UW-River Falls Faculty Staff Survey Report

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UW-River Falls Faculty and Staff Survey
Key Overall Findings and Conclusions

1. There was a high level of participation (50%) in the survey resulting in a sample that appears to be a good representation of the campus.
2. There are remarkably few differences of opinion between men and women on campus across all the issues discussed in the survey suggesting that gender bias is not a problem on the UWRF campus

Key Findings with respect to Faculty
3. With respect to RSCA activities, there is widespread participation across UWRF community
   a. 66% or more have written and received grant funding from internal sources
   b. More than 50% of CAFES faculty have received funding from external sources
   c. Nearly 60% of faculty have presented a poster at RSCA day
   d. More than two-thirds of CAS faculty have worked with undergraduate students on RSCA projects
4. With respect to teaching, UWRF faculty report making significant re-investments in their own human capital:
   a. Nearly 30% of all UWRF faculty report having received external grant funding to support their teaching or curriculum development
   b. Globalization is a key strategic planning goal for the University and a substantial proportion of UWRF faculty have had an international teaching experience (29%)
   c. Three-quarters have used university funds to travel to professional meetings
   d. Two-thirds have attended FASDB workshops
   e. 40 percent have used university funds for sabbaticals and other professional development opportunities
   f. Faculty have learned and regularly employ a wide array of computer software (Microsoft products, Desire to Learn, Calendaring programs, Statistical packages) in their work
5. Service learning is integrated into many classroom experiences
6. Participation in General Education is spread widely across the campus and there is at least tepid support for key components of General Education
   a. 51 percent rate Gen Ed student learning outcomes as good or excellent
   b. 38 percent rate Gen Ed assessment requirements as good or excellent (28 percent rate them as poor or very poor)
7. Faculty tend to feel that their own program is good to excellent across most performance measures
   a. 78 percent think their program is good or excellent at developing critical thinking skills
   b. 71 percent that their students get a broad general education
   c. 62 percent that their assessment process is improving their program
   d. 64 percent that their most recent program assessment improved their program
   e. 57 percent that student clubs complement their learning outcomes

8. While there are substantial levels of dissatisfaction with virtually all aspects of work-life on campus (salary and benefits, classrooms, offices, facilities, etc.), nearly three-quarters of faculty and staff rate their overall job satisfaction as "very satisfied" or "satisfied"
9. With respect to governance issues:
    a. There is widespread participation in governance (82 percent of faculty and staff report having served on a university or college committee during the past 10 years)
    b. One-third or more of faculty and staff are "neutral" with respect to most governance issues (election of representatives, the work of committees, communication from governance groups, etc.)
    c. Faculty and administrators have significantly different assessments of the work of governance committees (faculty more positive) and of relationships between governance bodies and administration (administrators more positive)

Key Findings with Respect to Administration
1. Faculty and staff generally feel that administrative processes/functions (recruitment, the library, student orientation) are quite satisfactory
    a. Satisfaction is highest with respect to the library staff
    b. Satisfaction is lowest with respect to the ability of students to register for the classes they need with few conflicts
2. With respect to strategic planning:
    a. Most of the campus is aware of key elements of the strategic planning process
    b. Relatively few are dissatisfied with the level of involvement of governance groups in this process
    c. Faculty and administrators again have different perspectives on the adequacy of governance body involvement in the strategic planning process (significantly more faculty were dissatisfied)

Key Findings with Respect to Classified Staff
1. Nearly half of all classified staff report having served on a university committee during the past 10 years
2. Nearly all are aware of the strategic planning process, few have been directly involved, and classified staff tend to be neutral to slightly dissatisfied with their level of involvement in this process
3. Classified staff are modestly satisfied with their union representation, quite variable in their satisfaction level with respect to their salaries and benefits, and, like the faculty fairly happy with their overall job

Key Findings with Respect to Students
1. With respect to our students:
    d. Faculty feel that UWRF is modestly successful in developing critical intellectual capacities in our students (writing, speaking, critical thinking, independent learning, problem solving)
    e. Most faculty rate student computer literacy relatively highly

Demographics

	Count	CAFES	CAS	CBE	CEPS	Other		
Which best describes your institutional affiliation?	378	10%	34%	6%	10%	40%		

	Count	Faculty	Teaching Acad Staff	Non-Teaching Admin Acad Staff	Classified Staff	Admin	Other
Which best describes you?	410	36%	10%	18%	28%	4%	3%

	Count	Male	Female				
What is your gender?	403	45%	55%				

	Count	0-5	6-10	11-15	16-20	20+	
How many years have you been at UW-RF?	406	34%	21%	10%	10%	24%	

Key Demographic Points:

- Overall 50% response rate
- The distribution across colleges, job classification (e.g. faculty, classified, etc.), gender and length of service provides a good representation of the university

RSCA Activities			
During the past ten years, I have	**Count**	**Yes**	**No**
Written/Co-written a RSCA grant proposal to an internal (UWRF or UW-System) funding source?	145	70%	30%
Received a RSCA grant from an internal (UWRF or UW-System) funding source?	145	66%	34%
Written/Co-written a RSCA grant proposal to an external funding source?	145	43%	57%
Received a RSCA grant from an external funding source?	147	33%	67%
Received a grant from an external funding source to purchase equipment?	146	22%	78%
Had a poster in the Research, Scholarly, and Creative Activity (RSCA) Day?	144	58%	42%
Have worked with undergraduate student(s) on RSCA projects(s)?	148	59%	41%

Key RSCA Points:

- These data indicate that RSCA activities are widespread across the faculty at UWRF
- More than two-thirds of all faculty and academic staff have written and received grant funding from internal (UWRF or UW-System) sources
- 93% of faculty from CBE reported receiving grant funding from an internal source
- More than one-third of all faculty and academic staff have written and received grant funding from external sources
- More than half of faculty from CAFES reported receiving grant funding from an external source (significance level .024)
- About one in five faculty have received external grants to purchase equipment
- More than 40 percent of faculty from CEPS reported receiving external grant funding to purchase equipment
- Nearly 60 percent of faculty report having had a poster displayed at RSCA day and having worked with undergraduate students on RSCA projects
- More than two-thirds of CAS faculty report having worked with undergraduate students on RSCA projects
- There are no significant differences in RSCA activities by gender

Teaching Activities						
During past 10 years I have:	**Count**	**Yes**	**No**			
Written/Co-written a grant proposal to an external funding source to support my teaching/curriculum?	189	37%	63%			
Received a grant from an external funding source to support my teaching/ curriculum?	189	29%	71%			
Had an international teaching experience in the past ten years?	190	29%	71%			
Taught an Honors class or section?	188	25%	75%			
Percent Advisees Involved with:	**Count**	**0%**	**1-25%**	**26-50%**	**51-75%**	**76-100%**
Undergraduate RSCA projects?	187	23%	67%	6%	1%	4%
Internships?	185	11%	62%	10%	8%	10%
Service learning projects?	186	38%	54%	4%	3%	2%

Key Teaching Points:

- Nearly 30 percent received external funding to support their teaching or curriculum
- Nearly 30 percent of all faculty report having had an international teaching experience
- Faculty in CAFES and CBE report significantly higher percentage of international teaching experiences
- One-quarter of all faculty report having taught an honors section
- Faculty from CAS are significantly more likely (.021) to have taught an honors class
- The probability of faculty teaching an honors class increases with length of time at UWRF up to 20 years (.013)
- For most faculty, up to one-quarter of their advisees participate in RSCA projects, do internships, and engage in service learning projects

Professional Development

In the area of professional development, during the past 10 years I have:	Count	Yes	No
Used university funds to help fund travel to present a paper/attend a professional meeting?	263	75%	25%
Used university funds to help fund other professional development activities (e.g. research, sabbatical, etc.)?	264	44%	56%
Attended a Faculty Academic Staff Development Board professional development workshop during the week before classes start?	264	67%	33%
Participated in Scholarship of Teaching and Learning programs/discussion groups/instructional experiment?	218	40%	60%
Attended a System teaching program/workshop (e.g. Faculty College, Wisconsin Teaching Fellow or Teaching Scholar, etc.)?	178	24%	76%

Key Professional Development Points:

- These data indicate that most faculty at UWRF are engaging in on-going professional development
- Three quarters have used university funds to fund travel to professional meetings
- Generally the longer a faculty member has been at UWRF (up to 20 years) the more likely they are to have used university funds to travel to a professional meeting (.014)
- Two-thirds have attended FASDB workshops
- Faculty from CAFES and CAS are significantly more likely to report having attended a FASDB workshop (.000); faculty with less than 5 years experience are significantly less likely to have attended a FASDB workshop (.000)
- More than 40 percent have used university funds to help fund professional development activities and have participated in the scholarship of teaching and learning
- Faculty are significantly more likely to have used university funds for professional development if they are from CBE (.000), are male (.046), and have worked at UWRF for a longer period of time
- Faculty from CEPS are significantly more likely to have attended a SOTL program than those from other colleges
- Nearly a quarter report that they have attended a UW-System teaching workshop
- CAFES and CAS faculty report significantly higher rates of participation in System teaching workshops (.016)

Service/Experiential Learning

	Count	Yes	No		Ave Number		
In my classes, I've included activities in which my students work with off-campus communities on local issues/opportunities (e.g. service learning).	191	37%	63%		1.7		

	Count	0	1	2	3	4	5+
If yes, during the 2006-2007 school year, how many of your classes have included work with off-campus communities? Please put in numerical format (e.g. 3, not 3 classes).	67	57%	22%	14%	2%	3%	3%

	Count	Yes	No		Ave Number		
In my classes, I've incorporated an experiential learning activity (authentic community issue combined with academic instruction focused on critical thinking, problem solving, and civic engagement).	191	45%	55%		2.5		

	Count	0	1	2	3	4	5+
If yes, during the 2006-2007 school year, how many of your classes have used an experiential learning activity? Please put in numerical format (e.g. 2, not 2 classes).	83	38%	30%	10%	5%	4%	13%

	Count	Yes	No		Ave Number		
In my classes, I've incorporated the use of a journal or other self-reflective practices.	191	64%	36%		2.9		

	Count	0	1	2	3	4	5+
If yes, during the 2006-2007 school year, how many of your classes have used a journal or other reflective activity? Please put in numerical format (e.g. 2, not 2 classes).	112	29%	29%	13%	10%	5%	15%

	Count	Yes	No		Ave Number		
In my classes, I've included a project that is student-led (instructor acts only as a guide rather than leader - students identify project, plan, and run it).	191	62%	38%		2.8		

	Count	0	1	2	3	4	5+
If yes, during the 2006-2007 school year, how many classes have included a student-led project? Please put in numerical format (e.g. 1, not 1 class).	111	32%	28%	14%	8%	6%	13%

Key Service/Experiential Learning Points:

- Slightly more than one-third of all faculty reported including service learning activities in their classes
- On average, faculty included service learning projects in 1.7 of their classes during the 2006-07 academic year
- Faculty in CEPS are significantly more likely to incorporate service learning and to include these activities in more of their classes than those in other colleges
- Nearly half of all faculty report including experiential learning in some of the courses they teach
- On average faculty use experiential learning in 2.5 of their classes
- Faculty in CEPS and CBE employ experiential learning activities in significantly higher proportions (.047)
- Nearly two-thirds of all UWRF faculty use journals or other self-reflective activities in their courses and do so in an average of nearly 3 classes
- Faculty in CEPS and women utilize journal writing at significantly higher frequencies than faculty in other colleges
- More than 60 percent of faculty include student-led projects in their classes and do so in an average of nearly 3 classes
- Faculty in CBE are significantly more likely (.05) to include student led projects in their classes

General Education						
	Count	**Yes**	**No**			
Have you been involved in proposing a course for the new general education program?	190	45%	55%			
How would you rate:	**Count**	**Excellent**	**Good**	**Neutral**	**Poor**	**Very Poor**
The new general education student learning outcomes?	153	3%	48%	35%	10%	5%
The new general education assessment requirements?	152	2%	36%	35%	20%	8%

Key General Education Points:

- Nearly half of all faculty have been involved in proposing a course for general education, indicating very wide-spread involvement in this program
- In general, faculty view key elements of the general education program (student learning outcome and assessment) favorably but more than one-third seem to have a "wait and see" attitude
- A substantial minority are not happy with the new general education assessment requirements

Programs						
How would you rate:	**Count**	**Excellent**	**Good**	**Neutral**	**Poor**	**Very Poor**
The success of your program in developing critical thinking skills in students?	182	29%	49%	18%	3%	1%
UW-RF's success in giving students a broad general education (based on students with whom you are connected)?	181	15%	56%	20%	7%	2%
The impact of your Department's assessment efforts in improving your program(s)?	181	17%	45%	27%	8%	3%
The impact of your Department's most recent program review in improving your program(s)?	171	22%	42%	27%	6%	2%
The impact of student clubs on your Department's program(s) learning outcomes?	162	19%	38%	30%	8%	6%

Key Program Points:

- Substantial majorities of faculty view all of the elements in the preceding table favorably
- More than three-quarters of all faculty feel that their program does a good or excellent job of instilling critical thinking skills in their students
- Nearly three-quarters feel that UWRF is successful in providing our students with a broad general education
- CAFES faculty are significantly more neutral with respect to the University's success in providing our students with a broad general education (.012)
- Nearly two-thirds feel that their departmental assessment efforts and their most recent program review have improved their program
- Nearly 60 percent feel that student clubs complement their department's student learning outcomes
- Generally less than 10 percent of faculty disagree with the opinion that UWRF successfully imparts critical thinking skills and a broad general education to our students or that departments have benefited from their assessment efforts, the program review process, and from student clubs
- Faculty in CAFES rate the impact of student clubs on student learning outcomes significantly more highly (.035) than do faculty from other colleges

UWRF Impacts on Students						
Based on students with whom you are connected, how would you rate UWRF's success in:	**Count**	**Excellent**	**Good**	**Neutral**	**Poor**	**Very Poor**
Getting students to write clearly and effectively?	182	3%	35%	35%	24%	4%
Getting students to speak clearly and effectively?	181	7%	39%	42%	9%	3%
Getting students to think critically and analytically?	185	8%	49%	30%	10%	3%
Getting students to learn effectively on their own?	186	6%	40%	35%	15%	3%
Enabling students to solve complex real-world problems?	178	6%	33%	39%	16%	2%

Key Impact on Students Points:

- Generally faculty feel that UWRF is modestly successful in getting our students to develop critical intellectual capacities (writing, speaking, critical thinking, independent learning, problem solving)
- Faculty are relatively evenly split in their opinions about UWRF's success in getting students to write clearly and effectively with 38 percent feeling that we do, 35 percent neutral, and 28 percent feeling that we don't
- Faculty are relatively more positive with respect to the University's success in getting students to speak clearly and effectively (46 percent feel we do, 42 percent neutral, and only 12 percent feel we don't)
- Faculty feel we are most successful in getting students to think critically (57 percent feel we do, 30 percent neutral, and only 13 percent feel we don't)
- Interestingly, the preceding table indicates that faculty think that their program is substantially more effective in instilling critical thinking skills (78 percent agreed) than is true for the University as a whole (57 percent agreed)
- Slightly less than half of all faculty feel that the University is successful in getting students to learn on their own (35 percent neutral, 18 percent disagree)
- CAFES faculty are significantly more likely to say that UWRF has been successful in getting students to learn on their own than are other faculty (.039)
- Comparable percentages of faculty feel that the University enables our students to solve real world problems as are neutral on this topic, 18 percent disagree

Faculty/Staff Software Use

With respect to technology, do you:	Count	Yes	No
Do you regularly (at least several times per week) use application software (e.g. Word, Excel, PowerPoint, Access) programs?	292	95%	5%
Do you regularly (at least several times per week) use the Web to gather information?	291	95%	5%
Have you used Desire to Learn in your classes?	213	66%	34%
Do you access library resources from your home or office?	291	72%	28%
Do you regularly use other software applications (other than Word, Excel, PowerPoint, or Access)?	285	62%	38%

Key Faculty/Staff Software Use Points:

- These data indicate that most faculty use a wide array of software packages in their work
- Use of Microsoft applications and use of the Web to gather information is nearly universal by faculty and staff
- Two thirds or more of faculty and staff use Desire to Learn in their classes and access library resources from home and office
- D2L use is significantly lower in CAS than in the other colleges (.005)
- Administrators report significantly lower rates of accessing library resources from their home or office than do other campus employment categories (faculty, staff, etc.) (.001)
- More than 60 percent use other software packages (SPSS, Dreamweaver, Adobe, Calendaring programs, Photoshop, AutoCAD, Mathematica, etc.)
- Faculty from CAFES and men are significantly more likely to report using other types of software than those from other colleges (.005)

Student Software Abilities

How would you rate the ability of students, with whom you are connected, to use:	Count	Excellent	Good	Neutral	Poor	Very Poor
Application software (e.g. Word, Excel, PowerPoint, Access) effectively?	178	22%	49%	18%	5%	0%
The Web effectively to gather information?	186	25%	48%	19%	6%	1%
To use Desire to Learn effectively?	155	18%	36%	23%	5%	1%

Key Student Ability Points:

- Faculty rate the computer literacy of our students relatively highly
- More than 70 percent of faculty believe our students abilities with respect to application software (Microsoft products) and gathering information from the web are good to excellent.
- A slight majority (54 percent) feel that our students abilities to use Desire to Learn effectively are good to excellent

Faculty/Staff Work Satisfaction

How satisfied are you with:	Count	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
Your salary and benefits?	293	5%	29%	22%	31%	13%
Your opportunities for research, scholarly, and creative activity (RSCA) pursuits?	286	6%	29%	41%	19%	6%
Funding and support for professional development?	288	8%	31%	30%	26%	6%
Classrooms at UWRF?	289	5%	30%	33%	24%	8%
Labs/Farms at UWRF?	277	5%	21%	52%	16%	6%
Offices at UWRF?	291	13%	38%	23%	19%	7%
Overall adequacy of facilities to support UWRF's ed mission?	292	4%	34%	31%	26%	4%
UWRF's overall commitment to academic excellence?	291	17%	44%	22%	15%	3%
Your job at UWRF overall?	292	20%	52%	18%	9%	2%

Key Work Satisfaction Points:

- The preceding table is truly an example of the total being greater than the sum of the parts. There is substantial dissatisfaction with many work environment factors (salary and benefits, funding for professional development, facilities, etc.), yet overall job satisfaction of faculty and staff at UWRF is quite high!
- Only slightly more than one-third of all respondents said they were satisfied with their level of compensation, RSCA opportunities, classroom facilities, funding for professional development, and the overall adequacy of University facilities. Barely one-quarter were satisfied with laboratories and the farms.
- Despite these handicaps, a strong majority (61 percent) feel that UWRF is committed to academic excellence and nearly three-quarters are at least satisfied with their overall job at the University
- With respect to salaries and benefits, people in CEPS, administrators and administrative academic staff are significantly more satisfied; people in CAS, CAFES and faculty are more dissatisfied (.000)
- Faculty are significantly more dissatisfied with the RSCA opportunities than other employment groups (.020)
- Faculty are significantly more dissatisfied with support for professional development than administrators and administrative academic staff (.012); CAFES faculty are significantly more dissatisfied and CEPS faculty more satisfied with support for professional development (.006)
- CEPS faculty are more satisfied with classrooms (.000); faculty and teaching academic staff are less satisfied and administrators and administrative academic staff more neutral with respect to classrooms (.015)
- With respect to laboratories and lab farms, CEPS faculty are more satisfied, CAFES faculty less so (.000)

Faculty/Staff Satisfaction with Administrative Processes

How satisfied are you:	Count	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
That the admissions staff is knowledgeable?	289	16%	45%	32%	4%	2%
With overall student recruitment?	290	7%	38%	38%	14%	4%
That student orientation is helpful?	288	11%	39%	42%	7%	1%
That students are able to register for classes they need with few conflicts?	286	3%	31%	39%	20%	6%
That the class change policies (drop/add) are reasonable?	287	8%	47%	37%	7%	0%
With the overall registration process?	284	5%	49%	37%	8%	2%
That library staff are helpful and approachable?	290	52%	34%	13%	1%	0%
That library resources are adequate?	289	19%	51%	24%	6%	1%
That computer labs are adequate and accessible?	283	15%	39%	33%	10%	3%
That tutoring services are readily available?	287	15%	37%	40%	7%	1%
That services in student health services are adequate?	277	7%	30%	53%	7%	3%
That UW-RF has adequate services to help students decide upon a career?	287	11%	39%	41%	8%	1%

Key Administrative Process Points:

- There is relatively little dissatisfaction with the administrative offices and procedures listed in the above table with the exception of the ability of students to register for classes they need with few conflicts
- For most of the items listed, nearly one-third of all respondents are in the "neutral" category
- The library staff are widely seen as helpful and approachable
- Faculty and administration have different levels of satisfaction with overall student recruitment (.014) and the registration process (.021), with faculty significantly less satisfied and administrators and administrative academic staff more satisfied
- Satisfaction with the library staff is particularly high among faculty (.000) and those associated with CAFES, CAS and CBE (.003)
- Men are more satisfied with the availability of tutors than are women (.025)
- Satisfaction with career services increases with time of service at UWRF (.033)

Faculty/Staff Governance Views

Have you served on:	Count	Yes	No	
One of the faculty/staff governing bodies in the past ten years?	268	41%	59%	
A university or college level committee in the past ten years?	270	82%	18%	

How satisfied are you with:	Count	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
Election of representatives?	286	11%	45%	38%	5%	1%
Work of governance committees?	286	8%	41%	40%	9%	3%
Communications from gov groups?	283	13%	44%	34%	6%	2%
Overall ability to rep your ints?	285	6%	35%	42%	12%	5%
The working relationships between faculty/staff governance units and administrators?	286	5%	28%	42%	18%	8%
The general working relationships between administrators and the faculty/staff?	287	5%	34%	33%	19%	9%
Your personal and professional relationships with (other) administrators?	286	14%	45%	30%	8%	3%

Key Governance Points:

- Participation in faculty governance (serving on one of the governing bodies and on committees) is widespread at UWRF
- Respondents were relatively satisfied with the election process, communications from governance groups, and their personal relationship with administrators
- Substantial proportions of respondents are neutral with respect to the work of governance committees, the ability of governance bodies to represent their interests, and the relationship between governance units and administrators
- Faculty are significantly more satisfied with the election process than are other employment categories on campus (.000) and satisfaction with the process tends to increase with years of service at UWRF
- Faculty are significantly more satisfied with the work of governance committees and administrators less so (.014), and satisfaction with committee work increases with years of service at UWRF (.036)
- Satisfaction with the ability of governance bodies to represent one's interests is higher among faculty than other campus employment groups (.046); those in CAFES are more neutral on this issue and those in CEPS and in administration are less satisfied (.013)
- Those who report having served on a governance body are significantly less satisfied with the relationship between governance bodies and administrators than are those who have not served on these bodies (.007)

University Planning			
Have you:	**Count**	**Yes**	**No**
Been aware of the development of the new mission, vision, and values statements?	288	97%	3%
Been aware of the development of the new strategic plan?	287	96%	4%
Provided feedback on the new mission, vision, and values statements during their development?	287	62%	38%
Been involved with any of the recent strategic planning initiatives (e.g. task force committees)?	285	40%	60%
Provided feedback on the new strategic plan during its development?	286	47%	53%

	Count	**Very Satisfied**	**Satisfied**	**Neutral**	**Dissatisfied**	**Very Dissatisfied**
How satisfied are you with the involvement of faculty/staff governance units in the development of the new strategic plan?	294	12%	35%	38%	11%	3%

Key University Planning Points:

- There is nearly universal awareness of the development of the mission, vision and values statements and the overall strategic plan by the campus community
- Nearly two-thirds of the campus community participated in the strategic planning process by providing feedback on the mission, vision and values
- Less than half of the campus community was involved in a strategic planning task force or provided feedback on the plan during its development
- Teaching academic staff, who often have short-term adjunct appointments, were significantly less likely to be aware of the new mission (.000), to be aware of the new strategic plan (.000), to have provided feedback on the mission (.000), to have served on a task force committee (.000), or to have provided feedback on the strategic plan (.000)
- Respondents were, overall, somewhat satisfied with the involvement of faculty governance groups in the strategic plan development
- Faculty and administrators have significantly different levels of satisfaction with the level of governance group involvement in strategic planning (.001). Only 7 percent of administrators were dissatisfied compared to 73 percent who were satisfied with governance group involvement in strategic planning. In contrast, 21 percent of faculty were dissatisfied and only 42 percent were satisfied with governance involvement

Classified Staff Participation

Have you:	Count	Yes	No
Served on your union's governing body in the past ten years?	116	9%	91%
Served on a university committee in the past ten years?	114	47%	53%
Been aware of the development of the new strategic plan?	116	91%	9%
Provided feedback on the new mission, vision, and values statements during their development?	115	36%	64%
Been involved with any of the recent strategic planning initiatives (e.g. task force committees)?	114	6%	94%
Provided feedback on the new strategic plan during its development?	115	19%	81%

How satisfied are you with:	Count	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
Classified staff's involvement in the development of the new strategic plan?	115	3%	18%	54%	17%	8%

Key Points about Classified Staff Participation

- Relatively few have been involved in union governance
- Nearly half have served on a university committee since the last accreditation visit
- Virtually all classified staff are aware of the development of the new strategic plan, more than one-third have provided feedback on the mission, vision, and values but fewer than one in five did so for the strategic plan itself
- Very few were involved in strategic planning task forces
- Male classified staff were significantly more likely to report having served on a university committee during the past year (.027) and on a strategic planning task force (.041) than were female classified staff
- Participation in university committees increased with length of employment (.032)
- Generally, classified staff are neutral to slightly dissatisfied with their level of participation in the new strategic planning process

Classified Staff Satisfaction

How satisfied are you with:	Count	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
Your union's representation of your interests?	111	5%	31%	43%	14%	7%
The general working relationships between classified staff and administrators?	115	9%	48%	23%	16%	4%
Your personal working relationships with administrators?	115	22%	45%	27%	4%	2%
How satisfied are you:	**Count**	**Very Satisfied**	**Satisfied**	**Neutral**	**Dissatisfied**	**Very Dissatisfied**
Overall, with your salary and benefits?	116	7%	36%	12%	35%	9%
Overall, with your job at UW-RF?	116	20%	51%	16%	11%	2%

Key Points about Classified Staff Satisfaction:

- Overall, classified staff appear to be modestly satisfied with their union representation
- Classified staff are generally satisfied with their working relationships with administrators both in general and, even more so, in their personal relationship with administrators
- Men are more satisfied with the relationship between classified staff generally (.021) and with their personal connection (.010) with administrators than are women
- There is greater variability in the level of satisfaction with salaries and benefits among classified staff than with faculty and staff – dissatisfaction with salary and benefits is not as great among classified staff
- As was true with unclassified workers, classified staff are generally satisfied with their job at the university; nearly three-quarters said they were satisfied or very satisfied