustrate, respondents reported fairly positively on university climate endeavors, such as believing in Texas A&M valuing diversity, low need to minimize characteristics of one's culture, and a duty to support diversity at Texas A&M.

Department Diversity Climate	2012 TAMU Mean Score* <i>1 = Strongly Disagree; 6 = Strongly Agree</i>
Open communication on diversity is encouraged	3.70
Diversity principles are publicized	3.58
Perspectives of people like me are respected	3.61
A diversity-friendly work environment is maintained	3.81
Top leaders are visibly committed to diversity	3.79
Diverse perspectives are valued	3.69
Training to manage diverse populations is offered	3.50
Recruitment comes from diverse sources	3.60
Equal access to diversity training is offered	3.78

University Diversity Climate	2012 TAMU Mean Score* <i>1 = Strongly Disagree; 6 = Strongly Agree</i>
Texas A&M University is committed to enhancing the climate for faculty, student and employee diversity	3.85
University initiatives in support of Imperative 6, Diversify and Globalize the Texas A&M Community, from Vision 2020 are making a difference in the campus climate	3.69
At Texas A&M University, I feel the need to minimize various characteristics of my culture (e.g. language, dress) to fit in	2.75
I believe in the value of diversity for Texas A&M university	4.70
I feel a sense of duty to support diversity at Texas A&M university	4.62
I believe there is campus-wide respect for the expression of diverse beliefs and experiences	3.96

In regards to specific types and contexts of discrimination, age discrimination was indicated as most frequent, followed by sex and then by race. Discrimination was reported as happening most frequently in promotion decisions, followed by salary decisions.

Have you experienced any job-related discrimination at Texas A&M within the past one year?	Hiring	Promotion	Salary	Comm. Assign.	Access to Info	Network Opport.
Race	2.54%	2.61%	2.05%	1.76%	.78%	1.27%
Sex	2.40%	3.24%	4.16%	1.48%	1.55%	1.90%
Age	4.51%	4.94%	5.01%	1.83%	2.12%	2.54%
Gender Identity	.28%	.35%	.42%	.28%	.42%	.42%
Gender Expression	.14%	.35%	.14%	.14%	.07%	.07%
National Origin	1.27%	.85%	.78%	.71%	.28%	.63%
Religious Beliefs	.56%	.85%	.49%	.49%	.14%	.92%
Disability	.35%	.49%	.14%	.21%	.14%	.28%
Sexual Orientation	.35%	.49%	.21%	.21%	.21%	.42%
Social Economic Status	.78%	1.06%	1.48%	.42%	.49%	.92%
Political View	.92%	1.06%	.85%	.49%	.49%	.63%

On average, employees do not perceive discriminatory or harassing behavior from their supervisors and reported rarely facing discriminatory or harassing behavior within their department.

During the past year, have you been in a situation at work where:	2012 TAMU Mean Score* <i>1 = Never; 6 = Very Often</i>
My supervisor treated me "differently" because of my sex	1.24
My supervisor treated me "differently" because of my sexual orientation	1.04
My supervisor displayed, used, or distributed sexist or suggestive materials	1.04
My supervisor made offensive sexist remarks	1.11
My supervisor put me down or was condescending to me because of my sex	1.09
My supervisor repeatedly told sexual stories or jokes that were offensive to me	1.05
My supervisor made unwelcome attempts to draw me into a discussion of sexual matters	1.02
My supervisor made offensive remarks about my appearance, body, or sexual activities	1.04
My supervisor made gestures or used body language of a sexual nature which embarrassed or offended me	1.02
My supervisor made unwanted attempts to establish a romantic sexual relationship with me despite my efforts to discourage it	1.01
My supervisor touched me in a way that made me feel uncomfortable	1.01
My supervisor made me feel threatened with some sort of retaliation for not being sexually cooperative	1.01
My supervisor implied faster promotions or better treatment if I was sexually cooperative	1.00

During the past year, have you been in a situation in your department/unit where someone:	2012 TAMU Mean Score* <i>1 = Never; 5 = Very Often</i>
Put you down or was condescending to you?	1.95
Paid little attention to your statement or showed little interest in your opinion?	2.16
Made demeaning or derogatory remarks about you?	1.51
Addressed you in unprofessional terms, either publicly or privately?	1.60
Ignored or excluded you from professional camaraderie?	1.83
Doubted your judgment on a matter over which you have responsibility?	2.06
Made unwanted attempts to draw you into a discussion of personal matters?	1.44
Made jokes at your expense?	1.36
Accused you of stupidity or incompetence?	1.31
Interrupted or spoke over you?	2.09
Used an inappropriate tone when speaking to you?	1.77
Did not consult you in reference to a decision you should have been involved in?	2.18
Failed to inform you of a meeting you should have been informed about?	1.80
Publicly discussed your confidential personal information?	1.23
Offloaded some of their work onto you?	2.02

If you have experienced one or more of the above situations, did you report it?	
Yes	7.27%
No	92.72%

Do you know a Texas A&M University staff member who has experienced one or more of the above situations or behaviors?	
Yes	16.61%
No	83.39%

How often within the past year at Texas A&M University have you overheard insensitive or disparaging comments about the following types of people in general, or about particular people as a member of a group.	2012 TAMU Mean Score* <i>1 = Never; 5 = Weekly</i>
About women in general or about particular women as “typical” of women.	2.16
About men in general, or about particular men as “typical” of men.	2.07
About racial/ethnic minorities, or about particular persons of color as “typical” of a racial/ethnic group.	2.13
About a religious group or about particular persons as “typical” of a religious group.	2.16
About people of different political views, or about particular persons as “typical” of a particular political group.	2.94
About sexual orientation or about particular persons as “typical” of a particular identity group	2.13
About people with a physical disability or about particular persons as “typical” of people with physical disabilities.	1.42
About people with a mental disability or about particular persons as “typical” of people with mental disabilities.	1.47

Overall, based on your experiences, how would you rate the climate of your department/unit?	Not Supportive	Neutral	Supportive
Response	9.58%	14.06%	76.36%

APPENDIX 1

Overview

Texas A&M University is the flagship institution of The Texas A&M University System, with \$1 billion budget and an endowment that typically ranks in the top five nationally among public universities. Playing a key role in the day-to-day operations of the university are non-faculty staff employees who provide administrative service and support to future, current and former students, as well as faculty, researchers and campus visitors.

The Staff Workforce Analytics and Trends is a series of reports developed by the Texas A&M University Human Resources organization to provide human resource-related information on budgeted staff employees at Texas A&M University–College Station and Qatar. The reports include metrics on a variety of demographic and position-related data and commentary and are provided to university management to increase awareness of the make-up of their organization, recognize efficiencies and take advantage of opportunities to build a productive and successful organization.

The report series will include (in alphabetical order): Climate, Demographics; Generations in the Workplace; Leave Benefits; Recruitment; Retirement Trends; Total Compensation; Training and Development; and, Turnover.

Scope of Staff Climate Survey Report

- Data are for Part 02 ADLOC'd active budgeted staff (non-faculty) positions.
- Data for employee, position, title, organizational hierarchy and any other relevant data are from The Texas A&M University System DataWarehouse.
- Data presented in this report are for the university as a total and further displayed, if available, by Executive-level reporting units.
- Executive-level reporting units include the colleges, divisions, departments, centers and/or other units that organizationally report directly to one of the eight units listed below:
 - 1) President
 - 2) Executive Vice President and Provost – Academic Affairs
 - 3) Vice President – Administration
 - 4) Vice President – Marketing & Communications
 - 5) Vice President – Research (this executive unit was realigned within the Executive Vice President and Provost – Academic Affairs unit after the Staff Climate Survey was conducted and analyzed)
 - 6) Vice President – Student Affairs
 - 7) Vice President & CFO – Finance
 - 8) University Accounts (temporary executive level as a result of FY2012 outsourcing of dining, maintenance, custodial and landscape services)

Methodology

Administration, collection and analysis of responses and respondent characteristics were conducted by Dr. Wendy Boswell, Department of Management, Mays Business School, Texas A&M University.

APPENDIX 2

Number of Employees FY2011 – FY2013 by Executive Level and EEO Job Category

EEO Job Category	President	Exec V.P. & Provost - Acad Affairs	V.P. - Admin	V.P. - Mar & Comm	V.P. - Research	V.P. - Student Affairs	V.P. & Cfo - Finance	Univ Accounts	Total
FY2011	241	3140	1434	29	143	674	288		5949
Exec/Admin/Mgr	33	330	33	16	19	84	38		553
Prof Non-Faculty	173	1895	199	13	91	310	145		2826
Secr/Clerical	21	582	108		4	82	84		881
Tech/Paraprof	1	287	37		21	23	6		375
Skilled Craft	8	14	331			44			397
Service/Maint	5	32	726		8	131	15		917
FY2012	245	3050	1468	27	137	659	274		5860
Exec/Admin/Mgr	32	330	35	16	17	87	34		551
Prof Non-Faculty	178	1892	225	11	84	303	142		2835
Secr/Clerical	21	511	111		4	71	80		798
Tech/Paraprof	1	274	33		23	21	3		355
Skilled Craft	8	12	306			46			372
Service/Maint	5	31	758		9	131	15		949
FY2013	248	3087	542	24	141	489	262	41	4834
Exec/Admin/Mgr	34	340	29	12	22	96	35	1	569
Prof Non-Faculty	184	1965	123	12	89	281	139	1	2794
Secr/Clerical	19	459	34		4	74	71	2	663
Tech/Paraprof	1	283	26		18	19	3	1	351
Skilled Craft	6	12	152			9		6	185
Service/Maint	4	28	178		8	10	14	30	272

APPENDIX 3

Survey Response Mean Scores

Staff Climate Survey Attribute	Overall Satisfaction	Voice Opportunities	Promotion Opportunities	Development Opportunities	Perceived Organizational Support	Organizational Commitment	Turnover Intentions
<i>2012 TAMU Mean Scores: 1 = Strongly Disagree; 6 = Strongly Agree</i>							
Texas A&M University Total							
All Respondents	4.75	3.81	3.45	4.71	3.34	4.22	2.56
Response by Executive Level							
President	5.10	4.20	3.79	4.92	4.17	4.79	2.07
Exec V.P. & Provost -Acad Affairs	4.71	3.77	3.41	4.70	3.27	4.20	2.58
V.P. - Administration	4.76	3.63	3.41	4.56	3.04	4.11	2.44
V.P. - Marketing & Communication	3.89	3.35	2.90	4.30	3.10	3.66	5.17
V.P. - Research (1)	4.87	3.65	3.30	4.71	3.33	4.54	2.83
V.P. - Student Affairs	4.74	3.86	3.52	4.86	3.58	4.11	2.74
V.P. & Cfo - Finance	4.74	4.20	3.71	4.75	3.63	4.11	2.74
Response by EEO Job Category							
Executive/Administrative/Manager	4.90	4.01	3.75	4.88	3.41	4.31	2.47
Professional Non-Faculty	4.73	3.80	3.42	4.71	3.33	4.22	2.64
Secretary/Clerical	4.82	3.86	3.48	4.70	3.56	4.16	2.33
Technical/Paraprofessional	4.52	3.43	2.80	4.79	2.98	4.11	2.65
Skilled Craft	4.40	3.20	3.53	4.06	2.93	3.94	2.26
Service/Maintenance	4.78	3.70	3.75	4.71	3.10	4.21	2.71
Response by Classified/Non-Classified Position Category							
Classified	4.73	3.68	3.36	4.58	3.35	4.14	2.39
Non-Classified	4.76	3.84	3.47	4.75	3.33	4.24	2.61
Response by Gender							
Female	4.79	3.84	3.42	4.77	3.37	4.24	2.46
Male	4.67	3.73	3.49	4.59	3.27	4.18	2.77
Response by Age							
Less than or equal to 40 years	4.68	3.83	3.49	4.71	3.45	4.10	2.81
Greater than 40 years	4.79	3.80	3.42	4.71	3.28	4.27	2.45
Response by Race/Ethnicity							
White	4.76	3.83	3.44	4.71	3.33	4.25	2.57
Black	4.70	3.57	3.02	4.75	3.21	3.68	2.62
Hispanic	4.83	3.82	3.76	4.64	3.47	4.25	2.50
Asian	4.97	3.85	3.77	4.93	3.93	4.22	2.02
Other	4.20	3.35	3.00	4.46	2.81	3.62	2.90

APPENDIX 4

Response to Preferred Learning Methods

My preferred learning methods are:	Most Preferred	Somewhat Preferred	Least Preferred
Conference with participants from other universities	38.71%	41.82%	19.47%
Conference with participants from other types of employers	17.50%	46.82%	35.68%
University programs with participants at my organizational level only	18.24%	56.44%	25.32%
University programs with participants at various organizational levels	32.22%	50.22%	17.56%
Print journal articles	14.79%	45.52%	39.69%
Lectures	21.02%	50.00%	28.98%
Online courses	36.03%	43.61%	20.36%
Online articles	31.85%	48.99%	19.16%
Program or conference with online pre-work	16.09%	48.56%	35.35%
University reports	6.47%	38.72%	54.81%
Professional association reports	15.73%	46.05%	38.22%