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EMPLOYEE ATTITUDE SURVEY
OF FACULTY AND STAFF AT
UTAH STATE UNIVERSITY

by

Evan N. Stevenson

A thesis submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF BUSINESS ADMINISTRATION

UTAH STATE UNIVERSITY
Logan, Utah

1968

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Evan N. Stevenson

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ABSTRACT

Employee Attitude Survey
of Faculty and Staff at
Utah State University

by

Evan N. Stevenson, Master of Business Administration

Utah State University, 1968

Major Professor: Professor Glenn F. Marston
Department: Business Administration

The general attitude of the faculty and staff was assessed through the questionnaires distributed to all full-time employees of Utah State University. Their feelings regarding supervision, work recognition, communication, physical facilities, job satisfaction and their attitude toward the administration were reflected by their response.

The over-all campus attitude seems to be good. The areas of supervision and work recognition received the most favorable replies. Downward communications, or communications from the administration to the employee, received more negative response than reactions to upward channels of communication.

The personal comments and opinions submitted contain

valuable insight into the general attitude of the Utah State University staff. The positive feeling regarding apparent academic freedom is evident in this study. Fringe benefits have been steadily improving over the last few years; this seems to be a source of considerable employee satisfaction.

A need exists to reduce "red tape" in financial procedures. It is evident that the faculty desire that the service areas become more conscious of their role as it relates to the academic function in supporting and serving student and faculty needs.

(267 pages)

CHAPTER I
INTRODUCTION AND REVIEW
OF THE LITERATURE

Justification

The attitude survey is being widely used today by top management in business, industrial enterprises, and institutions of higher education. Employees welcome the opportunity to give their point of view on matters that affect their performance. The employee interprets the request for such information as an act of cooperation; that management is attempting to strengthen the organization. It is felt that information will make the organization a better place to work.

Attitude surveys may be of little value if the end result turns out to be only an assessment of "just what the situation is." Progressive institutions are concerned about the attitudes of their employees.

Surveys are useful to the extent that there may be a follow-up of findings that point out possible areas calling for correction and adjustment. Mr. Wilbert Sheer in his article on attitudes suggests that:

Attitude makes a difference in job performance and in whether or not a person is successful.

Certainly we like the employee who has a good attitude towards his duties, his superior, and the company.

We do much to nurture that end, discussing the value of a good attitude with workers and counseling those who need fringe benefits; we actually try to buy good attitudes.

In this word, 'attitude,' lies the difference between just having another job and in being happy and successful in one's life work. A good attitude will bring contentment in our place of employment.

Ambition determines how much one does. But attitude, like many other aspects of everyday life, is no solo affair. One person has an attitude towards something, but others help create it.¹

Writers in the field, and management itself, agree that even though employees may express negative feelings, it does not necessarily mean that it is a "threat" or "strike" in their attitude towards the organization.

Douglas McGregor in his book, The Human Side of Enterprise, makes the following observation in calling attention to an employee's "needs hierarchy": "Man is a wanting animal--as soon as one need is satisfied, another appears in its place." He indicates that when a man's physiological, safety and social needs are satisfied he then has further "egoistic" needs. These he theorizes are of two kinds:

1. Those needs that relate to ones self-esteem, needs for self-respect and self-confidence, for achievement, for competence, for knowledge.
2. Those needs that relate to ones reputation; needs for status, for recognition, for the deserved respect of one's fellows.

¹Wilbert Sheer, "A Good Attitude Makes the Difference," Administration Management, Vol. XXVII, (August 1965), p. 12.

Unlike the other needs these are rarely satisfied.

The typical industrial organization offers only limited opportunities for the satisfaction of egoistic needs.²

It is easily perceived, as has been analyzed in this study, how often the "egoistic needs" theory is substantiated. For example, in the College of Business, eight of the returns in the category of "What do you like best?" commented on their freedom to express and pursue personal ideas and interests. Respondents to the questionnaire of this study often expressed satisfaction in being able to associate with colleagues of a cooperative, friendly, and professionally capable nature.

Experience in other institutions has indicated that valuable insights and possible trouble signals can be detected through analysis of an attitude survey. The administrators of the various colleges and divisions referred to in this study can recognize inferences and obtain information that will assist them in goal-setting and decision making, if they are so inclined to do so.

It should be noted that the employee has possibly already gained specific benefits through participation in this study. The act of free expression is in itself an aid to improving attitude.

²Douglas McGregor, *The Human Side of Enterprise* (New York: McGraw-Hill Book Co. Inc., 1960) pp. 36-39.

Surveys of this type have an interesting fringe benefit as a rule. They establish in the mind of the employee the fact that management is interested in his feelings and ideas. This in itself produces a positive attitude on the employee's part.³

This benefit can be extended when the action of the administration is such that the employee can see changes resulting from his participation and suggestion. It is also possible that said benefit can even become negative in nature unless some positive action results from this study. Therefore, an important phase of such a study is the feedback to the staff that action is being taken because of their feelings and suggestions.

There are few situations in which an administrator can receive truthful and genuine feelings from employees. If he attempts to obtain information on their attitudes and feelings from a select few with whom he "can talk," he is likely to get a distorted picture of their true feelings. They may color their comments in such a way that the administrator hears only what they think he wants to hear. These kinds of situations do not lend themselves to objectivity. An attitude survey may overcome this filtering process and give a more accurate appraisal of our strengths as well as insight to problems and issues.

One personnel expert sums it up this way:

An interview with a representative group of employees might give you some of the answers.

³"Survey Can Help Assure Good Attitudes," Administrative Management, Vol. XXVII, No. 4 (April 1966), p.44.

However, under direct questioning completely truthful opinions do not always come forth. Employees feel pressured to give you the answers just as you want to hear them when you are looking at them across a desk.

A better way of obtaining information is through an employee attitude survey.

It should be clearly stated to employees that the survey will in no way hurt their working relationship with the organization.

The purpose of the survey is to help management know more about the feelings of employees so that the best possible working procedures are established.⁴

The end result of an attitude survey should give direction to the ways in which employee's attitudes can be improved. Attitude is not a static entity that remains good or bad but can be effected by management's efforts or, for that matter, by their lack of effort.

Effective personnel administration includes the technique of improving employee attitudes and assisting him in realizing the maximum of satisfaction from his work. The problem of changing negative attitudes and boosting morale is not solved by a "cook book" approach.

It is known that attitude is the way an individual looks at a particular thing. It is sometimes said that an attitude is something the person has, but in reality it is the way he perceives things as they affect him. Attitude is related to morale, and often it is the function of the way the employee feels he is affected by incidents or circumstances.

⁴"Survey Can Help Insure Good Attitudes," Administrative Management, Vol. XXVII, No. 4 (April, 1966) p. 42.

We often speak of someone "having" an attitude, as if the attitude were a tangible and separate thing, much the same way that he might have a Chevrolet rather than a Ford. This way of speaking about it has led us to try to change his attitude by persuasion, sweet reasonableness, or attack. Certainly all of us have been discouraged by the fact that we do not seem to change attitudes in this manner very often, and that, indeed, attack often seems to strengthen the person in the attitude he "has."...We should not think of him as "having" an attitude, but rather as having organized the world in a certain way. In this sense the word "attitude" should not be used as a noun, but rather as an adverb that modifies the verb "to see." An attitude is a way of seeing things. To attack it as "his" attitude is to miss the meaning of the organization of the other person's perception of the world. Instead, we must try to see the way in which he sees things and then help him to see other things there. ...An attitude is not something that resides in the person. It is a characteristic of the way he sees things. This leads us to take quite a different means to modify it. Usually, it is better to work indirectly to do this rather than to attack it broadside.⁵

The survey that follows has been extremely interesting to analyze. Conclusions are not easily reached and some inferences that seem apparent to some are not as evident to others. Each person studying the results will benefit in his particular way. The real challenge is to understand how to proceed to obtain effective and positive results after analysis. To implement procedures in attitude improvement is by far the most challenging follow-up phase of an attitude survey.

⁵Mason Haire, Psychology in Management (New York: McGraw-Hill, 1956), pp. 90-91.

CHAPTER II

PROCEDURE

A questionnaire was developed for the purpose of gathering data to be analyzed in this study. A copy of the questionnaire is shown in the appendix, (Appendix B). The instrument was circulated during June, 1966. Employee identification was determined only on a college or major division basis. This was purposely planned to assure the respondents of anonymity. No attempt was made to survey any University employee whose work assignment was not on the Logan Campus.

Number Circulated and Returned

Survey questionnaires were prepared for all academic and non-academic personnel on the campus. Six hundred and seventeen were distributed personally to full-time employees through departmental mail boxes. The top administrative officers of the University, deans and division heads were not included in this survey. Department heads did receive and return completed questionnaires.

Seventy-five percent (463) of the people receiving this questionnaire returned them by July 15, 1966. Sixty-four of those returned could not be used in tabulation because of the participant's removing identification as to his particular division. However, the personal comments of these are included in the total report.

Composition of the Questionnaire

The questionnaire was divided into three major sections: (1) Personal data, (2) Questions about the employee's attitude toward his work, and (3) Personal comments and opinions.

Thirty-one questions were prepared and each question was classified into one of six general categories or divisions.

The categories were selected to measure the employee's attitudes regarding the following: (1) Supervision on both a personal and technical basis, (2) Work recognition, (3) Communications up and communications down, and also the employee's feelings regarding: (4) Maintenance and adequacy of physical facilities, (5) Job satisfaction, and (6) His attitude toward the administration.

The first twelve questions related to the employee's feelings about his relationship with his superiors. This

necessitated getting a separate reaction of his feelings regarding his immediate superior (department head) as well as his feelings toward the administrator of the college or division. Table 2 is one example of this approach. In reality he answered the question twice. First, how he felt in a particular situation about his dean, and second, how he felt in the same situation about his department head.

Question thirteen through thirty-one are related to the respondents' general attitudes about their work.

Each participant was invited to give a written account of his opinion about the University. The response could be in any one or all of the following: (1) What he liked best about the University, (2) What he liked least, and (3) What changes he would make if he had the opportunity. There was also an opportunity given to respond to his feelings about the adequacy of an additional need for fringe benefits.

The reader will find that the comments made are interesting and informative. They seem to be a refreshing and needed addition to the statistical data contained herein. The candid and objective nature of these comments, reflect the apparent safety and anonymity felt by the respondents of this study.

Several questions in the survey were asked in a negative way. For example, Question 26, Table 6, stated, "Criticism of me is given in the presence of fellow workers by those who supervise my work." If the employee agreed that he received "criticism in the presence of other employees," he really is answering unfavorably. The results of these questions were therefore reversed so that they could be tallied and fairly compared with the questions in the same category.

The comments made by the employees were reviewed carefully and thoroughly. Each comment was classified in two ways: (1) by the division affiliation of the respondent and (2) by the major sections of this study. The division, academic or service, classification is located in the appendix. The major sections, such as work recognition, job satisfaction, and so on, each contain those responses which seemed to be appropriate.

Chapters II through VI contain the explanations, observations and actual tabulation of this study. The next chapter that follows is related to the principle of supervision and how the employees of Utah State University feel about their particular supervisors.

CHAPTER III
SUPERVISION
TECHNICAL AND PERSONAL

Utah State University employees, like employees everywhere, are concerned about the way in which they are supervised. The results that are contained in this section indicate that the university department heads, managers, and supervisors have a good relationship with their subordinates. The results when tabulated indicate the highest favorable percentage of any category in this study.

An employee is motivated by an interested and informed supervisor. Gerald Graham, in a recent Personnel Journal article, indicates that a supervisor positively affects performance when he goes beyond just a planning and organizing function.

Although planning and organizing the work so that subordinates can have an opportunity to satisfy their desires is perhaps the most important things that a supervisor can do to achieve motivation, his other activities can also affect performance and attitudes.

The supervisor is a distributor of recognition through merit rating procedures and through everyday informal comments. He must learn to recognize good work and reward it accordingly.¹

¹Gerald H. Graham, "Job Satisfaction," Personnel Journal, Vol. XXXV, No. 9 (October 1966), p. 546.

An employee looks for these personal rewards from an administrator. The employee wants to know of his acceptance on both a personal and professional basis. The employee also wants to know if his supervisor is sincerely satisfied with his approach to his assignment. The employee would like an indication of how much freedom the supervisor intends to allow him.

A group of administrators made this observation after researching what subordinates want in a supervisor.

1. They felt free to discuss important problems with him.
2. They felt free to discuss important things about their job with him.
3. They knew what he thought of their work.
4. He went to bat for them when they had a complaint.
5. He used general rather than close supervision.
6. He frequently or often had group meetings where they could discuss things with him.²

The answers to questions regarding supervision reflect the employee's opinion about his supervisor's professional ability and technical knowledge. In addition to this dimension, the supervisor relates to the employee in a personal way; and an attempt is made to measure this relationship. Fair and equitable treatment as a member of the

²Paul R. Lawrence and John A. Seiler, Organizational Behavior and Administration, (Homewood, Illinois, Dorsey Press, 1965), pp. 431-432.

department when compared to colleagues is also included as part of this category.

How and when criticism is given is of utmost importance to an employee. Criticism given in a helpful and constructive manner at a time when the employee is prepared for a personal evaluation can build rapport between the employee and his supervisor. Embarrassing circumstances of others hearing the criticism should be avoided.

The answers to the five questions assigned to this category are contained in Tables 1 through 12. The first six tables contain responses of the academic collegas, and Tables 7 through 12 reflect responses of the service division.

Academic Division

Table 1 reveals a predominance of agreement among faculty that supervisory personnel, especially department heads, are well informed about the individual's job. Only in one college, Education, is there a pronounced disagreement regarding the dean's status. In the main, the percentage of those undecided is relatively small.

With the exception of those in Humanities & Arts and Education, respondents to Question 2, as shown in Table 2, seem to feel generally favorable toward deans and department

heads regarding help received with work problems. There are, however, a noticeably larger percentage undecided than unfavorable in this respect.

Buck passing by administrators is not regarded as a common procedure, according to the answers to Question 3 recorded in Table 3. Only in one college, Education, were there less than 50% of the respondents who believed this to be a problem with the dean. Department heads, in six of the colleges, are felt by 75% or more of the staff to have no problem; the other two are relatively similarly regarded.

In Table 4 the responses indicate that there is the feeling that more favoritism is shown among deans than department heads. However, there is quite a bit of indecision reflected also. The colleges of Science and Business appear to have fewer who feel that favoritism by either deans or department heads is a frequent practice.

A pronounced percentage of the respondents in all colleges, as tabulated in Table 5, believe both deans and department heads to be considerate when criticism is offered. In only one college, Natural Resources, is there appreciable indication of unfavorable attitudes. Business and Engineering respondents felt there was no evidence of malpractice in regard to the question.

Table 6, in summarizing responses from the academic personnel of the colleges to the first five questions, shows that attitudes toward deans are a little less favorable than toward department heads. There is less indecision, too, about department heads. Unfavorable attitudes toward deans are more pronounced in three colleges, Education, Natural Resources, and Humanities & Arts. The first four colleges listed in each section of the tables, Business, Engineering, Family Life, and Science, lead in favorable responses regarding both deans and department heads.

Table 1. Results of academic divisions in response to Question 1 on the survey: "The persons responsible for my area of activity are well informed about my job."

Dean			
<u>College of</u>	<u>Agree</u> %	<u>Undecided</u> %	<u>Disagree</u> %
Business	78.3	21.7	----
Engineering	77.4	12.9	09.7
Science	72.9	12.5	14.6
Natural Resources	61.9	09.5	28.6
Agriculture	57.7	23.0	19.3
Family Life	56.2	18.8	25.0
Humanities & Arts	51.8	24.1	24.1
Education	36.7	23.3	40.0
Department Head			
Natural Resources	100.0	----	----
Family Life	92.9	07.1	----
Business	90.4	04.8	04.8
Science	88.5	11.5	----
Engineering	83.9	03.2	12.9
Humanities & Arts	82.1	14.3	03.6
Agriculture	72.5	15.7	11.8
Education	71.4	10.7	17.9

Table 2. Responses of those in academic colleges participating in the survey to Question 2: "My superiors usually have the answer when I go to them with a different work problem."

Dean			
<u>College of</u>	<u>Favorable</u> %	<u>Undecided</u> %	<u>Unfavorable</u> %
Family Life	87.5	12.5	----
Business	82.6	17.4	----
Engineering	77.4	16.1	06.5
Natural Resources	68.8	18.8	12.4
Science	66.0	23.4	10.6
Agriculture	64.8	27.8	07.4
Humanities & Arts	48.3	31.0	20.7
Education	40.0	10.0	50.0
Department Head			
Business	90.4	09.6	----
Family Life	85.7	14.3	----
Education	82.1	07.1	10.8
Science	81.7	14.2	04.1
Humanities & Arts	70.4	18.5	11.1
Engineering	67.8	16.1	16.1
Agriculture	66.0	18.9	15.1
Natural Resources	65.0	25.0	10.0

Table 3. The Academic Division comparisons of results of Survey Question 4: "Buck-passing when mistakes are made is a common procedure by the persons responsible for our department."

Dean			
<u>College of</u>	<u>Favorable</u> %	<u>Undecided</u> %	<u>Unfavorable</u> %
Engineering	93.6	03.2	03.2
Family Life	81.2	18.8	-----
Science	74.5	21.6	03.9
Agriculture	73.5	14.2	12.3
Humanities & Arts	65.5	10.3	24.2
Business	60.8	08.8	30.4
Natural Resources	54.5	18.2	27.3
Education	46.7	13.3	40.0
Department Head			
Family Life	92.8	07.2	-----
Science	84.0	14.0	02.0
Education	79.4	10.3	10.3
Engineering	76.7	03.3	20.0
Business	76.2	04.8	14.3
Natural Resources	76.2	09.5	14.3
Agriculture	68.7	07.6	23.5
Humanities & Arts	64.2	17.9	17.9

Table 4. Comparison of academic colleges regarding employee feelings of favoritism to certain staff members. Survey Question 5: "Favoritism by my superiors to certain members of my department or division is not evident."

Dean			
<u>College of</u>	<u>Agree</u> %	<u>Undecided</u> %	<u>Disagree</u> %
Science	78.0	16.0	06.0
Business	65.3	13.0	21.7
Engineering	61.3	29.0	09.7
Humanities & Arts	53.3	06.7	40.0
Agriculture	50.0	16.7	33.3
Education	44.8	24.2	31.0
Natural Resources	34.8	21.7	43.5
Family Life	31.2	31.2	37.6
Department Head			
Science	92.0	07.8	00.2
Business	85.5	04.7	09.5
Engineering	70.0	13.3	16.7
Education	66.7	14.8	18.5
Agriculture	53.8	16.6	29.6
Natural Resources	52.5	09.5	38.0
Family Life	50.0	21.4	28.6
Humanities & Arts	46.4	10.7	42.9

*An agree answer is a favorable response.

Table 5. Academic College comparisons of the results to question concerning criticism. Survey Question 26: "Criticism of me is given in the presence of fellow workers by those who supervise my work."

<u>College of</u>	<u>Favorable</u> %	<u>Undecided</u> %	<u>Unfavorable</u> %
Business	94.4	05.6	----
Science	92.7	01.8	05.5
Engineering	90.6	09.4	----
Humanities & Arts	90.0	----	10.0
Education	86.7	10.0	03.3
Family Life	81.3	06.2	12.5
Natural Resources	78.3	04.3	17.4
Agriculture	76.4	14.5	09.1

Table 6. Summary Table. Average scores of each academic college ranked in order of the response to all questions on technical and personal supervision.

Dean			
Category Mean Score 67.2			
<u>College of</u>	<u>Favorable^a</u> %	<u>Undecided</u> %	<u>Unfavorable</u> %
Engineering	80.1	14.1	05.8
Science	76.8	15.1	08.1
Business	76.3	13.3	10.4
Family Life	67.5	17.5	15.0
Agriculture	64.2	18.4	17.4
Humanities & Arts	61.8	14.4	23.8
Natural Resources	59.7	14.5	25.8
Education	51.0	16.2	32.8

Department Head			
Category Mean Score 77.9			
Science	87.8	09.9	02.3
Business	87.4	05.9	06.7
Family Life	80.5	11.2	08.3
Engineering	77.8	09.1	13.1
Education	77.3	10.6	12.1
Natural Resources	74.4	09.7	15.9
Humanities & Arts	70.6	12.3	17.1
Agriculture	67.5	14.7	17.8

^aPositive or favorable responses are listed in the favorable column.

Service Divisions

Tables 7-12 contain the tabulated responses to that portion of the questionnaire dealing with the Service Division of Utah State University in reference to supervisors. They show the percentage of favorable, undecided, and unfavorable responses to the individual questions in this category. Table 12 combines and summarizes the responses recorded in Tables 7-11.

Respondents to Question 1 of the survey in this division as recorded in Table 7, with the exception of those in Radio and TV and Information Services, believe the division head is well informed. With the exception of Information Services, all believe the department heads to be well informed.

Table 8 shows that workers in seven of the ten divisions questioned feel that dean or division head supervisors respond readily when approached with a different work problem. Only in Athletics, Radio and Tv, and Information Services were there 50% or less who did not agree. Only in one division was there no indecision. With reference to department head supervisors, the responses were more generally favorable.

As shown in Table 9, respondents to Question 4 reflect

a consistency of feeling at all levels as indicated in the three areas most favorable and least favorable. This data indicates that Buck passing seems to be a particular problem in Athletics, Information Services, and the Library. Food Service personnel were mostly undecided in the case of their division heads when they indicated their feelings regarding buck passing. The Business Office received some unfavorable responses in this regard as it pertains to Department Heads.

A rather pronounced unfavorable attitude is reflected, especially toward department heads, according to responses to Question 5, Table 10. The percentage of those undecided is relatively great in only one area.

The responses to Question 26, Table 11, show favorable reactions to the division heads. Very little negative feelings can be resulting from "criticism in the presence of others."

Table 12 shows that among the ten divisions responding, the majority agree or are favorable in their attitudes. There are, however, responses in three areas relating to both supervisory levels which show a noticeably larger amount of disagreement or unfavorable feelings.

Table 7. Replies from service division personnel to Question 1 on the survey: "The persons responsible for my area of activity are well informed about my job."

Dean or Division Head			
<u>Division</u>	<u>Agree</u> %	<u>Undecided</u> %	<u>Disagree</u> %
Bookstore	100.0	-----	-----
Admissions & Records	88.9	-----	11.1
Library	75.0	12.5	12.5
Extension Services	72.8	13.6	13.6
Business Office	63.6	36.4	-----
Food Service	63.6	36.4	-----
Student Personnel	58.0	25.8	16.2
Athletics	57.1	28.6	14.3
Information Services	25.0	-----	75.0
Radio and TV	-----	50.0	50.0
Department Head			
Bookstore	100.0	-----	-----
Library	100.0	-----	-----
Admissions & Records	88.9	-----	11.1
Business Office	84.6	07.7	07.7
Food Service	75.0	25.0	-----
Extension Services	75.0	08.3	16.7
Student Personnel	72.0	20.0	08.0
Radio and TV	66.7	-----	33.3
Information Services	20.0	20.0	60.0

Table 8. Responses from Service Division personnel to Question 2 of the survey: "My supervisors usually have the answer when I go to them with a different work problem."

Dean or Division Head			
<u>Division</u>	<u>Favorable</u> %	<u>Undecided</u> %	<u>Unfavorable</u> %
Bookstore	87.5	12.5	----
Extension Services	85.7	14.3	----
Food Service	81.8	18.2	----
Admissions & Records	77.8	11.1	11.1
Business Office	72.7	27.3	----
Student Personnel	61.3	29.0	09.7
Library	56.2	31.2	12.6
Information Services	50.0	25.0	25.0
Radio & TV	50.0	----	50.0
Athletics	42.8	57.2	----
Department Head			
Library	92.3	07.7	----
Athletics	83.3	----	16.7
Extension Services	81.0	09.5	09.5
Student Personnel	80.0	16.0	04.0
Admissions & Records	77.8	11.1	11.1
Bookstore	75.0	25.0	----
Business Office	69.2	15.4	15.4
Radio & TV	66.7	----	33.3
Food Service	62.5	25.0	12.5
Information Services	60.0	20.0	20.0

Table 9. Responses to survey Question 4: "Buck passing when mistakes are made is a common procedure by the persons responsible for our department."

Dean or Division Head			
<u>Division</u>	<u>Favorable</u> %	<u>Undecided</u> %	<u>Unfavorable</u> %
Radio & TV	100.0	----	----
Extension Services	91.0	08.0	----
Bookstore	75.0	12.5	12.5
Admissions & Records	70.0	20.0	10.0
Library	62.5	06.2	31.3
Business Office	60.0	20.0	20.0
Student Personnel	58.0	29.0	13.0
Athletics	50.0	----	50.0
Food Service	33.3	41.7	25.0
Information Services	25.0	25.0	50.0
Department Head			
Radio & TV	100.0	----	----
Extension Services	82.6	08.7	08.7
Bookstore	75.0	25.0	----
Student Personnel	64.0	12.0	24.0
Library	57.1	----	42.9
Admissions & Records	55.6	22.2	22.2
Business Office	38.4	30.8	30.8
Athletics	28.6	28.6	42.8
Food Service	21.4	35.7	42.9
Information Services	20.0	20.0	60.0

Table 10. Service Division responses to Survey Question 5:
 "Favoritism by my superiors to certain members of
 my department or division is not evident."

Dean			
<u>Division</u>	<u>Favorable</u> %	<u>Undecided</u> %	<u>Unfavorable</u> %
Radio & TV	100.0	----	----
Bookstore	87.5	----	12.5
Extension Services	82.6	13.0	04.4
Admissions and Records	80.0	----	20.0
Information Services	75.0	----	25.0
Student Personnel	56.7	26.6	16.7
Business Office	54.5	18.2	27.3
Library	50.0	18.7	31.3
Athletics	50.0	25.0	25.0
Food Service	40.0	13.3	46.7
Department Head			
Radio & TV	100.0	----	----
Admissions & Records	88.9	11.1	----
Bookstore	75.0	----	25.0
Athletics	71.4	14.3	14.3
Extension Services	65.2	13.0	21.8
Student Personnel	62.5	16.6	20.9
Information Services	60.0	----	40.0
Library	57.2	07.0	35.8
Food Service	31.3	12.5	56.2
Business Office	23.0	30.8	46.2

Table 11. Service Division comparisons of the results of the question on criticism. Survey Question 26: "Criticism of me is given in the presence of fellow workers by those who supervise my work."

<u>Division</u>	<u>Favorable</u> %	<u>Undecided</u> %	<u>Unfavorable</u> %
Admissions & Records	100.0	----	----
Information Services	100.0	----	----
Radio & TV	100.0	----	----
Extension Services	95.5	04.5	----
Bookstore	87.5	----	12.5
Business Office	84.6	15.4	----
Student Personnel	70.0	13.4	16.6
Library	68.8	18.7	28.6
Food Service	62.6	18.7	18.7
Athletics	57.1	14.3	28.6

Table 12. Summary Table. Average scores of each service division ranked in order of the response to all questions on technical and personal supervision.

Dean or Division Head		Category Mean Score 67.9	
<u>Division</u>	<u>Agree</u> %	<u>Undecided</u> %	<u>Disagree</u> %
Bookstore	87.5	05.0	07.5
Extension Services	85.6	10.7	03.7
Admissions & Records	83.3	06.2	10.5
Radio & TV	70.0	10.0	20.0
Business Office	67.1	23.5	09.4
Library	62.5	17.5	20.0
Student Personnel	60.8	24.7	14.5
Food Service	56.2	24.7	18.1
Information Services	55.0	10.0	35.0
Athletics	51.4	25.0	23.6

Department Head		Category Mean Score 70.2	
Radio & TV	86.7	-----	03.3
Bookstore	82.5	10.0	07.5
Admissions & Records	82.2	08.9	08.9
Extension Services	79.9	08.8	10.3
Library	75.1	06.7	18.2
Student Personnel	69.7	15.6	14.7
Business Office	64.6	20.0	15.4
Athletics	61.5	18.0	20.5
Food Service	50.5	23.4	26.1
Information Services	49.4	18.9	31.7

Write-ins on Questionnaire

The respondents to the questionnaire made candid, written observations about their feelings relating to their work activities. Write-ins that have a particular relationship to supervision are as follows:

Agriculture

"There seems to be a lack of concern and compliments by my supervisors."

Business

"I like the freedom to do the work assigned without someone constantly looking over my shoulder."

"The freedom, friendliness, and helpfulness of the administration from department head to the President is what I like best."

"The relative freedom to improve curriculum, teach courses, and the few restraints to teaching activities is good."

"The general freedom to establish my own work schedule is what I like best."

Education

"The opportunities and encouragement I get to do the professional work I enjoy doing."

"The atmosphere is more relaxed than at other places that I have worked."

"The interest that superior officers take in my personal welfare, I appreciate."

"Encouragement by some administrative officers is best here, challenge in my own field to make the Utah State University program succeed."

Engineering

"The professionalism of the institution. The freedom that permits a person to carry out his assignment in a manner best suited to his personality and training."

"Cooperation of the Department Head."

"The Department Head for whom I work is conscientious and fair."

"The freedom I have in determining what to present and how to present it in the classroom. The freedom that I have in conducting other research activities of prime interest to me and profitable to the school."

"My bosses are considerate and fairly easy to get along with. My co-workers are easy to get along with."

"The administration of the immediate department is what I like least. The immediate department head does not follow any of the principles of effective supervision except for two or three which he brought to the department."

"I enjoy USU, the area, and the top level administration through the Dean's level."

Family Life

"I have personally appreciated the lack of overseeing from my superiors in my classroom teaching. I have had a relatively free hand to do as I please."

Humanities & Arts

"I enjoy freedom from rigid control, general informality."

Natural Resources

"No pressure is applied in my particular position; therefore, better work is produced."

"The good attitude of the Department Head."

"Unprofessionalism among my superiors and their colleagues."

Science

"Research personnel being placed on a time-card basis."

"I'd appreciate it if I was doing something the professors didn't like if they would let me know before going to the Department Head, so I can correct it myself."

"Have someone tell the bosses to have a little consideration and courtesy toward secretaries would be beneficial. Some know, some don't."

"Freedom to take initiative on projects interesting to me. Congenial working companion--opportunity to do some research without disapproval."

"My employer never pressures me into doing my work. I do it on my own time; and as long as I get my 60 hours a week in, it is fine; this I like best."

Extension Services

"Cooperation of staff and administration."

"Opportunity for service being allowed to work my program after it is approved planning and doing work--allowing me to use reasonable initiative."

"Work here justifies our loyalty and best efforts."

"Supervisors seem to have personal friends that receive the benefit. They also pass on to each other dislikes of employees."

Student Personnel

"Some members of the group need to be more considerate of their employers and supervisors."

Bookstore

"The relationship with the administrative head of the store is what I like best."

Information Services

"My superior makes decisions directly affecting me and tries

to get the decision finalized without me knowing it and thereby forces me to work under conditions that he knows I will dislike."

Library

"Fair Department Head and Head of Institution."

Not Identified

"The fact that I have been given a challenging, creative job to do and then left to do it without smothering supervision on time-clock schedules."

CHAPTER IV
WORK RECOGNITION

It has been rather well established psychologically that, to a great extent, a challenged and satisfied person in a job situation is the result of the recognition he receives and feelings he has that someone else is concerned. His day to day performance is, at least in part, dependent on the way he feels others view his contribution.

Daniel Griffiths points out how basic recognition is and how closely related it is to one's own self-respect:

Very closely allied to self-respect is the need for recognition. It would be rather difficult for a person to have self-respect if he did not gain recognition. All people feel this to a greater or lesser degree. The school administrator should be aware that he is the one who can either give or withhold recognition . . . Failure to grant recognition is one of the causes of low morale.¹

Dissatisfaction can occur in spite of favorable momentary compensation by overlooking the essential need an individual has for personal recognition and sincere appreciation.

¹Daniel Griffiths, Human Relations in School Administration (New York: Appleton-Century-Crofts, Inc., 1956) p. 36.

Carner, in his article, "Overcoming Employee Dissatisfaction," says:

Be certain that good work is recognized. This reservoir of good will is a major factor in meeting knotty problems. A happy, satisfied employee will not exaggerate a problem and adopt a negative attitude toward its solution.

We all live for recognition. Not for recognition alone, of course, but recognition for work well done.²

There were two questions in the category of work recognition. They attempted to (1) determine whether the employee felt that his creative contributions were recognized and if he received credit for the contribution made, and (2) to measure the importance the employers placed upon his work and assignment at the University. Questions 10 and 18 in the questionnaire were respectively as follows: "My supervisor compliments me for my creative work and gives me credit for what is mine," and "My job seems to count very little with this organization."

In this study "Work Recognition" ranked second in order of favorable responses. This reflects a generally favorable attitude on the part of the personnel of this campus regarding their attitude of personal work recognition. The Department Heads, Directors, Deans, and Administration can take pride in this favorable and complimentary response.

²Donald C. Carner, "Overcoming Employee Dissatisfaction," Personnel Journal, Vol. 39, No. 10 (March, 1961), p. 402.

The straightforward and candid remarks of the faculty and staff reflect their appreciation for the freedom they have in performance of their assignments without detailed direction. The Department Head could destroy this by over-supervision. Comments were often made that were similar to those of the agriculture professor who replied: "The pride of being a loyal Aggie to me is without price. I enjoy my freedom. I enjoy those with whom I associate. I feel that I am doing a job better than any replacement." The "freedom to pursue their assignment" was a major point of comment by many employees of this institution in regard to what they like best at Utah State University.

Academic Division

Table 13 presents a record of the responses of individuals in the Academic Division of the University to Question 10. This shows a notable difference in the feelings of the respondents from the College of Education regarding their Department Heads as compared to their Dean. These results possibly indicate that these staff members want a greater amount of personal recognition from their Dean. The College of Agriculture seems to be just the opposite; their response indicates the Department Heads could possibly give more recognition.

With the exception of those in one college, as noted in Table 13, respondents seem to show noticeable indecision, despite better than 50% agreement with the question, as it relates to deans. The attitude toward department heads is more favorable, less doubt and disagreement.

There is a wide range of difference in the feelings of respondents indicated by the results to Question 18, Table 14, on "Work Recognition." Thirty-six percent more of the employees in the Colleges of Natural Resources and Business felt that their jobs were more important to the University than those answering favorably in the College of Education. In four colleges there is a fourth undecided. The results of this category on work recognition reveal that nearly 70% of the employees feel that they receive proper recognition.

The low scores in this category of "Work Recognition" would indicate the need for dean or division heads and department heads to become more sensitive to an individual's recognition needs and follow through with the practice of giving sincere and earned recognition. The category mean score for the combined results of these two questions is 67.9 for Deans and 70.2 for Department Heads.

Table 13. Responses by colleges to Question 10, "My supervisor compliments me for my creative work and gives me credit for what is mine," showing percent of agreement, disagreement, and indecision toward deans and department heads.

Dean			
<u>Division</u>	<u>Agree</u> %	<u>Undecided</u> %	<u>Disagree</u> %
Humanities & Arts	73.3	06.7	20.0
Science	71.7	26.4	01.9
Business	69.5	21.7	08.8
Agriculture	67.3	19.2	13.5
Engineering	64.5	25.8	09.7
Family Life	54.5	27.3	18.2
Education	53.3	20.0	26.7
Natural Resources	43.5	39.1	17.4
Department Head			
Family Life	92.8	----	07.2
Humanities & Arts	75.9	03.4	20.7
Science	75.0	23.0	02.0
Education	75.0	14.3	10.7
Business	75.0	20.0	05.0
Engineering	74.2	09.7	16.1
Agriculture	72.0	04.7	23.3
Natural Resources	57.1	28.6	14.3

Table 14. Tabulated results of the Academic Division response to Survey Question 18: "My job seems to count very little with this organization."

<u>Division</u>	<u>Favorable</u> %	<u>Undecided</u> %	<u>Unfavorable</u> %
Natural Resources	82.6	08.7	08.7
Business	86.6	13.3	04.3
Agriculture	71.4	16.0	12.6
Engineering	63.4	16.6	20.0
Family Life	62.5	25.0	12.5
Science	62.3	24.5	13.2
Humanities & Arts	55.2	27.6	17.2
Education	46.6	26.7	26.7

There are two primary

categories which

In other words, the

noticeably various

Service Divisions

Responses to Questions 10 and 18, to show attitudes toward work recognition among those in the Service Divisions, are recorded in Tables 15 and 16. Ten areas were sampled with the Questionnaire.

Table 15 shows a wide range of attitudes among the various divisions in response to Question 10. One area, Extension, as relates to Division Head, is strongly agreeable; and another area, Radio-TV, strongly disagrees. Also, in six areas there is substantial indecision as relates to both department and division heads. With only one exception, Food Service at the department level, response could be said to be quite favorable.

Although favorable responses to Question 18, recorded in Table 16, are in excess of 60% in all but two areas, there are two groups of responses in each of the other two categories which show a number undecided and unfavorable. In other words, there are four areas about which there is noticeable variance of opinion.

Table 15. Service Division response to Survey Question 10:
 "My superior compliments me for my creative work
 and gives me credit for what is mine."

Dean or Division Head			
<u>Division</u>	<u>Agree</u> %	<u>Undecided</u> %	<u>Disagree</u>
Extension Services	91.3	----	08.7
Food Service	84.6	15.4	----
Bookstore	75.0	----	25.0
Library	68.8	24.9	06.3
Admissions & Records	66.7	22.2	11.1
Business Office	55.6	33.3	11.1
Athletics	57.1	42.9	----
Information Services	50.0	----	50.0
Student Personnel	48.4	35.5	16.1
Radio & TV	----	----	100.0
Department Head			
Athletics	100.0	----	----
Bookstore	100.0	----	----
Library	84.7	----	15.3
Extension Services	74.0	13.0	13.0
Business Office	69.2	23.1	07.7
Radio and TV	66.7	33.3	----
Information Services	60.0	----	40.0
Admissions & Records	55.6	22.2	22.2
Student Personnel	44.0	28.0	28.0
Food Service	23.8	12.4	43.8

Table 16. Response to Question 18 of the Survey regarding Service Division feelings on: "My job seems to count very little with this organization."

<u>Division</u>	<u>Favorable</u> %	<u>Undecided</u> %	<u>Unfavorable</u> %
Bookstore	87.5	12.5	----
Admissions & Records	81.8	18.2	----
Library	81.3	06.2	12.5
Extension Services	72.7	18.2	09.1
Business Office	69.2	23.1	07.7
Student Personnel	68.7	21.9	09.4
Radio & TV	66.7	----	33.3
Food Service	62.5	31.3	06.2
Information Services	40.0	----	60.0
Athletics	14.3	71.4	14.3

Write-ins on Questionnaire

Typical written remarks observed in the survey that relate to work recognition are as follows:

Agriculture

"My superior is business-like and yet friendly. He expects me to get the job done and I do it, but without pressure. I really am proud of the campus institution."

"I like academic freedom best. We manage ourselves. We are our own limiting factor."

Engineering

"Our department is new and I know about as much as my department head. He takes my suggestions as possibilities and makes me feel important."

"I like least, 'lack of expression of appreciation' for the work one does."

Natural Resources

"I'd like presidential recognition of awards won."

Extension Services

"Maybe I'm just fortunate, but my superiors, both in teaching and extension, are men of real character, and it's a pleasure to work for them."

Student Personnel

"The cooperation I have had in attempting to feel that I am serving the college needs to the best of my ability has made it a pleasure to work here."

Library

"For my years of service I feel I have not been treated fairly because I am not a person to push myself or use others for my own advantage. I feel doing a good, conscientious job and trying to do it well has been rather overlooked. Highly sociable, often incapable, people receive advantages."

CHAPTER V
COMMUNICATIONS

The questions regarding communications were divided into the generally accepted divisions of Communications Down and Communications Up, from management to employees and from employees to management.

Ideally, communications is a "two-way street," but every manager knows that the upward side is a relatively untrodden path.¹

It is an accepted fact that individuals work better when they know why they are performing assigned tasks. Management should use all reasonable means to convey a clear understanding of what the organization is trying to accomplish and how the work of each employee contributes to the total job.

In any modern large-scale enterprise, the communication gap between top management and line employees is wide.²

There were six questions dealing with downward communications. The one question regarding "methods" of communicating has universally received a low score, as

¹Joseph Docher & Vivitauce Marquis, Effective Communications (New York: American Management Assoc., 1956), p. 134.

²Wm. L. Campfield, "Analysis of Employee Productivity and Development," Personnel Journal, Vol. 40, No. 6 (November, 1961), p. 258.

shown in Table 23. This may indicate a need for employing various media in communicating with the faculty and staff. Several approaches that may increase communications' effectiveness would be: (1) More face-to-face communication; (2) Written communications on specific matters; (3) Coordination between all levels of administration to see that the message is actually being conveyed, more effective feedback stimulation, and opening clear channels for feedback.

There were six questions of the survey, Items 3, 8, 11, 19, 20, and 28, which related to communications downward, from management or administration to staff. These involved clarity of understanding of channels and relationships, methods of communications, coordination of procedures, and feedback.

Academic Division

Tables 17 through 22 indicate the percentage of responses favorable and unfavorable to the questions asked. The percentage of respondents who marked "undecided" is also shown. Tables 17, 18, and 19 show replies dealing with application to deans and department heads. Tables 20, 21, and 22 refer to the administration as a whole.

A summary of responses as average scores is supplied in Table 23. A graphic representation to compare responses relating to deans and department heads is provided by Figure 2.

Only in one college, Education, are there less than 50% of the respondents favorable to Question 3, Table 17, as regards the dean. However, there are better than 20% undecided in four other colleges, Business, Humanities & Arts, Natural Resources, and Family Life. Feelings toward department heads are expressed in higher percentages who agree, except in one college, Science. There is less indecision expressed relating to department heads in every college.

Table 18 shows that there is considerable doubt in the minds of respondents of seven of the colleges pertaining to the dean. Regarding department heads, 25% of the replies reflected disagreement in two of the colleges. Better than 50% of the respondents in all colleges agreed to the question as it pertained to both dean and department head.

Responses relating to the dean, as shown in Table 19, are favorable among about half or fewer of those replying to Question 11. In only two cases relating to both deans

and department heads is there less than 21% of the respondents undecided. The percentage of disagreement ranges from 07.2% to 26.7% in both cases.

Table 17. Academic Divisions responses to survey
 Question 3, related to communications down:
 "Generally the directions for carrying out my
 assignment are clear-cut and understandable."

<u>Division</u>	<u>Dean</u>		
	<u>Agree</u> %	<u>Undecided</u> %	<u>Disagree</u> %
Science	82.2	15.6	02.2
Engineering	81.2	15.6	03.2
Agriculture	67.3	18.1	14.6
Business	65.2	21.7	13.1
Humanities & Arts	60.0	20.0	20.0
Natural Resources	57.1	28.6	14.3
Family Life	56.2	31.3	12.5
Education	38.0	17.2	44.8
<u>Department Head</u>			
Engineering	87.5	03.1	09.4
Science	81.6	12.3	06.1
Business	80.9	14.3	04.8
Family Life	78.6	14.2	07.2
Education	75.0	10.7	14.3
Humanities & Arts	71.4	07.2	21.4
Natural Resources	70.0	15.0	15.0
Agriculture	64.1	17.0	18.9

Table 18. Academic Division response to staff understanding of the organizational structure under which they work as they responded to Question 8 of the survey: "I believe the organizational structure and lines of responsibility are quite clear to me and my colleagues."

<u>Division</u>	<u>Dean</u>		
	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>
	%	%	%
Engineering	93.8	03.1	03.1
Science	76.0	12.0	12.9
Business	73.9	21.7	04.4
Education	73.3	20.0	06.7
Agriculture	70.9	16.4	12.7
Family Life	62.5	37.5	--
Natural Resources	56.5	26.1	17.4
Humanities & Arts	54.8	19.4	25.8
<u>Department Head</u>			
Family Life	85.8	07.1	07.1
Business	85.7	14.3	--
Engineering	80.0	16.7	03.3
Science	76.4	11.8	11.8
Agriculture	69.8	17.0	13.2
Education	66.7	07.4	25.9
Natural Resources	66.7	19.0	14.3
Humanities & Arts	57.1	17.9	25.0

Table 19. Academic Division responses to survey Question 11: "My superior lets me know when he approves or disapproves of my work."

Dean			
<u>Division</u>	<u>Agree</u> %	<u>Undecided</u> %	<u>Disagree</u> %
Business	56.5	26.1	17.4
Engineering	54.8	32.3	12.9
Humanities & Arts	56.7	26.7	16.6
Science	51.9	32.7	15.4
Family Life	50.0	37.5	12.5
Agriculture	45.0	45.0	10.0
Education	43.3	30.0	26.7
Natural Resources	39.1	39.1	21.8
Department Head			
Business	75.0	10.0	15.0
Education	71.4	21.4	07.2
Family Life	71.4	21.4	07.2
Humanities & Arts	71.4	17.9	10.7
Science	56.6	32.1	11.3
Engineering	54.8	22.6	22.6
Natural Resources	52.4	23.8	23.8
Agriculture	47.2	39.6	13.2

Table 20. Academic Division responses to communications down category as indicated in their answers to Question 19: "I have been confused about orders because of too many bosses."

<u>Division</u>	<u>Favorable</u> %	<u>Undecided</u> %	<u>Unfavorable</u> %
Engineering	93.6	03.2	03.2
Family Life	87.6	06.2	06.2
Science	83.0	05.7	11.3
Business	82.7	04.3	13.0
Agriculture	80.3	05.4	14.3
Natural Resources	78.3	08.7	13.0
Education	73.4	13.3	13.3
Humanities & Arts	67.9	07.1	25.0

Table 21. "The methods used in communicating and keeping our staff well informed are good," was Question 20 in the survey.

<u>Division</u>	<u>Agree</u> %	<u>Undecided</u> %	<u>Disagree</u> %
Business	56.6	21.7	21.7
Science	56.6	22.7	20.7
Engineering	53.1	28.1	18.9
Agriculture	46.4	23.2	30.4
Natural Resources	40.9	31.8	27.3
Humanities & Arts	27.6	31.0	41.4
Education	23.3	13.3	63.4
Family Life	18.7	50.0	31.3

Table 22. Academic Employees response to their feeling of being "kept in the dark." Survey Question 28: "We seem to be kept in the dark about things we ought to know."

<u>Division</u>	<u>Favorable^a</u> %	<u>Undecided</u> %	<u>Unfavorable</u> %
Business	60.9	17.4	21.7
Natural Resources	56.5	17.4	26.1
Agriculture	48.3	20.7	31.0
Science	43.8	35.4	20.8
Engineering	41.9	41.9	16.2
Family Life	35.7	35.7	28.6
Humanities & Arts	34.5	17.2	48.3
Education	26.7	23.3	50.0

^aA favorable reply showed the employee felt he was not "kept in the dark" about things he should know.

Table 23. Summary table. The average score for all questions regarding communications down in the Academic Division.

Dean		Category Mean Score 58.8		
<u>Division</u>	<u>Agree</u> %	<u>Undecided</u> %	<u>Disagree</u> %	
Engineering	69.8	20.8	09.4	
Business	66.0	18.8	15.2	
Science	65.6	20.7	13.7	
Agriculture	59.7	21.5	18.8	
Natural Resources	54.7	25.3	20.0	
Humanities & Arts	52.6	20.2	27.2	
Family Life	51.8	33.0	15.2	
Education	50.2	19.5	30.3	
Department Head		Category Mean Score 63.6		
Business	73.6	13.7	12.7	
Engineering	68.5	19.3	12.2	
Science	66.3	20.0	13.7	
Family Life	63.0	22.4	14.6	
Natural Resources	60.8	19.3	19.9	
Education	60.0	14.9	25.1	
Agriculture	59.3	20.5	20.2	
Humanities & Arts	57.2	16.4	26.4	

Service Divisions

Communications Down

Through analysis of the data in Table 24, the Division Heads of Athletics and Information Services could improve the communications process by giving more clear-cut and understandable directions. Nearly fifty percent of the employees in Student Personnel did not agree that they receive clear-cut and understandable directions. The undecided response as it applies to Student Personnel is indicative of a possible problem area in the procedure of giving personnel instructions and directions.

Student Personnel and Extension Service Department Heads had a high percentage of employees that indicated a lack of clear-cut and understandable directions (Table 24).

Proper organizational theory suggests that an individual employee report to one superior. The data contained in Table 25 indicates organizational analysis is necessary for the Food Service, the Business Office, and Information Services, and possibly the library. The evaluation of organizational structure of these particular divisions should focus on possible dual supervision practices.

Organizational charts assist in clarifying the lines of responsibility. The data on Table 25 would indicate that more effort could be exerted by administrators in helping their employees to understand the organizational structure of the department.

Personal communication regarding an employee's individual performance is also a part of communications and Question 11 (Table 26) surveyed employees' attitudes in this regard. Through analysis of the data on this table, several divisions could improve employees' attitudes by performing the vital function of personal communication.

Both the Academic and Service Divisions' responses to Question 20 (Tables 21 & 28) indicate the need for better communication methods.

Tabulated results of Question 28 indicates quite a low score, by comparison with other questions. Communications regarding University plans, developments and problems could possibly be effective in overcoming some of the negative feelings from ineffective communication processes (Table 29).

Table 24. Service Division responses to survey Question 3, relating to communications down: "Generally the directions for carrying out my assignment are clear-cut and understandable."

<u>Division</u>	<u>Dean</u>		
	<u>Agree</u> %	<u>Undecided</u> %	<u>Disagree</u> %
Radio & TV	100.0	--	--
Admissions & Records	88.9	11.1	--
Food Service	81.8	09.1	09.1
Bookstore	75.0	25.0	--
Business Office	72.7	27.3	--
Extension Services	68.2	18.2	13.6
Library	62.5	25.0	12.5
Student Personnel	54.8	35.5	09.7
Athletics	50.0	12.5	37.5
Information Services	50.0	--	50.0
<u>Department Head</u>			
Admissions & Records	88.9	11.1	--
Food Service	81.2	06.3	12.5
Athletics	80.0	20.0	--
Information Services	80.0	20.0	--
Business Office	77.0	23.0	--
Bookstore	75.0	25.0	--
Library	75.0	16.7	08.3
Student Personnel	68.0	04.0	28.0
Radio & TV	66.6	33.4	--
Extension Services	57.2	19.0	23.8

Table 25. Service Division responses to Question 8 of the survey: "I believe the organizational structure and lines of responsibility are quite clear to me and my colleagues."

<u>Division</u>	<u>Dean</u>		
	<u>Agree</u> %	<u>Undecided</u> %	<u>Disagree</u> %
Admissions & Records	100.0	--	--
Bookstore	100.0	--	--
Radio & TV	100.0	--	--
Extension Services	82.6	04.4	13.0
Business Office	77.8	--	22.2
Library	75.0	12.5	12.5
Athletics	71.4	14.3	14.3
Student Personnel	54.8	29.0	16.2
Information Services	50.0	50.0	--
Food Service	50.0	42.9	07.1
<u>Department Head</u>			
Admissions & Records	100.0	--	--
Bookstore	100.0	--	--
Radio & TV	100.0	--	--
Business Office	84.6	07.7	07.7
Athletics	83.3	16.7	--
Library	78.6	14.3	07.1
Extension Services	74.0	13.0	13.0
Student Personnel	64.0	12.0	24.0
Information Services	60.0	40.0	--
Food Service	37.6	43.6	18.8

Table 26. Service Division responses to survey Question 11: "My superior lets me know when he approves or disapproves of my work."

<u>Division</u>	<u>Dean</u>		
	<u>Agree</u> %	<u>Undecided</u> %	<u>Disagree</u> %
Food Service	85.8	14.2	--
Extension Services	82.6	17.4	--
Admissions & Records	81.8	09.1	09.1
Bookstore	75.0	25.0	--
Library	56.3	18.7	25.0
Student Personnel	46.7	33.3	20.0
Business Office	44.4	55.6	--
Athletics	42.9	42.9	14.2
Information Services	25.0	25.0	50.0
Radio & TV	--	50.0	50.0
<u>Department Head</u>			
Bookstore	100.0	--	--
Athletics	83.4	16.6	--
Admissions & Records	80.0	10.0	10.0
Business Office	69.2	23.0	07.8
Radio & TV	66.7	33.3	--
Food Service	64.7	23.5	11.8
Library	64.3	14.3	21.4
Extension Services	60.0	21.7	17.4
Information Services	60.0	--	40.0
Student Personnel	52.0	24.0	24.0

Table 27. Service Division responses to communications down category as indicated in their answers to Question 19: "I have been confused about orders because of too many bosses."

<u>Division</u>	<u>Favorable</u> %	<u>Undecided</u> %	<u>Unfavorable</u> %
Radio & TV	100.0	--	--
Admissions & Records	90.9	09.1	--
Bookstore	87.5	--	12.5
Extension Services	76.2	04.8	19.0
Student Personnel	71.9	15.6	12.5
Library	68.8	06.2	25.0
Athletics	57.1	28.6	14.3
Food Service	56.3	06.2	37.5
Business Office	53.8	15.4	30.8
Information Services	40.0	--	60.0

Table 28. Service Division responses to Question 20 on the survey: "The methods used in communicating and keeping our staff well informed are good."

<u>Division</u>	<u>Agree</u> %	<u>Undecided</u> %	<u>Disagree</u> %
Athletics	71.4	14.3	14.3
Extension Services	63.6	13.7	22.7
Admissions & Records	63.6	09.1	27.3
Bookstore	62.5	37.5	--
Student Personnel	40.6	15.6	43.8
Information Services	40.0	20.0	40.0
Library	31.3	18.7	50.0
Food Service	25.0	18.7	56.3
Business Office	15.4	38.5	46.1
Radio & TV	--	33.3	66.7

Table 29. Service Division responses to Question 28 on the survey: "We seem to be kept in the dark about things we ought to know."

<u>Division</u>	<u>Favorable</u> %	<u>Undecided</u> %	<u>Unfavorable</u> %
Admissions & Records	63.6	18.2	18.2
Bookstore	62.5	25.0	12.5
Extension Services	59.0	27.3	13.7
Food Service	43.7	25.0	31.3
Student Personnel	40.0	23.4	36.6
Radio & TV	33.3	--	66.7
Library	25.0	25.0	50.0
Information Services	16.7	33.3	50.0
Business Office	15.4	38.5	46.1
Athletics	14.3	57.1	28.6

Table 30. Summary table. The average score for all questions regarding communications down in the Service Division.

Dean			
	Category Mean Score 58.3		
<u>Division</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>
	%	%	%
Admissions & Records	81.3	09.5	09.2
Bookstore	77.1	18.7	04.2
Extension Services	72.0	14.3	13.7
Food Service	57.1	19.3	23.6
Radio & TV	55.6	13.9	30.5
Library	53.1	17.7	29.2
Student Personnel	51.5	25.4	23.1
Athletics	51.2	28.3	20.5
Business Office	46.6	29.2	24.2
Information Services	37.0	21.4	41.6
Department Head			
	Category Mean Score 62.1		
Bookstore	81.1	14.8	04.1
Admissions & Records	81.0	09.6	09.4
Extension Services	65.0	16.6	18.4
Athletics	64.9	25.6	09.5
Radio & TV	61.1	16.7	22.2
Library	58.8	15.2	26.9
Student Personnel	56.2	15.7	28.1
Business Office	52.6	24.3	23.1
Food Service	51.4	20.6	28.0
Information Services	49.3	18.9	31.7

CHAPTER VI
PHYSICAL PLANT
AND
FACILITIES

What effect physical surroundings and cleanliness has on attitude and job satisfaction has been the subject of much research. Some environmental planners and experts say:

The physical environment consists of many elements in a complex relationship. One can try to describe the environmental constituents as: light, sound, climate, space and animate. They all act directly upon the human body, which can either absorb them or try to counteract their effects.

Physical and psychological reactions result from this struggle for biological equilibrium. Man strives for the point at which minimum expenditure of energy is needed to adjust himself of his environment. Conditions under which he succeeds in doing so can be defined as the "comfort zone" wherein most of his energy is freed for productivity.¹

Attractively kept buildings and grounds may be inexpensive in the long run, since faculty and students' reactions to pleasant surroundings are immeasurable. . . Successful educational programs are judged in part by the appearance of physical facilities.

¹Victor Olgay, Design With Climate, (New Jersey Princeton Press, 1963), p. 14.

Custodial standards of cleanliness, orderliness, and comfort are not casual nor accidental. They involve knowledge and forethought. Custodians must know how much area and what kind of surfaces are to be kept clean, how much space is to be heated or cooled, how much and what kind of equipment is required, what manpower is necessary and what supplies must be used.²

Lighting and Temperature

The environmental elements of light and temperatures have a marked effect on employee attitude and productivity. Olgyay speaks of the "comfort zone" and we find even weather conditions affect the work accomplished. "More work will be done in favorable weather than in bad; less work will be done during excessive heat or cold."³

This also is applicable to the interior temperature and comfortable feelings produced by our heating systems. We have some problem areas that need attention. Old Main and the Engineering Building are criticized in the survey and apparently are problem areas according to comments and reactions.

²Paul Nace and Leslie Robbins, Guide to College and University Business Management, (Washington, D. C.: Office of Education, 1965), p. 67.

³Faber Birraer, New Horizons in Color, (New York: Reinhold, 1956), p. 46.

The lighting of the office and classroom is conducive to a good preparation, lecture and learning atmosphere. If the element of color is introduced with light, it is even more beneficial to productivity and feeling.

It should be kept in mind that skillful use of light, decor and color is essential in developing an atmosphere which is functionally efficient and at the same time pleasant to be in. Aesthetic and emotional appeal are important and proper lighting can achieve these goals.⁴

It is a known fact that human production will differ for many reasons. The importance of pleasant physical surroundings and satisfactory facilities cannot be underestimated. As the attitude and feelings are studied in the survey, there seems to be several significant points.

This should be approached first from the standpoint of the importance of cleanliness of surroundings, next, the apparent effect of lighting and temperature, and last, the physical facilities, equipment and supplies that are so necessary in accomplishing our assignments.

Maintenance and Facilities

There seems to be a good feeling regarding the general custodial work on campus. Some notable exceptions

⁴"Lighting," Administrative Management, Vol. 27, No. 2, (February, 1966), pp. 52-53.

are to be found in the College of Engineering and the College of Family Life (Table 31). The feelings expressed by the Humanities & Arts faculty are probably due to the temporary type building in which most of them have been housed. Engineering, where most of the faculty are housed in a new building, reacted negatively to facility maintenance, and this deserves further investigation.

Academic Division

Survey Question 23 (Table 32) involved employees' attitudes about restroom upkeep. This question received an exceptionally high score that is favorable to the way the restrooms are kept up on this campus. The areas that apparently need attention are Family Life, Science, and Humanities. The age of the buildings could possibly be a factor in contributing to some of this negative feeling. Outdated plumbing fixtures should be replaced. This suggestion came from several staff members in their responses to changes that should be made.

Temperature control is already a problem in some of our newest facilities. The staff members of the College of Engineering, housed mostly in new facilities, apparently are dissatisfied with thermal conditions as indicated by their responses to Question 31 (Table 34) of this study.

Table 31. Response about Academic Employees' feelings regarding custodial work. Survey Question 13: "I have or would like to have complained about the custodial work in my area of assignment."

<u>Division</u>	<u>Favorable</u> %	<u>Undecided</u> %	<u>Unfavorable</u> %
Natural Resources	71.4	04.8	23.8
Education	66.7	06.6	26.7
Business	65.3	04.3	30.4
Agriculture	52.7	05.5	46.3
Science	38.9	14.8	46.3
Family Life	28.6	--	71.4
Humanities & Arts	27.6	06.9	65.5
Engineering	25.8	19.4	54.8

Table 32. Academic College employees' responses to restroom upkeep. Survey Question 23:
 "The restrooms are usually kept in satisfactory condition."

<u>Division</u>	<u>Agree</u> %	<u>Undecided</u> %	<u>Disagree</u> %
Business	91.3	--	08.7
Natural Resources	91.3	--	08.7
Education	90.0	03.3	06.7
Agriculture	88.5	01.9	09.6
Engineering	78.1	15.6	06.3
Family Life	75.0	--	25.0
Science	71.4	12.5	16.1
Humanities & Arts	69.0	10.3	20.7

Table 33. Responses concerning the lighting facilities in the work station or in the offices were recorded on this table for the Academic Division. Question 30 stated: "The lighting facilities are good at my work station or in my office."

<u>Division</u>	<u>Agree</u> %	<u>Undecided</u> %	<u>Disagree</u> %
Natural Resources	100.0	--	--
Family Life	92.9	--	07.1
Education	92.6	03.7	03.7
Science	88.9	01.9	09.2
Agriculture	85.7	03.6	10.7
Business	73.8	13.1	13.1
Engineering	70.0	13.3	16.7
Humanities & Arts	57.7	15.4	26.9

Table 34. Room temperature affects on attitudes of Academic personnel. Survey Question 31: "Generally the room temperature is agreeable in my office and/or work station."

<u>Division</u>	<u>Agree</u> %	<u>Undecided</u> %	<u>Disagree</u> %
Family Life	75.0	06.3	18.7
Education	63.3	03.3	33.4
Agriculture	61.8	03.6	34.6
Natural Resources	65.2	08.7	26.1
Science	48.2	16.6	35.2
Engineering	46.9	09.4	43.7
Business	43.5	08.7	47.8
Humanities & Arts	30.0	06.7	63.3

Table 35. Summary Table. Academic Division scores of all questions assigned to the category of Maintenance of Physical Facilities, Custodial, Lighting, Temperature, etc.

Category Mean Score 66.5			
<u>Division</u>	<u>Agree</u> %	<u>Undecided</u> %	<u>Disagree</u> %
Natural Resources	82.0	03.4	14.6
Education	78.1	04.2	17.7
Agriculture	72.2	03.6	24.2
Business	68.5	06.5	25.0
Family Life	67.9	01.6	30.5
Science	61.9	11.4	26.7
Engineering	55.2	14.4	30.4
Humanities & Arts	46.1	09.8	44.1

Service Divisions

Custodial service could be improved in several divisions (Table 36). Plant Operations provides this service to all divisions except Food Service. The low score tabulated for Food Service would indicate the need for a specific program for custodial work that apparently is not being provided at the present time.

Restroom maintenance can be a source of annoyance to employees. Several areas, as indicated on Table 37, need attention and probably justify administrative concern.

Outdated temperature control systems on this campus need updating and remodeling. Temperature control facilities in Athletics, Old Main (Student Personnel and Business Office), and Information Services are areas that apparently are unsatisfactory. This study would indicate that our planning of thermal conditions in new buildings should be given great emphasis by our University personnel. Too often we apparently expect an engineering firm to do a satisfactory job, but evidence indicates that this is not the case, through analysis of new facilities and apparent unsatisfactory temperature control systems.

Table 36. Response about Service Division employees' feelings regarding custodial work. Survey Question 13: "I have or would like to have complained about the custodial work in my area of assignment."

<u>Division</u>	<u>Favorable</u> %	<u>Undecided</u> %	<u>Unfavorable</u> %
Extension Services	75.0	08.4	16.6
Radio & TV	66.7	--	33.3
Business Office	61.5	15.4	23.1
Bookstore	57.1	28.6	14.3
Admissions & Records	54.5	18.2	27.3
Student Personnel	46.9	21.9	31.2
Library	40.0	13.4	46.6
Information Services	33.4	16.6	50.0
Athletics	28.6	28.6	42.8
Food Service	13.4	33.3	53.3

Table 37. Service Division employees' response to restroom upkeep. Survey Question 23: "The restrooms are usually kept in satisfactory condition."

<u>Division</u>	<u>Agree</u> %	<u>Undecided</u> %	<u>Disagree</u> %
Extension Services	100.0	--	--
Bookstore	100.0	--	--
Information Services	100.0	--	--
Admissions & Records	90.9	09.1	--
Business Office	76.9	--	23.1
Student Personnel	80.0	13.3	06.7
Athletics	71.4	14.3	14.3
Radio & TV	66.7	--	33.3
Library	62.5	--	37.5
Food Service	37.5	06.2	56.3

Table 38. Responses concerning the lighting facilities in the work station or in the offices were recorded on this table. Question 30 stated: "The lighting facilities are good at my work station or in my office."

<u>Division</u>	<u>Agree</u> %	<u>Undecided</u> %	<u>Disagree</u> %
Admissions & Records	100.0	--	--
Bookstore	100.0	--	--
Radio & TV	100.0	--	--
Business Office	92.3	--	07.7
Extension Services	86.7	04.5	09.1
Information Services	83.4	--	16.6
Student Personnel	83.3	10.0	06.7
Library	87.6	06.2	06.2
Athletics	71.4	14.3	14.3
Food Service	68.8	25.0	06.2

Table 39. Room temperature affects on attitudes of Service Division personnel. Survey Question 31: "Generally the room temperature is agreeable in my office and/or work station."

<u>Division</u>	<u>Agree</u> %	<u>Undecided</u> %	<u>Disagree</u> %
Admissions & Records	81.8	--	18.2
Extension Services	77.3	--	22.7
Radio & TV	66.7	--	33.3
Student Personnel	50.0	06.7	43.3
Business Office	46.2	--	53.8
Bookstore	37.5	--	62.5
Athletics	28.6	14.3	57.1
Information Services	16.6	--	83.4
Library	12.5	--	87.5
Food Service	37.5	18.7	43.8

Table 40. Summary Table. Service Division scores of all questions assigned to the category of maintenance of Physical Facilities. Average scores of all category questions.

<u>Division</u>	Category Mean Score 66.4		
	<u>Agree</u> %	<u>Undecided</u> %	<u>Disagree</u> %
Extension Services	84.7	03.2	12.1
Admissions & Records	81.8	11.4	06.8
Business Office	76.3	03.8	19.9
Radio & TV	75.0	--	25.0
Bookstore	73.7	17.1	09.2
Student Personnel	65.2	12.8	22.0
Library	60.0	06.6	33.4
Information Services	58.4	04.1	37.5
Athletics	50.0	17.9	32.1
Food Service	39.3	20.8	39.9

Gilbert Union Skin

OTTON FLEECE

Write-ins on Questionnaire

The following are write-ins which were assigned to this category:

Agriculture

"The physical facilities for laboratory work with students are good."

"Keep the broken beer bottles off the parking lot."

"Do away with dangerous stairs and old out-dated dangerous electric and plumbing fixtures."

Business & Social Sciences

"My hot office in the summer is what I like least."

Education

"The dirty conditions of the floors, windows, and walls is what I like least."

Engineering

"Better trained custodial personnel, and we need cleaner floors, not buffed or sealed over existing dirt."

"The basic attitude of the administration of the Plant Operations is what I like least."

"Poor janitor service is my pet peeve."

"I would like some good janitors who would take pride in the appearance of the building condition and then give them proper instruction on how to do their job."

"The traffic obstruction department is what I like least."

"Make the Plant Operations Department a service organization to the institution, rather than the master."

"I like least the attitude of the Plant Operations Department, traffic, etc."

"Having been on the staff at two other institutions, I find U.S.U. the only place I do not have praise for the custodial service. How can it be maintained at such a low level; effort must be exerted to accomplish this level. If supervision were removed, the level could only raise."

"Janitorial services being conducted without regard to classes being in session, e.g. polishing floors, pushing chairs, etc., while lectures are being held."

Science

"Clean office is what I like best."

"Put the custodians to work especially cleaning blackboards in the middle of the day and also keeping clean erasers available."

"The facilities in our department is what I like least, especially the problem of no ventilation."

Extension Services

"The facilities are clean and well kept at all times."

"I like least facilities available to make the work atmosphere attractive and comfortable."

"A little more space would be helpful in doing a better job in our department, especially during fall and winter quarters."

"We need better far-ranged plans in building and grounds development; space is poorly utilized."

"We do not have enough good equipment in this office."

Admissions & Records

"Install air conditioning in order that the employees would not have to suffer with the summer heat. This would increase the output of work and the efficiency."

Athletics

"The office equipment is very inadequate and our telephone system is very outdated."

"I like least the lack of facilities--practice space in the fieldhouse."

Bookstore

"We lack storage and stockroom space; insufficient campus delivery service."

Information Services

"In the first place, we need adequate working space and satisfactory working conditions for our department."

"Physical facilities are very inadequate. I would see that plans were made to give our department the necessary floor space to do our job properly. We have good equipment but are so crowded we cannot work efficiently."

Library

"I like least the building we are housed in. It is an architectural monstrosity with the poorest system of air conditioning, no fire escapes, and inadequate restrooms for the students."

"Temperature in air conditioned building is either blowing too hot or too cold and plant operations usually waits until weather outside has changed before taking action. We are always cold inside when it is cold outside; this would seem unnecessary if the air conditioning was working properly."

"We need a library that has windows that open."

"The temperature in this library is never the same. The air is always stuffy because the air is not circulated. This makes it so you cannot work your best."

"I would put windows in the library that opened."

"First, the building should have a comfortable temperature. It is either much too warm or much too cold. The elevators seem mostly out of order. Much expensive equipment is purchased and not used."

research facilities.

Adequacy of Facilities

There has been astounding progress in the past decade in adding needed physical facilities to this campus. Plans presently on the drawing boards give further encouragement to the faculty and staff of prospective improvement and replacement of unsatisfactory teaching facilities. The new library has probably fulfilled the greatest need for better facilities than any other structure added in recent years.

The responses to the question on teaching or work station facilities show a wide range of feelings among the faculty and staff of Utah State University (Table 41). The Colleges of Natural Resources and Agriculture indicate that generally they are satisfied with the facilities they have. The Colleges of Business and Humanities & Arts will be able to correct their present difficulties with the facilities under construction or planned. Two colleges that need a closer look into their space problems are Education and Science. The College of Education had 76.6 percent of their staff respond negatively to their facilities. The College of Science had 45.5 percent of their staff indicating the need for better teaching and research facilities.

The Service Divisions also point out some areas for particular consideration (Table 42). Planned programs for Athletics and the new food service, and library relieve the most pressing problems in those areas. The Business Office (Purchasing and Controllers) needs additional space, and the Information Services (especially the Duplicating Service) need more space to do the job.

Table 41. The Service Division's response to Question 25 regarding equipment and facilities: "I feel that the physical facilities in the classroom or at my work station are adequate to effectively carry out my assignment."

<u>Division</u>	<u>Agree</u> %	<u>Undecided</u> %	<u>Disagree</u> %
Natural Resources	78.3	13.0	08.7
Agriculture	72.7	05.5	21.8
Family Life	56.3	25.0	18.7
Engineering	48.2	25.9	25.9
Science	40.0	14.5	45.5
Business	34.8	17.4	47.8
Education	16.7	06.7	76.6
Humanities & Arts	13.3	06.7	80.0

Table 42. The Service Division's response to Question 25 regarding equipment and facilities: "I feel that the physical facilities in the classroom or at my work station are adequate to effectively carry out my assignment."

<u>Division</u>	<u>Agree</u> %	<u>Undecided</u> %	<u>Disagree</u> %
Bookstore	87.5	12.5	----
Admissions & Records	81.8	----	18.2
Extension Services	72.7	09.1	18.2
Radio & TV	66.7	33.3	----
Student Personnel	63.3	03.4	33.3
Food Service	50.0	18.7	31.3
Library	43.8	12.4	43.8
Information Services	33.3	16.7	50.0
Business Office	30.8	----	69.2
Athletics	----	----	100.0

Write-ins on Questionnaire

The following write-ins are of interest in this category:

Business

"We need more classrooms of the 100-150 capacity."

"More classrooms, office space and forget the new stadium."

"The administration's furthering of the library."

Education

"The classrooms are good; but facilities could be improved."

"Poor facilities to instruct in workshop situations."

"Financial support for travel is very poor in our department. I have been unable to obtain any financial support to attend a professional meeting in 5 years."

Engineering

"The salary and the lack of money for equipment always make do with what they have if it is 10 years behind times."

"I would have a lunch room in the building where you could eat your lunch and relax and take 15 minute breaks. I believe they should have parking places for those who have to go to the bookstore, post office, etc. on business. In some departments there is not enough secretarial help to do efficient work."

"A more orderly building and campus planning, e.g. roads, parking, building location, serious consideration of the rationale of the physical (football) expansion."

"I would secure adequate modern facilities for the students to work with in the labs."

"Library is most inefficient and unorganized. Too many books are lost and it all cannot be blamed on students."

Humanities & Arts

"Extremely poor working conditions in general. The English Department is the largest on campus and is burdened with the task of making entering students competent writers and speakers. Yet we seem to have the least cooperation from the administration, the poorest physical facilities, incompetent leadership and far too much internal dissension."

Natural Resources

"Poverty when it comes to equipment. One should not have to fight for it."

"Poor library. It seems to lack many important books, and it's difficult to find the ones listed in catalog."

"The opportunity for meaningful research. This includes the physical environment, the equipment and encouragement."

Science

"In 18 years not one dollar has been spent by the administration to provide a storage place for laboratory chemicals and apparatus. It is impossible to keep a work program going in a decent looking laboratory under these conditions."

"Planning for future is poor, i.e. Fine Arts Building when a classroom building is an urgent need. Athletics complex, phew!"

"Scarcity of facilities, supplies and good graduate students."

"Shortage of physical facilities, although the situation has greatly improved during the last few years."

"Lack of space and adequate equipment is greatly hampering progress in research in several fields."

"A crucial problem is the lack of facilities--practice space and seating in the Field House."

Bookstore

"We have a problem because of lack of storage and stock-room space."

Information Services

"In the first place, I get adequate working space and conditions for some departments, one in particular, that are vital to the University."

"Physical facilities are very inadequate. Plans should be made to give our department the necessary floor space to do our job properly. We have good equipment, but are so crowded we cannot work efficiently."

Faculty Member's Comments regarding the Library

"The library does not begin to meet the needs of the staff. It is the most disappointing aspect at Utah State University. The following needs to be done:

1. Change to Library of Congress cataloging.
2. Eliminate sectional card catalogs.
3. Institute an efficient check-out system. The computer is not efficient. It does not handle staff or journals, and it is frequently broken down. It is very noisy and disturbing, and cannot handle students quickly at 'rush' hours.
4. Make journals renewable. Check them to undergraduates.
5. Eliminate high fines. Five cents a day is plenty.
6. Make regular acquisitions of scholarly books and periodicals. Do not wait for staff requests.
7. Many important journals are missing or incomplete. Fill these gaps. We have a complete set of The Relief Society Journal, but not of Experimental Cell Research.

Except for his own laboratory, the library is the most important place to the research staff members. I, for one, do not plan to stay long for reason of the library. I cannot effectively plan my work when two out of five references are missing and when the third is misshelved, lost, or in the hands of a person whose name I am never given. I can't imagine how we can call U.S.U. a "great

university" with the library as it is. Sadly, I observe that presently we will have a beautiful but empty building. How much better it would have been to spend redecorating money on needed books and journals. Inter-library loans do not adequately meet my needs."

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¹ This...
 B. Water Co., 1961.

CHAPTER VII

JOB SATISFACTION

Questions relating to job satisfaction attempted to determine the attitude of the employees with regard to interest in their assignment at the University.

What one gets out of his work in material benefits and other satisfactions is hard to know, and he himself can hardly tell, because the satisfying and the non-satisfying features overlap and neutralize each other.

Material benefits derived from work, those which are stated in numbers, in hours worked and money paid--however important to the one who pays and the one who receives the money, and however important for quantitative and other evaluations, do not represent all the meaning of work to the performer. Besides the mental and physical satisfactions which may derive, there are social meanings.

Social satisfactions coming from work (or not coming) serve to identify the individuals as he identifies himself with other persons: work-mates, family, casual on-lookers, and people generally. These satisfactions may come to him in the performance or as an after-result of the work. Not all expected satisfactions, even if realized, come directly from work.¹

The questions assigned to this division relate to one's work load, income and salary comparison. These

¹Nels Anderson, Dimensions of Work, (New York: D. McKay Co., 1964), p. 76.

represent only a slight portion of the factors that relate to job satisfaction. The comments made do, however, bring out many of the other reasons for satisfaction in a job situation.

The environment, both in the community and on the job, have different effects on job satisfaction attitude. The very same factor may be a positive factor for one staff member and a negative factor for another. The following comments by staff members are representative responses relating to environmental factors:

I really enjoy my work at this Institution. Every day presents a new challenge, also the fact that it is in Cache Valley; a truly beautiful campus.

The pleasant environment; the beauty of the campus; and I enjoy my work.

Some typical divisions of job satisfaction, with relating comments follow.

Performance Satisfaction

"The general everyday feeling that I am going to achieve a personal goal."

Social and Colleague Relationships Satisfaction

"Working conditions are good and association with other staff members highly desirable."

"The people are very friendly and cooperative, both my seniors and peers."

"My department is split in two by a department head who obviously has established an 'inner circle'."

Student Relationship Satisfaction

"My greatest enjoyment comes from working with young men and women who attend the University."

"I like the fact that I'm permitted to work with and for the students."

"It gives me great satisfaction to see students advance to greater heights."

What are some signs of dissatisfaction? The "No Smoking" rule for some was a source of dissatisfaction.

Here is an interesting comment:

I like to smoke in my office. By being required to keep office hours, this, to me, is the same as forcing a non-smoker to spend the day in a smoke-filled room. I smoke when I work. The result is, I work at home or in my car, and kill time in my office.

Academic Division

A fair division of the departmental work load is important to favorable employee attitude. The Colleges of Natural Resources and Humanities & Arts show that quite a number of the employees do not agree that the work load is divided fairly (Table 43).

Table 45 shows that many employees seem to feel that the other staff members doing essentially the same kind of work get greater remuneration for their services.

Upon analysis and comparison, Question 22 of the survey received a most interesting response. The tabulated results show a great deal of difference in the feelings of the Academic people when compared with the Service Divisions (Tables 45 and 49). There apparently is much more dissatisfaction of wages among the Service Divisions than those working in the Academic areas.

Table 43. Attitudes of Academic employees regarding work loads as surveyed in Question 7:
 "The work load is divided fairly among the staff members of my department."

<u>Division</u>	<u>Agree</u> %	<u>Undecided</u> %	<u>Disagree</u> %
Business	81.0	14.3	04.7
Science	79.2	11.4	09.4
Family Life	69.2	15.4	15.4
Humanities & Arts	69.0	03.4	27.6
Education	67.9	14.3	17.8
Engineering	67.7	13.0	19.3
Agriculture	65.3	20.4	14.3
Natural Resources	55.0	20.0	25.0

Table 44. Academic Division responses to Question 15:
 "I enjoy my work and would not accept
 employment elsewhere at similar income."

<u>Division</u>	<u>Agree</u> %	<u>Undecided</u> %	<u>Disagree</u> %
Agriculture	72.2	16.7	11.1
Business	65.2	34.8	----
Science	62.3	15.1	22.6
Natural Resources	60.9	26.1	13.0
Humanities & Arts	60.0	13.3	26.7
Engineering	59.4	25.0	15.6
Family Life	43.8	12.4	43.8
Education	40.0	30.0	30.0

Table 45. Academic Division responses to Question 22:
 "I think the salary or wage I am being paid
 is below average of that of other staff
 members who are doing essentially the same
 work that I am."

<u>Division</u>	<u>Favorable</u> ^a %	<u>Undecided</u> %	<u>Unfavorable</u> %
Humanities & Arts	56.7	23.3	20.0
Science	50.0	28.8	21.2
Natural Resources	47.8	17.4	34.8
Engineering	46.9	28.1	25.0
Business	43.5	34.8	21.7
Agriculture	41.8	25.5	32.7
Family Life	37.4	31.3	31.3
Education	36.7	33.3	30.0

^aFavorable responses indicate those who feel their wage compares favorably.

Table 46. Summary Table. Academic Division mean scores of all questions assigned to the category of job satisfaction.

<u>Division</u>	Category Mean Score 57.0		
	<u>Agree</u> %	<u>Undecided</u> %	<u>Disagree</u> %
Science	63.8	18.4	17.8
Business	63.3	27.9	08.8
Humanities & Arts	61.9	13.3	24.8
Engineering	58.0	22.0	20.0
Agriculture	56.3	20.7	23.0
Natural Resources	54.6	21.2	24.2
Family Life	50.0	19.8	30.2
Education	48.2	25.9	25.9

Service Division

The divisions of the Business Office, Food Service, and Information Services, when compared with the other divisions, probably need an analysis of work load assignments (Table 47).

There is a higher percentage of the people in the Service Divisions who do not desire to seek employment elsewhere than those people in the Academic Divisions (Tables 44 and 48). This is understandable when we consider the broader field of opportunity available to professional people. Athletics had a high percentage who were undecided about their desire to stay at this University.

The data on Table 49 indicates a greater amount of dissatisfaction among Service Division employees when wage comparisons are made. An analysis should be made to determine if inequities actually exist.

Table 47. Question 7 of the survey states: "The work load is divided fairly between the staff members of my department."

Division	Agree %	Undecided %	Disagree %
Extension Services	91.3	----	08.7
Admissions & Records	90.0	----	10.0
Library	71.4	----	28.6
Radio & TV	66.7	----	33.3
Athletics	66.6	16.7	16.7
Student Personnel	56.0	12.0	32.0
Bookstore	50.0	50.0	----
Information Services	40.0	----	60.0
Food Service	31.2	25.0	43.8
Business Office	30.8	23.1	46.1

Table 48. "I enjoy my work and would not accept employment elsewhere at similar income," was Question 15 on the survey.

<u>Division</u>	<u>Agree</u> %	<u>Undecided</u> %	<u>Disagree</u> %
Radio & TV	100.0	----	----
Bookstore	87.5	----	12.5
Admissions & Records	81.8	18.2	----
Information Services	80.0	20.0	----
Extension Services	68.2	18.2	13.6
Food Service	62.5	12.5	25.0
Library	62.5	25.0	12.5
Business Office	61.5	23.1	15.4
Student Personnel	58.1	19.4	22.5
Athletics	42.9	42.9	14.2

Table 49. Service Division responses to survey Question 22: "I think the salary or wage I am being paid is below average of that of other staff members who are doing essentially the same work that I am."

<u>Division</u>	<u>Favorable^a</u> %	<u>Undecided</u> %	<u>Unfavorable</u> %
Extension Services	36.4	31.8	31.8
Admissions & Records	36.4	09.1	54.5
Radio & TV	33.3	66.7	----
Library	31.3	31.3	37.4
Student Personnel	28.1	25.0	46.9
Information Services	20.0	40.0	40.0
Food Service	18.7	12.5	68.8
Athletics	14.4	42.8	42.8
Bookstore	12.5	25.0	62.5
Business Office	07.7	23.0	69.3

^aA favorable response indicates those who feel their wage compares favorably.

Table 50. Summary Table. Average scores of all category questions in the Service Divisions concerning job satisfaction.

<u>Division</u>	Category Mean Score 55.0		
	<u>Agree</u> %	<u>Undecided</u> %	<u>Disagree</u> %
Admissions & Records	69.4	09.1	21.5
Radio & TV	66.7	22.2	11.1
Bookstore	66.7	25.0	08.3
Extension Services	65.3	16.7	18.0
Library	55.1	18.7	26.2
Business Office	53.9	23.1	23.0
Student Personnel	47.4	18.8	33.8
Information Services	46.6	20.0	33.4
Athletics	41.3	34.1	24.6
Food Service	37.4	16.7	45.9

Write-Ins on Questionnaire

The following are personal comments and opinions given by the respondents as they relate to "Job Satisfaction."

Agriculture

"Research is heavily weighted and rewarded, teaching very little. Engineers have been hired at unfair higher salaries than some others."

"The great challenge afforded by my job and the freedom to pursue it."

"The democratic relationship and agreeable associations with department staff members and colleagues in my college is what I like best."

"Wages are what I like least. I could make more clerking in a grocery store."

"I think the people in general are friendlier than most places I've worked."

Business

"This is the best place I have ever worked. I see no fault that more money couldn't solve."

"I like the people who accept employment here, the students who come and the community. I like to teach the subjects I teach; the social and intellectual atmosphere is to my liking."

"I like least the religious prejudice displayed by some individuals in the community (not necessarily the University community) towards non-L. D. S. persons."

"My research and my courses, which I have created to my own liking, are what I like best."

"Work load is very reasonable."

"For me, I am in the 'best possible' of jobs."

"The people are very friendly and cooperative, both my superiors and peers. My work load is not heavier than I can adequately handle."

Engineering

"The competence of my Deans and Department Head and the excellence of my colleagues is what I like best."

"I enjoy working with the Dean and his colleagues. I enjoy the working conditions in all respects."

"I like the area in which I am teaching; it gives me great satisfaction to see the students under my supervision advance to greater heights."

"My department is split in two by a new department head who obviously has established an 'inner circle' that blames the staff if he doesn't get 100% cooperation."

"The no-smoking policy is what I like best. (I am not L. D. S.) Thank God for fresh air in my office."

Family Life

"I like best the quality of work being done in my department; the department head is excellent."

Humanities & Arts

"I like best the fact that I am permitted to work with and for students, not for the administration."

Natural Resources

"The general spirit of cooperation and friendliness among faculty and administrative personnel, the general concern for student and faculty well being is what I like best."

Science

"I really enjoy my work at the Institution. Every day presents a new challenge, with a new situation. Also, the fact that it's in Cache Valley, a truly beautiful campus. My immediate bosses are fine people to work for, too."

"We have excellent administration in the College of Science."

"We have the best Department Heads, co-workers, and Dean on campus to work with along with the administration."

Extension Services

"The location and environment and the privilege of doing the job in our own way is to my liking. We are treated as a mature individual, able to give honest effort without detailed direction."

"There seems to be favoritism with certain individuals."

"Working conditions are good and association with other staff members is highly desirable."

"I have no major complaints; I would rather work here than any place else."

"The fact that I am my own boss within a broad range. I make most of the decisions in my area of work."

"I have no real gripes."

"The people are generally friendly and a good class of people even though back-biting is common. The University atmosphere is good."

Student Personnel

"The Dean is a change that I would make; insist on better planning or at least strengthen his position."

"The man for whom I work and the University community advantages is what I like best."

"My present job is a little monotonous at times."

"The freedom to make decisions within my scope of responsibility is what I like best."

"I enjoy the opportunities I have to help in structuring my professional role."

"The little amount of status and recognition given to members of student services (non-academic). I think our work is essential and that some provision should be made for tenure and sabbatical leave."

"My greatest enjoyment comes from working with the young men and women who attend the University."

"Low salaries paid in comparison with other neighboring institutions. Neighboring schools pay from \$50 to \$100 more a month for the same positions."

Admissions & Records

"The pleasant environment--kindly understanding of the department where I work; the beauty of the campus, and I enjoy the work."

"The thing that bothers me most about working in our office is the back-biting that is carried on by the senior ladies who think that they carry a lot of authority."

Bookstore

"There are very few things I dislike about working for this Institution. I came here after working for a big corporation for many years in a good position. (I left by my own choice.) The school is a much more satisfactory employer in my opinion."

Food Service

"I like best the general everyday feeling that I am going to achieve a daily personal goal in food service to the best of my ability with the feeling of satisfaction at the end of my work day."

"The thing I like least is the gossiping and back-biting that is so prevalent where I work."

"I've raised my family on this job and thanks to all concerned I've been close to my home."

"I have had the initiative to carry out the work at my work station to fit into my plans of work here and at home, and this is what I have liked best."

"I dislike the unfairness of the work, too much is expected of some, while others can do as they please."

Information Services

"My superior makes decisions directly affecting me and tries to get the decision finalized without me knowing it and thereby forces me to work under some conditions that he knows I will dislike."

Athletics

"We need a re-evaluation of work-teaching and coaching loads in the athletic department."

Business Office

"There is a more relaxed feeling on the job and pressure on the job does not seem as heavy as on other positions I have been on."

"We have nice personnel, good working conditions, better wages than paid downtown in offices."

Library

"It is a progressive, challenging and stimulating environment to work in, especially in the fields of science and research, which I enjoy very much. The faculty with whom I work are fine gentlemen--but this is not true of all the faculty members."

"My immediate boss is congenial and the atmosphere of the campus is nice. Most of my colleagues are friendly, cooperative people. I like the learning opportunity my job offers. The opportunity to meet all types of students is stimulating."

CHAPTER VIII

ATTITUDE TOWARD ADMINISTRATION

University administration today is such a highly-structured and complex organization that the administrator is challenged to maintain equilibrium. The day is long past when the professor of business could also be the business officer or when the "faculty was the administration."

The demand made by boards of trustees, legislators, and potential and real donors for an increase in the efficiency of management has caused what is now almost a complete separation of the teaching and administrative functions in most colleges and universities.¹

The American university today is struggling with a tradition that the faculties do not desire to see pass into obsolescence.

Tradition grants power to the faculty of a university to design the operations of the internal affairs of the university. This tradition was established in American higher education well before 1900. The individual faculty member, in the normal range of his daily experience could be expected to confront the diversity of interrelated problems

¹ R. L. Randolph, "Administration Design and Functional Need," Journal of Higher Education, (1961), Vol.32, No. 9, p. 515.

with which the institution was faced. The president of the university could be construed as the faculty man whose business it was to fend for the faculty when facing the world beyond the campus.

The community was small enough to make personal acquaintanceships possible among most of its members so that those given leadership posts could be seen as persons personally responsible for the welfare of one another in the total command enterprise.

Today the university is changing to keep up with the profound changes in the outside world. Increasing enrollments, larger faculties, research, government programs, and legislative action are forcing consequent changes in the university. The result has been a moving away from the academic community emphasis that has caused the faculty to feel that the 'front office' is moving away from them.²

It is not surprising to find that many faculty members feel there is a gap between them and the administration. Many of these people have been here during the last decade, while the University has experienced its greatest growth. They easily recall the not too distant past when, as Randolph said, "personal acquaintanceships with the administration were common and possible for each and every staff member."

Ross Mooney recently made a similar observation:

Faculty members nourishing themselves on inherited visions of the pastoral campus in which the professor's way of life was the dominant pattern and the professor the dominant figure, find their loss of command a hurtful loss of ego. Resentment

²Ross L. Mooney, "The Problems of Leadership of the University," Harvard Education Review, Vol. 33, (Winter, 1963), p.p. 47,48.

easily nourished, searches for a target. Serving this purpose admirably are the administrators.³

The reactions of the respondents vary greatly and this is to be expected. Some of the staff appear to have the same feelings as President Newburn described:

Now many faculty members look upon administration as a necessary evil and administrators as necessary evil-doers, though some, I am sure, would be inclined to eliminate the term 'necessary' from this statement. . . In all seriousness, some faculty people would like to consider the administrator as the chairman of the faculty whose sole task it is to carry out in detail the wishes and will of the group. Some administrators, on the other hand, envision the faculty as employees whose function it is to follow slavishly the directions, and if necessary the orders, of the administration.⁴

Newburn further states:

A certain amount of division between administration and faculty is inevitable, but this difference certainly ought not to be of sufficient strength as to affect seriously the working relationships which are necessary to a satisfactory completion of the task at hand. Essentially the goals of administration and faculty are or should be the same.⁵

The present-day complexity is certainly evident at this University. Disturbing as it may be to the academician, there are many areas of non-classroom activities that take the time and attention of the administration.

³Ibid., p. 52.

⁴H. K. Newburn, "Faculty and Administration in the Government of the University," Education Record, Vol. 45, No. 3, (Summer, 1964), p. 257.

⁵Ibid.

Newburn further relates:

The modern university, as we know, has taken on many activities peripheral to its main purposes but apparently essential to its operation. Thus, students must be housed and fed, buildings financed, activities of a co-curricular nature sponsored and supported, the public informed, the legislators sold and the alumni, as well as foundations and government agencies, encouraged to contribute to the institution's welfare.⁶

The administration of a large university is subject to pressures from many directions, many decisions must be made, and probably can only be made, by the central administrator. A relatively few decisions, in a large institution, can be put to a vote of the total faculty. Within these two extremes, however, there is considerable room for sharing the decision-making process, for consultation, for two-way communication, and for the division of effort as well as responsibility. Such possibilities should be explored and exploited to the fullest extent. There is the necessity for the university to keep pace with the rapidly changing demands of our society. Naturally the faculty and staff are vitally concerned in the decisions of the administration and interpret the affect of these decisions first upon themselves, and then on the institution as a whole.

⁶Ibid., p. 261.

Academic Division

The tabulated results included in Table 54 reflect Utah State University employees' attitudes toward the administration. The results indicate that generally a favorable attitude exists among faculty and staff. A very small percentage of the members of this Institution seem to feel that they have been treated unfriendly or inconsiderately.

Proper timing and specific attempts to overcome dissatisfactions are important to both the administrator and the employee. The employee needs opportunity to express dissatisfaction and the administrator needs to hear and listen to the employee, and then make effective adjustments if possible. Just the administrator's listening has a positive effect upon the employee (Tables 52 through 54).

Analysis of the data on Table 53 leads one to believe that the administrative decision-making processes could be speeded up considerably. The scores on this question, when compared with other questions in the survey, would indicate that work progress is possibly being retarded while waiting for administrative decisions.

Whenever physical changes are proposed, an employee likes to feel that his opinion has been considered.

The low scores included in Table 55 show that more consideration could be given to individual employees when a physical change is undertaken.

Table 51. Academic Division responses to Question 14:
 "Generally in my relationship with those who
 administer the affairs of this Institution,
 I find them friendly and considerate."

<u>Division</u>	<u>Agree</u> %	<u>Undecided</u> %	<u>Disagree</u> %
Family Life	93.8	06.2	----
Business	91.0	09.0	----
Humanities & Arts	83.3	06.7	10.0
Engineering	81.3	15.6	03.1
Agriculture	80.0	18.2	01.8
Science	72.2	20.4	07.4
Natural Resources	68.2	22.8	09.0
Education	66.7	20.0	13.3

Table 52. Academic Division responses to Question 16:
 "There have been occasions when I have felt
 dissatisfied about the activities of my assign-
 ment and have had opportunities to discuss them
 with my administrators."

<u>Division</u>	<u>Agree</u> %	<u>Undecided</u> %	<u>Disagree</u> %
Education	80.0	06.7	13.3
Business	69.6	17.4	13.0
Science	64.8	13.0	22.2
Family Life	62.5	12.5	25.0
Humanities & Arts	60.0	13.3	26.7
Engineering	58.0	13.0	29.0
Agriculture	57.1	08.9	34.0
Natural Resources	54.5	09.1	36.4

Table 53. Academic Division responses to Question 17 on the survey: "Decisions of the administration that affect my job are usually made with dispatch."

<u>Division</u>	<u>Agree</u> %	<u>Undecided</u> %	<u>Disagree</u> %
Family Life	56.3	25.0	18.7
Engineering	50.0	37.5	12.5
Agriculture	44.6	35.7	19.7
Natural Resources	39.1	26.1	34.8
Science	36.5	27.0	36.5
Business	34.8	30.4	34.8
Humanities & Arts	25.0	35.7	39.3
Education	23.3	16.7	60.0

Table 54. Academic Division responses to Question 21 on the survey: "I am sure that those responsible in this Institution would give me a square deal and a fair hearing if I were in trouble, whether it is my fault or not."

<u>Division</u>	<u>Agree</u> %	<u>Undecided</u> %	<u>Disagree</u> %
Business	87.0	13.0	----
Natural Resources	78.3	08.7	13.0
Agriculture	72.7	23.6	03.7
Family Life	68.7	31.3	----
Science	67.3	28.8	03.9
Engineering	59.4	34.4	06.2
Humanities & Arts	56.7	23.3	20.0
Education	56.7	20.0	23.3

Table 55. Academic Division responses to Question 24:
 "A physical change is made at this Institution with little regard for the welfare of the employees concerned."

<u>Division</u>	<u>Favorable</u> %	<u>Undecided</u> %	<u>Unfavorable</u> %
Business	50.0	40.9	09.1
Humanities & Arts	50.0	16.7	33.3
Science	49.0	34.0	17.0
Engineering	41.4	34.5	24.1
Agriculture	38.2	30.9	30.9
Family Life	37.5	56.3	06.2
Education	34.5	20.7	44.8
Natural Resources	26.1	34.8	39.1

Table 56. Academic employees' attitudes concerning their superiors was surveyed in Question 12: "I think my administrator rates pretty well when compared with other university administrators."

<u>Division</u>	<u>Dean</u>		
	<u>Agree</u> %	<u>Undecided</u> %	<u>Disagree</u> %
Engineering	90.6	06.3	03.1
Science	71.7	22.6	05.7
Agriculture	70.6	19.6	09.8
Family Life	62.5	37.5	----
Business	60.8	34.8	04.4
Natural Resources	56.5	13.0	30.5
Humanities & Arts	46.6	30.0	23.4
Education	27.6	24.1	48.3
<u>Department Head</u>			
Natural Resources	90.5	09.5	----
Engineering	74.2	06.4	19.4
Education	74.1	14.8	11.1
Science	73.1	21.1	05.8
Business	71.4	28.6	----
Humanities & Arts	67.9	14.3	17.8
Agriculture	65.4	21.1	13.5
Family Life	64.3	35.7	----

Table 57. Summary Table. Academic Division average scores of all category questions concerning attitudes toward administration.

<u>Division</u>	Category Mean Score 58.2		
	<u>Agree</u> %	<u>Undecided</u> %	<u>Disagree</u> %
Business	66.5	22.1	11.4
Family Life	63.8	26.3	09.9
Agriculture	58.5	23.5	18.0
Engineering	58.0	27.0	15.0
Science	58.0	24.6	17.4
Humanities & Arts	55.0	19.1	25.9
Natural Resources	53.2	20.3	26.5
Education	52.3	16.8	30.9

Service Divisions

The Service Divisions' attitudes toward administration are reflected in Tables 58 through 63. The results indicate that the Service Divisions have the same general feelings that were noted in the Academic Divisions:

- (1) That decisions could be made with more dispatch.
- (2) That physical changes would be supported by the employees more enthusiastically if they had an opportunity to participate in the planning.

The results of Athletic employees regarding physical changes (Table 62) show 100% either undecided or unfavorable regarding this. Possibly this attitude is resulting from the procedure that is being followed in the construction of new athletic facilities. Is the staff being considered?

Table 58. Service Division attitudes toward administration were surveyed in Question 14:
 "Generally in my relationship with those who administer the affairs of this Institution, I find them friendly and considerate."

<u>Division</u>	<u>Agree</u> %	<u>Undecided</u> %	<u>Disagree</u> %
Library	93.8	----	06.2
Student Personnel	89.7	06.9	03.4
Bookstore	87.5	12.5	----
Business Office	84.6	15.4	----
Admissions & Records	81.8	18.2	----
Extension Services	79.2	12.5	08.3
Athletics	71.4	28.6	----
Food Service	68.8	25.0	06.2
Radio & TV	66.7	----	33.3
Information Services	66.6	16.7	16.7

Table 59. Service Division attitudes about the opportunities they have to discuss problems with administrators as surveyed in Question 16: "There have been occasions when I have felt dissatisfied about the activities of my assignment and have had opportunity to discuss them with my administrators."

<u>Division</u>	<u>Agree</u> %	<u>Undecided</u> %	<u>Disagree</u> %
Bookstore	87.5	----	12.5
Extension Services	81.8	13.6	04.6
Library	81.3	06.2	12.5
Admissions & Records	72.7	18.2	09.1
Food Service	68.8	12.5	18.7
Radio & TV	66.7	----	33.3
Information Services	60.0	20.0	20.0
Student Personnel	53.1	15.6	31.3
Business Office	46.2	23.1	30.7
Athletics	42.9	42.9	14.2

Table 60. Service Division attitudes regarding decision making as surveyed in Question 17: "Decisions of the administration that affect my job are usually made with dispatch."

<u>Division</u>	<u>Agree</u> %	<u>Undecided</u> %	<u>Disagree</u> %
Admissions & Records	72.7	27.3	----
Food Service	62.5	31.3	06.2
Bookstore	62.5	25.0	12.5
Extension Services	60.9	13.0	26.1
Business Office	58.3	25.0	16.7
Athletics	42.9	42.9	14.2
Information Services	40.0	----	60.0
Library	37.4	31.3	31.3
Student Personnel	34.4	18.8	46.8
Radio & TV	33.3	66.7	----

Table 61. Service Division responses to Question 21:
 "I am sure that those responsible in this
 Institution would give me a square deal and
 a fair hearing if I were in trouble, whether
 it was my fault or not."

<u>Division</u>	<u>Agree</u> %	<u>Undecided</u> %	<u>Disagree</u> %
Admissions & Records	90.9	09.1	----
Extension Services	86.4	13.6	----
Business Office	76.9	15.4	07.7
Bookstore	75.0	12.5	12.5
Food Service	75.0	18.7	06.3
Athletics	71.4	28.6	----
Student Personnel	68.8	25.0	06.2
Library	68.8	31.2	----
Radio & TV	66.7	----	33.3
Information Services	60.0	20.0	20.0

Table 62. Service Division responses to Question 24 on the survey: "A physical change is made at this Institution with little regard for the welfare of the employees concerned."

<u>Division</u>	<u>Favorable</u> %	<u>Undecided</u> %	<u>Unfavorable</u> %
Information Services	66.8	16.6	16.6
Library	50.0	25.0	25.0
Admissions & Records	36.4	27.2	36.4
Radio & TV	33.4	33.3	33.3
Food Service	31.3	43.7	25.0
Business Office	30.8	38.4	30.8
Extension Services	16.7	29.2	54.1
Student Personnel	13.3	26.7	60.0
Bookstore	12.5	25.0	62.5
Athletics	----	71.4	28.6

Table 63. Service Division employees' attitudes concerning their superiors as surveyed in Question 12: "I think my administrator rates pretty well when compared with other University administrators."

<u>Division</u>	<u>Dean</u>		
	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>
	%	%	%
Extension Services	100.0	----	----
Admissions & Records	100.0	----	----
Business Office	100.0	----	----
Bookstore	87.5	12.5	----
Library	86.7	----	13.3
Athletics	71.4	14.3	14.3
Student Personnel	64.5	25.8	09.7
Food Service	57.1	42.9	----
Radio & TV	50.0	50.0	----
Information Services	25.0	25.0	50.0
<u>Department Head</u>			
Admissions & Records	100.0	----	----
Athletics	100.0	----	----
Bookstore	100.0	----	----
Radio & TV	100.0	----	----
Business Office	84.6	15.4	----
Extension Services	78.3	13.0	08.7
Library	75.0	16.7	08.3
Student Personnel	64.0	24.0	12.0
Food Service	46.7	53.3	----
Information Services	20.0	20.0	60.0

Table 64. Summary Table. Average scores of all category questions from the Service Division concerning attitude toward administration.

<u>Division</u>	Category Mean Score 58.1		
	<u>Agree</u> ^a %	<u>Undecided</u> %	<u>Disagree</u> %
Bookstore	75.0	15.0	10.0
Extension Services	72.5	16.4	11.1
Admissions & Records	70.9	20.0	09.1
Library	61.3	18.7	20.0
Student Personnel	61.2	18.6	20.2
Food Service	60.0	26.2	13.8
Business Office	59.4	23.4	17.2
Radio & TV	53.3	20.0	26.7
Athletics	51.4	42.9	05.7
Information Services	48.6	14.7	36.7

^aAn agree response is a favorable response.

Write-ins on Questionnaire

General comments made in reference to "Attitude Toward Administration" follow:

Agriculture

"I believe the administrators are making a conscientious effort, with the means available, to provide a stimulating environment for the staff members. Their attitude inspires confidence in the attainment of true objectives of the Institution. It is a refreshing, wholesome, and progressive environment in which to work and live."

"The apparent favoritism shown by the President to some schools or even departments. The fact that some decisions that have affected our school and our department have been made on seemingly 'snap judgment' rather than being well thought out."

"Top administrators seem rather cool and distant to the staff."

"Indecision of intermediate administrators--not necessarily their fault."

"The long time in making decisions and doing something. The time and effort in clearing budget expenditures."

"The administration seems to do what they like without regard for other's ideas; prejudiced."

Business

"Those responsible for running the Institution are doing better than I could do."

"Administrative atmosphere of friendliness, cooperation, encouragement, and academic freedom."

"The friendliness and helpfulness of the administrators from Department Head to President."

" 'People' attitude of administration."

Education

"Evaluation of supervisory personnel mandatory."

"Administration gives lip service only to teaching; research gets the money."

"Lack of enunciated policy; decisions deferred, deferred, deferred. Assumption that people can be disregarded."

"We have a tired old administration supporting, in my case, an incompetent Dean. You have to fight for things they should be encouraging you to do. The Institution is dragging because of an authoritarian leadership which is also unfortunately inept."

"The lack of ability of the administration to plan for future programs. There doesn't seem to be any policies or principles upon which expedient decisions can be made."

"Administrative lip service for new programs without financial backing is what I like least."

"The saddest thing about this University is the lack of planning for educational goals. But the planning is lacking in even the most obvious things, such as the new buildings of which everyone is so proud. Every new building on campus is an ulcer-producer for an architect, not really planned for function, all with undistinguished facade. The second saddest thing is the penny-wise, pound-foolish budgeting and purchasing. Budgeting is ludicrous. I appreciate this opportunity to sound off. Whoever thought of it should get a substantial raise."

"The Business Manager has entirely too much influence on administrative decisions of programs of the University, particularly in limiting salaries on foreign programs. Greater administrative responsibility should be given to Department Heads. The Deans and Directors of the Agriculture Experiment Station generally do not properly consider recommendations of the faculty committees."

"I think employees here are treated quite fairly for the most part, with activity cards, fringe benefits, etc."

"Just keep our sights high. Much progress is presently being made on our campus."

"The disorganization of the central offices; very below standard pay; poor morale among groups such as administration vs. employees."

Family Life

"Press authoritarianism of administrators."

"More administrative attention to buildings than to adequate staff."

"People are friendly and administrators try to see that needs are met so the best job is done."

"Administrators who would be sympathetic to all areas and not show partiality to limited areas, i.e. use of rooms, salary, rank."

Humanities & Arts

"I like best the support of the administration in my area. An attempt to correct facilities and lack of help are a personal concern to me."

"Provincial administrative attitudes, habitual incompetence of various personnel, especially information services!"

"The failure of the administration (both at university and college levels) to consult with faculty about important decisions of vital importance to departments concerned. For example: Contrary to accepted practices the administration did not give the Department of English any voice in the selection of a new department chairman. This is authoritarian, unprofessional and unfair (and exceedingly demoralizing)."

"Its timorous conservatisms and the fact that administrative decisions, from top to bottom, are entangled in a web of personal friends, and friendships is what I like least."

Natural Resources

"The narrow, provincial attitude of some administrators and board members is about equally as bad as the excessive 'red tape' involved in dealing with the controller's office and the purchasing department."

"Like least the administration set-up. No one in Old Main ever knows what they are doing or why; they all seem to 'pass-the-buck.' Very unorganized group of workers."

Science

"The backward attitude on the part of the administration concerning updating outdated and inadequate equipment, especially in the field of computers."

"There is a definite feeling of friction between faculty and administration which is not good."

"Lack of imagination and lack of modern outlook on the part of the administration. Secretive personnel policies. Lack of decisiveness in administration; decisions, when made, are generally poor. Appointments at administrative levels don't appear to be on the basis of ability. Policy of University seems to put professional staff on the basis of an hourly-paid laborer."

"The administration as far as their relationship with staff members is what I like least."

"Administrators seem to have little understanding as to what a university should stress."

"Fire entire administration; replace it with one that would have an interest in the quality of the Institution; one that would hire faculty with professional competence and interest in their work."

"The general administration is weak. Its programs are expressed in generalities which have little relationship to existing needs or realities. What results is administration by whim and preference with no capacity to sustain real planning for the future."

"Having no long-range planning or direction from the upper administration."

"Administration has a tendency to be paternalistic."

"I believe the administration is doing the best it can with the money available."

"I feel this school is oriented too strongly for the administration, i.e. the Senate President is the Vice-President and all the Deans are members."

Extension Services

"There is nothing about this Institution that I can honestly say I dislike."

"The failure of most administrators to recognize the importance of attending consistently to the details necessary for effective public relations and public information."

"Maybe I'm just fortunate, but my supervisors, both in teaching and extension, are men of real character, and it's a pleasure to work for them."

"Make the secretarial staff responsible to the worker, not to administration!"

"We have an excellent administrative staff, members of which exhibit a good attitude toward professional improvement."

"The generally high type of persons employed by the University, a permissive atmosphere of academic freedom, and the opportunity to perform my duties in the manner I determine to be most effective and productive is what I like best."

"The administration should take a much tougher line in dealing with offenders of University policies and more clearly define such policies both for faculty, students, and administrators. Improper acts of students or faculty should be dealt with more severely."

Student Personnel

"The friendly, congenial attitude of students, faculty, and administration. It seems to be that everyone is made to feel a welcome part of the Institution."

"I like least the difficulty of researching decisions and standing on those decisions once they are made."

"The office of the Dean of Students does not have a necessary authority. I feel the people in student services do not have administrative support. There should be some system of rank and tenure in student services. We are at the mercy of the public much more than the people in academic areas."

"The pleasant attitude of those in authority."

Library

"The freedom of approach to a solution of problems and the congenial attitude of the administration and staff."

"The difficulty to get a decision made by the University administration is what I like least."

CHAPTER IX

SUMMARY AND CONCLUSIONS

Some conclusions and observations have already been made in the preceding sections of this study. Further recommendations and observations are suggested. The analysis and tabulation of the survey indicates that the overall campus attitude seems to be good. However, there is need for some change to be made if the relatively high morale of the personnel of this university is to be maintained. Some of the needed changes are suggested below, while others are implied in comments made by respondents to the questionnaire.

Job satisfaction is affected by some very strong feelings regarding relative wages. For example, the Colleges of Education, Family Life, and Agriculture apparently feel that wages are very low when compared to others. Thirty percent of the members of each of these colleges feel that they are paid below average. Forty-three percent of the faculty of Family Life and thirty percent of the faculty of Education indicate they would accept employment elsewhere at similar income. There is also a noticeable negative attitude regarding low wages

in the service divisions. This is particularly true in the business office, bookstore, and food service. Between 60 and 70 percent of these people feel they are paid below average when compared with people doing essentially the same work as they are doing. The adverse effect of relative wage differences among employees who are doing essentially the same work, cannot be overemphasized.

It may be interesting to review the change that was implemented in food service regarding wage policies this past fall quarter (1966-67). This study indicates the apparent over-all negative attitude of food service personnel. For years these people have been working on a completely different basis than other university personnel. They have not been eligible for many of the usual benefits extended to university employees.

The wage and salary designations usually made in university practice are academic, administrative, and non-academic. The food service personnel on this campus were classified on a different basis than other non-academic personnel. An inequity of this kind violates a basic principle of human relations and could only result in discontent and low morale. The practice of "fair and equitable wages" is essential to positive atti-

tude. The individual worker expects his pay to be adequate and equitable for the job he is doing, the skill required and the amount of effort expended in accomplishment.

The morale of the food service was at an all-time low and the inferences of this study were used plus the comparison of their status with others on campus, to make a case for some needed adjustments. Wages were raised and vacation, holiday pay, and sick leave benefits were extended to those who were working a full-time, year-round basis. Informal feedback, though unreliable as a morale measure, indicates an improved attitude among these employees.

The comments made by the respondents of this study reveal other items and problems that need attention. Through study of the comment sections that are included herein, there are a number of worth-while ideas that seem to be quite practical. For example, the "suggestion box" idea that has been used quite extensively in industrial settings, may be equally useful in this institution. The suggestion box can be effective in allowing the "sound off" of some of his potentially explosive feelings. He may also receive personal satisfaction in contributing

sound and practical suggestions that could be implemented. The University would also benefit through such a program. The administration receive feedback and helpful suggestions for improvement. Such a program would demonstrate willingness to pay attention to all persons and not just to a few who others may see as being on the "inside."

The success of a "suggestion box" program is dependant on the resultant action by the administration.¹ Feedback of the study for possible and actual implementation of the practical and sound ideas is essential to insure continued support of the employees to this program.

The following are some observed feelings, suggestions, and recommendations that need attention or have future possibilities.

- I. When planning future facilities, these things should be considered.
 1. More classrooms with 100-150 capacity.
 2. Each building planned should take into consideration the makeup of the staff who will be working there. Example: Many

¹All successful "suggestion box" programs have awards as a part of the program. The problem may be implementing a monetary award program in a tax-supported institution.

female workers comprise the library staff.

There is already the feeling that provisions for their needs during a "break" were not considered. A place to relax or lie down for just a few minutes would help.

3. Snack and break facilities planned where the location is too far from the Student Union.
4. Restroom space should be studied carefully.
(The library is inadequate in restroom facilities.)

Academic Freedom

The essentiality of freedom in the community of American Universities is almost self-evident. No one should underestimate the vital role in a democracy that is played by those who guide and train our youth. To impose any strait jacket upon the intellectual leaders in our colleges and universities would imperil the future of our Nation. No field of education is thoroughly comprehended by man that new discoveries cannot yet be made. Particularly is that true in the social sciences, where few, if any, principles are accepted as absolute. Scholarship cannot flourish in an atmosphere of suspicion and distrust. Teachers and students must always remain free to inquire, to study and to evaluate, to gain new maturity and understanding; otherwise, our civilization will stagnate and die.²

²John D. Beggars, Human Relations in Modern Business, (New Jersey: Prentice Hall, 1949), p. 23.

One thing that was really impressive as the study was analyzed was the favorable comments regarding the feeling of unrestraint in course development and teaching procedures. One faculty member felt that the "conservatism, provincialism, and sectarianism" of the administration was a detriment to Academic Freedom. This was neutralized many times by positive comments regarding faculty freedom to pursue interests in doing their job. Comments were made such as, "Academic Freedom is quite liberal, at least in the department." Another respondent stated, "The opportunity to select books and make decisions regarding my own work are some of the areas that made Academic Freedom possible." Another faculty member commented on his liking the "great challenge afforded to do my job and the freedom to pursue it."

This existence of Academic Freedom on a university campus is probably the greatest single contributive factor of a positive attitude atmosphere. If inhibited, it would be the prime source of discontent and dissatisfaction because of the emphasis and importance associated with this principle in the academic world.

Program

The University Setting

Definition

Attitude is affected by various factors related to actual on-the-job situations and by outside influences as well. Utah State University has a natural external influence that has a positive affect on attitude. This influence is the geographical setting that we cannot overlook as an important factor to many members of our staff. This survey reflects the importance that is placed upon this natural source of employee satisfaction. The employees referred to the mountains, scenery, climate and recreational opportunities as important contributions to their enjoyment of living and working at Utah State University.

There should be no hesitation in using this important point in faculty or student recruitment. If a man is satisfied in his off-the-job environment, he brings to work a positive attitude that is a good base upon which to build even a greater attitude.

Fringe Benefits

The area of fringe benefits has received a great deal of attention from the faculty committee. They have worked with the administration in developing an outstanding

program of benefits. The result has been that this is definitely a source of satisfaction to faculty and staff, resulting in most favorable comments. Comments such as, "Satisfied" and "We could do with less than we have" indicate the satisfaction with Utah State University's insurance and retirement program.

Nearly 50 percent of the people responding to the open questions on fringe benefits mentioned their interest in tuition reduction or waiver for themselves or members of their family. Many of them take classes, but even more would avail themselves of such an opportunity. The plan for expansion of fringe benefits in the future should include this as a highly desired benefit by the faculty and staff.

Services

There seems to be some areas mentioned in the study that need particular attention. All service divisions of a university need to recognize their typical role on their college campus. The attitude of helpfulness and genuine interest in others and their problems should permeate the attitude of people working in the service areas of a university. Too often lack of service, as an excuse, is

justified because some division is in the "driver's seat." This is not unique on this campus, but a planned program is needed to overcome curtness or mishandling of students, faculty, other service personnel, and guests on campus.

The favorable attitude regarding learning as the basic reason of the college's existence should be foremost in the minds of both faculty and staff.

Some areas mentioned in this study are not the only ones where there is a need to correct inconsistencies in the accepted goals and the actual practice.

The Traffic Department was taken to task by many. This may have stemmed from the anticipated payment of a parking fee for the first time by our staff members. There seems to be some undercurrent in this department that needs attention. One professor referred to the department as the "traffic obstruction department." This area could be evaluated to determine its reasons as a source of malcontent.

The Purchasing Office was identified as a source of some dissatisfaction. The usual problem of "red tape" procedures was brought out by a number of the respondents. These comments are included in the comment section that follows. The writer suggests a study of this operation

to include the following items for possible innovation:

1. Send a check as the purchase order. This has been most effectively used at other universities, particularly with Kaiser Steel Company.
2. Set up a freight receiving collection depot in Salt Lake City.
3. Increase the under \$15 to a \$50 limit on those purchases that are allowed to be made without detailed processing.
4. Continue to decentralize purchasing as far as practical and expand flexible procedures presently operating in the library, bookstore, and food service.

The possibility of night cleaning should not be overlooked. Some inconveniences to the essential classroom include the increased costs and the reports of some universities that have changed over. The Modern Sanitation and Building Maintenance Magazine reports that Columbia University has had favorable experience in shifting to night cleaning from their regular daytime schedule. Their claims are as follows:

Through the transfer of 90% of its personnel to the 12:00 a.m. to 8:30 a.m. shift, along with a strong training program and a continuous up-rating of personnel, all help make a successful Housekeeping operation at Columbia University. . . Mr. Gardner maintains cost checks for all labor and supplies, and the listing reveals that the first year the

transfer went into effect Housekeeping at Columbia saved \$90,000; this in spite of the fact that Housekeeping's responsibility increased by half a million square feet and its personnel received a seven per cent increase in salary.³

They also indicate that they have been getting a more complete job of cleaning for less money. They send a crew into a building and clean it from "top to bottom instead of piecemeal." A study is needed to survey our present custodial costs and practices at Utah State University to see if a similar procedure would work here.

These are just a few areas that are pin-pointed by these observations.

In conclusion, the writer suggests an over-all training program for all service divisions, emphasizing the spirit of helpfulness. The need is also apparent and real that a book be published for office procedures. This is necessitated by the constant re-training and turnover ratio that is experienced. Also, the many regulations regarding purchasing, payroll, requisition processing, and travel requests and reimbursement make it a necessity to cut error and speed up efficient orientation of new employees.

The difficult step in proper follow-up of an attitude survey is the program of action needed to correct some apparent variances that do exist.

³C. Colin Corcorin, "Shift to Night Cleaning Pays Off at Columbia," Modern Sanitation and Building Maintenance, Vol. XVI, No. 2 (February 1964), p. 14.

There has been a trend over the years that management or administration institutes a program of follow-up that too often makes the situation even worse than it is.

Argyris, in his research observed:

When we see apathy, goldbricking and dis-interest we recognize that these are the result of basic conflict between healthy individuals and formal organizations and direct leadership, management, controls, pseudo-human relations program.⁴

These kinds of programs by the administration are the cause of many conflicts. The proper steps to overcoming some of these basic feelings would be to allow an individual to use to the fullest extent the important abilities that he has, not limited to activity in his field of teaching or research but in utilizing his talents for various projects and problems existing on the campus.

The employee must be provided more power over his own work environment and therefore, he must be given responsibilities, authority, and increased control over the decision-making that affects his immediate work environment. He must become self-responsible.⁵

The faculty emphasized this point in several ways by their response on the survey. Great emphasis is being placed upon Academic Freedom by the faculties of educational institutions. It is suggested that this be expanded to

⁴Chris Argyris, *Personality and Organization*, (New York: Harper and Bros., 1957), p. 177.

⁵Ibid.

the ultimate, thereby allowing for greater participation and an avenue of activity that uses each individual's talents and abilities. A professor in Family Life responded this way, "I like best the lack of overseeing from superiors in my classroom teaching. I have had a relative free hand to do as I please." This same important feeling was indicated by people in most of the colleges and departments. The opposite of this is the following statement: "This 'watch-dog' philosophy is what I like least. Be in your office from 7:30 a.m. to 5:50 p.m. or leave word where you can be contacted immediately. Be available on Saturdays, Sundays, and summers even though you are on a nine-month contract. Be in your office during the Christmas vacation."

Employee Comments and Suggestions About Service
And Changes They Would Make

The comments that follow are suggestions related to the Service Divisions, miscellaneous suggestions and recommended changes. Through analysis of these suggestions many ideas for improvement of Utah State University are noted that possibly pin-point some of our weaknesses and are constructive in suggesting methods of correction and improvement.

Gilbert Union Ship
DEPARTMENT OF

Services

Agriculture. "The fact that many 'service' groups such as Plant Operations, Purchasing, etc. fail to remember that their main function is one of service."

"Red tape, purchasing, payrolls and some reports is what I'd like to change."

"Suggestion box in the cafeteria."

"A new boss over buildings and grounds."

"Better control of traffic and pedestrians."

Business. "Failure to effectively lick the traffic problems--particularly in future plans."

"Eliminate a good deal of the Student Service positions."

"The service organizations on this campus are the least helpful and least service oriented that I have ever had contact with."

"The archaic purchasing procedures."

"The red tape and archaic procedures of the business office, including controller's office, purchasing and receiving."

"Purchasing should process orders much faster."

"Motor pool is too steeped in red tape to promote use of University cars; each department should have a permanent car."

"Cut down red tape and modernize thinking of certain administrative personnel (especially business). They should be aware that they are in service positions."

Suggestions

Agriculture. "Publish salary range scales for all staff and stay within them for all colleges."

"Be told whether your salary increase each year is 'Meritorious, average, or below average increases' and why."

"Equal treatment of all colleges on University tuition scholarships rather than so many to Athletics and Fine Arts."

"Move toward more faculty government of the institution, from the department level on up, thus department chairmen rather than heads; more voice for faculty committees, less administrative autocracy."

"I would like to see more support given to remedial courses and orientation work for students from foreign countries and those from small backward high schools. The need is greatest in English and Mathematics."

Business. "The school has an inferiority complex. We take our cues from Utah and B.Y.U."

"Tuition waived for faculty members."

"Assure attendance of Edith Bowen School for faculty children living in the county."

"Separate College of Business and Social Science into two colleges."

"Provide training sessions for student advisors to effect better student guidance."

"Encourage persons interested in academic advisement of students to do this work and not have persons who heartily dislike doing it have any responsibility for advisement. Give advisor credit toward the work load according to work in advising."

"Give more consideration for the rights of minorities such as: smokers, foreign students, colored students, women students and women faculty and women employees and non-Christians."

"The rules on travel expenses make a liar out of you to come out even. I would set up travel on a per diem basis."

"Semi-compulsory study leaves. Get more of the staff out in the world."

"Initiate a retirement program at 55 and 60 as well as 65. They would receive less if they retired early, but they would be able to pursue other interests also before they were too old to do anything else."

"Greater discrimination should be used by administrators in sanctioning research, not only to improve our image with the public, but also too much backbiting and bickering among the staff."

"There are too many foreign teachers in departments such as math who are almost impossible to understand."

"Give teaching credit for serving on active graduate committees--especially supervising theses."

"Provide a full sabbatical leave at full pay for every 6 years of employment or 2 quarters leave at full pay every 4 years. Reduce the teaching load to 9 credit hours as suggested by AAUP and practiced by better universities."

Education. "Within the college I would like to see more support for attending professional meetings."

"Start firing the top administrators and get people in from outside the state who have modern ideas. Fire Claude Burtenshaw and get someone more concerned about the students."

"I would set up a more efficient system for handling routine business and correspondence. I believe an instruction book published by the University which clarified procedures to be followed in handling routine forms would be helpful."

Engineering. "I believe faculty members should have much stronger voice in the selection of administrators in their own school."

"Place controller's office personnel under bond so that money they lost for departments, researchers, etc. would be made up."

"More salary, fewer fringes."

"The pettiness that exists in the controller's office regarding filing of expense accounts on school-authorized trips, i.e. you may not claim a minimum of \$1.50 average for each meal, but must fabricate a false and unrealistic meal price schedule in order to recover the major portion of out-of-pocket meal expenses."

"I would suggest that a refreshment room be provided for coffee breaks and those of us who eat our lunch (sack lunch) in the building for resting."

Humanities & Arts. "Create a college of Fine Arts. Complete the second wing of the Fine Arts building. Seek out outstanding people to handle difficult specialists' jobs."

"Eliminate auditorium classes that are conducive to producing mass mediocrity and do not allow the student an opportunity to participate in class discussion. Enforce or implement some rules about proper classroom attire. Close campus roads to all but essential University traffic and restrict student drivers to upperclassmen."

"I hope this doesn't prove to be a waste of paper like most questionnaires or a means to an advanced degree which is even more unjustifiable."

"Get administrators from outside Utah. Resist influence of Logan City; hire teachers from outside of Utah."

Natural Resources. "Get student traffic out of center of campus in the daytime. Eliminate religious fraternization in the physical plant. Reduce autocracy of graduate dean."

"Have more than one contract full-time secretary in one office. One for every five men. Higher pay scale. Lower requirements on typing ability."

Science. "I think a few classes to train prospective typists and office workers generally for on-campus jobs would aid greatly in placing employees."

"More educational research to improve teaching methods; in-service training of teachers."

"Too many relatively minor decisions require action at the vice-presidential level. Much responsibility now held by vice presidents should be assumed by deans and dean's responsibilities should be partially shared by department chairmen, particularly in the areas of staff procurement, hiring and promotional decisions and salaries."

"Make the faculty senate just that with administrators ex officio non-voting members and the President of the

Senate chosen by the senators from the elected members. Choose the vice-presidents without apparent biases. The research vice-president thinks ultimately in terms of agriculture. This stubby tail ought not to wag the dog."

"I would attempt to eliminate the title 'Department Head' in favor of 'Department Chairman' with the changes in authority that the title change implies. I have no complaints about our Department Head, but he operates the department as a 'Chairman,' which I believe accounts for it running so smoothly."

"I would like to have payday bi-monthly."

"Why can't faculty members take courses at our own institution without paying registration fees?"

"Strong efforts to improve public image of the institution with general public and specifically with those who live in the metropolitan centers of the Wasatch front."

"Need more money."

One professor made extensive comments, and his response was as follows:

Utah State University, in addition to a good library, needs a chemistry storeroom, and instrument repair shop, and a glass-blowing shop.

Key departments such as biochemistry should teach meaningful courses for minority graduate students. I deeply resent my students being unable to complete biochemistry because thermodynamics with calculus (something they do not need) is stressed during the course.

Standards for graduate research are not high enough, at least in our department. The graduate students are required to take too many courses, and too few of these are adequate. I have heard from others and from my own students, that the mathematics, physics, and biochemistry departments do not teach courses adequate in these essential areas

for our students. Our students do not receive adequate training; therefore, do not have time to produce good theses, and therefore, are cheated in their program. One section of our department has been unproductive. There are far too few contributions from it and the reason is poor these programs. Students who do theses in 2 to 6 months in our field are not generally likely to do noteworthy or even publishable work. Even at the end of a degree program, a seminar by one of our students about his work is essentially a literature review. Many professors bring this on by not working with their students.

Utah State University treats the students quite poorly. The recent cancellation of summer commencement three months before it was scheduled was a case in point. There should be more extensive counseling and a preclassification system is a must. It is wrong to leave the students and staff in such confusion. We should not accept graduate students without funds to support them. The graduate office has held some of the graduate school applications for 2½ months after receipt before passing them on to us. These applications should come to the involved department first. Those which we do not want can be turned down at that level.

By misplaced emphasis, I mean the building program. A beautiful university is not necessarily a great one. Witness, for example, Western Reserve. The \$900,000 to remodel the library would have been better spent on books and journals. The \$26,000 smoking lounge was unnecessary. Utah State University will not be able to stall off smoking in the buildings forever, and there is, for most buildings, no fire hazard associated with it.

Changes

Agriculture. "I think the changes I would make are being made as rapidly as they can be expressed."

"I would change the grading system from letter grades to numerical grades."

"A rotation of Department Heads."

Business. "We desperately need more space for the bookstore and a broader financial policy to enable larger inventories, particularly in paperbacks. We are a decade out of date in this area."

"Contracts do not arrive as soon as they should."

Engineering. "Improve the dress standards of both the male and the female students on campus."

Natural Resources. "A more liberal and progressive administration."

"I'd change the standards; anybody who can breathe is accepted for admission."

"Modernize, by removal of the personnel if necessary, controller's, purchasing, and admissions and records offices."

"Inefficiencies in administrative organization dealing with purchasing, and admissions and records office."

"Inefficiencies in administrative organization dealing with purchasing, receiving, etc."

"Controller's office red tape."

"The purchasing department and other service portions of the University have become the tail that wags the educational dog."

"Inefficient purchasing procedures."

"Library, people working in the library, favoritism, discrimination."

Science. "Too much duplication of areas. Departments are trying to expand and take in areas that traditionally are not in these areas. Too much emphasis on agriculture!"

"Rank and tenure for administrative personnel."

"Encourage advisors of students to check more closely on filling their requirements on schedule."

"Greater dispatch in dismissing undesirable students and staff who cannot adjust to a university community. Provide automobile parking terraces."

"Appoint a vice-president for student affairs. Make him responsible to the President."

"Since, especially for women, a 15-minute coffee break in the morning and afternoon falls under federal and/or state law, I believe everyone should be allowed this privilege and facilities provided for those who work too far from the Union Building to take their breaks."

Business Office. "Improve some of the accounting procedures."

"Because of the predominant religion, we need to try to unify and make for better feelings among all creeds. Employees divide along religious lines. I don't know what administration could do to offset. Employees are at fault."

"Incentive program for innovations."

"Suggestion box."

"In my visits to 23 university campuses in all areas of the United States in the past two years, I have noted without exception that the students at Utah State University are the sloppiest dressed of anywhere I have been. If something is not done about this, all else will be in vain."

"I think the University should have an inservice program so the employees could learn more about their work and do a better job in their assignments."

"The accounting system is inflexible."

Food Service. "I would have meetings with all present to give them a chance to air their views and gripes. This would eliminate a lot of dissention."

Library. "Professors who keep their lack of religion to themselves and would not propound their prejudices in the classrooms and in their offices."

"I have advocated a restroom for women staff members-- since we are so many here, with at least a cot where one might lie down on sick leave. Many women need to be able to lie down briefly, then they can continue working."

"Set up a civil service rating for all non-academic positions (full-time) and enforce this that the qualifications are met. Do not give any supervisory positions to anyone under a B. S. Degree."

Unidentified. "Many people seem to have the idea that secretaries are the 'peons' of the University--even lower than the students and the rate of pay seems to indicate this also. If they would bring their rate of pay up for secretarial help, there would not be such a rapid rate of turnover and better relations would exist on campus."

Compton, F. (1941)

Chicago, Ill.

1941, p. 100

Compton, F. (1941)

Chicago, Ill.

1941, p. 100

Compton, F. (1941)

Chicago, Ill.

Compton, F. (1941)

Chicago, Ill.

Compton, F. (1941)

Chicago, Ill.

Compton, F. (1941)

Chicago, Ill.

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Robert G. Anderson

MEMORANDUM

FOR THE RECORD

TO :

FROM :

SUBJECT :

DATE :

BY :

CLASS :

FILE :

NO. :

REV. :

APP. :

DIS. :

INT. :

EXT. :

COM. :

PRO. :

SEC. :

ADM. :

FIN. :

APPENDIXES

Appendix AUnits of Utah State University SurveyedAnd Questionnaire DisbursementAnd Returns

College of	Disbursement of	Number returned			% of Return
		Questionnaire	Faculty	Staff Total	
Agriculture	84	33	23	56	66.6
Business and Social Science	41	22	1	23	56.0
Education	48	25	5	30	62.5
Engineering	74	27	5	32	43.2
Family Life	24	15	1	16	66.6
Humanities and Arts	38	24	6	30	78.9
Natural Resources	33	18	5	23	69.7
Science	77	48	7	55	71.4
Extension Services	38	20	4	24	63.1
Student Personnel	33	17	15	32	96.9
Admissions	14			10	71.4
Athletics	10			7	70.0
Bookstore	9		8	8	88.9
Business Staff	27			13	48.1
Information Services	12		6	6	50.0
Food Service	22		16	16	72.7
Library	27			15	55.5
Radio and TV	6			3	50.0
Unidentified		48	16	64	
Total	617			463	75.0

Appendix BSample Questionnaire

EMPLOYEE ATTITUDE SURVEY
OF
FACULTY AND STAFF
AT
UTAH STATE UNIVERSITY

PURPOSE OF THE SURVEY. This attitude survey is being conducted as personal research and in fulfillment of degree requirements for advanced work in the field of Personnel. It is hoped, too, that by obtaining reactions of University employees that the study will serve as a useful tool in the consideration of policy and practice on the campus. The University administration has given full endorsement and approval for making such a study.

RESPONSE CONFIDENTIAL. Those who review this study will only see the tabulated results because tabulations of the answers to the survey will be on the computer; individual responses will be known only by the respondent and the author of the survey.

INFORMATION REQUESTED. Employee cooperation is invited in responding to the thirty-two items. Each item is stated in such a way that the respondent will indicate with a check in the appropriate blank his answer.

The survey is divided into three major areas.

- Part I Personal Data
- Part II Questions About Your Job
- Part III Personal Comments and Opinions

PLEASE DO NOT SIGN YOUR NAME

PART I

PERSONAL DATA

You need not sign your name on this survey as no attempt will be made to identify individuals.

NOTE: Please answer by checking the appropriate blank. Check one.

A. University Status or Rank

- | | |
|----------------------------|---------------------------|
| 1. ___ Professor | 4. ___ Instructor |
| 2. ___ Associate Professor | 5. ___ Non-teaching staff |
| 3. ___ Assistant Professor | |

B. Most of My Time is Spent

1. ___ Teaching
2. ___ Research
3. ___ About Equally Divided

C. Number of Years Employed by Utah State University

1. ___ Two or Less
2. ___ Three to Ten
3. ___ Eleven or Over

D. My Age Is

1. ___ Under 25
2. ___ 26 to 30
3. ___ 31 to 40
4. ___ 41 or Over

E. My Basic Contract Is

1. ___ 9 month base
2. ___ 10 month base
3. ___ 11 month base

F. My Salary For My Basic Contract Is

- | | |
|---------------------------|-----------------------------|
| 1. ___ Under \$5,000 | 4. ___ \$7,500 to \$10,000 |
| 2. ___ \$5,000 to \$6,000 | 5. ___ \$10,000 to \$12,000 |
| 3. ___ \$6,000 to \$7,000 | 6. ___ Over \$12,000 |

PART II

QUESTIONS ABOUT YOUR JOB

Questions 1-12 should be answered as to your attitude concerning your dean or division head in the left hand column, and also indicate your feelings concerning your department head in the right hand column.

1. The persons responsible for my area of activity are well informed about my job.

My Dean or Division Head

1. ___ Agree
2. ___ Undecided
3. ___ Disagree

My Department Head

4. ___ Agree
5. ___ Undecided
6. ___ Disagree

2. My superiors usually have the answer when I go to them with a different work problem.

My Dean or Division Head

1. ___ Agree
2. ___ Undecided
3. ___ Disagree

My Department Head

4. ___ Agree
5. ___ Undecided
6. ___ Disagree

3. Generally the directions for carrying out my assignment are clear-cut and understandable.

My Dean or Division Head

1. ___ Agree
2. ___ Undecided
3. ___ Disagree

My Department Head

4. ___ Agree
5. ___ Undecided
6. ___ Disagree

4. Buck-passing when mistakes are made is a common procedure by the persons responsible for our department.

My Dean or Division Head

1. ___ Agree
2. ___ Undecided
3. ___ Disagree

My Department Head

4. ___ Agree
5. ___ Undecided
6. ___ Disagree

5. Favoritism by my superiors to certain members of my department or division is not evident.

My Dean or Division Head

1. ___ Agree
2. ___ Undecided
3. ___ Disagree

My Department Head

4. ___ Agree
5. ___ Undecided
6. ___ Disagree

6. Whenever I feel dissatisfied about an incident that has occurred on the job, I feel free to talk to an upper-level administrator.

My Dean or Division Head

1. ___ Agree
2. ___ Undecided
3. ___ Disagree

My Department Head

4. ___ Agree
5. ___ Undecided
6. ___ Disagree

7. The work load is divided fairly between the staff members of my department.

My Dean or Division Head

1. ___ Agree
2. ___ Undecided
3. ___ Disagree

My Department Head

4. ___ Agree
5. ___ Undecided
6. ___ Disagree

8. I believe the organizational structure and lines of responsibility are quite clear to me and my colleagues.

My Dean or Division Head

1. ___ Agree
2. ___ Undecided
3. ___ Disagree

My Department Head

4. ___ Agree
5. ___ Undecided
6. ___ Disagree

9. My superior brings his staff together and encourages us to discuss freely our problems and work out our differences.

My Dean or Division Head

1. ___ Agree
2. ___ Undecided
3. ___ Disagree

My Department Head

4. ___ Agree
5. ___ Undecided
6. ___ Disagree

10. My superior compliments me for my creative work and gives me credit for what is mine.

My Dean or Division Head

1. Agree
2. Undecided
3. Disagree

My Department Head

4. Agree
5. Undecided
6. Disagree

11. My superior lets me know when he approves or disapproves of my work.

My Dean or Division Head

1. Agree
2. Undecided
3. Disagree

My Department Head

4. Agree
5. Undecided
6. Disagree

12. I think my administrator rates pretty well when compared with other University administrators.

My Dean or Division Head

1. Agree
2. Undecided
3. Disagree

My Department Head

4. Agree
5. Undecided
6. Disagree

13. I have or would like to have complained about the custodial work in the area of my assignment.

1. Agree
2. Undecided
3. Disagree

14. Generally in my relationship with those who administer the affairs of this Institution, I find them friendly and considerate.

1. Agree
2. Undecided
3. Disagree

15. I enjoy my work and would not accept employment elsewhere at similar income.

1. Agree
2. Undecided
3. Disagree

16. There have been occasions when I have felt dissatisfied about the activities of my assignment and have had opportunities to discuss them with my administrators.

1. ___ Agree
2. ___ Undecided
3. ___ Disagree

17. Decisions of the administration that affect my job are usually made with dispatch.

1. ___ Agree
2. ___ Undecided
3. ___ Disagree

18. My job seems to count very little with this organization.

1. ___ Agree
2. ___ Undecided
3. ___ Disagree

19. I have been confused about orders because of too many bosses.

1. ___ Agree
2. ___ Undecided
3. ___ Disagree

20. The methods used in communicating and keeping our staff well informed are good.

1. ___ Agree
2. ___ Undecided
3. ___ Disagree

21. I am sure that those responsible in this Institution would give me a square deal and a fair hearing if I were in trouble, whether it was my fault or not.

1. ___ Agree
2. ___ Undecided
3. ___ Disagree

22. I think the salary or wage I am being paid is below average of that of other staff members who are doing essentially the same work as I am.

1. ___ Agree
2. ___ Undecided
3. ___ Disagree

23. The restrooms are usually kept in satisfactory condition.

1. ___ Agree
2. ___ Undecided
3. ___ Disagree

24. A physical change is made at this Institution with little regard for the welfare of the employees concerned.

1. ___ Agree
2. ___ Undecided
3. ___ Disagree

25. I feel that the physical facilities in the classroom or at my work situation are adequate to effectively carry out my assignment.

1. ___ Agree
2. ___ Undecided
3. ___ Disagree

26. Criticism of me is given in the presence of fellow workers by those who supervise my work.

1. ___ Agree
2. ___ Undecided
3. ___ Disagree

27. We are encouraged to make suggestions for improvements.

1. ___ Agree
2. ___ Undecided
3. ___ Disagree

28. We seem to be kept in the dark about things we ought to know.

1. ___ Agree
2. ___ Undecided
3. ___ Disagree

29. If I made a suggestion to improve our working conditions, it would usually be adopted.

1. ___ Agree
2. ___ Undecided
3. ___ Disagree

30. The lighting facilities are good at my work station or in my office.

1. ___ Agree
2. ___ Undecided
3. ___ Disagree

31. Generally the room temperature is agreeable in my office and/or my work station.

1. ___ Agree
2. ___ Undecided
3. ___ Disagree

PART III

PERSONAL COMMENT AND OPINIONS

If there is insufficient space for your comments, you may attach additional sheets.

A. What do you like BEST about working for this Institution?

B. What do you like LEAST about working for this Institution?

C. If you were in a position to make changes, what are some of the changes that you would initiate?

D. What additional fringe benefits would you like to have the University offer?

REMEMBER--DO NOT SIGN YOUR NAME

Appendix CNumerically Arranged Tabulationof Returned Questionnairesby Percentages

1. The persons responsible for my area of activity are well informed about my job.

<u>Division</u>	<u>Dean</u>			<u>Department Head</u>		
	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>
A	57.7%	23.0%	19.3%	72.5%	15.7%	11.8%
B	78.3	21.7	--	90.4	04.8	04.8
C	36.7	23.3	40.0	71.4	10.7	17.9
D	77.4	12.9	09.7	83.9	03.2	12.9
E	56.2	18.8	25.0	92.9	07.1	--
F	51.8	24.1	24.1	82.1	14.3	03.6
G	61.9	09.5	28.6	100.0	--	--
H	72.9	12.5	14.6	88.5	11.5	--
I	72.8	13.6	13.6	75.0	08.3	16.7
J	58.0	25.8	16.2	72.0	20.0	08.0
K	88.9	--	11.1	88.9	--	11.1
L	57.1	28.6	14.3	67.0	33.0	--
M	100.0	--	--	100.0	--	--
N	63.6	36.4	--	84.6	07.7	07.7
O	25.0	--	75.0	20.0	20.0	60.0
P	63.6	36.4	--	75.0	25.0	--
Q	75.0	12.5	12.5	100.0	--	--
R	--	50.0	50.0	66.7	--	33.3
S	62.5	12.5	25.0	87.2	07.7	05.1

Gilbert Onizora Skur
 27 SEP 1964

2. My superiors usually have the answer when I go to them with a different work problem.

Division	Dean			Department Head		
	Agree	Undecided	Disagree	Agree	Undecided	Disagree
A	64.8%	27.8%	07.4%	66.0%	18.9%	15.1%
B	82.6	17.4	--	90.4	09.6	--
C	40.0	10.0	50.0	82.1	07.1	10.8
D	77.4	16.1	06.5	67.8	16.1	16.1
E	87.5	12.5	--	85.7	14.3	--
F	48.3	31.0	20.7	70.4	18.5	11.1
G	68.8	18.8	12.4	65.0	25.0	10.0
H	66.0	23.4	10.6	81.7	14.2	04.1
I	85.7	14.3	--	81.0	09.5	09.5
J	61.3	29.0	09.7	80.0	16.0	04.0
K	77.8	11.1	11.1	77.8	11.1	11.1
L	42.8	57.2	--	83.3	--	16.7
M	87.5	12.5	--	75.0	25.0	--
N	72.7	27.3	--	69.2	15.4	15.4
O	50.0	25.0	25.0	60.0	20.0	20.0
P	81.8	18.2	--	62.5	25.0	12.5
Q	56.2	31.2	12.6	92.3	07.7	--
R	50.0	--	50.0	66.7	--	33.3
S	50.0	27.5	22.5	71.8	17.9	10.3

3. Generally the directions for carrying out my assignment are clear-cut and understandable.

Division	Dean			Department Head		
	Agree	Undecided	Disagree	Agree	Undecided	Disagree
A	67.3%	18.1%	14.6%	64.1%	17.0%	18.9%
B	65.2	21.7	13.1	80.9	14.3	04.8
C	38.0	17.2	44.8	75.0	10.7	14.3
D	81.2	15.6	03.2	87.5	03.1	09.4
E	56.2	31.3	12.5	78.6	14.2	07.2
F	60.0	20.0	20.0	71.4	07.2	21.4
G	57.1	28.6	14.3	70.0	15.0	15.0
H	82.2	15.6	02.2	81.6	12.3	06.1
I	68.2	18.2	13.6	57.2	19.0	23.8
J	54.8	35.5	09.7	68.0	04.0	28.0
K	88.9	11.1	--	88.9	11.1	--
L	50.0	12.5	37.5	80.0	20.0	--
M	75.0	25.0	--	75.0	25.0	--
N	72.7	27.3	--	77.0	23.0	--
O	50.0	--	50.0	80.0	20.0	--
P	81.8	09.1	09.1	81.2	06.3	12.5

3. Continued

Division	Dean			Department Head		
	Agree	Undecided	Disagree	Agree	Undecided	Disagree
Q	62.5	25.0	12.5	75.0	16.7	08.3
R	100.0	--	--	66.6	33.4	--
S	62.5	20.0	17.5	79.5	07.6	12.9

4. Buck-passing when mistakes are made is a common procedure by the persons responsible for our department.

Division	Dean			Department Head		
	Agree	Undecided	Disagree*	Agree	Undecided	Disagree
A	12.3	14.2	73.5	23.5	07.8	68.7
B	30.4	08.8	60.8	19.0	04.8	76.2
C	40.0	13.3	46.7	10.3	10.3	79.4
D	03.2	03.2	93.6	20.0	03.3	76.7
E	--	18.8	81.2	--	07.2	92.8
F	24.2	10.3	65.5	17.9	17.9	64.2
G	27.3	18.2	54.5	14.3	09.5	76.2
H	03.9	21.6	74.5	02.0	14.0	84.0
I	--	08.0	91.0	08.7	08.7	82.6
J	13.0	29.0	58.0	24.0	12.0	64.0
K	10.0	20.0	70.0	22.2	22.2	55.6
L	50.0	--	50.0	42.8	28.6	28.6
M	12.5	12.5	75.0	--	25.0	75.0
N	20.0	20.0	60.0	30.8	30.8	38.4
O	50.0	25.0	25.0	60.0	20.0	20.0
P	25.0	41.7	33.3	42.9	35.7	21.4
Q	31.3	06.2	62.5	42.9	--	57.1
R	--	--	100.0	--	--	100.0
S	14.3	14.3	71.4	18.9	10.8	70.3

5. Favoritism by my superiors to certain members of my department or division is not evident.

Division	Dean			Department Head		
	Agree	Undecided	Disagree	Agree	Undecided	Disagree
A	50.0	16.7	33.3	53.8	16.6	29.6
B	65.3	13.0	21.7	85.8	04.7	09.5
C	44.8	24.2	31.0	66.7	14.8	18.5
D	61.3	29.0	09.7	70.0	13.3	16.7
E	31.2	31.2	37.6	50.0	21.4	28.6
F	53.3	06.7	40.0	46.4	10.7	42.9
G	34.8	21.7	43.5	52.5	09.5	38.0
H	78.0	16.0	06.0	92.0	07.8	00.2

*A "disagree" answer is a favorable reply.

5. Continued

Division	Dean			Department Head		
	Agree	Undecided	Disagree	Agree	Undecided	Disagree
I	82.6	13.0	04.4	65.2	13.0	21.8
J	56.7	26.6	16.7	62.5	16.6	20.9
K	80.0	--	20.0	88.9	11.1	--
L	50.0	25.0	25.0	71.4	14.3	14.3
M	87.5	--	12.5	75.0	--	25.0
N	54.5	18.2	27.3	23.0	30.8	46.2
O	75.0	--	25.0	60.0	--	40.0
P	40.0	13.3	46.7	31.3	12.5	56.2
Q	50.0	18.7	31.3	57.2	07.0	35.8
R	100.0	--	--	100.0	--	--
S	58.5	12.2	29.3	68.3	07.3	24.4

6. Whenever I feel dissatisfied about an incident that has occurred on the job, I feel free to talk to an upper-level administrator.

Division	Dean			Department Head		
	Agree	Undecided	Disagree	Agree	Undecided	Disagree
A	52.8%	22.6%	24.6%	64.8%	09.3%	25.9%
B	68.2	18.2	13.6	95.2	--	04.8
C	73.3	16.7	10.0	96.4	--	03.6
D	68.8	12.5	18.7	74.2	06.5	19.3
E	43.8	18.8	37.4	78.6	21.4	--
F	57.2	21.4	21.4	72.4	06.9	20.7
G	65.2	08.7	26.1	85.7	--	14.3
H	73.1	23.1	03.8	84.3	09.8	05.9
I	87.0	--	13.0	82.6	04.3	13.1
J	51.6	25.8	22.6	64.0	24.0	12.0
K	80.0	--	20.0	77.8	--	22.2
L	42.9	57.1	--	83.3	16.7	--
M	75.0	--	25.0	75.0	--	25.0
N	55.6	11.1	33.3	53.8	30.8	15.4
O	25.0	25.0	50.0	80.0	--	20.0
P	71.4	14.3	14.3	53.0	23.5	23.5
Q	56.2	18.8	25.0	85.8	07.1	07.1
R	50.0	--	50.0	33.4	33.3	33.3
S	47.5	22.5	30.0	65.0	15.0	20.0

7. The work load is divided fairly between the staff members of my department.

Division	Dean			Department Head		
	Agree	Undecided	Disagree	Agree	Undecided	Disagree
A	72.2%	16.7%	11.1%	65.3%	20.4%	14.3%
B	77.3	09.0	13.7	81.0	14.3	04.7
C	56.6	16.7	26.7	67.9	14.3	17.8
D	71.0	19.4	09.6	67.7	13.0	19.3
E	37.5	12.5	50.0	69.2	15.4	15.4
F	62.0	13.8	24.2	69.0	03.4	27.6
G	45.4	27.3	27.3	55.0	20.0	25.0
H	75.0	15.4	09.6	79.2	11.4	09.4
I	91.3	--	08.7	91.3	--	08.7
J	58.0	29.0	13.0	56.0	12.0	32.0
K	90.9	--	09.1	90.0	--	10.0
L	57.1	42.9	--	66.6	16.7	16.7
M	87.5	--	12.5	50.0	50.0	--
N	44.4	11.2	44.4	30.8	23.1	46.1
O	50.0	--	50.0	40.0	--	60.0
P	42.8	35.8	21.4	31.2	25.0	43.8
Q	62.6	18.7	18.7	71.4	--	28.6
R	100.0	--	--	66.7	--	33.3
S	56.4	25.6	18.0	57.9	15.8	26.3

8. I believe the organizational structure and lines of responsibility are quite clear to me and my colleagues.

Division	Dean			Department Head		
	Agree	Undecided	Disagree	Agree	Undecided	Disagree
A	70.9%	16.4%	12.7%	69.8%	17.0%	13.2%
B	73.9	21.7	04.4	85.7	14.3	--
C	73.3	20.0	06.7	66.7	07.4	25.9
D	93.8	03.1	03.1	80.0	16.7	03.3
E	62.5	37.5	--	85.8	07.1	07.1
F	54.8	19.4	25.8	57.1	17.9	25.0
G	56.5	26.1	17.4	66.7	19.0	14.3
H	76.0	12.0	12.0	76.4	11.8	11.8
I	82.6	04.4	13.0	74.0	13.0	13.0
J	54.8	29.0	16.2	64.0	12.0	24.0
K	100.0	--	--	100.0	--	--
L	71.4	14.3	14.3	83.3	16.7	--
M	100.0	--	--	100.0	--	--
N	77.8	--	22.2	84.6	07.7	07.7
O	50.0	50.0	--	60.0	40.0	--

8. Continued

Division	Dean			Department Head		
	Agree	Undecided	Disagree	Agree	Undecided	Disagree
P	50.0	42.9	07.1	37.6	43.6	18.8
Q	75.0	12.5	12.5	78.6	14.3	07.1
R	100.0	--	--	100.0	--	--
S	54.8	19.0	26.2	65.0	10.0	25.0

9. My superior brings his staff together and encourages us to discuss freely our problems and work out our differences.

Division	Dean			Department Head		
	Agree	Undecided	Disagree	Agree	Undecided	Disagree
A	52.0%	24.0%	24.0%	66.0%	03.8%	30.2%
B	56.5	30.4	13.1	90.4	04.8	04.8
C	16.7	33.3	50.0	46.4	21.5	32.1
D	64.5	22.6	12.9	67.8	16.1	16.1
E	37.5	25.0	37.5	57.1	28.6	14.3
F	31.0	17.3	51.7	51.8	07.4	40.8
G	73.9	21.7	04.4	76.2	09.5	14.3
H	71.2	13.5	15.3	82.6	05.8	11.6
I	68.2	18.2	13.6	61.0	21.7	17.3
J	45.2	25.8	29.0	52.0	20.0	28.0
K	81.8	--	18.2	80.0	--	20.0
L	14.3	57.1	28.6	50.0	33.3	16.7
M	62.5	25.0	12.5	50.0	50.0	--
N	22.2	33.3	44.5	38.5	07.7	53.8
O	--	--	100.0	40.0	20.0	40.0
P	50.0	21.4	28.6	25.0	25.0	50.0
Q	68.8	12.5	18.7	85.8	07.1	07.1
R	50.0	--	50.0	33.4	33.3	33.3
S	42.5	22.5	35.0	57.5	17.5	25.0

10. My superior compliments me for my creative work and gives me credit for what is mine.

Division	Dean			Department Head		
	Agree	Undecided	Disagree	Agree	Undecided	Disagree
A	67.3%	19.2%	13.5%	72.0%	04.7%	23.3%
B	69.5	21.7	08.8	75.0	20.0	05.0
C	53.3	20.0	26.7	75.0	14.3	10.7
D	64.5	25.8	09.7	74.2	09.7	16.1
E	54.5	27.3	18.2	92.8	--	07.2
F	73.3	06.7	20.0	75.9	03.4	20.7

10. Continued

Division	Dean			Department Head		
	Agree	Undecided	Disagree	Agree	Undecided	Disagree
G	43.5	39.1	17.4	57.1	28.6	14.3
H	71.7	26.4	01.9	75.0	23.0	02.0
I	91.3	--	08.7	74.0	13.0	13.0
J	48.4	35.5	16.1	44.0	28.0	28.0
K	66.7	22.2	11.1	55.6	22.2	22.2
L	57.1	42.9	--	100.0	--	--
M	75.0	--	25.0	100.0	--	--
N	55.6	33.3	11.1	69.2	23.1	07.7
O	50.0	--	50.0	60.0	--	40.0
P	84.6	15.4	--	43.8	12.4	43.8
Q	68.8	24.9	06.3	84.7	--	15.3
R	--	--	100.0	66.7	33.3	--
S	60.0	17.5	22.5	70.0	17.5	12.5

11. My superior lets me know when he approves or disapproves of my work.

Division	Dean			Department Head		
	Agree	Undecided	Disagree	Agree	Undecided	Disagree
A	45.0%	45.0%	10.0%	47.2%	39.6%	13.2%
B	56.5	26.1	17.4	75.0	10.0	15.0
C	43.3	30.0	26.7	71.4	21.4	07.2
D	54.8	32.3	12.9	54.8	22.6	22.6
E	50.0	37.5	12.5	71.4	21.4	07.2
F	56.7	26.7	16.6	71.4	17.9	10.7
G	39.1	39.1	21.8	52.4	23.8	23.8
H	51.9	32.7	15.4	56.6	32.1	11.3
I	82.6	17.4	--	60.9	21.7	17.4
J	46.7	33.3	20.0	52.0	24.0	24.0
K	81.8	09.1	09.1	80.0	10.0	10.0
L	42.9	42.9	14.2	83.4	16.6	--
M	75.0	25.0	--	100.0	--	--
N	44.4	55.6	--	69.2	23.0	07.8
O	25.0	25.0	50.0	60.0	--	40.0
P	85.8	14.2	--	64.7	23.5	11.8
Q	56.3	18.7	25.0	64.3	14.3	21.4
R	--	50.0	50.0	66.7	33.3	--
S	34.7	26.5	38.8	60.5	23.7	15.8

12. I think my administrator rates pretty well when compared with other University administrators.

and considerate.

Division	Dean			Department Head		
	Agree	Undecided	Disagree	Agree	Undecided	Disagree
A	70.6%	19.6%	09.8%	65.4%	21.1%	13.5%
B	60.8	34.8	04.4	71.4	28.6	--
C	27.6	24.1	48.3	74.1	14.8	11.1
D	90.6	06.3	03.1	74.2	06.4	19.4
E	62.5	37.5	--	64.3	35.7	--
F	46.6	30.0	23.4	67.9	14.3	17.8
G	56.5	13.0	30.5	90.5	09.5	--
H	71.7	22.6	05.7	73.1	21.1	05.8
I	100.0	--	--	78.3	13.0	08.7
J	64.5	25.8	09.7	64.0	24.0	12.0
K	100.0	--	--	100.0	--	--
L	71.4	14.3	14.3	100.0	--	--
M	87.5	12.5	--	100.0	--	--
N	100.0	--	--	84.6	15.4	--
O	25.0	25.0	50.0	20.0	20.0	60.0
P	57.1	42.9	--	46.7	53.3	--
Q	86.7	--	13.3	75.0	16.7	08.3
R	50.0	50.0	--	100.0	--	--
S	60.0	22.5	17.5	71.8	20.5	07.7

13. I enjoy my work and would like to have complained about the custodial work in my area of assignment.

Division

Division	Favorable	Undecided	Unfavorable
A	52.7%	05.5%	41.8%
B	65.3	04.3	30.4
C	66.7	06.6	26.7
D	25.8	19.4	54.8
E	28.6	--	71.4
F	27.6	06.9	65.5
G	71.4	04.8	23.8
H	38.9	14.8	46.3
I	75.0	08.4	16.6
J	46.9	21.9	31.2
K	54.5	18.2	27.3
L	28.6	28.6	42.8
M	57.1	28.6	14.3
N	61.5	15.4	23.1
O	33.4	16.6	50.0
P	13.4	33.3	53.3
Q	40.0	13.4	46.6
R	66.7	--	33.3

14. Generally in my relationship with those who administer the affairs of this Institution, I find them friendly and considerate.

<u>Division</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>
A	80.0%	18.2%	01.8%
B	91.0	09.0	--
C	66.7	20.0	13.3
D	81.3	15.6	03.1
E	93.8	06.2	--
F	83.3	06.7	10.0
G	68.2	22.8	09.0
H	72.2	20.4	07.4
I	79.2	12.5	08.3
J	89.7	06.9	03.4
K	81.8	18.2	--
L	71.4	28.6	--
M	87.5	12.5	--
N	84.6	15.4	--
O	66.6	16.7	16.7
P	68.8	25.0	06.2
Q	93.8	--	06.2
R	66.7	--	33.3

15. I enjoy my work and would not accept employment elsewhere at similar income.

<u>Division</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>
A	72.2%	16.7%	11.1%
B	65.2	34.8	--
C	40.0	30.0	30.0
D	59.4	25.0	15.6
E	43.8	12.4	43.8
F	60.0	13.3	26.7
G	60.9	26.1	13.0
H	62.3	15.1	22.6
I	68.2	18.2	13.6
J	58.1	19.4	22.5
K	81.8	18.2	--
L	42.9	42.9	14.2
M	87.5	--	12.5
N	61.5	23.1	15.4
O	80.0	20.0	--
P	62.5	12.5	25.0
Q	62.5	25.0	12.5
R	100.0	--	--

16. There have been occasions when I have felt dissatisfied about the activities of my assignment and have had opportunities to discuss them with my administrators.

<u>Division</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>
A	57.1%	08.9%	34.0%
B	69.6	17.4	13.0
C	80.0	06.7	13.3
D	58.0	13.0	29.0
E	62.5	12.5	25.0
F	60.0	13.3	26.7
G	54.5	09.1	36.4
H	64.8	13.0	22.2
I	81.8	13.6	04.6
J	53.1	15.6	31.3
K	72.7	18.2	09.1
L	42.9	42.9	14.2
M	87.5	--	12.5
N	46.2	23.1	30.7
O	60.0	20.0	20.0
P	68.8	12.5	18.7
Q	81.3	06.2	12.5
R	66.7	--	33.3

17. Decisions of the administration that affect my job are usually made with dispatch.

<u>Division</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>
A	44.6%	35.7%	19.7%
B	34.8	30.4	34.8
C	23.3	16.7	60.0
D	50.0	37.5	12.5
E	56.3	25.0	18.7
F	25.0	35.7	39.3
G	39.1	26.1	34.8
H	36.5	27.0	36.5
I	60.9	13.0	26.1
J	34.4	18.8	46.8
K	72.7	27.3	--
L	42.9	42.9	14.2
M	62.5	25.0	12.5
N	58.3	25.0	16.7
O	40.0	--	60.0
P	62.5	31.3	06.2
Q	37.4	31.3	31.3
R	33.3	66.7	--
S	35.0	30.0	35.0

18. My job seems to count very little with this organization.

<u>Division</u>	<u>Favorable</u>	<u>Undecided</u>	<u>Unfavorable</u>
A	71.4%	16.0%	12.6%
B	82.6	13.1	04.3
C	46.6	26.7	26.7
D	63.4	16.6	20.0
E	62.5	25.0	12.5
F	55.2	27.6	17.2
G	82.6	08.7	08.7
H	62.3	24.5	13.2
I	72.7	18.2	09.1
J	68.7	21.9	09.4
K	81.8	18.2	--
L	14.3	71.4	14.3
M	87.5	12.5	--
N	69.2	23.1	07.7
O	40.0	--	60.0
P	62.5	31.3	06.2
Q	81.3	06.2	12.5
R	66.7	--	33.3
S	62.8	18.6	18.6

19. I have been confused about orders because of too many bosses.

<u>Division</u>	<u>Favorable</u>	<u>Undecided</u>	<u>Unfavorable</u>
A	80.3%	05.4%	14.3%
B	82.7	04.3	13.0
C	73.4	13.3	13.3
D	93.6	03.2	03.2
E	87.6	06.2	06.2
F	67.9	07.1	25.0
G	78.3	08.7	13.0
H	83.0	05.7	11.3
I	76.2	04.8	19.0
J	71.9	15.6	12.5
K	90.9	09.1	--
L	57.1	28.6	14.3
M	87.5	--	12.5
N	53.8	15.4	30.8
O	40.0	--	60.0
P	56.3	06.2	37.5
Q	68.8	06.2	25.0
R	100.0	--	--
S	76.2	09.5	14.3

20. The methods used in communicating and keeping our staff well informed are good.

<u>Division</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>
A	46.4%	23.2%	30.4%
B	56.6	21.7	21.7
C	23.3	13.3	63.4
D	53.1	28.1	18.8
E	18.7	50.0	31.3
F	27.6	31.0	41.4
G	40.9	31.8	27.3
H	56.6	22.7	20.7
I	63.6	13.7	22.7
J	40.6	15.6	43.8
K	63.6	09.1	27.3
L	71.4	14.3	14.3
M	62.5	37.5	--
N	15.4	38.5	46.1
O	40.0	20.0	40.0
P	25.0	18.7	56.3
Q	31.3	18.7	50.0
R	--	33.3	67.7
S	35.7	28.6	35.7

21. I am sure that those responsible in this Institution would give me a square deal and a fair hearing if I were in trouble, whether it was my fault or not.

<u>Division</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>
A	72.7%	23.6%	03.7%
B	87.0	13.0	--
C	56.7	20.0	23.3
D	59.4	34.4	06.2
E	68.7	31.3	--
F	56.7	23.3	20.0
G	78.3	08.7	13.0
H	67.3	28.8	03.9
I	86.4	13.6	--
J	68.8	25.0	06.2
K	90.9	09.1	--
L	71.4	28.6	--
M	75.0	12.5	12.5
N	76.9	15.4	07.7
O	60.0	20.0	20.0
P	75.0	18.7	06.3
Q	68.8	31.2	--
R	66.7	--	33.3
S	82.9	09.8	07.3

22. I think the salary or wage I am being paid is below average of that of other staff members who are doing essentially the same work that I am.

<u>Division</u>	<u>Favorable</u>	<u>Undecided</u>	<u>Unfavorable</u>
A	41.8%	25.5%	32.7%
B	43.5	34.8	21.7
C	36.7	33.3	30.0
D	46.9	28.1	25.0
E	37.4	31.3	31.3
F	56.7	23.3	20.0
G	47.8	17.4	34.8
H	50.0	28.8	21.2
I	36.4	31.8	31.8
J	28.1	25.0	46.9
K	36.4	09.1	54.5
L	14.4	42.8	42.8
M	12.5	25.0	62.5
N	07.7	23.0	69.3
O	20.0	40.0	40.0
P	18.7	12.5	68.8
Q	31.3	31.3	37.4
R	33.3	66.7	--
S	35.0	32.5	32.5

23. The restrooms are usually kept in satisfactory condition.

<u>Division</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>
A	88.5%	01.9%	09.6%
B	91.3	--	08.7
C	90.0	03.3	06.7
D	78.1	15.6	06.3
E	75.0	--	25.0
F	69.0	10.3	20.7
G	91.3	--	08.7
H	71.4	12.5	16.1
I	100.0	--	--
J	80.0	13.3	06.7
K	90.9	09.1	--
L	71.4	14.3	14.3
M	100.0	--	--
N	76.9	--	23.1
O	100.0	--	--
P	37.5	06.2	56.3
Q	62.5	--	37.5
R	66.7	--	33.3
S	71.4	04.8	23.8

24. A physical change is made at this Institution with little regard for the welfare of the employees concerned.

<u>Division</u>	<u>Favorable</u>	<u>Undecided</u>	<u>Unfavorable</u>
A	38.2%	30.9%	30.9%
B	50.0	40.9	09.1
C	34.5	20.7	44.8
D	41.4	34.5	24.1
E	37.5	56.3	06.2
F	50.0	16.7	33.3
G	26.1	34.8	39.1
H	49.0	34.0	17.0
I	54.1	29.2	16.7
J	60.0	26.7	13.3
K	36.4	27.2	36.4
L	28.6	71.4	--
M	62.5	25.0	12.5
N	30.8	38.4	30.8
O	16.6	16.6	66.8
P	25.0	43.7	31.3
Q	25.0	25.0	50.0
R	33.3	33.3	33.4
S	31.7	36.6	31.7

25. I feel that the physical facilities in the classroom or at my work station are adequate to effectively carry out my assignment.

<u>Division</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>
A	72.7%	05.5%	21.8%
B	34.8	17.4	47.8
C	16.7	06.7	76.6
D	48.2	25.9	25.9
E	56.3	25.0	18.7
F	13.3	06.7	80.0
G	78.3	13.0	08.7
H	40.0	14.5	45.5
I	72.7	09.1	18.2
J	63.3	03.4	33.3
K	81.8	--	18.2
L	--	--	100.0
M	87.5	12.5	--
N	30.8	--	69.2
O	33.3	16.7	50.0
P	50.0	18.7	31.3
Q	43.8	12.4	43.8
R	66.7	33.3	--
S	43.9	12.2	43.9

26. Criticism of me is given in the presence of fellow workers by those who supervise my work.

<u>Division</u>	<u>Favorable</u>	<u>Undecided</u>	<u>Unfavorable</u>
A	76.4%	14.5%	09.1%
B	94.4	05.6	--
C	86.7	10.0	03.3
D	90.6	09.4	--
E	81.3	06.2	12.5
F	90.0	--	10.0
G	78.3	04.3	17.4
H	92.7	01.8	05.5
I	95.5	04.5	--
J	70.0	13.4	16.6
K	100.0	--	--
L	57.1	14.3	28.6
M	87.5	--	12.5
N	84.6	15.4	--
O	100.0	--	--
P	62.6	18.7	18.7
Q	68.8	18.7	12.5
R	100.0	--	--
S	78.1	07.3	14.6

27. We are encouraged to make suggestions for improvements.

<u>Division</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>
A	74.6%	12.7%	12.7%
B	82.6	--	17.4
C	62.0	13.7	24.3
D	83.3	06.7	10.0
E	81.3	12.5	06.2
F	62.0	13.7	24.3
G	78.3	04.3	17.4
H	79.2	11.3	09.5
I	81.8	13.7	04.5
J	73.3	10.0	16.7
K	72.7	09.1	18.2
L	71.4	14.3	14.3
M	75.0	12.5	12.5
N	46.2	23.0	30.8
O	50.0	--	50.0
P	62.6	18.7	18.7
Q	81.3	06.2	12.5
R	33.4	33.3	33.3
S	69.0	19.0	12.0

28. We seem to be kept in the dark about things we ought to know.

<u>Division</u>	<u>Favorable</u>	<u>Undecided</u>	<u>Unfavorable</u>
A	48.3%	20.7%	31.0%
B	60.9	17.4	21.7
C	26.7	23.3	50.0
D	41.9	41.9	16.2
E	35.7	35.7	28.6
F	34.5	17.2	48.3
G	56.5	17.4	26.1
H	43.8	35.4	20.8
I	59.0	27.3	13.7
J	40.0	23.4	36.6
K	63.6	18.2	18.2
L	14.3	57.1	28.6
M	62.5	25.0	12.5
N	15.4	38.5	46.1
O	16.7	33.3	50.0
P	43.7	25.0	31.3
Q	25.0	25.0	50.0
R	33.3	--	66.7
S	40.5	21.4	38.1

29. If I made a suggestion to improve our working conditions, it would usually be adopted.

<u>Division</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>
A	37.2%	49.0%	13.8%
B	43.5	39.1	17.4
C	26.7	43.3	30.0
D	25.8	58.0	16.2
E	56.3	25.0	18.7
F	41.4	31.0	27.6
G	34.8	52.2	13.0
H	31.5	44.4	24.1
I	57.1	38.1	04.8
J	30.0	46.7	23.3
K	27.3	54.5	18.2
L	42.8	28.6	28.6
M	75.0	12.5	12.5
N	--	77.0	23.0
O	33.4	33.3	33.3
P	25.0	37.5	37.5
Q	37.5	43.8	18.7
R	--	66.7	33.3
S	33.4	33.3	33.3

30. The lighting facilities are good at my work station or in my office.

<u>Division</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>
A	85.7%	03.6%	10.7%
B	73.8	13.1	13.1
C	92.6	03.7	03.7
D	70.0	13.3	16.7
E	92.9	--	07.1
F	57.7	15.4	26.9
G	100.0	--	--
H	88.9	01.9	09.2
I	86.7	04.5	09.1
J	83.3	10.0	06.7
K	100.0	--	--
L	71.4	14.3	14.3
M	100.0	--	--
N	92.3	--	07.7
O	83.4	--	16.6
P	68.8	25.0	06.2
Q	87.6	06.2	06.2
R	100.0	--	--
S	89.7	02.6	07.7

31. Generally the room temperature is agreeable in my office and/or at my work station.

<u>Division</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>
A	61.8%	03.6%	34.6%
B	43.5	08.7	47.8
C	63.3	03.3	33.4
D	46.9	09.4	43.7
E	75.0	06.3	18.7
F	30.0	06.7	63.3
G	65.2	08.7	26.1
H	48.2	16.6	35.2
I	77.3	--	22.7
J	50.0	06.7	43.3
K	81.8	--	18.2
L	28.6	14.3	57.1
M	37.5	--	62.5
N	46.2	--	53.8
O	16.6	--	83.4
P	37.5	18.7	43.8
Q	12.5	--	87.5
R	66.7	--	33.3
S	52.4	02.4	45.2

Appendix C Letter Code Designations

The Letter Code designations for the various colleges and divisions of the University as used in Appendix C are as follows:

- A. COLLEGE OF AGRICULTURE
- B. COLLEGE OF BUSINESS AND SOCIAL SCIENCE
- C. COLLEGE OF EDUCATION
- D. COLLEGE OF ENGINEERING
- E. COLLEGE OF FAMILY LIFE
- F. COLLEGE OF HUMANITIES AND ARTS
- G. COLLEGE OF NATURAL RESOURCES
- H. COLLEGE OF SCIENCE
- I. DIVISION OF EXTENSION SERVICES
- J. STUDENT SERVICES
- K. ADMISSIONS AND RECORDS
- L. ATHLETICS
- M. BOOKSTORE
- N. BUSINESS OFFICE
- O. INFORMATION SERVICES
- P. FOOD SERVICE
- Q. LIBRARY
- R. RADIO AND TELEVISION BROADCASTING
- S. UNIDENTIFIED

Appendix DTabulation of Comments andOpinions of Colleges and Divisions

COLLEGE OF AGRICULTURE

Number of
ResponsesA. What do you like Best about working for this institution?

1. Vacation program.	3
2. Friendly people to work with	20
3. Short distance to drive.	3
4. Opportunity for self improvement.	2
5. Working conditions.	9
6. College environment and atmosphere.	17
7. It is dependable, honorable and stable.	1
8. Freedom for independent work.	11
9. Cooperative administrators.	1
10. The size of the campus.	4
11. Cache Valley is home to me; the geographic location.	7
12. "No smoking" rule.	3
13. Freedom to conduct research.	2

B. What do you like Least about working for this institution?

1. Lack of communication.	2
2. Low salary.	14
3. Administration seems prejudiced against accepting ideas from others.	1
4. Drinking water in cafeteria.	1
5. Unnecessary amount of red tape.	3
6. Old and inadequate physical facilities.	6
7. Parking situation.	1
8. Too many so-called bosses.	1
9. Why keep retired people on payroll?	1
10. Geographically isolated.	1

COLLEGE OF AGRICULTURE (Cont'd)

	<u>Number of Responses</u>
11. Cafeteria closing between quarters and on holidays.	11
12. Long time required in making decisions and doing some things, such as clearing budget expenditures.	2
13. Top awards, recognition and publicity in research too often are not awarded by merit. This gives poor public image and causes dissension among staff.	1
14. Lack of spirit of accomplishment among staff.	1
15. Poor attitude of staff toward students.	1
16. The rules on travel expenses.	1
17. Resistance to young staff members getting into teaching area.	1
18. Inter-departmental barriers to cooperative research and exchange of ideas.	1
19. Administration is taking too much direction from students in policy matters.	1
20. Top administrators seem rather cool and distant to the staff.	1
21. The "political" vying for position among departments and staff.	1
22. Lack of concern and compliments by supervisors.	1
23. Favoritism shown by President to some schools or departments.	1
24. Some service departments, such as Plant Operations and Purchasing, do not function much as "service" units.	1
25. Some decisions affecting the school and the department have been apparently made on snap judgment rather than being well thought out.	1
26. The large percentage of foreign students in our graduate school.	1
27. The Business Manager has too much influence on administrative decisions--particularly in limiting salaries on foreign programs.	1
28. Dean and Directors of the Agr. Exp. Station generally do not properly consider recommendations of faculty committees.	1
29. Lack of job security.	1
30. Indecisive top administration.	2
31. Willingness to let minority dominate in some decisions, such as smoking issue.	1
32. Greed of many of its staff.	1

COLLEGE OF AGRICULTURE (Cont'd)

	<u>Number of Responses</u>
33. Considerable duplication in filling out biographical forms.	1
34. Considerable wasted effort in registering students.	1
35. General trend to "big institution" attitudes on research, etc. at "small institution" salaries.	1
36. Increase in number of "strongly anti-reactionary" staff members hired.	1
C. If you were in a position to make changes, what are some of the changes that you would initiate?	
1. Require persons in supervisory positions to take a course in personnel management.	1
2. Higher salaries.	7
3. Get rid of teachers who cannot teach; particularly foreign teachers who are difficult to understand.	1
4. Air conditioning in our building.	1
5. More office space and telephone lines.	1
6. A new boss over buildings and grounds.	1
7. Less to do with USDA, such as furnishings, equipment, and storage for all.	1
8. Better control of traffic and pedestrians.	1
9. A new building.	2
10. Improve the dress standards on campus.	1
11. Suggestion box in the cafeteria.	1
12. Fill up the hole in the asphalt in front of the Union Building to keep from walking through a mud puddle when it rains.	1
13. Keep the broken beer bottles off the parking lot.	1
14. Include more staff members on the University administrative level as consultants.	1
15. Eliminate excess paper work and time consuming details.	1
16. Establish uniform office hours, preferably 40 hours.	1
17. Have the older professors either work or retire early.	1
18. Initiate a retirement program at 55 and 60 as well as 65.	1
19. Give the deans more authority and responsibility.	1
20. Give student work more priority, especially among staff with multiple assignments in teaching, research, and extension.	1

COLLEGE OF AGRICULTURE (Cont'd)

	<u>Number of Responses</u>
21. Semi-compulsory study leaves--get more of the staff out in the world.	1
22. Improve student advisement with emphasis in the areas of specialty, more than general counseling under the Dean of Students.	2
23. Pre-registration of students.	1
24. Different basis for evaluating work loads.	1
25. Set up travel on a per diem basis, at least for meals.	1
26. Change the grading system from letter grades to numerical grades.	1
27. Make changes in administrative staff before things are completely dead.	1
28. New Dean for our college.	1
29. New President.	2
30. Return some of the major departments that were removed from the College of Agriculture.	1
31. Add one or two new staff to our school.	1
32. Give faculty members stronger voice in selection of administration in their own school.	1
33. More remedial courses and orientation work for foreign students and for students from small, backward high schools.	1
34. Decentralize administration and give greater responsibility to department heads and individual staff members.	2
35. Request that the Trustees delegate authority for many of the trivial matters presently considered by the Board.	1
36. Change several administrators.	1
37. Place Controller's Office personnel under bond so that money that they lost for departments, researchers, etc. would be made up.	1
38. Tenure system for research employees.	1
39. Start with top administrators and have them and the Board make decisions and stick by them (for example, retirement policy). Decisions should be made so programs can be developed in colleges and departments.	1
40. Improve registration procedures.	1
41. Eliminate duplication of filling out biographical forms.	1
42. Locate lab facilities on campus rather than off.	1
43. Try to see the employee's point of view.	1

COLLEGE OF AGRICULTURE (Cont'd)Number of
Responses

- | | |
|---|---|
| 44. Equal treatment of all colleges on university tuition scholarships, rather than so many given to athletics and fine arts. | 1 |
| 45. Make following adjustments regarding salary: | |
| a. Teaching and research should receive same salary and rewards. (Research now has greater advantage.) | |
| b. Publish salary scale for all staff and stay within it for all colleges. | |
| c. Employees should be told if salary increase each year is "meritorious," "average," or "below average;" and why. | |
| D. What additional fringe benefits would you like to have the University offer? | |
| 1. Less expensive car insurance. | 1 |
| 2. Unions. | 1 |
| 3. Be paid a bonus for unused sick leave. | 1 |
| 4. More holidays. | 1 |
| 5. More annual leave. | 1 |
| 6. Free parking for staff and students. | 2 |
| 7. Studentbody cards. | 2 |
| 8. Better lounge facilities for employees. | 2 |
| 9. Accumulation of vacation time. | 1 |
| 10. Allow accumulated sick leave to be taken as vacation. | 1 |
| 11. Higher salary. | 1 |
| 12. Take out a higher percentage of salary for investment and have University match it. | 1 |
| 13. Disability insurance. | 1 |
| 14. Tuition waivers for families of employees. | 4 |
| 15. Semi-compulsory study leave. | 1 |
| 16. More financial consideration for insurance needs of staff members on emeritus status. | 1 |
| 17. Pay all costs of medical and life insurance groups policies. | 1 |
| 18. Liberalize sabbatic privileges to include acceptance of consulting assignments, etc. in addition to salary on sabbatic. | 1 |
| 19. Extension of staff benefits to part-time staff. | 1 |
| 20. More extensive medical coverage <u>on campus</u> . | 1 |

COLLEGE OF AGRICULTURE (Cont'd)

DETAILS OF RESPONSES	Number of Responses
21. Better travel benefits to scientific meetings.	1
22. Recognition of advisory time and time spent on other school oriented assignments.	1
23. Unlimited <u>Major</u> medical for catastrophic cases.	1
24. Alternative benefits with given and set university payment so you can select what you want, but so everyone gets the same total benefits.	1
3. Comparative, financially, with other schools.	
4. Adequacy of benefits.	
5. Size of university.	
6. Special, especially research.	
7. Freedom to accept or not accept what the university offers.	
8. Information on benefits.	
9. Salary.	
B. What do you like least about the university?	
1. The isolation from the public.	
2. Not getting to know the students.	
3. Not having a strong sense of belonging.	
4. Faculty salaries.	
5. Facilities, such as the library.	
6. Lack of communication with the public.	
7. No representation in the legislature.	
8. Not having a strong sense of belonging.	
9. Poor physical facilities.	
10. Lack of communication with the public.	
11. Faculty salaries.	
12. Lack of communication with the public.	
13. Lack of communication with the public.	

COLLEGE OF BUSINESS AND SOCIAL SCIENCES

Number of
ResponsesA. What do you like Best about working for this institution?

- | | |
|---|----|
| 1. Freedom to express and pursue personal ideas and interests. | 8 |
| 2. Personal attention and concern for student's research facilities. | 1 |
| 3. Research facilities. | 1 |
| 4. Cooperative, friendly, and capable associates (both students and staff). | 11 |
| 5. Geographic location. | 5 |
| 6. Size of University (small). | 1 |
| 7. Small, friendly community. | 2 |
| 8. Freedom to improve curriculum and teach course with few restraints. | 1 |
| 9. Opportunity for growth in my field. | 1 |
| 10. Influence of L.D.S. Church. | 1 |
| 11. Good social and intellectual atmosphere. | 1 |
| 12. Salary. | 1 |

B. What do you like Least about working for this institution?

- | | |
|--|---|
| 1. The isolation from a business community; provincialism. | 3 |
| 2. Hot office in summer. | 1 |
| 3. Graduate committee assignments without teaching credit. | 1 |
| 4. Parking inadequacy. | 1 |
| 5. Favoritism, often on a religious basis. | 1 |
| 6. Low salary and inequality (new staff vs. old staff). | 3 |
| 7. Lack of evaluation (realistically) of the responsibilities of personnel. | 1 |
| 8. No opportunity to attend significant meetings in my field; when I do, I must pay the entire cost. | 1 |
| 9. Teaching load too heavy. | 2 |
| 10. Poor advisory program. | 1 |
| 11. Insufficient teaching aids. | 1 |
| 12. More time and funds for research. | 2 |
| 13. Department atmosphere too informal; there's a need for a better organization. | 1 |
| 14. Dominance of the L.D.S. Church. | 2 |

COLLEGE OF BUSINESS AND SOCIAL SCIENCES (Cont'd)

	<u>Number of Responses</u>
15. Poor "service" organizations (i.e. Purchasing and Information Services) and no smoking in faculty offices.	1
16. Traffic problem is ineffectively handled, and there is no hope for the future.	1
17. Contracts do not arrive as early as they should.	1
18. Constant repetitive construction work.	1
19. No imagination or initiative at USU; we take cues from the U of U or BYU. While other schools are becoming real universities, we are still small time.	1
20. Cliques; personal interests pressed beyond limits.	1
C. If you were in a position to make changes, what are some of the changes that you would initiate?	
1. Rotation of department heads.	1
2. Devote full attention to attracting money and scholars.	1
3. More money used for library facilities.	1
4. Streamline the Board of Trustees--relieve them of trivial matters.	1
5. Weed out administrative offices and make replacements using more professionally oriented men.	2
6. More space and a larger, more up-to-date inventory for the Bookstore.	1
7. Hire more non-L.D.S. people.	3
8. Reduce teaching load.	2
9. Establish Saturday as a school day.	1
10. More classrooms, especially of 100-150 capacity.	2
11. Permit smoking in all buildings.	1
12. Provide a full sabbatical leave at full pay every full six years of employment or two quarters leave at full pay every four years.	1
13. Bigger fieldhouse.	1
14. Pay student help a more realistic pay.	3
15. Rarely, if ever, hire an L.D.S. person to advise foreign students.	1
16. Raise academic standards.	1
17. Formalize policies and procedures.	1
18. Separate college of business and college of social sciences.	1
19. More parking spaces.	1

COLLEGE OF BUSINESS AND SOCIAL SCIENCES (Cont'd)

	<u>Number of Responses</u>
20. Provide training sessions for student advisors.	2
21. Eliminate salary discrimination and assignment discrimination.	2
22. Less emphasis on football and art.	1
23. Assign academic advisorships only to those faculty members who are interested in them.	1
24. Forget the new stadium.	1
25. Re-evaluation of salaries.	1
26. Decrease the teaching load and develop a new criteria for evaluating it.	1
27. Give more consideration for the rights of minorities, i.e. smokers, foreign students, colored students, women students, women faculty and employees, non-Christians, etc.	1
28. Decrease the powers of the Board of Trustees and put more power in the President and his academic deans.	1
29. Give faculty credit for working on active graduate committees.	2
 D. What additional fringe benefits would you like to have the University offer?	
1. New, more liberal sabbatical program.	1
2. Overhaul the state teacher's retirement program and increase retirement benefits.	1
3. Encourage one quarter leaves at intervals and do what is possible to make them valuable. Encourage faculty members to spend them in creative activity or some form of education of the whole person, not necessarily education in one's field or at a university.	1
4. Encourage faculty to represent the University and their individual departments at significant and worthwhile conferences; this would improve the public image of USU.	1
5. Tuition waivers for family of staff members.	3
6. More and better life and medical insurance.	2
7. Cooperative purchasing of food, clothing, etc.	1
8. Assure attendance of county faculty children at Edith Bowen Laboratory School.	1
9. More travel pay for professional meetings.	2
10. Free staff parking.	1
11. Free courses for faculty spouses.	1

COLLEGE OF EDUCATION

Number of
Responses

- A. What do you like Best about working for this institution?
- | | |
|--|----|
| 1. The geographical area. | 10 |
| 2. People are friendly. | 7 |
| 3. The hours. | 1 |
| 4. Association with students. | 2 |
| 5. The friendly, cooperative spirit in this and other departments on campus. | 5 |
| 6. Work load not too heavy. | 3 |
| 7. Opportunity for personal and professional growth. | 6 |
| 8. Democratic planning. | 3 |
| 9. The interest superior officers take in my personal welfare. | 1 |
| 10. New, vigorous program. | 1 |
| 11. Pay scale adequate for duties and responsibilities. | 1 |
| 12. Good Physical Plant. | 1 |
| 13. Opportunities for young faculty. | 1 |
| 14. Improved working conditions. | 1 |
| 15. Have a teaching program that is in my area of specialization. | 1 |
- B. What do you like Least about working for this institution?
- | | |
|---|---|
| 1. Poor salary. | 9 |
| 2. Incompetent administrators. | 3 |
| 3. Religious domination over school. | 1 |
| 4. Maintenance Department too powerful and expensive. | 1 |
| 5. Red tape. | 2 |
| 6. Apparent lack of policy and defined lines of responsibility. | 6 |
| 7. Unfair procedure for salary and rank advancement. | 1 |
| 8. Poor facilities to instruct in workshop situation. | 1 |
| 9. Limited in-state travel allowance. | 1 |
| 10. Change of library policy restricting purchase of more than two copies of each title of essential reading materials. | 1 |

COLLEGE OF EDUCATION (Cont'd)

	<u>Number of Responses</u>
11. No supporting services (i.e. secretarial, curriculum innovation, money for travel, etc.).	1
12. Lack of planning.	3
13. Lack of faculty involvement.	2
14. Lack of budget preparation by faculty.	1
15. Provincial attitude toward development of modern research programs.	2
16. Lack of principles governing leaves and salary.	1
17. No credit for graduate student loads.	2
18. Poor office and classroom facilities.	1
19. Religious prejudice toward non- L. D. S. persons.	1
20. Poor communications.	2
21. Lack of commitment to programs.	1
22. Poor organization for change.	4
 C. If you were in a position to make changes, what are some of the changes that you would initiate?	
1. Give faculty a voice in administration.	3
2. Base salary on merit and productivity.	3
3. Find a new dean.	3
4. Start firing the top administrators and get people in from outside the state who have modern ideas.	3
5. Fire C. Burtenshaw and get someone who is more concerned about the students.	1
6. De-emphasize beautification, religion, and football and concentrate on education.	1
7. Courtesy from those outside our office.	1
8. Do not have deans or department heads teach classes--they are too involved in other assignments.	2
9. Administration be willing to accept and try new ideas; not be so traditional.	1
10. Set up a more efficient system for handling routine business and correspondence. Prepare an instruction book to clarify procedures in handling routine forms.	1
11. Recognition for good teaching.	1
12. Improve classroom facilities.	4

COLLEGE OF EDUCATION (Cont'd)

	<u>Number of Responses</u>
13. Equalization of load in addition to teaching assignment.	3
14. Expand library facilities.	2
15. More fellowships for graduate students.	1
16. Increased salary.	1
17. Definite policy statements relative to individual work responsibilities.	1
18. Increase in-state travel allowance.	1
19. Have a set of written policies (to include communication procedures and ways of changing the policies and procedures) so as to free the administrators from repetitious explanations and allow them to perform their planning and leadership function.	2
20. Have better planning for educational goals as well as new buildings.	2
21. Improve method of budgeting and purchasing.	1
22. Extension teaching as regular part of load at now extra pay except for travel and maintenance.	1
23. Immediate acceptance of code.	1
24. Immediate plans for choice of president.	1
25. More expenditures for assistants.	1
26. Study of Business Office.	1
27. Support new programs; cut many unsuccessful programs.	1
28. Build up graduate courses and limit undergraduate enrollment.	1
29. Time off for basic research.	1
30. Consolidation of programs.	1
31. Improve principles governing leaves and salary.	1
32. Better communications on changes.	1
33. More attention to teaching problems.	1
34. More money to travel to professional meetings.	1
35. Lower ratio teacher-advisee.	1
36. Fewer graduate committee assignments.	1
37. Evaluation sheets for college and university administrators.	1
38. More clearly-followed lines of authority within college.	2
39. Code developed.	1

COLLEGE OF EDUCATION (Cont'd)

	<u>Number of Responses</u>
40. Better advisement program.	1
41. Reduce teaching load.	1
42. Reorganization of departments within colleges.	1
43. Evaluations of supervisory personnel mandatory.	1
44. More time for research.	1
D. What additional fringe benefits would you like to have the University offer?	
1. Waive fees for faculty children and spouse.	3
2. Guaranteed sabbatical leave.	2
3. Professors should be allowed to smoke in their offices.	1
4. Announced policy on sabbatical, attending professional meetings.	1
5. A desk in the library.	1
6. All TIAA/CREF.	1
7. All medical insurance.	1
8. A better TIAA and CREF ratio; for example, USU 15% and faculty 5%.	1
9. A more realistic teaching load--to allow time for research and adequate supervision of graduate students.	1
10. Retirement programs comparable to those of eastern and midwestern schools.	1
11. Modern faculty club and recreation facilities.	1
12. Added secretarial and reader service.	1
13. Free parking.	2
14. University pay insurance on State automobiles, so no rider required on individual's insurance policy.	2
15. Fewer assignments; work load too heavy.	1
16. Increase in salaries.	1
17. More support for attending professional meetings.	1
18. UTWA paid by University.	1
19. The same as above.	
20. The same as above.	
21. The same as above.	

COLLEGE OF ENGINEERING

Number of
Responses

- A. What do you like Best about working for this institution?
- | | |
|--|---|
| 1. Personal freedom. | 2 |
| 2. I enjoy Utah State University, the area, and the top level administration through the deans' level. | 1 |
| 3. Security. | 1 |
| 4. Challenge for growth. | 2 |
| 5. Consideration given in departmental planning. | 1 |
| 6. The subject area in which I am teaching. | 1 |
| 7. Academic freedom. | 5 |
| 8. I work with the Dean and his colleagues, and I enjoy it. | 1 |
| 9. I enjoy the working conditions in all respects. | 3 |
| 10. I have every respect for my professors, especially the Department Head. | 1 |
| 11. The environment is very agreeable. | 2 |
| 12. My Department Head is conscientious and fair. | 2 |
| 13. The atmosphere . . . is very good. | 2 |
| 14. Opportunity to gain more knowledge. | 1 |
| 15. The many activities that are available. | 1 |
| 16. The people are friendly and cooperative. | 3 |
| 17. The Department has much opportunity for growth. | 1 |
| 18. The professional atmosphere on campus. | 2 |
| 19. The steady growth of the school which keeps the morale high. | 1 |
| 20. Location. | 4 |
| 21. Size of institution. | 1 |
| 22. No smoking in office. | 1 |
| 23. Freedom to do research. | 1 |
| 24. Kind of work. | 1 |
| 25. My colleagues. | 3 |
| 26. Informality. | 1 |
| 27. LDS influence. | 1 |
| 28. Dedication of associates. | 1 |
| 29. Fair pay. | 1 |
| 30. The Dean has been fair and just. | 1 |
| 31. Departmental leadership. | 2 |

COLLEGE OF ENGINEERING (Cont'd)Number of
Responses

- B. What do you like Least about working for this institution?
1. I would like to feel that I am more a part of the institution and be made aware of its overall objectives. 1
 2. The administration of the immediate department by the department head. 1
 3. Lack of facilities for laboratory instruction. 1
 4. Poor janitor service. 3
 5. There is too much emphasis on degree and not enough on quality. 1
 6. Too much research with resulting inferior publications. 1
 7. Low salary. 5
 8. Working on a nine-month contract. There's not much opportunity in this area to fill up the gap. 1
 9. Favoritism in the departments. 4
 10. Lack of faculty involvement in University policies. 1
 11. Over emphasis on being with big brothers in W. A. C. 1
 12. A few of my co-workers who are impossible to work with. 1
 13. Parking fee. 1
 14. Unfriendly attitude of campus policemen and their supervisors. 1
 15. Pettiness in Controller's Office (re: filing expense accounts.) 1
 16. Isolation. 1
 17. Lack of people in my specialty. 2
 18. Atrocious library. 1
 19. Non-selectivity of students. 1
 20. Tolerance of poor scholastic achievement and bad citizenship. 1
 21. Lack of expression of appreciation for the work one does. 1
 22. Attitude of the Plant Operations Department, Traffic, etc. 2
 23. The non-secular attitude of a secular institution. 1
 24. Lack of spirit of competition amongst students and faculty. 1
 25. Lack of dynamic leadership. 1
 26. Lack of confidence among the staff of administrators. 1

24 students.

COLLEGE OF ENGINEERING (Cont'd)

	<u>Number of Responses</u>
27. Too much church domination.	1
28. Lack of financial support for travel.	1
29. The politics that seem to be inherent in higher education.	1
C. If you were in a position to make changes, what are some of the changes that you would initiate?	
1. Improve channels of communication from administrators to workers.	1
2. Outline and publish goals and objectives for all to strive toward.	1
3. Establish interdisciplinary curricula.	1
4. Close the gap between administrative and professional salaries.	1
5. Streamline administrative procedures.	1
6. Abolish present grading system. Institute pass or fail grades only.	1
7. Institute staff training programs.	1
8. Change department head.	1
9. Include all members of department in planning in an effort to work as a team.	2
10. Secure adequate, modern lab facilities.	1
11. Hire good janitors.	3
12. Provide a refreshment room for coffee breaks, lunch breaks, and resting.	2
13. Better salary.	3
14. Better working conditions relative to physical facilities.	2
15. Provide parking places for those who have to go to the Bookstore, post office, etc.	1
16. Provide more secretarial help.	1
17. Do little hiring of own graduates.	1
18. De-emphasize athletic program.	1
19. People on nine month contracts should have formal vacation between quarters.	1
20. Base salary should be paid from state funds as apposed to federal funds.	1
21. Less emphasis should be placed on bringing money in as opposed to quality and quantity of work.	1
22. Place more confidence in the staff's judgement on items to be purchased.	1
23. Avoid policy decisions over the coffee table with the favored few.	1
24. Better check by the faculty on administration.	1
25. Improve selectivity at sacrifice of numbers of students.	1

COLLEGE OF ENGINEERING (Cont'd)

	<u>Number of Responses</u>
26. Provide more physical space.	1
27. Make Plant Operations Department a service organization to the institution rather than the master.	1
28. Give encouragement and help to staff members.	1
29. Encourage less inbreeding among staff-faculty.	1
30. A more orderly campus planning and building program.	1
31. Obtain more harmony at top levels.	1
32. Change several policies.	1
33. Send more publicity on a departmental basis to the high schools of the West.	1
D. What additional fringe benefits would you like to have the University offer?	
1. Accumulated sick leave.	1
2. Accumulated vacation time.	1
3. Christmas bonus based on years of employment.	1
4. More salary.	1
5. Disability insurance.	1
6. Tuition for family.	4
7. Insurance for pool cars.	1
8. Free parking.	1
9. Health-accident insurance.	2
1. The...	
2. The...	
3. In...	
4. The...	
5. The...	
6. The...	
7. The...	
8. The...	
9. The...	

FAMILY LIFE

Number of
Responses

- A. What do you like Best about working for this institution?
1. The area in which the University is located. 1
 2. The facilities we can work with. 2
 3. Lack of overseeing from superiors in my classroom, so I can teach pretty well as I please. 4
 4. I am free to be a professional person. 1
 5. Quality of work being done in my department. 1
 6. The University welcome for new faculty. 1
 7. Freedom for the research and interest in it. 1
 8. Teaching my classes. 1
 9. People are friendly. 1
 10. Administrators try to see that needs are met so the best job is done. 1
 11. The students. 1
 12. Being part of a very progressive program. 1
 13. Encouragement for creativity and new innovations. 2
 14. The people I work with. 1
 15. Talking individually with students in my classes. 1
- B. What do you like Least about working for this institution?
1. The watchdog philosophy. Be in your office from 7:30 - 5:30 or leave word where you are so that you can be contacted immediately. Be available on Saturdays, Sundays, and summers, even though you are on a 9-month contract. 1
 2. Campus dress. 2
 3. In isolated situations there has been interference in personal lives which has had no effect on work situation or performance. Most social occasions are a repeat of the working condition, with superiors being superior. 1
 4. At times there is a feeling that professional personnel are to "punch the clock." 1
 5. Feel many times that 12-credit teaching load is heavy for the quarter system. 4
 6. Extra time allotted in credit load for graduate teaching and advising students. 1

COLLEGE OF FAMILY LIFE (Cont'd)

	<u>Number of Responses</u>
7. Quarter system. I have to teach too much in a short amount of time.	1
8. Student registration is slow. IBM would save time.	1
9. Lack of adequate funds.	1
10. Church and institution not separated.	1
11. Climate seven months of the year.	1
12. Library is most insufficient and unorganized.	1
13. More administration attention to buildings, other than adequate staff.	1
14. Committees without authority.	1
15. Classes too large.	1
16. Not enough help from superiors as to the organization of sequence of classes.	1
17. The Dean's occasional adherence to the letter of administration policy and procedure. The occasional intimidation of the Dean by the administration.	1
18. The short notice for some of the work.	1
19. No definite salary scale.	1
20. Gossiping.	1
21. Giving grades. The lack of concern for students shown by fellow staff members.	1
22. Problems of ethnocentricism.	1
C. If you were in a position to make changes, what are some of the changes that you would initiate?	
1. Administration who would be sympathetic to all areas and not show partiality to limited areas; i.e., use of rooms, salary, and rank.	1
2. Reduce the heavy teaching loads.	1
3. More out-of-state travel.	1
4. Bring more top scientists to "isolated Logan."	1
5. Allow extra time in credit load for graduate teaching and advising students.	1
6. More professional attitude among staff.	1
7. Semesters.	1
8. More nice places to eat with a variety on the menu.	1
9. Rules for student fees and student dress.	1
10. Hire fewer graduates of USU.	1
11. Be less influenced by local culture.	1
12. More faculty in Humanities and Social Science.	1
13. More faculty incentive for further education.	1
14. Less authoritarianism of administration.	1

COLLEGE OF FAMILY LIFE (Cont'd)

	<u>Number of Responses</u>
15. Some cutoff point for freshmen and transfer admission.	1
16. Students admitted on more selective basis.	1
17. Pre-registration (streamline registration procedure).	2
18. More co-ordinated building program (one style of architecture).	1
19. Allow Christmas vacation for staff.	1
20. Discourage favoritism of departments by deans.	1
21. Full-time secretary for every department head and less hiring of part-time students.	1
22. Faster repair service for machines.	1
23. Central place for forms, etc.	1
24. Definite salary scale and other personnel policies.	1
25. Improve and enlarge library facilities.	1
26. I would ask that my superiors devote more time to their teaching duties and students and less to their outside activities. I would also like to be actually better informed about these outside duties, which actually do concern me.	1
27. Make departmental lines less rigid.	1
 D. What additional fringe benefits would you like to have the University offer?	
1. Very happy with what they offer.	1
2. More money for salaries.	1
3. More even bestowing of academic rank.	1
4. Health policy to include psychiatric and psychological help.	1
5. Additional salary based on students evaluation of teachers.	1
6. Faculty club house rooms for campus guests, nice dining.	1
7. Pay moving costs for new faculty.	1
8. Higher retirement.	1

COLLEGE OF HUMANITIES AND ARTS

Number of
Responses

- A. What do you like Best about working for this institution?
1. The administration is sensitive to suggestions for improvements and developments in a given specialization. 1
 2. The friendly relationship with superiors. 1
 3. The accessibility of administrative officers. 1
 4. The privilege of teaching English in my own way, which indicates the acknowledgement of my own sense of responsibility. 1
 5. The friendliness of the people who work here, including those in administration. 1
 6. The excellent communication with students, and especially staff, about work conditions, procedures, and professional knowledge. 1
- B. What do you like Least about working for this institution?
1. The rigid administrative practices. 1
 2. There are no committee activities here that function. 1
 3. It is too provincial; the result being low scholarship, religious conflict and favoritism. 1
 4. Hedging by administrators. 1
 5. The lack of sufficient incentive from the administration to progress. 1
 6. The administration did not give the Department of English any voice in the selection of a new department chairman. This is authoritarian, unprofessional, and unfair (and exceedingly demoralizing). 1
 7. Permit non-L.D.S. people to hold administrative positions. 1
 8. A part-time in the quarters.

COLLEGE OF HUMANITIES AND ARTS (Cont'd)Number of
Responses

8. I don't dislike working for the institution, but wish I had superiors working harder to obtain more and/or better work space for my students. Our lab facilities are very inadequate. 1
- A. What institutional changes would you like to see initiated?
1. If you were in a position to make changes, what are some of the changes that you would initiate?
1. Deans would work closer with department heads to spell out the guidelines for departmental operation. 1
2. I have never been connected with an educational institution which allows its staff less autonomy! Don't smoke. Don't give too much homework. Don't assign over \$_____ in books. Don't make suggestions. How utterly infuriating. 1
3. Windows in the new quarters for the English Department. I regard the dehumanization of the building as tragic. 1
4. I would try to change the administrators' attitude toward the faculty. They obviously consider us as paid employees of questionable responsibility rather than as trained and committed professionals. 1
5. Clear policy on advancement, tenure and better communication from administrative levels. 1
- B. What administrative changes would you like to see implemented?
6. A manual of University procedures to eliminate confusion. Secretaries have no references on what and how to do things. Messages and appointments should be handled by secretaries. This would save time of professionals. 1
- D. What additional fringe benefits would you like to have the University offer?
1. None--I think they are just about at the end of resources in "fringes." 1
2. A periscope in the roof of English Department quarters. 1

COLLEGE OF NATURAL RESOURCES

Number of
Responses

- A. What do you like best about working for this institution?
- | | |
|---|---|
| 1. Spirit of cooperation and friendliness. | 1 |
| 2. General concern for student and faculty well-being. | 1 |
| 3. Geographic area and climate. | 9 |
| 4. Orderliness and efficiency of the institution. | 1 |
| 5. Challenge and opportunity within my field. | 1 |
| 6. Moral and financial support of my department in research. | 3 |
| 7. Freedom to develop and express my own ideas and interests. | 1 |
| 8. Friendly community. | 1 |
| 9. Concerned and congenial department heads. (Chain of command may be interrupted.) | 5 |
| 10. Fringe benefits of salary. | 2 |
| 11. Young, stimulating faculty. | 6 |
| 12. Stimulating, diversified group of students I work with. | 2 |
| 13. Excellent reputation of the Natural Resources College. | 1 |
| 14. Size of the university. (Not large or over crowded.) | 1 |
| 15. Informal atmosphere. (No pressure applied.) | 3 |
| 16. Lively campus atmosphere. | 2 |
| 17. Intellectual approach to problem solving. | 1 |
| 18. Good facilities. | 1 |
- B. What do you like Least about working for this institution?
- | | |
|---|---|
| 1. No recognition for accomplishments. | 1 |
| 2. Poor salary. | 6 |
| 3. Insufficient and inferior secretarial help. | 5 |
| 4. Secrecy, "back-stabbing," "buck-passing," and a general lack of consideration. | 3 |
| 5. No action taken on complaints. | 2 |
| 6. Untrained, disorganized and inefficient central administration. | 3 |
| 7. Unprofessional atmosphere among classes and colleagues and supervisors. | 1 |
| 8. Poor communication and morale between administration and employees. | 1 |

COLLEGE OF NATURAL RESOURCES (Cont'd)

	<u>Number of Responses</u>
9. Insufficient research funds.	3
10. Too much implied emphasis on religious affiliation.	3
11. General atmosphere of mediocrity.	3
12. Too much "red tape" in dealing with Purchasing Department and Controller's Office.	4
13. Narrow-minded, provincial attitude of administrators.	1
14. Heavy work load.	2
15. Poor, complicated library.	2
16. Low academic standards; quantity, not quality.	2
17. Poor facilities and equipment.	1
18. "No smoking" policy on campus.	2
19. Agricultural Experiment Station needs its own fiscal officer.	1
20. Inconsiderate janitors who disrupt classes.	1
C. If you were in a position to make changes, what changes would you initiate?	
D.	
1. Encourage Physical Plant Department not to tear up campus roads all at once and especially not when traffic is at its greatest.	1
2. Upgrade library personnel and policies-- limit time that faculty members can keep material to one quarter.	2
3. Eliminate student traffic in campus center during the day.	2
4. Eliminate religious fraternization in the Physical Plant.	1
5. Allow smoking on campus.	1
6. Reduce implied religious emphasis.	2
7. Less restriction on type of research chosen.	1
8. More responsibility given to those who carry out the actual work.	1
9. A more liberal and progressive administration.	1
10. More financial support and encouragement for research.	1
11. Upgrade or terminate out-of-date, inefficient services (Purchasing and Controller's).	1
12. Upgrade admission requirements and standards.	1
13. Supply a first-class faculty lounge.	1
14. Free parking for faculty members.	1
15. Faculty should play larger role in governing the University.	1
16. Make professional competency the only criteria for selecting personnel	1

COLLEGE OF NATURAL RESOURCES (Cont'd)

	<u>Number of Responses</u>
17. Incorporate a state university system in Utah, similar to California.	1
18. Pay secretaries a salary where competence could be secured. Change a higher proportion of research and teaching budgets to secretarial services.	2
19. Less waste of allotted funds on "pet projects."	1
20. Make communications more open.	1
21. Allow raises more freely.	2
22. Allow more secretarial positions to fit into Clerk-Steno III; thus, a qualified person would not have to accept work beneath her abilities.	1
23. Hire fewer people to do work; several persons in charge of one job confuse matters.	1
24. Lower requirements on typing ability.	1
25. More than one contract full-time secretary in an office.	1
D. What additional fringe benefits would you like to have the University offer?	
1. More reasonable insurance rates when spouse and dependents are included.	1
2. Unemployment insurance.	2
3. Faculty identification card and the privilege of using student rates for entertainment facilities.	1
4. Five per cent of professional time available for consulting services (approximately two weeks per year).	1
5. Tuition--free enrollment for faculty to take classes.	1
6. Treatment of minor ailments of faculty members at University infirmary.	1
7. Smoking in all buildings except in classrooms.	1
8. Keep basic salary moving forward at five to seven per cent yearly.	1
9. Professional advisors instead of using faculty.	1
10. Eliminate faculty parking fees.	3
11. Reduce autocracy of graduate dean.	1

COLLEGE OF SCIENCE

		<u>Number of Responses</u>
A.	What do you like <u>Best</u> about working for this institution?	
10	1. The cooperation among the staff in my department.	12
	2. Geographic location.	18
	3. Type of work.	5
	4. Friendly people.	7
11	5. Stimulating environment and cultural advantages.	9
	6. Feeling of belonging, being needed, and appreciated.	1
12	7. My immediate bosses are fine people to work for.	5
	8. Library facilities.	1
13	9. Clean offices; good physical conditions.	3
	10. Freedom to teach in the manner I want to.	8
	11. Freedom for expression of views.	3
14	12. The informal association with other staff members.	1
	13. Excellent administration ... in our college.	3
	14. The benefits I receive while working here.	1
15	15. Freedom to do research.	8
	16. A good percentage of promising students.	1
	17. Lack of intensive pressure.	1
18	18. The University as a whole and my departments are making an attempt to improve generally and seem reasonably successful where they have attempted.	1
19	19. Excellent salary.	1
B.	What do you like <u>least</u> about working for this institution?	
21	1. Research personnel being placed on a time-card basis.	1
22	2. Failure of the administration to invest more money to get some "key name" personnel in research.	2
23	3. Failure to keep the computer center up to date when it should be kept up.	3
24	4. Apparent partiality of the administration toward expense of the Education and Research departments.	1

COLLEGE OF SCIENCE (Cont'd)

	<u>Number of Responses</u>
5. General lack of progressive attitude on part of administration.	6
6. Inefficient purchasing procedures.	1
7. Ridiculous travel regulations.	1
8. Low travel budget.	1
9. Insufficient salary.	7
10. If I was doing something that the professors did not like, I'd appreciate it if they would let me know so I could correct it myself before going to the department head.	1
11. The administrators are too narrow minded about the smoking room, what buildings should be built and remodeled and the importance of greenhouses.	1
12. The unconcern some staff members have for employees without degrees.	1
13. Lack of regard for one's previous education and abilities in overall facets of his work.	2
14. Variance in pay scales.	1
15. Potential not likely to be realized with unrealistic teaching load.	1
16. Administration heavily loaded with conservatism.	2
17. Faculty has no real avenue to administration. The faculty senate is dominated by voting administrators.	1
18. There is a definite feeling of friction between faculty and administration, which is not good.	1
19. Library is inadequate.	1
20. Lack of appreciation by administration for those faculty members who devote full time to teaching.	3
21. Image of USU, particularly at USU.	1
22. Insufficient assistant help.	1
23. Filling out idiotic forms.	1
24. Local intolerance of LDS members.	1
25. Secretive personnel policies.	1
26. Lack of decisiveness in administration.	2
27. Lack of storage place for laboratory chemicals and apparatus.	1
28. Too much duplication of areas.	1
29. Too much emphasis on agriculture.	1
30. LDS Church influence.	3
31. Administrators seem to have little understanding as to what they should stress.	1

COLLEGE OF SCIENCE (Cont'd)

	<u>Number of Responses</u>
32. Highly inbred, professionally mediocre, unstimulating staff.	4
33. Some decisions are made on a political rather than objective basis.	4
34. Having no long range planning or direction from the upper administration.	3
35. The small amount invested to aid the staff members in improving their background and conditions for work, such as lack of money to attend special scientific meetings or short courses.	1
36. Lack of prestige of academic image before public.	1
37. Poor public information services.	1
38. Poor department head.	1
39. Insistence on research plus full-time teaching.	1
40. Lack of educational opportunities for my children.	1
41. Lateness of annual contracts.	1
42. Too many relatively minor decisions require action at the vice-president level.	1
43. Scarcity of facilities, supplies, and good graduate students.	3
44. Standards for graduate research.	1
45. Misplaced emphasis.	1
46. Blackboards and halls not clean.	1
47. Too many different subjects to teach within field.	1
48. How students are treated.	1
49. The President continuing for two extra years.	1
50. Provincialism and sectarianism to detriment of academic freedom.	2
C. If you were in a position to make changes, what are some of the changes that you would initiate?	
1. Classify research personnel comparable with professors.	1
2. Invest more money in salaries for key research personnel.	2
3. Replace old IBM with new computers.	2
4. Modernize the purchasing and disbursing procedures.	1
5. Make computer facilities more available to graduate students and faculty without charge for research work.	1

COLLEGE OF SCIENCE (Cont'd)

	<u>Number of Responses</u>
6. Provide some fringe benefits for full-time employees who are not on contract.	1
7. Administrators should be more concerned with teaching facilities instead of a building with greenhouses.	1
8. Should pay better wages.	5
9. Tuition waivers for contract personnel.	1
10. Offer classes for self-improvement and training of typists and office workers.	1
11. Give the bosses hints on how to be courteous to secretaries.	1
12. Fire personnel with obnoxious attitudes.	1
13. Cancel "dead" week.	1
14. Balance teaching loads for faculty engaged in research or discontinue graduate training.	1
15. Choose deans, especially academic deans, who are forceful and would go after what their colleagues wanted and needed.	1
16. Make the faculty senate a Faculty Senate; with administrators as ex-officio, non-voting members; and the President of the Senate chosen by the Senators from all elected members.	3
17. Choose vice-presidents without apparent biases.	1
18. Reorganize library.	3
19. Clear cut rule for salary, promotion, and rank of faculty members.	1
20. Proper counselling of students.	3
21. Permit smoking in faculty offices.	3
22. Use computers for registration.	1
23. Attract better students.	2
24. Get energetic leadership to bring about a more progressive university.	1
25. Emphasize academic opportunities.	2
26. More permanent teaching technicians and assistants to really relieve the senior faculty in order that he may do more teaching and research work.	1
27. A permanent officer to write up research programs.	1
28. Eliminate all colleges and their deans.	1
29. More administrative decisions should be neatly delegated to departments.	1
30. More inter-departmental cooperation.	1
31. Emphasize quality education.	3

COLLEGE OF SCIENCE (Cont'd)

	<u>Number of Responses</u>
32. Retire old buildings to solve some space utilization problems.	1
33. Appoint President from outside Utah and LDS Church with full power to update university policy and procedure.	1
34. Change registration system.	1
35. Change director of the computer center.	1
36. More classes specifically for students not majoring in departments concerned.	1
37. More educational research to improve teaching.	1
38. Use some of the overhead from research grants to provide grantees with decent working accommodations.	1
39. Emphasize science and related fields to bring balance into school.	1
40. New administration.	3
41. More faculty participation in matters affecting the University. Less power for purely service administrators.	2
42. Adopt policies which would apply to all persons.	1
43. Use the able men in both faculty and administration to plan future of this institution for at least one year of intensive planning.	1
44. Provide more opportunity for staff members to travel when justified.	1
45. Take off some of the emphasis on athletics and put it elsewhere.	2
46. Stronger graduate school control over graduate work to improve quality.	1
47. Provide the President and Vice-President with a small group of faculty members as an advisory council.	1
48. Give the Research Vice-President more authority.	1
49. Would promote scholarly standing rather than number of students.	1
50. More authority at committee level.	1
51. Exert pressure to improve elementary and secondary education in the country.	1
52. Get contracts out by March 15.	1
53. Much responsibility now held by vice-presidents should be assumed by deans; and deans' responsibilities should be partially shared by department heads, particularly in the areas of staff procurement, hiring and promotional decisions, and salaries.	1

COLLEGE OF SCIENCE (Cont'd)

	<u>Number of Responses</u>
54. Refuse hiring any new staff members who have obtained a degree at USU.	1
55. Be very reluctant to hire any staff member who obtained an advance degree in Utah.	1
56. Allow scholarships (undergraduate) to be given in good proportion to non-football players.	1
57. Replace Dean Gardner, Leroy Blaser, and Dean Carlisle.	1
58. Change all department heads to chairman on a rotating basis.	1
59. Triple the funds for purchase of library books.	2
60. Make staff members aware that being a university professor is not an eight to five job and being a LDS Bishop does not necessarily further the institution.	1
61. Allow faculty to park in any available stall on campus.	1
62. Develop a detailed long range plan for development of the University.	1
63. Adopt a more aggressive posture in dealing with the legislature.	1
64. Insist upon the development of active responses to research program in all areas of science and engineering.	1
65. Intelligent information system.	1
66. Publicize the University more to promote support from state government and public.	1
67. Give greater consideration to students, particularly graduate applicants.	1
68. The money for a new library building and a smoking room was misspent. There is a greater need for library books and journals, chemistry storeroom, a general supply storeroom, an instrument repair shop, and a glass blowing shop.	1
69. De-emphasize LDS influence.	1
70. Accelerate building and remodeling plans.	1
71. Put the custodians to work, especially cleaning blackboards and keeping erasers clean.	1
72. A medium sized greenhouse for the Zoology Department.	1
D. What additional fringe benefits would you like to have the University offer?	

COLLEGE OF SCIENCE (Cont'd)

	<u>Number of Responses</u>
1. Blue Cross - Blue Shield Insurance similar to Federal.	1
2. A better and larger retirement plan with payroll deduction for same.	3
3. Tuition waivers for contract personnel.	2
4. Classes for self-improvement for typists and office workers.	1
5. Insurance to cover payment of salaries for long illnesses or accidents.	6
6. More insurance benefits.	6
7. Discount prices on athletic tickets.	5
8. Seven and a half per cent matching on TIAA. University pay larger proportion.	6
9. A University Club with decent restaurant and bar.	1
10. Provide access to computer facilities to faculty without charge.	1
11. More faculty direction of academic affairs.	1
12. More professors of excellence.	1
13. Institute programs to include dental health.	1
14. Provide tuition and fees for faculty children to attend USU.	3
15. More frequent sabbatical leaves.	1
16. Smoking in offices.	1
17. Wives to get free tuition.	1

EXTENSION SERVICES (Cont'd)

EXTENSION SERVICES

		Number of <u>Responses</u>
6. The failure of most extension workers to realize the importance of maintaining good relations and public relations to the details necessary for the success of their work.		
A.	What do you like <u>Best</u> about working for this institution?	
	1. Working conditions are good and association with other staff members is highly desirable.	1
	2. The excellent administrative staff, members of which exhibit a good attitude toward professional improvement.	1
B.	What do you like <u>Least</u> about working for this institution?	
	3. The fact that I am my own boss within a broad range. I make most of the decisions in my area of work.	1
	4. Opportunity for service, being allowed to work my program after it is approved and planning and doing work which allows me to use reasonable initiative.	1
	5. The facilities are clean and well kept at all times.	1
	6. Cooperation of staff and administrators.	1
	7. The privilege of doing the job in our own way, etc.	1
	8. Treating a person as a mature individual, able to give honest effort without detailed direction.	1
B.	What do you like <u>Least</u> about working for this institution?	
	1. The paper work involved, and we need tapes on getting requisitions through.	1
	2. The salary is too low to compete with other firms for the better qualified stenos.	1
	3. There is very, very poor communication in all departments.	1
	4. There is too little regard for student dress and appearance on campus.	1
	5. I have no major complaints.	3

EXTENSION SERVICES (Cont'd)Number of
Responses

6. The failure of most administrators to recognize the importance of attending consistently to the details necessary for effective public relations and public information. 1
- C. If you were in a position to make changes, what are some of the changes that you would initiate?
1. Have a salary scale that would keep and attract efficient secretarial help. 1
- D. What additional fringe benefits would you like to have the University offer?
1. I feel we have excellent fringe benefits at present. 1
2. We are encouraged to make professional improvements. Why can't faculty members take courses at our own institution without paying registration fees? I understand we are the only institution in the state where this is done. 1

STUDENT SERVICES

Number of
Responses

- A. What do you like Best about working for this institution?
1. My pleasant association with cooperative fellow workers. 14
 2. The feeling of security that comes with working with a stable institution. 1
 3. The urban type community and culture. 3
 4. My immediate employer. 1
 5. The continual progress and high standards of the university and community. 4
 6. Geographic location. 3
 7. Pleasant and convenient working hours; time off in the summer. 1
 8. The fringe benefits; i.e., insurance, retirement policy, vacations, etc. 3
 9. My work. 3
 10. The freedom to make decisions within my scope of responsibility. 2
 11. Fairness, consideration, and respect for my position. 1
 12. The opportunity for growth and development within my field. 3
 13. My work with the students. 6
 14. Lively campus atmosphere. 1
 15. The convenience of being near my husband while he attends school. 2
- B. What do you like Least about working for this institution?
1. Poor salary. 14
 2. Lack of unemployment compensation. 1
 3. Unreasonable student and public demands. 2
 4. "Buck-passing" and "back-stabbing" among my co-workers. 2
 5. Poor communication between departments. 1
 6. Various insurance deductions (i.e. retirement) that I will never benefit from. 1
 7. Inadequate office equipment. 1
 8. Time between pay days is too long. 1
 9. Work load is too heavy. 1
 10. Too few breaks. 1
 11. Confusion with too many duties and employers. 1

STUDENT SERVICES (Cont'd)

	<u>Number of Responses</u>
12. Duties and responsibilities not clear.	1
13. The Student Services Office lacks necessary authority and administrative support.	1
14. Lack of status and recognition given to employees in Student Services.	1
15. Difficulty in reaching decisions and sticking to them.	1
16. Delays in processing paper work because of state regulation.	1
17. Increasing student trend of irresponsibility.	1
18. Weak central administration.	1
19. Unattractive physical working conditions.	1
C. If you were in a position to make changes, what are some of the changes that you would initiate?	
1. The administration should "clamp down" on the students and staff who continue to offend and break rules.	3
2. The administration should definitely set discipline policies and clearly define these.	4
3. Personal responsibilities and duties should be more thoroughly planned and strengthened.	1
4. The Dean of Students should have his position more thoroughly planned and strengthened.	1
5. More office space would make working much more convenient.	1
6. Rank and tenure for administrative personnel.	1
7. Encourage student advisors to check more closely and be sure students fill their requirements on schedule.	1
8. Encourage a greater sense of pride in the products of USU.	1
9. Higher wages.	5
10. Automobile parking terraces should be provided.	1
11. Increase student wages.	1
12. A more attractive public relations program for USU.	1
13. More consistency in the university should be provided concerning pay scale.	1
14. Better plans and use of the university grounds (i.e., parking).	1

STUDENT SERVICES (Cont'd)

	<u>Number of Responses</u>
15. Appoint a vice president for student affairs.	1
16. Re-distribute power from Business Office to President's Office, where it belongs.	1
17. Stop discouraging people who bring research contracts, institutes, and such into the university.	1
18. More office breaks for those who deserve them.	2
19. Bi-monthly or regular office staff meetings and department head meetings.	2
20. Bi-monthly pay checks.	1
21. Better inter-department communication.	3
22. Up-to-date, sufficient office equipment and facilities.	1
23. Improve the university Security Department.	1
24. University unemployment benefits.	1
25. Larger lounge facilities for staff members.	1
26. Lower charge for parking permits this fall.	1
27. Give recognition to people who do creditable work.	1
28. Encourage members of a non-academic staff to obtain more education.	1
29. More cooperation between staff members.	1
30. More reliable personnel and department heads.	1
D. What additional fringe benefits would you like to have the University offer?	
1. Reduction in registration fee for faculty and staff members who would like to take classes.	1
2. Arrangements for reasonable free time in which to attend school.	1
3. Tenure for non-academic as well as academic staff members.	1
4. Facilities provided for coffee breaks for those staff members who are too far away from the Union.	1
5. Higher wages.	3
6. Additional, tax-deductible insurance benefits.	1
7. No tuition charge for faculty members' children.	2
8. More parking space.	1
9. The opportunity for a sabbatical leave and advanced study for administrative personnel.	1
10. A nine-month contract for administrative or pay compensation similar to teaching faculty.	1

ADMISSIONS AND RECORDS (Cont'd)

ADMISSIONS AND RECORDS

Factor of
Importance

	Number of <u>Responses</u>
3. Higher wages.	2
4. Improve lines of communication.	1
7. Establish salaries commensurate with work	1
A. What do you like <u>Best</u> about working for this institution?	1
1. Stimulating and challenging work.	2
2. The fine people I work with--faculty, administration, staff, and students.	7
3. The beauty of the campus, the environment, etc.	6
4. The high type of men for whom I work.	4
5. The fringe benefits offered here.	1
6. Being able to take a class at the institute during my lunch hour.	1
7. Working where my husband works and my sons attend school.	1
8. Clean working conditions and no smoking.	1
9. The working hours are good.	1
B. What do you like <u>Least</u> about working for this institution?	
1. No complaints.	1
2. The inequality of the work load and the pay check.	2
3. Too much emphasis placed on academic ability and not enough upon character, maturity, dependability, and such qualities.	1
4. Low salary.	4
5. Decisions made by deans and top administrators show lack of knowledge in areas concerned.	1
6. Excessive workload and too much pressure.	1
7. Disgruntled workers, finding fault with everything, and their attitude toward their work.	2
C. If you were in a position to make changes, what are some of the changes that you would initiate?	
1. Would like contracts for salaried staff.	1
2. A probationary period before being placed on contract.	1
3. Air conditioning to combat summer heat.	3
4. Change parking areas for employees, making it possible for closer parking to their building.	1

ADMISSIONS AND RECORDS (Cont'd)

		ATHLETICS	Number of Responses
D.	5.	Higher wages.	2
	6.	Improve lines of communication.	1
A.	7.	Establish salaries commensurate with work load.	1
	8.	Stabilize institution policy.	1
	9.	Attempt to stop some of the backbiting.	1
D.	2.	Most of the people I deal with, on or off to have the University offer? interesting and we meet a lot of people.	1
	1.	Excellent coverage. Greatly improved since I started working.	1
	3.	Offer a program whereby employees could take a class each quarter without charge and for credit.	1
	6.	Place to live and bring up a family.	1
B.		What do you like <u>Least</u> about working for this institution?	
	1.	Unevenness of work, teaching, or coaching loads.	1
	2.	The size of our investment in my program is near the bottom of the ladder when compared to the competition.	1
	3.	Office equipment is very inadequate and telephone is outdated.	1
	4.	Lack of facilities, practice space, and seating in Field House.	1
	5.	Lack of scholarships to carry on a major program in all of the sports we are competing in.	1
C.		If you were in a position to make changes, what are some of the changes that you would initiate?	
	1.	Re-evaluation of work, teaching, and coaching loads in the athletic program.	1
	2.	Change the State laws so that some out-of-state scholarships could be exempted. (Most schools in other states have this advantage.) This would make it possible for many outstanding students in all fields to attend our great University.	1

ATHLETICS

- | | <u>Number of Responses</u> |
|--|----------------------------|
| D. What additional things does the University do offer? | |
| A. What do you like <u>Best</u> about working for this institution? | |
| 1. I like Utah State and the Logan area. | 1 |
| 2. Most of the people I deal with, on or off campus, are good people. | 1 |
| 3. My employers. My job is interesting and we meet a lot of people. | 1 |
| 4. I like the people I work with. | 1 |
| 5. The students and townspeople are behind our athletic program. | 1 |
| 6. Logan is a beautiful community and wholesome place to live and bring up a family. | 1 |
| B. What do you like <u>Least</u> about working for this institution? | |
| 1. Unevenness of work, teaching, or coaching loads. | 1 |
| 2. The size of our investment in my program is near the bottom of the ladder when compared to the competition. | 1 |
| 3. Office equipment is very inadequate and telephone is outdated. | 1 |
| 4. Lack of facilities, practice space, and seating in Field House. | 1 |
| 5. Lack of scholarships to carry on a major program in all of the sports we are competing in. | 1 |
| C. If you were in a position to make changes, what are some of the changes that you would initiate? | |
| 1. Re-evaluation of work, teaching, and coaching loads in the athletic program. | 1 |
| 2. Change the State laws so that some out-of-state scholarships could be exempted. (Most schools in other states have this advantage.) This would make it possible for many outstanding students in all fields to attend our great University. | 1 |

ATHLETICS (Cont'd)Number of
Responses

D. What additional fringe benefits would you like the University to offer?

1. Tuition exemption for faculty, wives, and family. 1

1. Friendly, congenial department heads
2. High quality services
3. Good working hours
4. Contact with student
5. Ample parking

E. What do you like least about the institution?

1. Too many regulations
2. Lack of resources
3. Inefficient management
4. High tuition
5. Very few classes of a much more varied nature

C. If you were in charge, are some of the following...

1. Upgrade all faculty
2. Increase the number of administrators
3. Keep political interference out of administration

D. What additional changes do you think the University should have?

1. Having a better working relationship with the community
2. A better building
3. A better student body

BOOKSTORE
BUSINESS OFFICE

**Number of
Responses**

- | | Number of
Responses |
|--|--------------------------------|
| A. What do you like <u>Best</u> about working for this institution? | |
| 1. Friendly, cooperative attitude of all department heads. | 3 |
| 2. High caliber people to work with. | 1 |
| 3. Good working conditions. | 2 |
| 4. Contact with students. | 1 |
| 5. Association with teaching staff. | 1 |
| B. What do you like <u>Least</u> about working for this institution? | |
| 1. Too many interruptions. | 1 |
| 2. Lack of storage and stockroom space. | 1 |
| 3. Insufficient campus delivery service. | 1 |
| 4. Wage scale. | 1 |
| 5. Very few things I dislike. The school is a much more satisfactory employer than a big corporation. | 1 |
| C. If you were in a position to make changes, what are some of the changes that you would initiate? | |
| 1. Upgrade all staff and faculty by encouraging them to continue their education at minimum cost or expense free. | 1 |
| 2. Increase wage scale to compare with other universities. | 1 |
| 3. Keep political influences out of all phases of administration. | 1 |
| D. What additional fringe benefits would you like to have the University offer? | |
| 1. Earning credits without charge. | 2 |
| 2. A better medical plan (group). | 1 |
| 3. A better retirement plan. | 1 |
| 3. In my visits to twenty-three university campuses in all areas of the U.S. in the past two years, I have noted with one exception that the students at that State University are the sloppiest dressed. If something is not done about this, all else will be in vain. | 1 |

BUSINESS OFFICE

- | | <u>Number of Responses</u> |
|--|----------------------------|
| A. What do you like <u>Best</u> about working for this institution? | |
| 1. There are challenges to be met to give the services necessary for the University to meet its goals. | 1 |
| 2. Nice personnel, good working conditions, better wages than paid down town in offices. | 1 |
| 3. The opportunity of working with select people. | 1 |
| B. What do you like <u>Least</u> about working for this institution? | |
| 1. Because of predominant religion, we need to unify and make for better feelings among all creeds. Employees divide themselves along religious lines. I don't know what administration could do to offset; employees are at fault. | 1 |
| 2. The accounting system is inflexible. | 1 |
| C. If you were in a position to make changes, what are some of the changes that you would initiate? | |
| 1. Inform the entire staff of our complete operation by bringing them here to see how we operate. | 1 |
| 2. I think the University should have a inservice program so the employees could learn more about their work and do a better job in their assignments. | 1 |
| 3. In my visits to twenty-three university campuses in all areas of the U.S. in the past two years, I have noted with one exception that the students at Utah State University are the sloppiest dressed. If something is not done about this, all else will be in vain. | 1 |

BUSINESS OFFICE (Cont'd)

	<u>Number of Responses</u>
4. Improve some of the accounting procedures.	1
5. Incentive program of innovations. Suggestion box.	1
D. What additional fringe benefits would you like to have the University offer?	
1. Waiving of tuition fees for employees to help advance our education.	1
2. I think the fringe benefits are good at the University.	1
3. I like insurances and sick leave offered.	1

INFORMATION SERVICES

INFORMATION SERVICES

	<u>Number of Responses</u>
1. Some method of ... time when it is ...	
2. Nine Gross ...	
3. Five hours of ...	
A. What do you like <u>Best</u> about working for this institution?	
1. My congenial co-workers.	3
2. Convenient office hours.	1
3. The favorable reputation (national, also) of my department.	1
4. Freedom to take initiative in my job and pursue my own interests.	1
5. Interesting and challenging opportunities.	1
B. What do you like <u>Least</u> about working for this institution?	
1. Poor wages.	3
2. Inadequate working conditions and facilities.	2
3. Little or no recognition for extra effort and work.	1
4. My "dean" is very poor.	1
5. Far too much pettiness in my office among co-workers.	1
6. The anticipated regulations placed upon us by the State in regard to expenses, primarily those used for travel.	1
C. If you were in a position to make changes, what are some of the changes that you would initiate?	
1. I would raise the salary of clerk-steno positions.	2
2. More efficient processing of purchase orders.	1
3. A closer tie should be initiated between the university and downtown businessmen.	1
4. Eliminate personal use of university facilities.	1
5. Make the necessary floor space to do one's job properly and efficiently.	2
6. Quit spending so much money on such things as smoking rooms and put it into the departments that really need help.	1
D. What additional fringe benefits would you like to have the University offer?	

INFORMATION SERVICES (Cont'd)

	<u>Number of Responses</u>
1. Some method of consideration for over-time when it is required.	1
2. Blue Cross health insurance.	1
3. Five hours of free tuition per quarter to full-time staff.	1
A. What do you like about your institution?	
1. It is a job.	
2. I have had a lot of work at my own pace.	
3. The sense of accomplishment in setting up a program and in doing it.	
4. The people.	
5. The challenge.	
6. Association with other people.	
7. Friendliness.	
8. The opportunity.	
9. Opportunity.	
10. Pleasure.	
11. Dedication.	
12. I've raised my children to go to school to my home.	
13. As a whole, the work, and the people.	
14. My two hours.	
B. What do you like about your institution?	
1. Would you like to work here?	
2. The wages.	
3. The sense of accomplishment.	
4. Good living.	
5. Working.	
6. Lack of stress.	
7. Lack of stress.	
8. Working.	
9. Working.	
10. Working.	

FOOD SERVICE

Number of
Responses

- A. What do you like Best about working for this institution?
1. It is a steady job. 2
 2. I have had the initiative to carry out the work at my work station to fit into my plans of work at home. 1
 3. The sense of achievement and satisfaction in setting up a daily goal in Food Service and in doing it to the best of my ability. 1
 4. The people I work with. 5
 5. The challenging opportunities I face. 1
 6. Association with the students. 1
 7. Friendliness of the students and faculty. 2
 8. The opportunity to take classes. 1
 9. Opportunity to advance. 1
 10. Pleasant surroundings. 1
 11. Dedication of my division head. 1
 12. I've raised my family on this job, thanks to all concerned. The job is also close to my home. 1
- B. 13. As a whole, I like my fellow workers, my work, and the food. 2
14. My two bosses. 1
- B. What do you like Least about working for this institution?
1. Unpaid vacation. 2
 2. The wages. 6
 3. The tension and lack of common courtesy among fellow workers. 4
 4. Red tape. 1
 5. Gossiping and backbiting. 3
 6. Lack of communication between employer and employee. 1
 7. Lack of efficiency among too many employees. 1
 8. Lack of dedication. 1
 9. Passing the buck. 1
 10. Taking 5¢ out for bills. 1
 11. Favoritism to some workers. 3

FOOD SERVICE (Cont'd)Number of
Responses

- C. If you were in a position to make changes, what are some of the changes that you would initiate?
- | | |
|--|---|
| 1. Paid vacation. | 1 |
| 2. Higher salary. | 6 |
| 3. Being a well informed group of workers. | 2 |
| 4. A shorter work week. | 2 |
| 5. A closer look at the achievements of the personnel in order to know just who does what and how well. | 1 |
| 6. A stronger disciplinary program. | 2 |
| 7. More efficient management in every way, especially in the areas of ordering of supplies and personnel management. | 1 |
| 8. Give raises on the merit system. | 1 |
| 9. Better public relations. | 1 |
| 10. Improve cleanliness of building. | 1 |
| 11. I would like to have time to finish my work in a more orderly and adequate manner. | 1 |
| 12. When rules and regulations are set up in certain areas, I would see that all employees abide by them. | 1 |
| 13. Arrange equipment to better advantage. | 2 |
| 14. Try to stop gossiping. | 1 |
- D. What additional fringe benefits would you like to have the University offer?
- | | |
|---|---|
| 1. Two-week paid vacation per year for full-time employees. | 2 |
| 2. Lower requirement for teacher retirement. | 1 |
| 3. Paid vacation. | 7 |
| 4. Sick leave. | 7 |
| 5. Higher wages. | 5 |
| 6. Income protection plan in case of prolonged illness. | 2 |
| 7. Full-time help be given their meal without charge. | 1 |
| 8. Fifteen minute break twice a day. | 1 |
| 9. Opportunity to obtain an education. | 1 |
| 10. Better training for position. | 1 |
| 11. More participation in campus activity. | 1 |
| 12. Workmen's compensation. | 3 |
| 13. Shorter day. | 2 |

LIBRARY

Number of
Responses

- A. What do you like Best about working for this Institution?
- | | |
|--|---|
| 1. Favorable working conditions. | 2 |
| 2. Cooperative, congenial co-workers. | 5 |
| 3. Opportunity for growth. | 3 |
| 4. Interesting, challenging work assignment. | 3 |
| 5. Lively campus atmosphere. | 1 |
| 6. Pleasant association with students. | 1 |
| 7. Freedom to accomplish that which is expected. | 3 |
| 8. Size of community. | 1 |
| 9. My immediate boss is wonderful. | 3 |
- B. What do you like Least about working for this institution?
- | | |
|--|---|
| 1. The temperature in the library is never consistent; best work is not possible. | 3 |
| 2. Not professional; i.e. people holding jobs without sufficient education or experience (relatives). | 1 |
| 3. For my years of service, I do not feel that I have been treated fairly, received earned recognition, etc. | 2 |
| 4. Low pay rate. | 1 |
| 5. Department heads do not keep regular hours or give explicit instructions, yet expect work to be done. | 1 |
| 6. "Buck-passing" and "back-stabbing" between employees. | 1 |
| 7. Poor inter-department communications. | 4 |
| 8. Religious element is too strong. | 1 |
| 9. Disorganized departments. | 1 |
| 10. Difficulty in obtaining an adequate budget. | 1 |
| 11. Poor building facilities, inadequate rest-rooms, no fire escapes. | 1 |
| 12. Lack of policy governing student conduct and dress. | 1 |
| 13. Lack of privacy in offices. | 1 |
| 14. "Robin's Awards" are ridiculous--too "high-schoolish." | 1 |
- C. What changes would you initiate if you were in a position to make changes?

ment before reaching 40

LIBRARY (Cont'd)

	<u>Number of Responses</u>
1. Fewer moves in the direction of building a huge complex; more concentration on excellence in teaching and research.	1
2. Less emphasis on football.	1
3. More money for library materials.	1
4. Weekly department meetings and occasional meetings with the area head.	1
5. Higher dress standards on campus and in the classrooms.	1
6. Professors should keep their religious ideals (or lack of them) to themselves and not propound their prejudices in the classrooms or the offices.	1
7. The University should be run more on the order of a big business, with merit being rewarded, poor work punished, and budgetary procedures streamlined.	1
8. Women's restrooms with at least one cot to lie down on. This would eliminate sick leave for many women.	1
9. A library that has windows that open.	2
10. A field house that seats at least 15,000, and a football and track area capable of seating 25,000.	1
11. Department heads should stay in their own departments, instead of visiting other areas.	1
12. Division heads should spend time in each department seeing how it is run, so he could evaluate complaints more easily.	1
13. Regulated Library Building temperature.	1
14. Either take out Library elevators or keep them in working order.	1
15. Much expensive equipment is purchased and not used; I would correct this.	1
D. What additional fringe benefits would you like to have the University offer?	
1. Free faculty parking.	2
2. Additional retirement security for those who are unable to put in 15 years employment before reaching 65.	2

LIBRARY (Cont'd)Number of
Responses

- | | |
|---|---|
| 3. Minimum wage \$400.00 per month for all full-time employees. | 1 |
| 4. An enlargement of the sabbatical program. | 1 |
2. What do you like least about this institution?
1. I enjoy the atmosphere and having a job, but yet not enjoying the personal responsibilities.
 2. There is a lack of challenge.
 3. The thing that I like least is the association of the
3. What do you like least about this institution?
1. Low salary.
 2. More help in handling
 3. Lack of air conditioning
4. If you were in a position to initiate what are some of the initiatives?
1. Additional help in related fields.
5. What additional things do you think we should have to have the University?
1. Provision for more enrollment at the varsity level.
 2. A better investment program.
 3. Be able to take care of the needs of the

XXXXXXXXXXXXXXXXXXXX
 XXXXXXXXXXXXXXXXXXXX
 RADIO & TV
 XXXXXXXXXXXXXXXXXXXX
 XXXXXXXXXXXXXXXXXXXX

Number of
Responses

- XXXXXXXXXXXXXXXXXXXX
 XXXXXXXXXXXXXXXXXXXX
 Natural Resources
- A. What do you like Best about working for this institution?
1. I enjoy the atmosphere of being on campus, and having contact with student activities, but yet not actually going to school. I enjoy the people and the atmosphere and my responsibilities at the Radio & TV Center. 1
 2. There is always an opportunity to face the challenges presented. 1
 3. The thing that means the most to me is the association of the people at the University. 1
- B. What do you like Least about working for this institution?
1. Low salary.
 2. More help is needed in our particular area. 1
 3. Lack of air conditioning in the summer. 1
- C. If you were in a position to make changes, what are some of the changes that you would initiate?
1. Additional help. More public relations in related fields. 1
- D. What additional fringe benefits would you like to have the University offer?
1. Provision for no-cost or reduced cost enrollment at the University for staff members. 2
 2. A better insurance policy. 1
 3. Be able to take more than 5 hours of college credit. 1

Figure 13. Comparisons of the Academic Division responses to Questions 13 through 31 of the questionnaire. These questions related to general attitude.

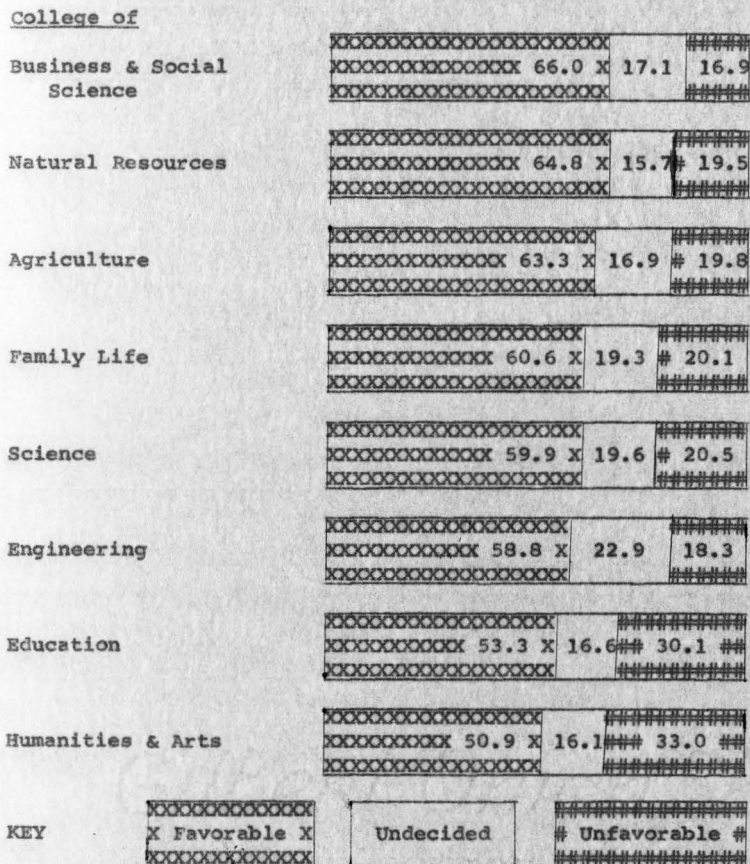
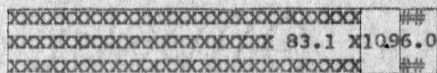


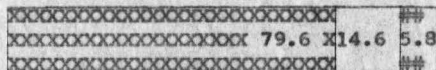
Figure 1. Graphic comparisons of the Academic Division responses to Questions 13 through 31 of the questionnaire. These questions related to general attitude.

College of			
Engineering	XXXXXXXXXXXXXXXXXXXXXX XXXXXXXXXXXXXXXXXXXXX 74.8 X XXXXXXXXXXXXXXXXXXXXX	16.6	### ###
Science	XXXXXXXXXXXXXXXXXXXXXX XXXXXXXXXXXXXXXXXXXXX 72.0 X XXXXXXXXXXXXXXXXXXXXX	19.6	### ###
Business & Social Science	XXXXXXXXXXXXXXXXXXXXXX XXXXXXXXXXXXXXXXXXXXX 67.9 X XXXXXXXXXXXXXXXXXXXXX	20.4	### ###
Agriculture	XXXXXXXXXXXXXXXXXXXXXX XXXXXXXXXXXXXXXXXXXXX 62.0 X XXXXXXXXXXXXXXXXXXXXX	21.9	### ###
Natural Resources	XXXXXXXXXXXXXXXXXXXXXX XXXXXXXXXXXXXXXXXXXXX 54.8 X XXXXXXXXXXXXXXXXXXXXX	22.6	##### ##22.6
Family Life	XXXXXXXXXXXXXXXXXXXXXX XXXXXXXXXXXXXXXXXXXXX 55.1 X XXXXXXXXXXXXXXXXXXXXX	25.7	##### 19.2
Humanities & Arts	XXXXXXXXXXXXXXXXXXXXXX XXXXXXXXXXXXXXXXXXXXX 55.0 X XXXXXXXXXXXXXXXXXXXXX	19.0	##### ## 26.0 #
Education	XXXXXXXXXXXXXXXXXX XXXXXXXXX 45.9 X XXXXXXXXXXXXXXXXX	20.7	##### ## 33.4 ##
KEY	XXXXXXXXXXXX X Favorable X XXXXXXXXXXXX	Undecided	##### # Unfavorable # #####

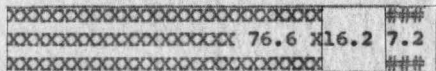
Figure 3. This figure represents the apparent feelings of the Academic personnel toward the dean of their college as compared with other college deans. The survey questions represented are Questions 1 through 12.

College of
 Business & Social
Science


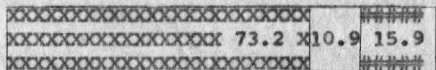
Science



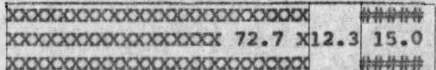
Family Life



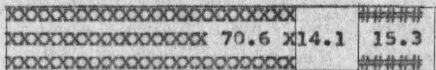
Engineering



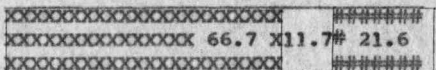
Education



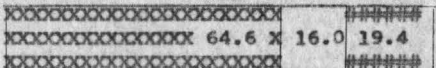
Natural Resources



Humanities & Arts



Agriculture



KEY

XXXXXXXXXXXXX
X Favorable X
XXXXXXXXXXXXX

Undecided

#####
Unfavorable
#####

Figure 3. This figure represents the tabulated results of the feelings of the Academic personnel toward their department heads in one college as compared with those of other colleges. The survey questions represented are Questions 1 through 12.

KEY

Supervision,
Technical & Personal

Work Recognition

Communications by

Figure 4. The combined results of all respondents to each category and a graphic comparison of how the response differed between the attitude toward beans contrasted with that toward department heads.

Physical Facilities,
Sanitation, Lighting, etc.

Job Satisfaction,
Work Load & Salaries

Attitude Toward
Administration

KEY

XXXXXXXXXXXX
X Favorable X
XXXXXXXXXXXX

Unfavorable

KEY

DEANS

DEPARTMENT HEADS

Supervision,
Technical & Personal

XXXXXXXXXXXXXXXXXXXX		#####
XXXXXXXXXXXXXXXXXXXX	67.2 X 15.5	17.3
XXXXXXXXXXXXXXXXXXXX		#####
XXXXXXXXXXXXXXXXXXXX	77.9	104 117

Work Recognition

XXXXXXXXXXXXXXXXXXXX		#####
XXXXXXXXXXXXXXXXXXXX	64.0 X	21.6 14.4
XXXXXXXXXXXXXXXXXXXX		#####
XXXXXXXXXXXXXXXXXXXX	70.3 X	16.3 13.4

Communications Up

XXXXXXXXXXXXXXXXXXXX		#####
XXXXXXXXXXXXXXXXXXXX	56.4 X	23.4 20.2
XXXXXXXXXXXXXXXXXXXX		#####
XXXXXXXXXXXXXXXXXXXX	65.3 X	17.8 16.9

Communications Down

XXXXXXXXXXXXXXXXXXXX		#####
XXXXXXXXXXXXXXXXXXXX	58.8 X	22.5 18.7
XXXXXXXXXXXXXXXXXXXX		#####
XXXXXXXXXXXXXXXXXXXX	63.6 X	18.3 18.1

Physical Facilities,
Custodial, Lighting, etc.

XXXXXXXXXXXXXXXXXXXX		#####
XXXXXXXXXXXXXXXXXXXX	66.5	68 # 26.7 #

Job Satisfaction,
Work Load & Salaries

XXXXXXXXXXXXXXXXXXXX		#####
XXXXXXXXXXXXXXXXXXXX	57.0 X	21.2 21.8 #

Attitude Toward
Administration

XXXXXXXXXXXXXXXXXXXX		#####
XXXXXXXXXXXXXXXXXXXX	58.2 X	22.5 19.3

KEY

XXXXXXXXXXXX	X Favorable X
--------------	---------------

Undecided

#####	# Unfavorable #
-------	-----------------

KEY

Supervisor
Technical

Work Design

Communication

Communication

The combined results of all respondents to each category and a graphic comparison of the responses to Academic deans as compared to the responses indicated in terms of the deans and directors of these divisions.

Supervisor
Work Design

Supervisor
Communication

Supervisor
Communication

GILSON GUYTON
DIRECTOR

KEY

DEANS OF ACADEMIC COLLEGES

DEANS & DIRECTORS OF OTHER DIVISIONS & SERVICES

Supervision,
Technical & Personal

XXXXXXXXXXXXXXXXXXXXXXXXXXXX		#####
XXXXXXXXXXXXXXXXXXXXXXXXXXXX	67.2 X	15.5 17.3
XXXXXXXXXXXXXXXXXXXXXXXXXXXX		#####
XXXXXXXXXXXXXXXXXXXXXXXXXXXX	67.9 X	15.8 16.3

Work Recognition

XXXXXXXXXXXXXXXXXXXXXXXXXXXX		#####
XXXXXXXXXXXXXXXXXXXXXXXXXXXX	64.0 X	21.6 14.4
XXXXXXXXXXXXXXXXXXXXXXXXXXXX		#####
XXXXXXXXXXXXXXXXXXXXXXXXXXXX	67.1 X	18.8 14.1

Communications Up

XXXXXXXXXXXXXXXXXXXXXXXXXXXX		#####
XXXXXXXXXXXXXXXXXXXXXXXXXXXX	56.4 X	23.4 20.2
XXXXXXXXXXXXXXXXXXXXXXXXXXXX		#####
XXXXXXXXXXXX	50.2 X	23.4 ## 26.4 #

Communications Down

XXXXXXXXXXXXXXXXXXXXXXXXXXXX		#####
XXXXXXXXXXXXXXXXXXXXXXXXXXXX	58.8 X	22.5 # 18.7
XXXXXXXXXXXXXXXXXXXXXXXXXXXX		#####
XXXXXXXXXXXXXXXXXXXXXXXXXXXX	58.3 X	19.9 # 21.9

Physical Facilities,
Custodial, Lighting, etc.

XXXXXXXXXXXXXXXXXXXXXXXXXXXX		#####
XXXXXXXXXXXXXXXXXXXXXXXXXXXX	66.5 X	6.8 26.7 #
XXXXXXXXXXXXXXXXXXXXXXXXXXXX		#####
XXXXXXXXXXXXXXXXXXXXXXXXXXXX	66.4	9.8 23.8 #

Job Satisfaction,
Work Load & Salaries

XXXXXXXXXXXXXXXXXXXXXXXXXXXX		#####
XXXXXXXXXXXXXXXXXXXXXXXXXXXX	57.0 X	21.2 # 21.8
XXXXXXXXXXXXXXXXXXXXXXXXXXXX		#####
XXXXXXXXXXXXXXXXXXXXXXXXXXXX	55.0 X	20.4 ## 24.6

Attitude Toward
Administration

XXXXXXXXXXXXXXXXXXXXXXXXXXXX		#####
XXXXXXXXXXXXXXXXXXXXXXXXXXXX	58.2 X	22.5 # 19.3
XXXXXXXXXXXXXXXXXXXXXXXXXXXX		#####
XXXXXXXXXXXXXXXXXXXXXXXXXXXX	61.4 X	21.6 # 17.0

Teaching or Work
Station Facilities

XXXXXXXXXXXXXXXXXXXX		#####
XXXXXXXXXXXX	45.0 X	14.4 ### 40.6 ###
XXXXXXXXXXXXXXXXXXXXXXXXXXXX		#####
XXXXXXXXXXXXXXXXXXXX	53.0	10.6 ## 36.4 #

KEY

XXXXXXXXXXXXXXXXXXXX
X Favorable X
XXXXXXXXXXXXXXXXXXXX

Undecided

#####
Unfavorable
#####

REV

Supervision,
Technical & Personnel

Handwritten signature or initials

Work Recognition

Communications Div

Communications Div

The following names in the Service Division
were commended for their efforts toward the chief
of the department with those of the department
Physical facilities
Custodial, Light

Administrative
Administration

Administrative Div
Chief of Div

Division Facilities

REV
1. Review
2. Review

KEY

DEANS OR DIVISION HEADS

DEPARTMENT HEADS

Supervision,
Technical & Personal

XXXXXXXXXXXXXXXXXXXXXXXXXXXX		#####
XXXXXXXXXXXXXXXXXXXXXXXXXXXX	67.9 X	15.8 16.3
XXXXXXXXXXXXXXXXXXXXXXXXXXXX		#####
XXXXXXXXXXXXXXXXXXXXXXXXXXXX	70.2 X	13.1 16.7

Work Recognition

XXXXXXXXXXXXXXXXXXXXXXXXXXXX		#####
XXXXXXXXXXXXXXXXXXXXXXXXXXXX	67.1 X	18.8 14.1
XXXXXXXXXXXXXXXXXXXXXXXXXXXX		#####
XXXXXXXXXXXXXXXXXXXXXXXXXXXX	67.1 X	16.7 16.2

Communications Down

XXXXXXXXXXXXXXXXXXXXXXXXXXXX		#####
XXXXXXXXXXXXXXXXXXXXXXXXXXXX	58.3 X	19.8 # 21.9
XXXXXXXXXXXXXXXXXXXXXXXXXXXX		#####
XXXXXXXXXXXXXXXXXXXXXXXXXXXX	62.1 X	17.8 20.1

Communications Up

XXXXXXXXXXXXXXXXXXXXXXXXXXXX		#####
XXXXXXXXXXXXXXXXXXXXXXXXXXXX	50.2 X	23.4 # 26.4 #
XXXXXXXXXXXXXXXXXXXXXXXXXXXX		#####
XXXXXXXXXXXXXXXXXXXXXXXXXXXX	53.8 X	23.8 # 22.4

Physical Facilities,
Custodial, Lighting, etc.

XXXXXXXXXXXXXXXXXXXXXXXXXXXX		#####
XXXXXXXXXXXXXXXXXXXXXXXXXXXX	66.4	9.8 # 23.8
XXXXXXXXXXXXXXXXXXXXXXXXXXXX		

Attitude Toward
Administration

XXXXXXXXXXXXXXXXXXXXXXXXXXXX		#####
XXXXXXXXXXXXXXXXXXXXXXXXXXXX	61.4 X	21.6 17.0
XXXXXXXXXXXXXXXXXXXXXXXXXXXX		

Job Satisfaction,
Work Load & Salaries

XXXXXXXXXXXXXXXXXXXXXXXXXXXX		#####
XXXXXXXXXXXXXXXXXXXXXXXXXXXX	55.0 X	20.4 # 24.6 #
XXXXXXXXXXXXXXXXXXXXXXXXXXXX		

Teaching or Work
Station Facilities

XXXXXXXXXXXXXXXXXXXXXXXXXXXX		#####
XXXXXXXXXXXXXXXXXXXXXXXXXXXX	53.0	10.6 ### 36.4 ##
XXXXXXXXXXXXXXXXXXXXXXXXXXXX		

KEY

XXXXXXXXXXXXXXXXXXXX
X Favorable X
XXXXXXXXXXXXXXXXXXXX

Undecided

#####
Unfavorable
#####

Admissions & Records	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX 83.9	61	10
Extension Services	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX 83.6	8.9	75
Bookstore	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX 82.3	9.4	83
Library	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX 65.1 X	16.6	18.3
Food Service	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX 61.9 X	25.5	12.6
Business Office	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX 60.3 X	22.9	16.9
Radio & Television	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX 58.3	12.5	## 29.2 #
Student Services	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX 54.8 X	29.2	16.0
Athletics	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX 50.6 X	32.9	16.5
Information Services	XXXXX 37.5 X	14.6	##### 47.9 #####
KEY	XXXXXXXXXXXXXXXXXXXX X Favorable X XXXXXXXXXXXXXXXXXXXX	Undecided	##### # Unfavorable # #####

Figure 7. This figure represents the combined tabulation of all survey questions as reported by the Service Division personnel at Utah State University.

Admissions & Records	XX XX 82.0 X 7.3 10.7 XX			
Bookstore	XX XX 81.3 X 14.6 4.1 XX			
Library	XX XX 77.3 7.6 15.1 XX			
Athletics	XX XX 74.7 16.3 9.0 XX			
Extension Services	XX XX 73.7 12.1 14.2 XX			
Radio & Television	XX XX 72.2 13.9 13.9 XX			
Student Services	XX XXXXXXXXXXXXXXXXXXXX 61.9 17.7 20.4 XX			
Business Office	XX XXXXXXXXXXXXXXXXXXXX 60.2 X 19.9 19.9 XX			
Information Services	XX XXXXXXXXXXXXXXXXXXXX 50.0 13.3 ### 36.7 ## XX			
Food Service	XX XXXXXXXXXXXX 47.8 X 25.9 ## 26.3 # XX			
KEY	<table border="1"> <tbody> <tr> <td>XXXXXXXXXXXXXXXXXXXX X Favorable X XXXXXXXXXXXXXXXXXXXX</td> <td>Undecided</td> <td>##### # Unfavorable # #####</td> </tr> </tbody> </table>	XXXXXXXXXXXXXXXXXXXX X Favorable X XXXXXXXXXXXXXXXXXXXX	Undecided	##### # Unfavorable # #####
XXXXXXXXXXXXXXXXXXXX X Favorable X XXXXXXXXXXXXXXXXXXXX	Undecided	##### # Unfavorable # #####		

Figure 8. This figure represents the response as noted in the survey related to attitudes toward department heads of the Service Division areas.

Bookstore	XX XX 73.4 XX	12.7	13.9
Extension Services	XX XX 72.9 XX	14.4	12.7
Admissions & Records	XX XX 72.7 XX	14.4	12.9
Student Services	XX XXXXXXXXXXXXXXXXXXXX 58.4 X XX	17.8	## 23.8 #
Radio & Television	XX XXXXXXXXXXXXXXXXXXXX 57.9 X XX	17.5	# 24.6 #
Library	XX XXXXXXXXXXXXXXXXXXXX 54.8 X XX	16.1	## 29.1 #
Business Office	XX XXXXXXXXXXXXXXXXXXXX 50.4 X XX	28.0	# 21.6 #
Food Service	XX XXXXXXXXXXXXXXXXXXXX 50.3 X XX	21.6	## 28.1 #
Information Services	XX XXXXXXXXXXXX 48.9 XX	13.3	### 37.8 ###
Athletics	XX XXXXXXXXXXXX 44.5 X XX	31.5	# 24.0 #
KEY	XXXXXXXXXXXXXXXXXXXX X Favorable X XXXXXXXXXXXXXXXXXXXX	Undecided	##### # Unfavorable # #####

Figure 9. This figure is a representation of the results to Questions 13 through 31 of the survey regarding the general attitude of the Service Division personnel.

VITA

Evan Noel Stevenson

Candidate for the Degree of

Master of Business Administration

Thesis: Employee Attitude Survey of the Faculty and Staff of Utah State University

Major Field: Business Administration

Biographical Information:

Personal Data: Born at Eureka, Utah, March 27, 1927, son of Evan G. & Camille Osborn Stevenson; married Vera Jean Hall June 22, 1951; four children-- Debra, Gary, Merilee, and Douglas.

Education: Attended elementary school at Shelley, Idaho; graduated from Ucon High School in Ucon, Idaho, in 1945; graduated with a Bachelor of Science degree from Brigham Young University, Provo, Utah, with a major in marketing, in 1951; completed requirements for the Master of Business Administration, specializing in Personnel Management, in 1967.

Professional Experience: Director of Auxiliary Enterprises at Utah State University 1966 to present; Coordinator of the Student Union at Utah State University, 1955-1966; Firestone Tire & Rubber Company, retail manager, 1951-1954.