

2013 Campus Climate Survey: Satisfaction and Turnover Intentions

Executive Summary

The 2013 Campus Climate survey was conducted from February 19th through March 19th, 2013. The survey was designed to accomplish multiple goals, but its primary purposes were (a) to monitor the extent to which faculty members are satisfied with their working environment; (b) enhance our understanding of the climate, both departmental and institutional, in which faculty work; and (c) to evaluate the changes over time, if any, in the climate within departments, within colleges, and across the University. Differences in satisfaction and climate with respect to gender, race/ethnicity, rank, and college have been analyzed. The purpose of this section of the report is to present results obtained from the portion of the survey that focused on satisfaction and turnover intentions.

A total of 1,222 of 2,689 faculty responded to the 2013 climate survey. This 45% response rate was sharply higher than the 24% response rate for the 2009 survey (742 of 3,133) or the 30% response rate for the 2006 survey (820 of 2,718).

The pattern of responses to the 2013 climate survey was generally representative, but there are two areas of possible concern which should be considered when interpreting the survey results. First, non-tenure-track faculty members appear to be under-represented in the survey responses. The response rates for tenured and tenure track faculty each exceeded 50%, whereas the response rate for non-tenure-track faculty was no higher than 36%. Second, there appears to have been an unusually low response rate for Asian faculty members. Only 5% of the respondents identified themselves as Asian, even though 13% of the faculty members are identified as Asian in Texas A&M's administrative records. Although it is possible that Asian faculty were systematically less likely than other faculty groups to identify their race/ethnicity and not systematically less likely to respond to the survey, the calculated response rate for Asian faculty members was only 15%. No other EEOC group had a calculated response rate below 27%. More detail about response rates by gender, race and ethnicity, title, tenure status, and college can be found in the section of the report on respondent demographics.

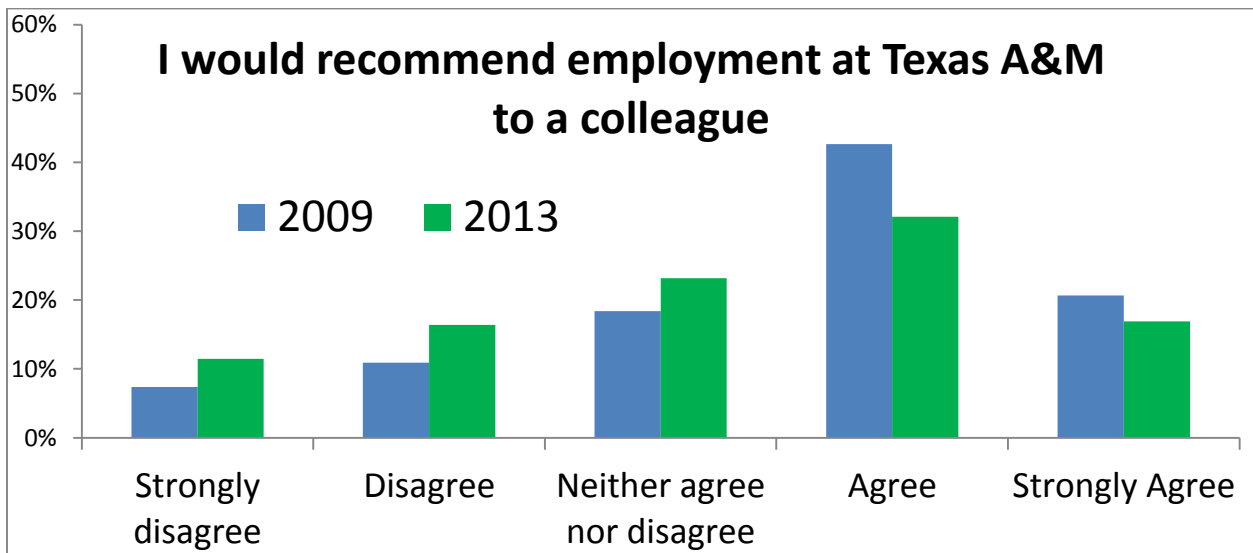
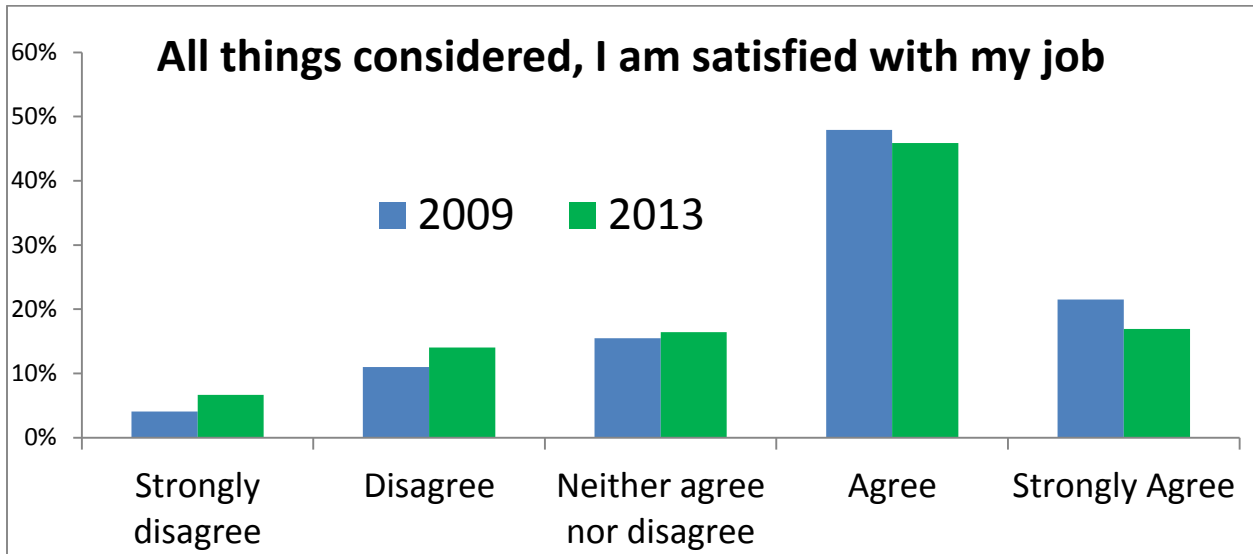
The following are key points that were extracted from the analysis of responses to the satisfaction section of the survey:

- General satisfaction is weaker than it was in 2009, when it was characterized as moderate.
- Female faculty members report systematically lower levels of job satisfaction than do male faculty members. This pattern persists even after controlling for differences in rank and college.
- Despite the differences in job satisfaction, there are no systematic differences in turnover intentions between male and female faculty.
- Satisfaction has generally declined for non-Hispanic white faculty, while it has remained unchanged for non-white faculty.
- As a general rule, satisfaction has declined more for tenured faculty than for other faculty ranks.
- There are statistically significant differences in satisfaction within colleges between male and female faculty members once differences in faculty rank are taken into account. In all such cases, female faculty report lower satisfaction than male faculty.

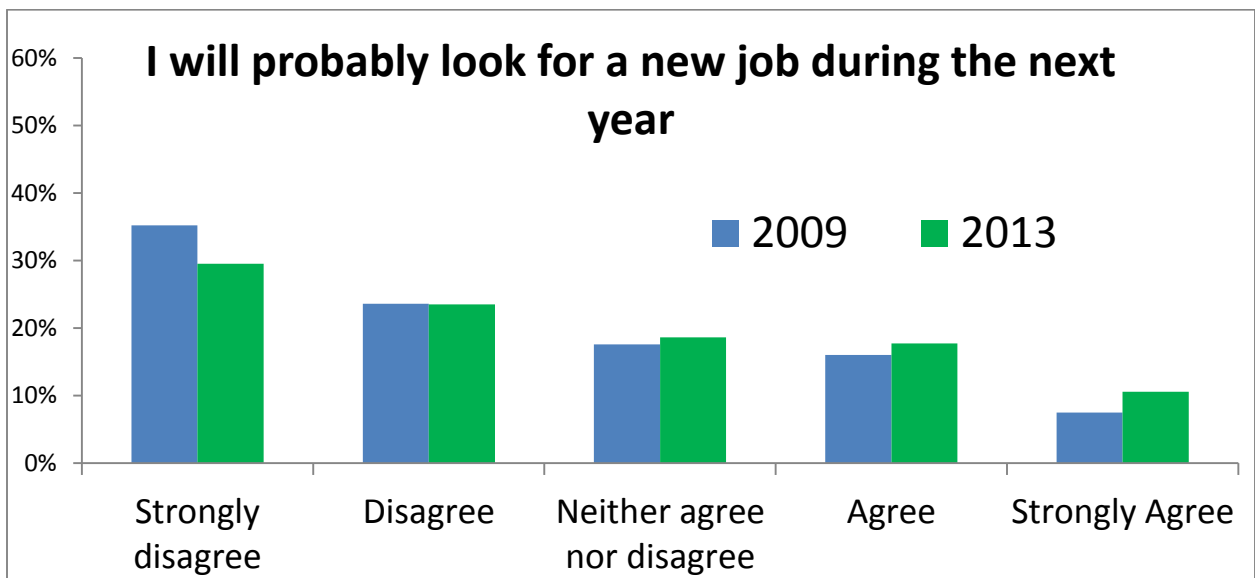
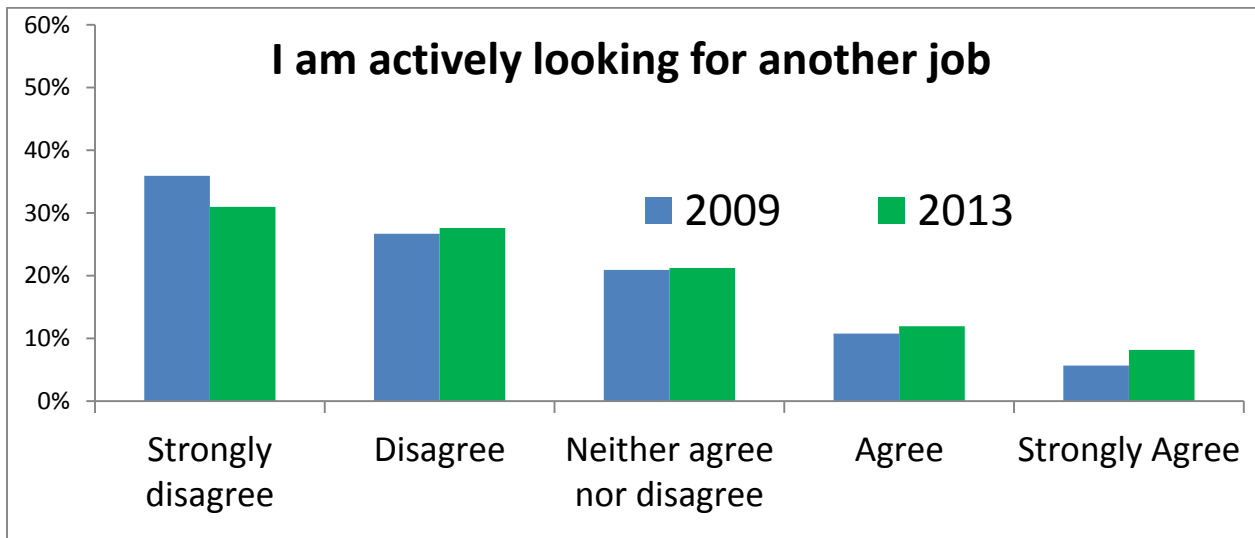
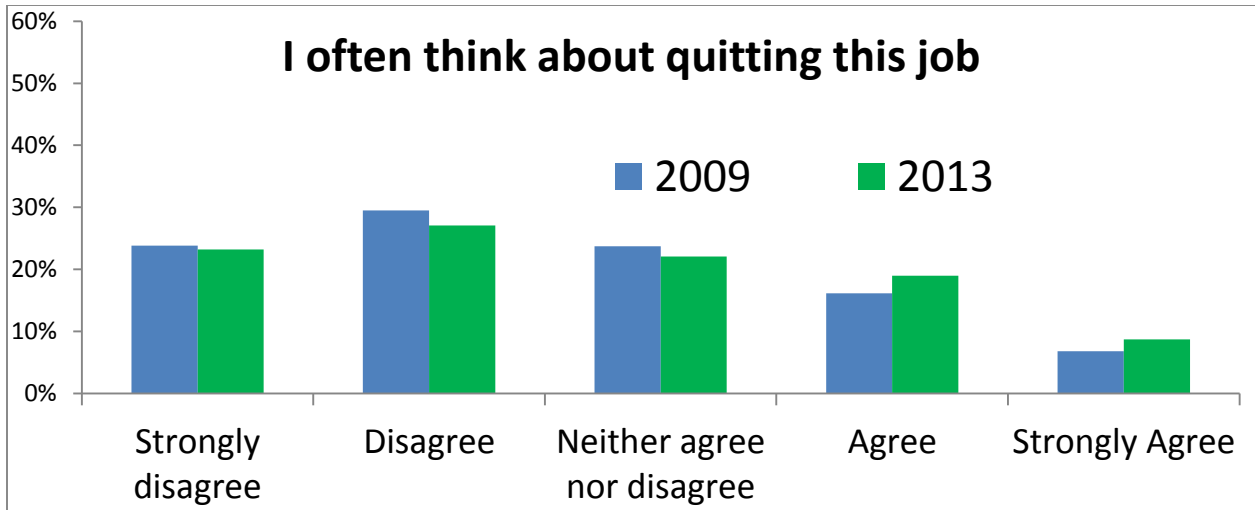
Indicators of General Satisfaction

The figures below show responses to the five indicated items that address job satisfaction, the likelihood that a faculty member would recommend employment at Texas A&M to a colleague, and turnover intentions. Taken together, these five items can be interpreted as an indicator of general satisfaction with working at Texas A&M.

As the figures illustrate, the share of survey respondents reporting low levels of satisfaction increased between the 2009 and 2013 surveys. On four of the five indicators, satisfaction was significantly lower in 2013 than it was in 2009.¹ Responses to the fifth question, “I often think about quitting this job,” also indicate lower satisfaction, but the difference between surveys was only statistically significant at the 10-percent level.



¹ Statistical significance was determined using ordered probit regression and a 5-percent standard for significance.



Detailed Scales from the Satisfaction Portion of the Survey

Further insight can be gleaned by exploiting additional questions about satisfaction from the survey. Given the large number of possible questions, however, it is not especially fruitful to examine responses to individual questions. Instead, individual questions were aggregated into a series of scales, and those scales were used for further analysis.

Table 1 shows the items used in various satisfaction and turnover intention scales constructed from the survey. To facilitate comparisons across time, these scales were constructed using only questions that were asked on both the 2009 and the 2013 surveys. A scale score was calculated as the mean of the items in the scale. Items were reverse coded as needed to make all items on the same scale in the same direction (i.e., all high scores indicating more positive feeling/experience or all high scores indicating more negative feeling/experience). Missing items were ignored; a scale score was calculated for any respondent who answered at least one item on the scale. All of the scales were examined using factor analysis to confirm that all of the items were well correlated and could be reliably collapsed into a single indicator. Note that the wording on the Productivity Perception indicators differs somewhat between 2009 and 2013, and there was a wider range of possible responses to those questions in 2013. Therefore, comparisons with 2009 were not possible for this scale. Similarly, the response options differed for the Feeling Valued indicators, so comparisons are also not possible for that scale.

Table 1. Description of the Items Used in the 2009 and 2013 Campus Climate Surveys

Scale	Items
Overall Faculty Satisfaction	All things considered, I am satisfied with my job.
Colleague Recommendation	I would recommend employment at Texas A&M to a colleague.
Turnover Intentions	I often think about quitting this job.
	I am actively looking for another job.
	I will probably look for a new job during the next year.
Burnout	I always find new and interesting aspects in my work. [reverse-coded]
	I can stand the pressure of my work well (reverse coded)
	Lately, I tend to think less during my work and just execute it mechanically.
	During my work, I often feel emotionally drained
	Sometimes I feel really disgusted with my work
	After work, I usually feel worn out and weary
Career Satisfaction	Opportunity to collaborate with other faculty
	Amount of social interaction with members of my unit/department
	Level of funding for my research or creative efforts
	Current salary in comparison to the salaries of my TAMU colleagues
	Ability to attract students to work with me
	Level of intellectual stimulation in my day-to-day contacts with faculty colleagues
	Contributing to theoretical developments in my discipline
	Balance between professional and personal life
	Degree to which community and/or state service is recognized
	Degree to which my professional developments have been recognized

Scale	Items
Feeling Valued	Being valued as a teacher by students
	Being valued as a mentor by students
	Being valued as an advisor by students
	Being valued for my teaching by members of my unit/department
	Being valued for my research, scholarship, or creativity by members of my unit/department
	Being valued for my social and/or cultural identity membership
	Being valued for my disciplinary expertise and/or contributions
Productivity Perceptions	How would YOU rate your overall level of productivity compared to researchers at your rank in your area/discipline at other Tier 1 Research universities?
	How do you think your colleagues in your department view your productivity compared to researchers at your rank in your area/discipline at other Tier 1 Research universities?
Life Satisfaction	In most ways my life is close to my ideal.
	The conditions of my life are excellent.
	I am satisfied with my life.
	So far I have gotten the important things I want in life.
	If I could live my life over, I would change almost nothing.

Analysis of the Scales

Table 2 provides a summary of the averages of the responses on the different scales for 2013. There are also comparisons by gender, race/ethnicity, title, and tenure status. Because White was by far the largest race/ethnicity category, in addition to tabulating by race/ethnicity, there is also a comparison between White and the rest of the categories for race and ethnicity, as this might show general trends of difference in experience between respondents in the largest group versus those in minority groups. Shading indicates that significant differences were detected among the demographic groups.

Following the table, the remaining sections of the report graphically present scale averages for 2009 and 2013, with comparisons by sex, race and ethnicity, title, and tenure status. Throughout the analysis of the scales, statistical significance was determined using OLS regression and a 5-percent standard.

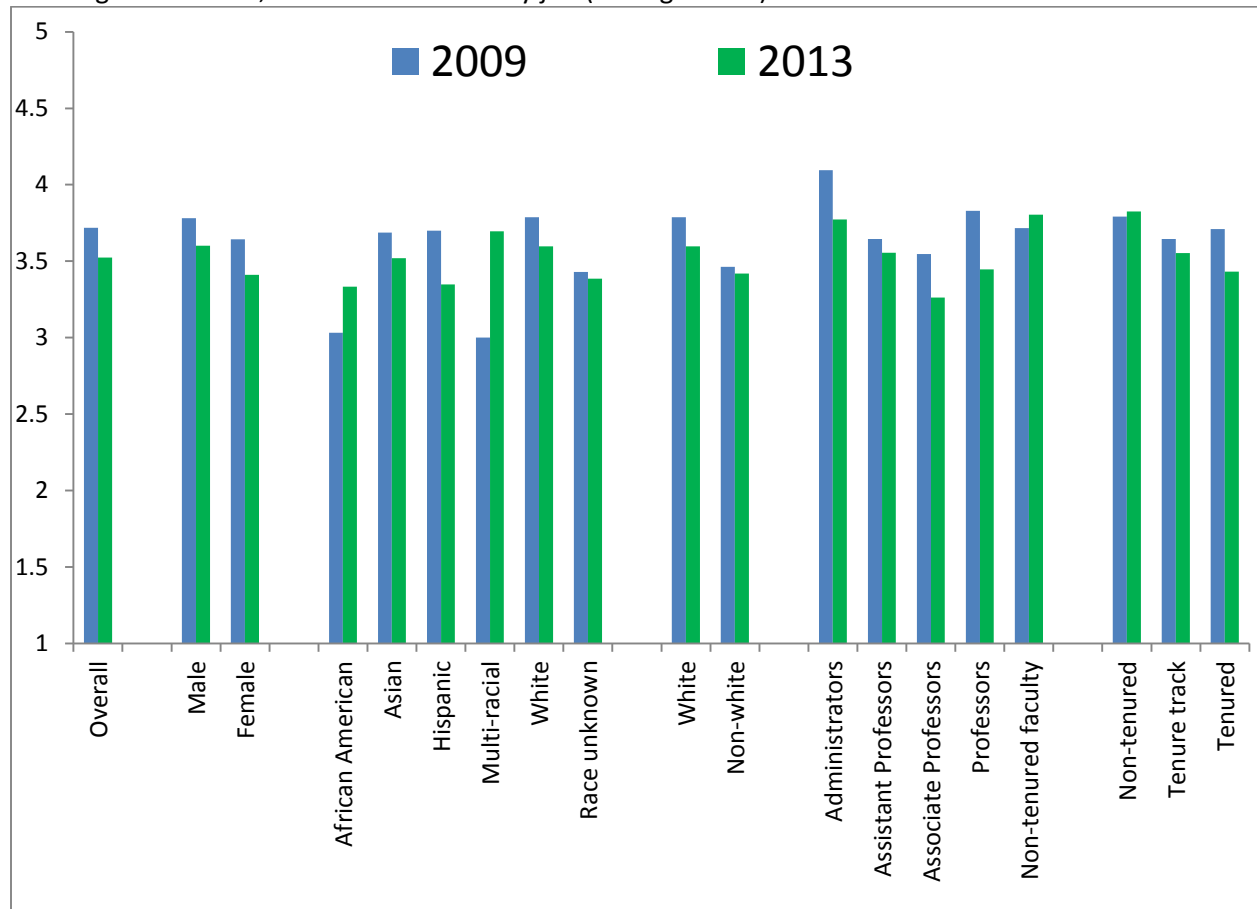
Table 2. Summary of Average Response across the Scales, 2013

	Overall Faculty Satisfaction	Colleague Recommendations	Turnover Intentions	Burnout	Career Satisfaction	Feeling Valued	Productivity Perceptions	Life Satisfaction
Overall	3.52	3.27	2.53	2.40	3.37	3.25	3.29	3.46
Sex								
Male	3.60	3.32	2.48	2.35	3.42	3.33	3.32	3.52
Female	3.41	3.23	2.59	2.49	3.29	3.09	3.23	3.38
Race/Ethnicity								
African-American	3.33	2.95	3.06	2.71	3.26	3.14	3.17	3.22
Asian	3.52	3.42	2.58	2.25	3.17	3.25	3.25	3.52
Hispanic	3.35	3.06	2.61	2.46	3.12	3.10	3.35	3.42
Multiracial	3.70	3.43	2.26	2.24	3.52	3.58	3.35	3.57
White	3.60	3.32	2.43	2.42	3.43	3.25	3.26	3.49
White								
White	3.60	3.32	2.43	2.42	3.43	3.25	3.26	3.49
Non-white	3.49	3.27	2.59	2.37	3.23	3.25	3.30	3.44
Administrators								
Administrator	3.77	3.48	2.38	2.43	3.66	3.56	3.39	3.54
Assistant Professor	3.55	3.28	2.65	2.45	3.42	3.18	3.18	3.43
Associate Professor	3.26	2.98	2.85	2.61	3.13	3.01	3.25	3.27
Professor	3.45	3.13	2.47	2.31	3.35	3.31	3.31	3.57
Non-tenure track	3.80	3.71	2.22	2.22	3.47	3.27	3.33	3.54
Non-tenure track								
Non tenure track	3.83	3.72	2.19	2.24	3.49	3.33	3.31	3.55
Tenure track	3.55	3.28	2.67	2.47	3.43	3.20	3.20	3.43
Tenured	3.43	3.13	2.60	2.44	3.33	3.25	3.31	3.46

Note: Shading indicates that differences within the category are statistically significant at the 5 percent level.

Overall Faculty Satisfaction

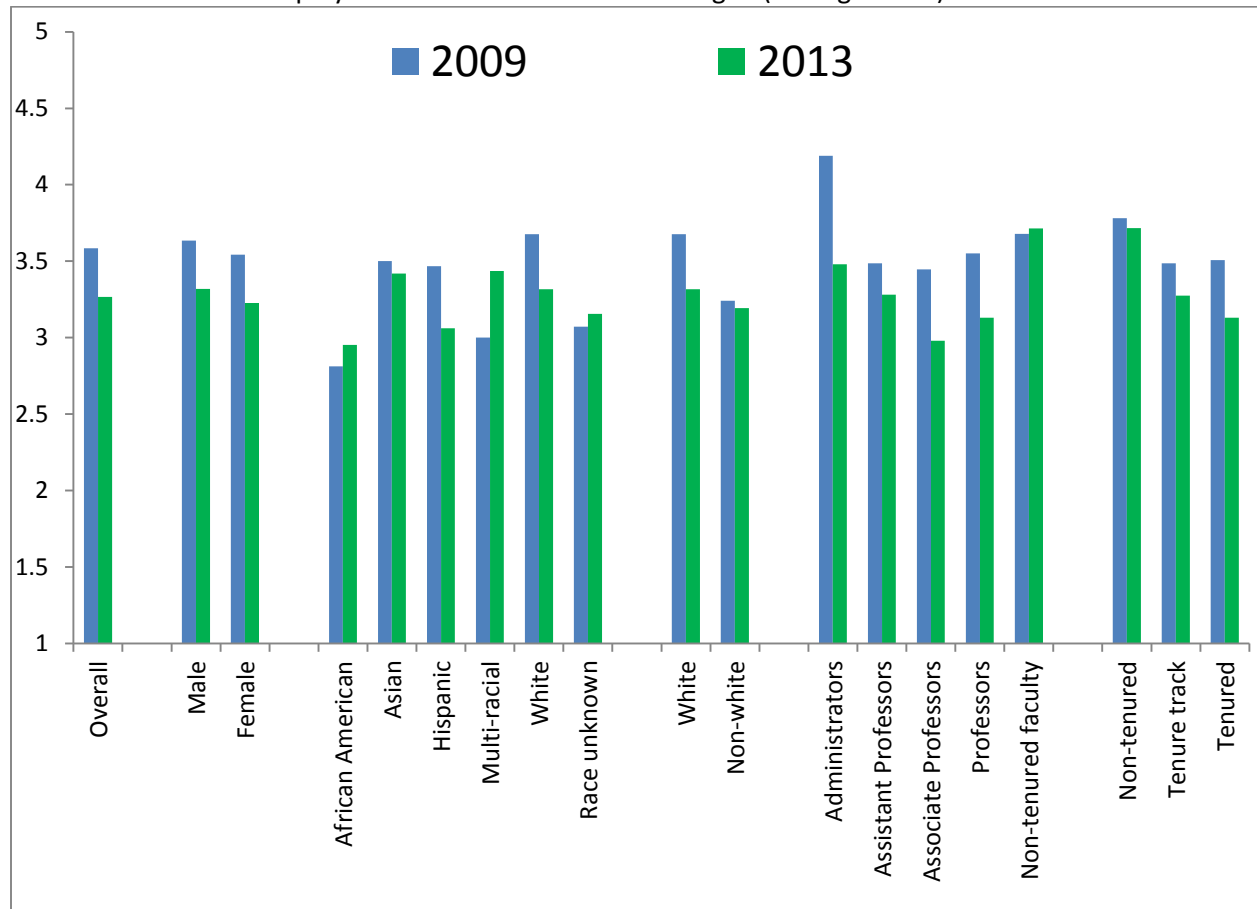
All things considered, I am satisfied with my job (average score).



- On average, overall faculty satisfaction is significantly lower in 2013 than in 2009. It is lower for both male and female faculty.
- Satisfaction remains significantly lower for female faculty than for male faculty.
- Average satisfaction has increased for African American and multiracial faculty, on average, but those groups had unusually low satisfaction in 2009 and the number of faculty surveyed is low in both years, so the change is not statistically reliable.
- Average satisfaction has declined significantly for non-Hispanic white faculty
- In 2013, there is no significant difference among racial/ethnic groups on this indicator.
- Satisfaction is significantly lower for tenured associate professors and full professors than for assistant professors and non-tenured faculty
- The decline in overall satisfaction occurs primarily among tenured faculty and administrators. Satisfaction remains essentially unchanged for tenure-track assistant professors and non-tenured, non-administrative faculty.

Colleague Recommendation

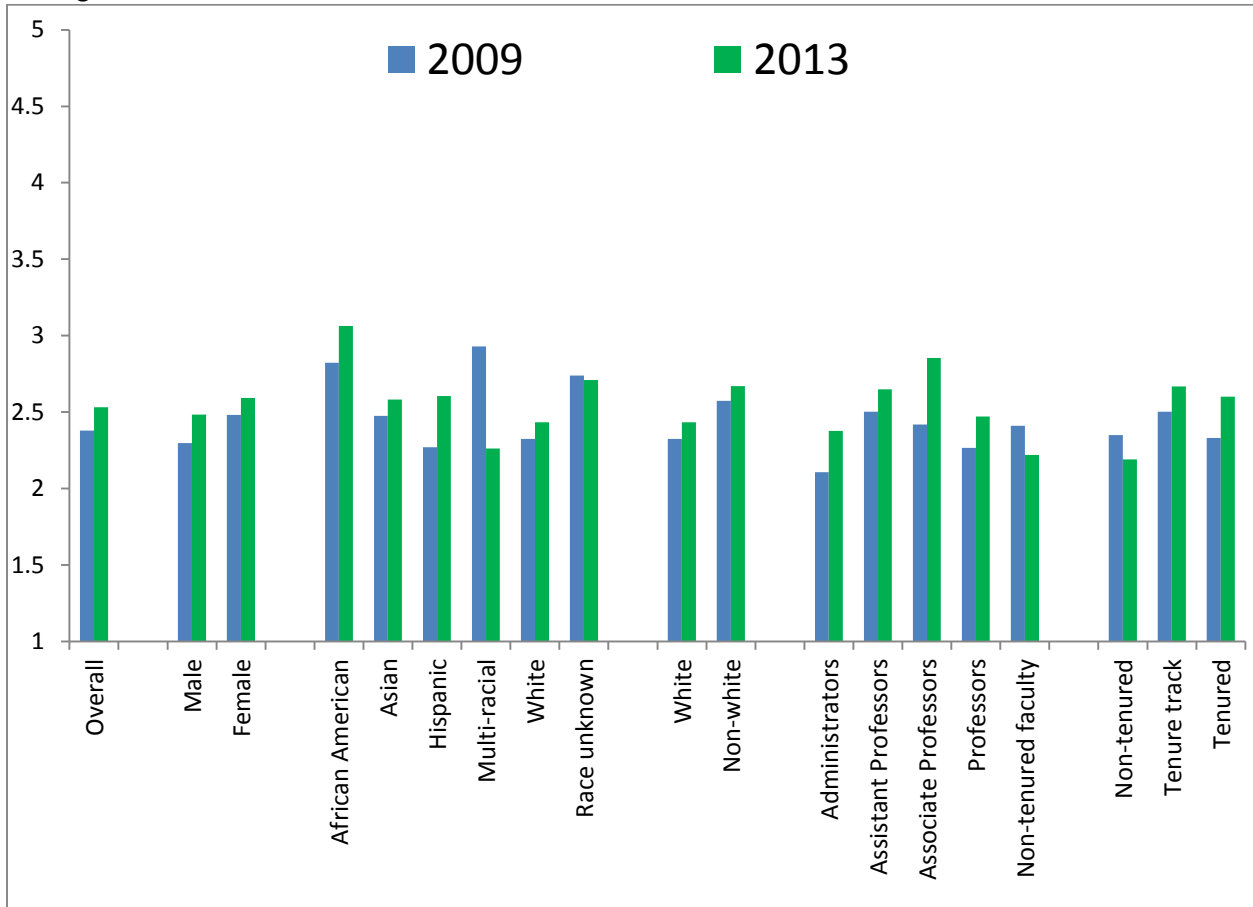
I would recommend employment at Texas A&M to a colleague (average score)



- On average, the share of faculty who would recommend TAMU to a friend is significantly lower in 2013 than in 2009. It is lower for both male and female faculty.
- There is no significant difference between male and female faculty on this indicator in 2013.
- There is no statistically reliable difference among racial/ethnic groups on this indicator in 2013.
- The average score for this indicator has declined significantly for White faculty.
- This indicator has fallen significantly for all faculty ranks except non-tenured, non-administrative faculty.
- Tenured faculty members are significantly less likely than other faculty types to report that they would recommend employment at Texas A&M to a colleague.

Turnover intentions

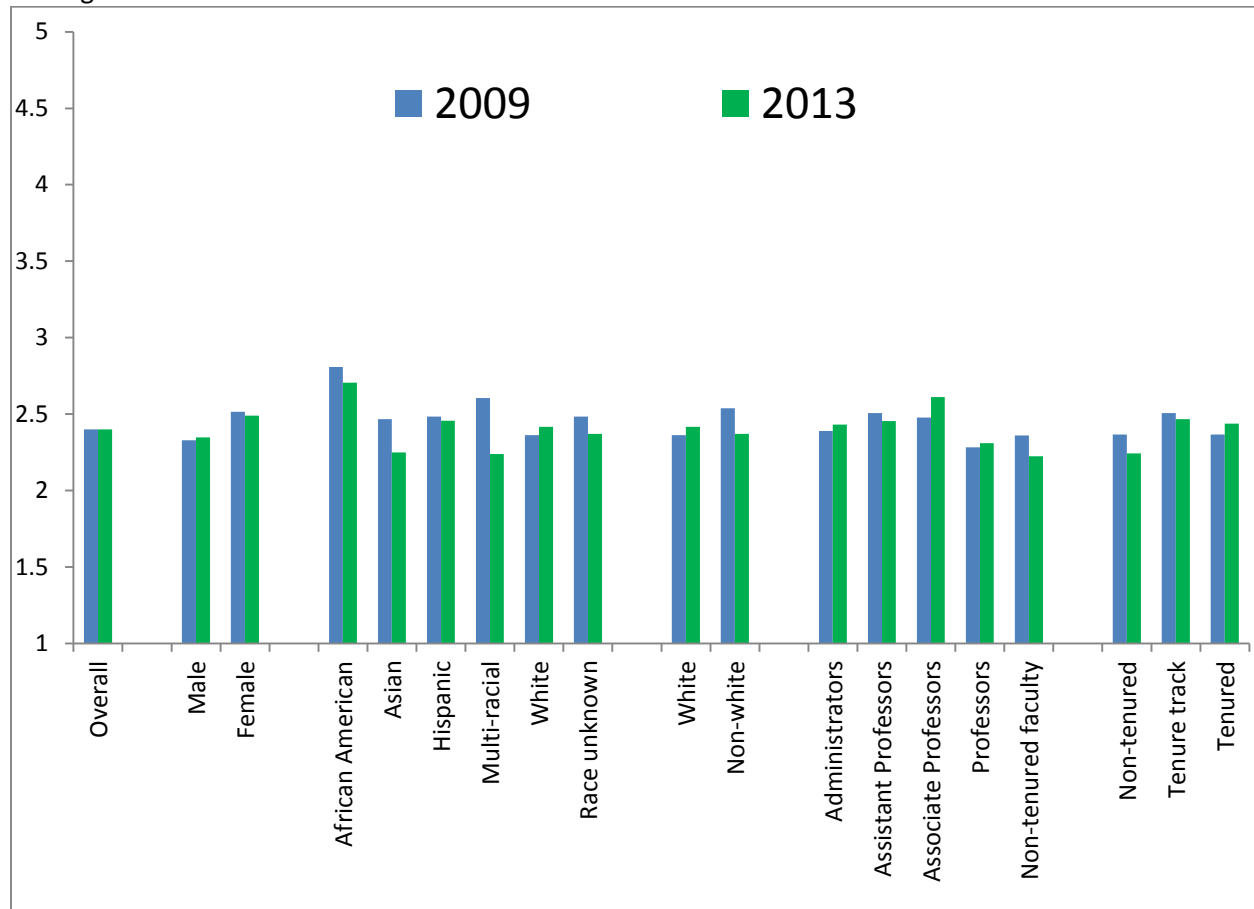
Average of the items shown in Table 1



- On average, turnover intentions are significantly higher in 2013 than in 2009. They are significantly higher in 2013 for male faculty, but not for female faculty.
- There is no significant difference between male and female faculty on this indicator in 2013.
- In 2013, turnover intentions are significantly higher for African-American faculty than for other racial/ethnic groups.
- Turnover intentions have generally increased, but the change is not statistically significant for any specific racial/ethnic group.
- Turnover intentions are highest among assistant and associate professors.
- The only groups where turnover intentions are significantly higher are tenured associate and full professors.

Burnout

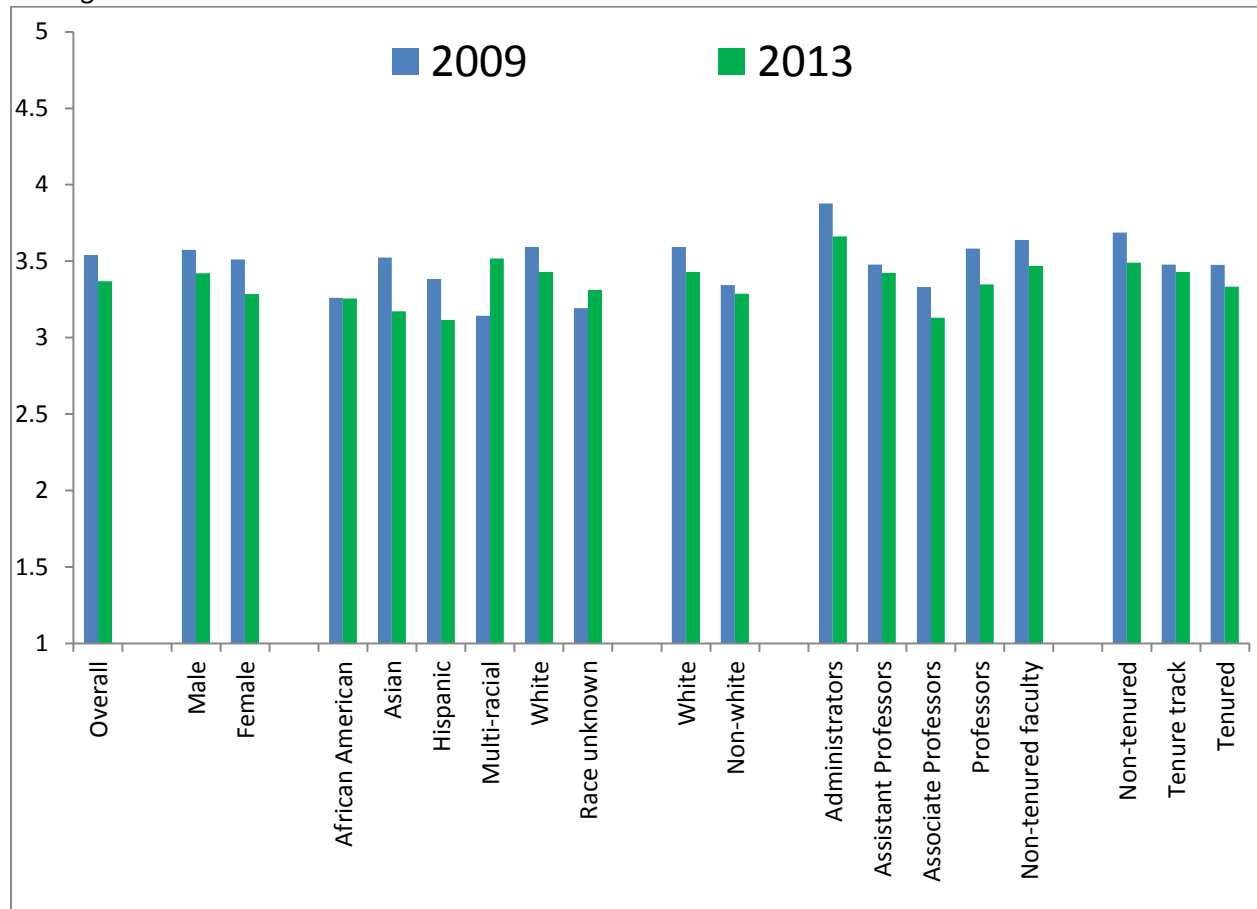
Average of the items shown in Table 1



- The scale scores for Faculty Burnout did not change significantly between 2009 and 2013, for either male or female faculty.
- On average, female faculty scored significantly higher on the Burnout scale than did male faculty in 2013.
- There are no statistically reliable differences across racial/ethnic groups with respect to this indicator.
- Faculty Burnout has fallen for non-white faculty, while it remains unchanged for non-Hispanic white faculty.
- Non-tenured non-administrative faculty members report the lowest incidence of Burnout, whereas tenured associate professors report the highest incidence. Differences between those two groups are statistically significant.
- The Faculty Burnout scale is significantly lower for non-tenure-track, non-administrators in 2013 than in 2009. However, there has been considerable volatility within this group since 2009, and the difference may largely reflect the changing composition of non-tenure-track faculty.

Career Satisfaction

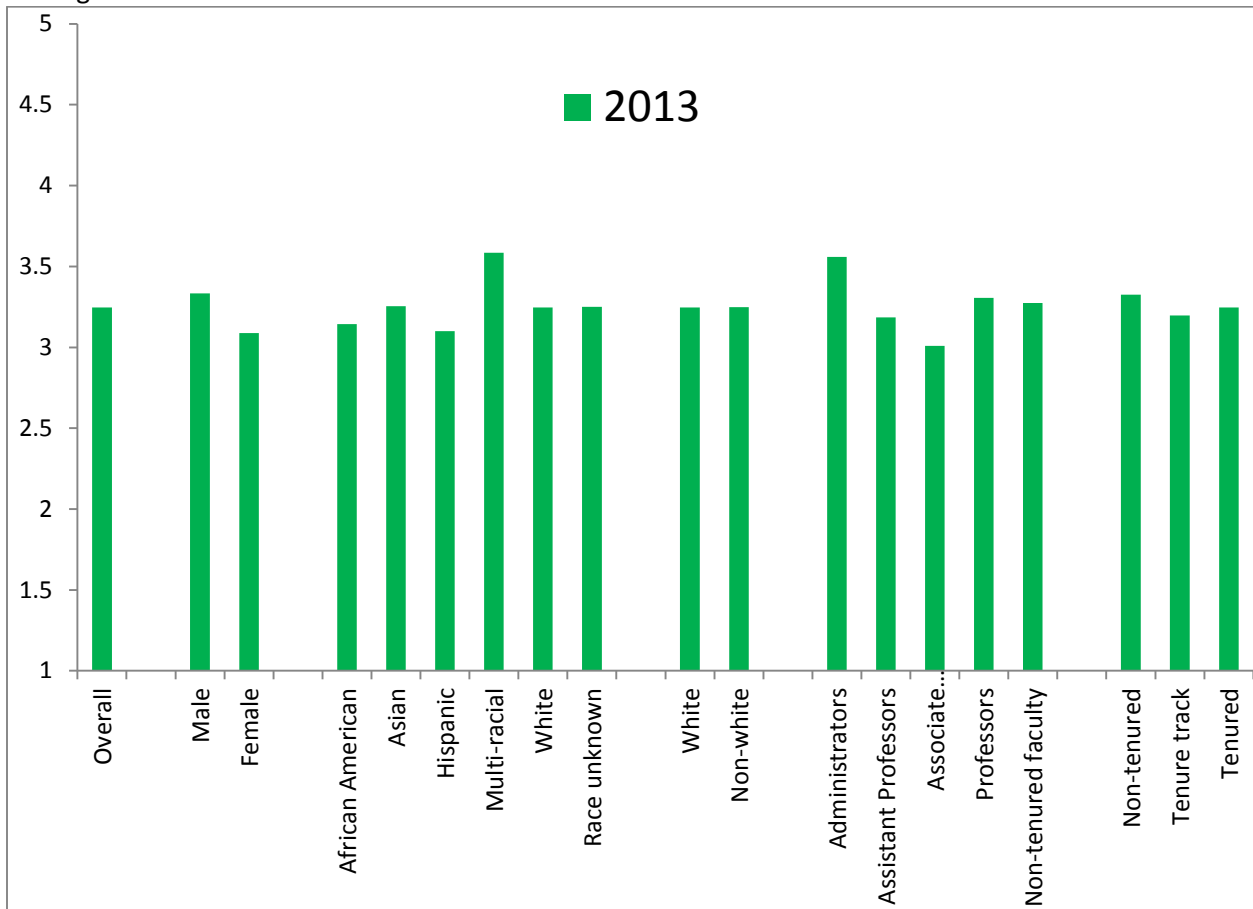
Average of the items shown in Table 1



- On average, Career Satisfaction is lower in 2013 than in 2009. It is significantly lower for both male and female faculty.
- In 2013, female faculty report significantly lower levels of Career Satisfaction than do male faculty, on average.
- Differences in this indicator, although relatively modest, are statistically significant across racial/ethnic groups.
- Career Satisfaction has fallen significantly for Asian and non-Hispanic white faculty. Changes for other racial/ethnic groups are not statistically reliable.
- Administrators have significantly higher Career Satisfaction than other faculty in 2013.
- Career Satisfaction has declined for all ranks, but the change is only significant for administrators and tenured faculty.

Feeling Valued

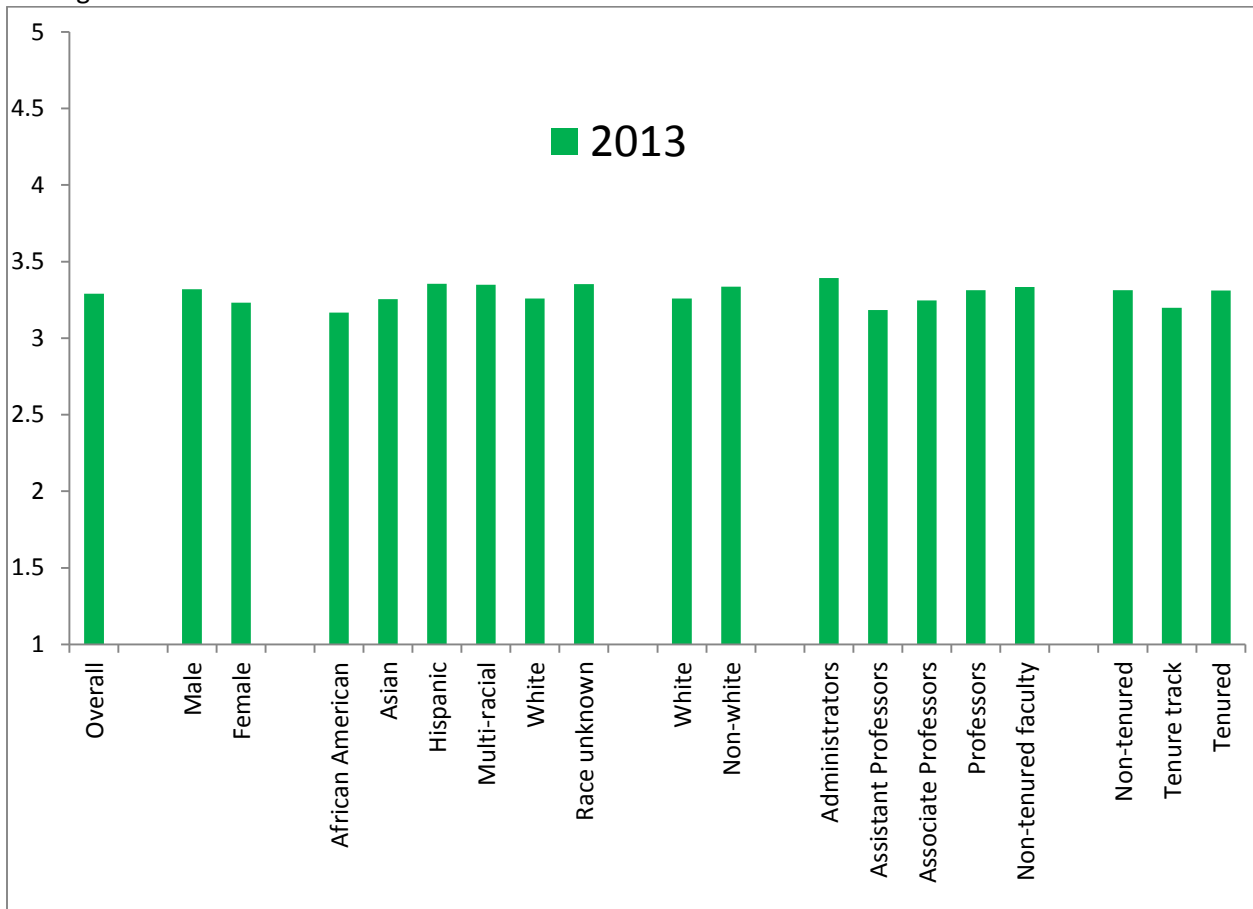
Average of the items shown in Table 1



- Due to changes in the survey responses that were designed to make this indicator more reliable going forward, it is not possible to make reliable comparisons between the responses on the 2009 and 2013 surveys.
- In 2013, female faculty report significantly lower levels of Feeling Valued than do male faculty, on average.
- There are no systematic differences by race/ethnic group with respect to this indicator.
- Administrators are more likely to report that they feel valued than other ranks.

Productivity Perceptions

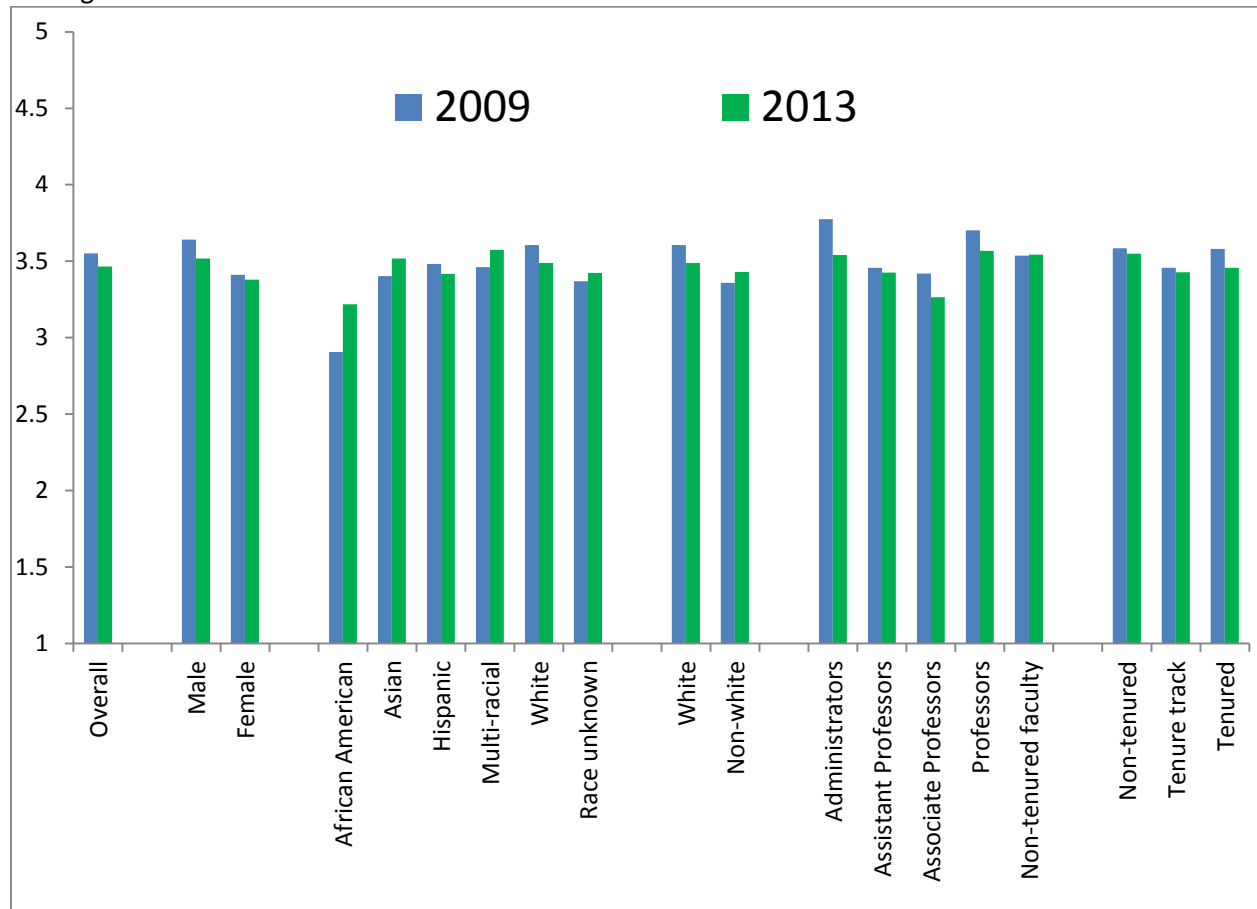
Average of the items shown in Table 1



- Due to changes in the survey questions and response options that were designed to make this indicator more reliable going forward, it is not possible to make reliable comparisons between the responses on the 2009 and 2013 surveys.
- In 2013, female faculty report significantly lower levels of Productivity Perceptions than do male faculty, on average.
- There are no systematic differences by race/ethnic group with respect to this indicator.
- Tenure-track assistant and tenured associate professors report the lowest levels of perceived productivity.

Life Satisfaction

Average of the items shown in Table 1



- On average, the Life Satisfaction scale is lower in 2013 than in 2009. It is significantly lower for male faculty, but not for female faculty.
- In 2013, female faculty report significantly lower levels of Life Satisfaction than do male faculty, on average.
- There are no systematic differences by race/ethnic group with respect to this indicator.
- Life Satisfaction has fallen significantly for non-Hispanic white faculty. Changes over time for other racial/ethnic groups are not statistically significant.
- Tenured associate professors report the lowest levels of Life Satisfaction among the faculty ranks.
- Life Satisfaction has declined more for tenured faculty than for other faculty ranks.

Table 3. Summary of Average Response across the Scales, by College, STEM and Sex, 2013

		Overall Faculty Satisfaction	Colleague Recommend.	Turnover Intentions	Burnout
Overall	Female	3.41	3.23	2.59	2.49
	Male	3.60	3.32	2.48	2.35
Bush School	Female	4.17	3.83	2.06	2.11
	Male	3.64	3.45	2.91	2.08
COALS (non-STEM)	Female	3.67	3.42	2.50	2.68
	Male	3.56	3.38	2.26	2.41
COALS (STEM)	Female	3.36	3.09	2.70	2.65
	Male	3.54	3.10	2.62	2.54
College of Architecture	Female	3.12	3.12	2.62	2.16
	Male	4.14	3.82	1.83	2.08
College of Education & Human Development	Female	3.50	3.60	2.28	2.39
	Male	3.75	3.28	2.25	2.13
College of Geosciences	Female	3.00	2.85	3.33	2.69
	Male	3.03	2.90	2.90	2.55
College of Liberal Arts (non-STEM)	Female	3.16	2.80	2.93	2.56
	Male	3.32	2.94	2.64	2.33
College of Liberal Arts (STEM)	Female	3.32	3.00	2.86	2.33
	Male	3.15	2.94	3.04	2.20
College of Science	Female	3.53	3.07	2.52	2.41
	Male	3.77	3.21	2.61	2.43
College of Veterinary Medicine	Female	3.68	3.60	2.28	2.77
	Male	3.75	3.64	2.27	2.30
Dwight Look College of Engineering	Female	3.30	3.26	2.78	2.70
	Male	3.71	3.43	2.45	2.36
Mays Business School	Female	3.81	3.86	1.89	2.19
	Male	3.68	3.71	2.22	2.32
University Libraries	Female	3.15	2.96	2.88	2.91
	Male	3.80	3.94	2.46	2.80
Medical Sciences Library	Both	3.73	3.91	2.09	2.30
Texas A&M University – Galveston	Female	3.56	3.36	2.39	2.13
	Male	3.88	3.79	1.97	2.05
Texas A&M University – Qatar	Both	3.72	3.58	2.14	2.10

Table 3. Continued

		Career Satisfaction	Feeling Valued	Productivity Perceptions	Life Satisfaction
Overall	Female	3.29	3.09	3.23	3.38
	Male	3.42	3.33	3.32	3.52
Bush School	Female	3.37	3.52	2.75	3.57
	Male	3.69	3.62	3.27	3.71
COALS (non-STEM)	Female	3.35	3.21	3.23	3.67
	Male	3.38	3.31	3.34	3.49
COALS (STEM)	Female	3.11	3.17	3.13	3.31
	Male	3.40	3.40	3.46	3.49
College of Architecture	Female	3.16	3.10	3.03	3.42
	Male	3.66	3.67	3.30	3.56
College of Education & Human Development	Female	3.30	3.30	3.14	3.61
	Male	3.49	3.42	3.45	3.59
College of Geosciences	Female	2.97	2.73	3.38	2.95
	Male	3.22	3.17	3.02	3.52
College of Liberal Arts (non-STEM)	Female	3.28	3.33	3.22	3.22
	Male	3.20	3.21	3.23	3.50
College of Liberal Arts (STEM)	Female	3.39	2.99	3.28	3.61
	Male	3.28	3.47	3.07	3.74
College of Science	Female	3.36	2.94	3.27	3.38
	Male	3.50	3.27	3.28	3.41
College of Veterinary Medicine	Female	3.54	3.06	3.60	3.18
	Male	3.62	3.35	3.31	3.59
Dwight Look College of Engineering	Female	3.04	3.01	3.14	3.20
	Male	3.45	3.31	3.34	3.45
Mays Business School	Female	3.55	3.58	3.09	3.97
	Male	3.60	3.36	3.61	3.84
University Libraries	Female	3.31	2.51	3.40	3.11
	Male	3.36	2.62	3.56	3.35
Medical Sciences Library	Both	3.93	2.58	3.18	3.31
Texas A&M University – Galveston	Female	2.93	2.90	3.13	3.39
	Male	3.43	3.44	3.21	3.56
Texas A&M University – Qatar	Both	3.23	3.24	3.19	3.49

Note: Shading indicates significant differences by sex within the College, after controlling for differences in faculty rank. Differences by sex for Texas A&M University – Qatar could not be reported because there was only one female respondent from that College. Similarly, differences by sex for the Medical Sciences Library could not be reported because there was only one male respondent from that College.

- As Table 3 illustrates, there are statistically significant differences in satisfaction within college between male and female faculty members once differences in faculty rank are taken into account. In all such cases, female faculty report lower satisfaction than male faculty.