Supporting Positive Staff Morale within
The University of California:
Final Report of the CUCSA Staff Morale Workgroup
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Stefano De Santis, *Lawrence Berkeley National Laboratory*
Steve Garber, *University of California, Berkeley*
Andrea Gerstenberger, Sc.D., *UC Office of the President*
Kathy Jackson (Chair), *University of California, San Francisco*
Alonso Noble, *University of California, San Diego*
Jan Serrantino Ed.D. *University of California, Irvine*
Scott Silverman Ed.D. (Vice-Chair), *University of California, Riverside*
Erin Webb, *University of California, Merced*

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Executive Summary

Staff morale is an important facet of every work environment. At the University of California, given the current fiscal and political realities, staff morale has been impacted in recent years by furloughs, layoffs, budget cuts and more, leaving remaining staff with increased workloads, significantly less resources and higher stress. At the request of UC's President Yudof, the Council of University of California Staff Assemblies (CUCSA) established a Staff Morale workgroup, charged with:

> "providing a series of suggestions for programmatic revisions and additions that would support positive staff morale throughout the system, and taking into account current fiscal realities, that the workgroup's suggestions be deliverable with minimal cost to the system."

The Staff Morale Workgroup elected to gather system-wide input from colleagues on the subject of staff morale and did so with a survey offered at all ten campuses and five medical centers. In order to focus system-wide responses to the survey, the Staff Morale Workgroup developed a working definition of Staff Morale which is: *"The level of enjoyment or satisfaction a UC employee has in their workplace."*

The Workgroup identified widely recognized factors that may lead to positive staff morale, and summarized key descriptors used by UC staff in expressing these factors, as follows:

> *Positive Work Environment* – Descriptors include: a collegial environment; camaraderie; an identifiable level of trust between colleagues and supervisor; colleagues are treated with respect; job stability; receiving praise for one's accomplishments;

> *Professional Growth Environment* – Descriptors include: opportunity for training, education, career development; leadership development; and special projects of interest;

> *Positive Supervision* – Descriptors include: supervision that is fair and equitable; colleagues are evaluated in a consistent and fair way; feedback is received in a timely manner; ideas and suggestions are considered by supervisors; one's work is recognized as valuable and worthwhile; receiving praise for personal or team accomplishments;

> *Teamwork Rich Environment* – Descriptors include: staff are recognized by colleagues as a valuable team member; being part of a team that is accomplishing tasks; having a reasonable work load and/or job responsibilities; staff ideas and suggestions are considered by colleagues and supervisors; belief that one's work is recognized as valuable and worthwhile; having clearly understood job expectations; and,

> *Additional Factors* – Descriptors include: the availability of alternative work options, workplace accommodations, social opportunities, tangible perks, satisfactory or better benefits, equitable pay, and opportunity for campus involvement.

The Staff Morale Workgroup analyzed the survey results, identifying themes that were referred to by staff regardless of UC location. Data received has been condensed by specific areas (factors listed above) and is included in the final report. Based on the data, the Workgroup presents several Low-/No-Cost and Higher-Cost Recommendations focused on **improving supervision, increasing professional/career development opportunities and increasing employee recognition/rewards**. In addition to these recommendations, the Staff Morale Workgroup believes it would be beneficial to bring together the various groups addressing staff morale and climate system-wide, and the Workgroup respectfully requests a seat at the table of the key groups working on and implementing these and other recommendations in these important areas.

Background and History

The Council of University of California Staff Assemblies (CUCSA) was founded in November 1974, and works to pursue dialogue and progress in key areas of importance to UC staff including employee benefits, diversity, and other issues. CUCSA presently consists of two representatives from each UC campus, the Lawrence Berkeley National Laboratory, and the UC Office of the President, as well as three Executive Board members. At its meetings in recent months, representatives have discussed concerns regarding staff morale and increasing expressions among staff system-wide of feeling undervalued in terms of their contributions to the success of the University.

In early 2008 as it became clear that the University of California would be facing major hurdles related to funding and the California State Budget concerns, staff morale issues rose in prominence. By early 2009 the writing was on the wall that the University would be faced with budget cuts and layoffs were imminent. By mid-2009 the budget cuts proved to be huge and no sector of the University was spared. Layoffs began occurring immediately after and staff morale continued to deteriorate as a result of these changes. In September 2009 the furlough program was started. Most non-represented staff had to take a pay cut, along with unpaid days off in order for the University to save an estimated $184 million dollars. At around this time the Council of University of California Staff Assemblies (CUCSA) was asked by University leadership to look at the issue of staff morale across UC campuses, and specifically to identify low cost and no cost methods for improving staff morale thereby increasing staff productivity and retaining a strong workforce across the system.

The charge was the following:

> Based on conversations with leadership at UCOP, as well as other key UC partners, one of the key ways in which CUCSA can demonstrate its value as a critical partner is to provide a series of suggestions for programmatic revisions and/or additions that would support positive staff morale throughout the system. It is important that, given the State's budget situation, such recommendations take into account the current fiscal realities and that the workgroup's suggestions be deliverable with minimal cost to the system.

At the September 2009 CUCSA meeting in Los Angeles, CUCSA members formed a Staff Morale Workgroup, which consisted of CUCSA representatives from six campuses, UC Office of the President and the Lawrence Berkeley National Laboratory. The Workgroup immediately started to brainstorm on an approach to identify areas in which it could make recommendations around improving staff morale. The group also started brainstorming about the best ways to gather information so that informed recommendations could be made.

Methodology

The Staff Morale Workgroup gathered several ideas and did research on what constitutes staff morale in the workplace. Based on this research a survey was created to capture data about the following factors that are believed to influence staff morale:

The Work Environment is one factor that may influence staff morale and includes: a collegial work environment, (i.e., being around people one enjoys working with); camaraderie (work environment where everyone feels they are working together and contributing to a greater purpose); an identifiable level of trust exists between colleagues and their supervisor; colleagues are treated with respect; job stability; receiving praise for one's accomplishments.

Professional Growth Environment is a second factor that may influence staff morale and includes opportunities for training; education; career development; leadership development and special projects of interest.

Positive Supervision, a third factor, may be described as: supervision that is fair and equitable; colleagues are evaluated in a consistent and fair way; feedback, (both positive and negative) is received in a timely manner; ideas and suggestions are considered by supervisors; one's work is recognized as valuable and worthwhile; recognition (praise) and support from one's supervisor; a supervisor who is consistent and fair in all interactions (e.g. how work is assigned, all are praised); having a great relationship with one's supervisor; and receiving praise for personal or team accomplishments.

A Teamwork Environment influences staff morale and includes being recognized by colleagues as a valuable team member; being part of a team that is accomplishing tasks; having a reasonable work load and/or job responsibilities ; ideas and suggestions are considered by colleagues and supervisors; belief that one's work is recognized as valuable and worthwhile; and having clearly understood job expectations.

Additional Factors that influence staff morale may include the availability of alternative work options (e.g. flexible scheduling, job-sharing and phased retirement); workplace accommodations; social opportunities; tangible perks (e.g. discounts, entertainment opportunities); satisfactory or better benefits (e.g. health insurance, pension, etc.); equitable pay; and opportunities for campus involvement.

The Staff Morale Workgroup realized early on that the meaning of Staff Morale could be viewed quite differently, so for purpose of this survey Staff Morale was defined as

"The level of enjoyment or satisfaction a UC employee has in their workplace."

The purpose of the survey was to gather UC system-wide information on the status of staff morale and more specifically, the perception of staff morale at the workplace, in order to present low cost and no cost recommendations. A survey was designed that captured data regarding the factors that may influence staff morale. The survey took approximately 8-10 minutes to complete and included the opportunity for responders to make specific comments. UC staff was encouraged to pass along the survey to colleagues on campus. UC staff, which did not have computer access, or who preferred to submit the survey manually, were given the option to print out the survey and submit it to their local CUCSA representative. Information on how to submit a paper copy was found at the end of the survey. The survey remained open to responders for approximately two weeks during January 2010. The information provided is confidential and the name of the responder was not linked with the responses.

The survey was addressed to the local Staff Assembly members, although any staff that so desired was allowed to fill the form. Given the non-random characteristics of the respondents, we are aware that about 2,200 responses may not constitute a statistically significant sample, when compared to a total population of more than 85,000 potential respondents, since the results could be affected by a bias quite common in polls with voluntary participation. Our objective, however, was not to quantify the level of staff satisfaction, but rather to learn about those elements that affect morale at present, together with suggestions for possible remedies, according to the original Workgroup charge.

Results

The CUCSA Staff Morale Workgroup was charged with providing a series of suggestions for programmatic revisions and/or additions that would support positive staff morale throughout the system. The Workgroup realized that given the State's budget situation, such recommendations would have to take into account current fiscal realities, and that the Workgroup's suggestions would need to be deliverable with minimal cost to the system.

As previously stated, the Workgroup's survey of staff queried on five factors that the Workgroup agreed influence staff morale, namely: The Work Environment, Professional Development, Supervision, Teamwork and Other Factors. Frequently, survey respondents provided comments that overlapped or incorporated several of the factors listed above. Responders most frequently commented on the following:

- inadequate supervision
- the desire for furloughs to end
- lack of transparency
- equity issues (e.g. salary, benefits and classifications)
- budget and funding issues
- high workload for staff who remain after layoffs
- lack of opportunities for career development
- lack of recognition for work performed

A major example of the overlap of these factors appeared in the area of employee supervision. Respondents commented that inadequate and/or ineffective supervision leads to negative effects on workload, as well as on opportunities for career development, recognition, equity and transparency. Although a number of respondents stated that they had good relationships with their supervisors, many also expressed concern that these supervisors themselves were overworked, did not have time to spend with their employees, and did not have the funding needed to spend on professional development.

A far greater number of respondents stated that their supervisors were poorly trained, practiced favoritism, did not understand the work being done, and did not interact well with their staff to determine areas in which help was needed. This dissatisfaction with supervisors was found across the board, including supervisors who were Faculty/Principal Investigators, Senior Management, Unit/Division Managers and Line Supervisors.

The main suggestions staff had for improvement in this area included mandatory supervisor training, as well as clear support and funding for professional development. Many felt these changes needed to be publicly embraced by management and funded system-wide.

In sum, the overall results of the survey identified specific areas that need to be addressed at each campus/location as well as across the UC system in order to improve staff morale. These suggestions are described in the next section of the report.

Recommendations

UC Staff who responded to the survey provided a wealth of recommendations that are reported in Appendix A. It should be noted that staff expressed both pride and frustration in each of the categories explained below. The survey recorded 2,193 responses from across the UC system. The number and percentage of respondents from each location are included in Appendix A.

The Staff Morale Workgroup synthesized and grouped recommendations according to two major categories:
- No/Low Cost
- Higher Cost

Within each of the above categories, the Staff Morale Workgroup consolidated the recommendations under a set of overarching themes:

- **Improved Supervision** – Many staff expressed concern regarding the supervision they were receiving. This greatly affects how staff feels about the work place. Many ideas were provided on how to improve supervision across campuses.
- **Performance Management** – Staff want to be evaluated on a regular basis and have clearly stated responsibilities and goals.
- **Professional and Career Development Opportunities** – Staff want to know that they can continue improving their skills and that there is a career ladder available to them over the long term.
- **Improved Communication** – Staff wants to know what is happening at their campus/location and want to feel that their ideas and opinions are valued.
- **Improved Benefits** – Staff expressed ideas of how to provide some benefits in a less expensive manner during times when the University's costs of benefits rise and staff salaries do not.
- **Workload** – Furloughs, layoffs and hiring freezes across campuses have caused increasing workloads for staff. Staff would like to know that this is being monitored and controlled, as there is a limit to what they can do.
- **Recognition** – Staff want to be recognized for the work they are doing. This could be something as simple as receiving a compliment and/or praise from their supervisor.

Staff Morale Workgroup Recommendations

System-wide staff provided feedback on the factors that influenced their level of enjoyment or satisfaction in their workplace. The Staff Morale Workgroup synthesized these comments and developed the following recommendations.

Recommendation One: Improve Supervision

    a. No or Low Cost

    i.   Hold supervisors accountable for supervision skills, completion of work, consistency and fairness in supervision and distribution of workloads; and for taking the proscribed disciplinary steps to document and correct staff displaying unprofessional behavior and poor performance.

    ii.   Provide fair and consistent evaluations with positive and negative feedback given on a regular (e.g. annual) basis.

    iii.   Evaluate supervisors and managers on the number of staff they professionally develop and/or promote (to positions both within and outside their department).

    b. Higher Cost

    i.   Institute, improve and make mandatory skills classes for supervisors, ensuring that all take and pass the class with a possible reward for completion (e.g. the KEYS Program at UC Berkeley).

    ii.   Institute a 360-degree evaluation program for all supervisors, managers, and faculty who supervise staff.

Recommendation Two: Increase Professional/Career Development Opportunities

    a. No or Low Cost

    i.   Increase cross training, mentorship, job sharing and job shadowing opportunities.

    ii.   Refine job descriptions to better reflect actual work responsibilities and to include professional development goals.

    iii.   Allow all UC job postings to be viewable in a centralized, system-wide way.

    b. Higher Cost

    i.   Create effective career ladders at all levels of staff, including and promoting a system-wide program for succession planning to recruit, groom and retain UC's best and brightest staff.

ii.   Develop post-training support that allows staff to use and practice newly acquired skills and helps them build their careers following completion of professional development opportunities.

Recommendation Three: Increase Employee Recognition and Rewards

   a. No or Low Cost

i.   Provide praise and constructive feedback.

ii.   Allocate increased funding for Staff Assembly sponsored activities including the staff recognition and development program (SRDP) and other recognition and morale-building programs.

   b. Higher Cost

i.   Develop a comprehensive fee remission program (available at all UC campuses and Extension locations), for both employees and their dependents. This should take into account years of service (i.e., benefits increase with years of service).

ii.   Ensure equitable pay, at market levels, for all staff.

iii.   Enhance the merit and equity increase program.

Areas for Further Consideration

The Staff Morale Workgroup of the Council of UC Staff Assemblies suggests further consideration and study to aid in the continued improvement of Staff Morale, and looks forward to partnering with UC leadership towards this end. Our survey of UC staff identified a number of campus-specific and system-wide initiatives that could be effective in improving staff morale. The Workgroup agrees it would be prudent for CUCSA to review the abundant data contained in the survey responses, and to suggest further work as a workgroup assignment during the next academic year.

Suggestions for further consideration and study include:

- A review and follow up of secondary comments and issues included in the Staff Morale Survey data;
- Development of campus-specific reports based on the categorized findings and recommendations of the current study;
- Determination of campus differences that can be extrapolated system-wide; and
- Review of the impact of increased workloads and adequacy of management infrastructure system-wide.

Conclusion

The Council of UC Staff Assemblies' Staff Morale Workgroup believes that educational research clearly shows that climate is one of the critical factors in organizations obtaining desired educational outcomes and goals (Deal & Peterson, 1999; Eicholtz 1984 and Levine & Lezotte, 1990). In organizations with positive climate, members are motivated and encouraged to do their best in order to reach the desired educational outcomes (Sergiovanni, 1990). At the request of the University of California's President, the CUCSA Staff Morale Workgroup was formed, with a total of eight members from six UC campuses, the Lawrence Berkeley National Laboratory and the Office of the President, and asked to provide the Office of the President with no-cost or low-cost recommendations that would positively impact staff morale system-wide.

These recommendations stem from the results of a survey undertaken by the Staff Morale Workgroup, of UC staff system-wide. While the participation rates and employee classification of staff respondents varied per location, and the sample may not be statistically significant, the Workgroup and CUCSA find the survey results to bear both practical significance and meaningful relevance for increasing staff morale at the University of California.

As a key UC partner, CUCSA – through the work of the Staff Morale Workgroup - has provided in this report a series of recommendations for programmatic revisions or additions that will support positive staff morale throughout the system. CUCSA and the Workgroup have considered the State's budget situation, and these recommendations take into account current fiscal realities by providing both no- and low-cost recommendations, as well as higher-cost recommendations for future consideration.

In brief, in order to have a significant and immediate impact on improving staff morale, the Workgroup has identified three recommendations that it feels would be an ideal starting point for improving staff morale at the University of California. These three recommendations are: Improving Supervision, Increasing Professional and Career Development Opportunities, and Increasing Employee Recognition and Rewards.

In addition, the Staff Morale Workgroup suggests consideration of the following principles when recommendations are implemented:

i.   Metrics of efficacy: It is important for any program implemented to include a clear way of measuring the efficacy of the program. Metrics must be in place to assure that implemented recommendations actually do improve morale.

ii.   Staff involvement: Staff has participated in making the recommendations presented in this report. However, continued participation in the decision-making process is recommended wherever possible. Empowering staff at all levels to have influence in the process will create support for our institutional mission and improve morale. Staff who feels valued in this process will be far more likely to understand and appreciate the reasoning for future decisions and actions taken by the University.

iii.   Ongoing communication: Ongoing communication in the execution of any or all of the recommendations presented in this report is vital, as staff will recognize that their voice has been heard.

The Workgroup believes that through demonstration of progressive implementation of the ideas and suggestions raised in the staff survey and presented by the Workgroup, the University of California can consistently improve staff morale and maintain it at the highest possible level.

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Levine, D.U. & Lezotte, L. W. (1990). Unusually effective schools: A review and analysis of research and practice. Madison. WI: National Center for Effective Schools Research.

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Appendix A:
Demographics

Survey Responders by Campus Location and percent of staff

Berkeley	258	11.8%
Davis	619	28.2%
Irvine	408	18.6%
Los Angeles	367	16.7%
Merced	23	1.0%
Other	13	0.6%
Riverside	230	10.5%
San Diego	97	4.4%
San Francisco	78	3.6%
Santa Barbara	9	0.4%
Santa Cruz	11	0.5%
UCOP	80	3.6%
Total	2193	100.0%

Gender
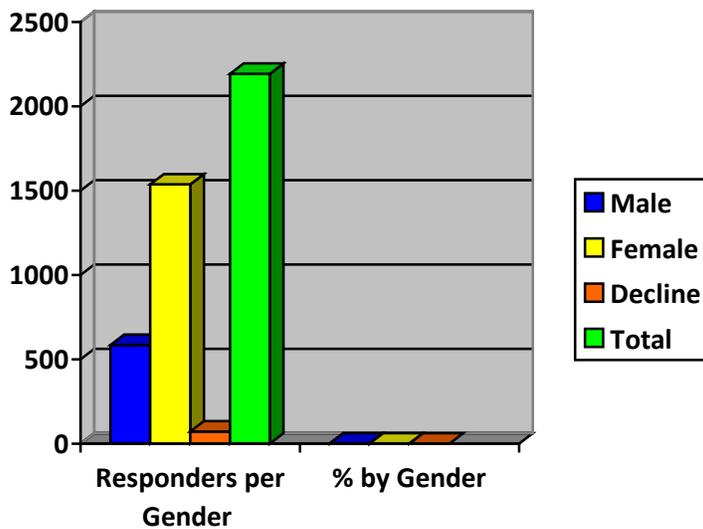
Age Group

Age Group	Responders per Age Group	% by Age Group
21-30	221	10.0%
31-40	436	21.0%
41-50	609	29.0%
51-60	707	34.0%
60+	134	6.0%
Decline	86	4.0%
Total	2193	100.0%

Years of Service

Service Groups	Responder per service group	% by service group
0-5 years	605	28.0%
6-10 years	519	24.0%
11-20 years	533	24.0%
21-30 years	376	17.0%
31+ years	97	4.0%
Decline	63	3.0%
Total	2193	100.0%

Division of Employment

Division	Responders per Division	% by division
Academic Affairs	263	12.0%
Athletics	11	1.0%
Business Services/Administration	626	29.0%
Food Services/Facilities Services	52	2.0%
Human Resources	66	3.0%
Other	742	34.0%
Student Affairs	355	16.0%
Decline	78	4.0%
Total	2193	100.0%

Appendix B: Systemwide Survey Recommendations

No or Low Cost Recommendations

Improve Supervision /Performance Management
- Institute Best Supervisor Award, which could include a small monetary prize
- Encourage/hold supervisors accountable for helping their staff take on special projects, including cross- and multi-departmental ones
- Include at least one staff person from workgroup on interview panels for their supervisors and managers
- Hold supervisors accountable for supervision skills, completion of work, consistency and fairness in supervision and distribution of workloads and for taking the proscribed disciplinary steps to correct staff with bad behavior and poor performance
- Encourage/hold supervisors accountable, including reviewing existing policies with direct reports
- Evaluate supervisors and managers on how many staff they promote – both within and outside of their areas
- Evaluate supervisors and managers on how many staff they send to professional development opportunities
- Require evaluation "check-ins" at least twice per year
- Have periodic, more frequent performance evaluations
- Provide fair and consistent evaluation with positive and negative feedback given on a regular (e.g. annually).
- Define job expectations more clearly

Increase Professional /Career Development Opportunities
- Offer more computer/technical skills training
- Gather best practices for professional development system-wide (great models exist that should be made available elsewhere)
- Offer seminars during the workday taught by faculty, on job- and non-job-related topics (e.g., stress management)
- Promote the idea of staff filling-in for each other as they take turns at professional development courses, and promote the sharing of new knowledge with coworkers afterwards
- Promote cross-training, and job shadowing
- Develop "internships" in other departments (e.g., UCB's STARS exchange program)
- Create/foster mentoring programs (Berkeley and San Francisco have great programs)
- Put professional development in all job descriptions as a key responsibility (5%)
- Incorporate training plans into the employee annual review process
- Advertise existing professional development opportunities better (frequent emails, website, etc.)
- Emphasize equity in professional development opportunities – they are not just for a select few "stars"
- Assure cross-training and allow rotating duties
- Allow release time to do professional development

- Increase emphasis on internal hiring – so money spent on training maintains its value
  Do not let "acting" and "interim" positions exist for longer than six months; regardless of the outcome, it is demoralizing for all affected
- Have each supervisor and manager identify two to three people in their area to be "groomed" for promotion

Improve Communication
- Provide better/more frequent communication (staff meetings, weekly e-mails, etc) about what is going on in workgroup, unit, division, department, campus, etc.
- Provide reassurance regarding job security when possible
- Encourage staff to make recommendations about what can be improved (and implement these suggestions when possible)
- Encourage staff to express their opinions/ideas and value those ideas once expressed
- Allow staff participation in the decision-making process wherever possible.

Increase Employee Recognition/Rewards
- Provide regular feedback from supervisors (both praise and constructive criticism)
- Institutional recognition that staff are a valued and vital part of the University workforce – no more announcements of any kind that state "faculty and students" without staff being included (Riverside does this well)
- Revise/enhance Spot Awards program
- Allocate funding for staff social activities and for Staff Assembly sponsored activities
- In times of no raises, have pool of funds available for small rewards (classes, days off, etc.) that can be given to high achieving performers
- Publicize existing corporate discounts for UC Employees and identify new ones
- Continue to publicize and offer staff programs like START
- Enhance telecommuting and flexible work schedule options

Higher Cost Recommendations
Improve Supervision
- Institute/improve and make mandatory skills classes for supervisors and ensure all take/pass the class (possible reward for completion)
- Have periodic, mandatory "brush-up" courses for supervisors skills trainings
- Leadership development classes for all Supervisors and Managers, including faculty
- Institute 360 degree evaluation program for all supervisors, managers, and faculty who supervise staff
- Develop/institute a performance evaluation system with clear goals and constructive criticism
- Provide training in supervisory skills and team building for managers who may not have had training

Increase Professional/Career Development Opportunities
- Expand the ranges of offerings for professional development beyond training in administrative skills

- Offer training/refreshers regarding "who does what" on a campus (i.e., the roles of various offices)
- Provide more support after staff completes a professional development course (e.g., help them continue to use new skills, build their career)
- Offer more self-directed, self-paced, eLearning/online professional development opportunities (including courses accessed online from home) - sources include: Lynda.com; Compasspoint.org; University Alliance, eLearn)
- Offer Leadership Development courses for all levels of staff
- Create a central access point for professional development opportunities
- Offer a personal professional development allocation for every UC staff person
- Implement UCB's career counseling program elsewhere; it helps "jump start" the professional development conversation between supervisors and employees
- Create a comprehensive career development program, with assessment, mentoring, feedback, access to a network of schooling, training and self-improvement opportunities
- Increase the funding available for conferences and continuing education opportunities, with the requirement that staff share knowledge with coworkers upon their return
- Create a competitive application process for Professional Development funding (e.g., to encourage staff to undertake degree programs)
- Create better career ladders, at all levels, so that there are positions to move into when professional development work is completed (rather than the current widespread feeling that the only way to move up is to leave UC, then come back after taking a job elsewhere)
- Implement UCB's "Career Compass" system-wide
- Create/expand "certificate programs" for staff that help with advancement, as well as maintaining skills and licenses
- Long term staff should be required to take development courses that update their skills
- Create/promote real succession planning system-wide
- Offer more classes to teach staff how to work better in teams

Improve Workload Management
- Staff reported that professional development is inaccessible due to the high volume of workload. Supervisors should assure equity in work assignments and consider where temporary or additional staff is needed
- Secure 1 FTE Administrative Support for each Staff Assembly

Increase Employee Recognition/Reward
- Develop a comprehensive dependent fee remission program (at both UC and Extension). This should take into account years of service, where benefits increase with years of service.
- Ensure that Staff Recognition and Development funds are distributed to non-represented staff – especially since most union staff will not be getting raises while non-represented staff have taken cuts
- Increase benefits provided to UC staff, both at the campus level, and within the community
- Increase funding for staff assembly program budgets

- Continue and expand Stay Well and campus wellness programs
- Increase the pay of non-represented employees to be equitable in relation to staff in similar roles at other institutions and for parity between represented and non-represented employees
- Offer more incentive and awards programs
- Enhance the merit and equity increase program
- Provide more staff recognition events

Appendix C: Staff Morale Survey

Staff Morale Survey

Thank you for participating in this short survey on staff morale in the University of California. The purpose of the survey is to gather UC system-wide information on staff morale and more specifically, your perception of staff morale at your place of work. The survey should take approximately 8-10 minutes to complete. You may pass along this survey to any of your colleagues on campus. The Survey may be printed for UC Staff who do not have access to computers. Information on how to submit a paper copy can be found at the end of the survey. The survey will remain open to responders until **December 31, 2009**. The information you provide is confidential and your name and will not be linked with your responses.

 For purpose of this survey Staff Morale has been defined as *the level of enjoyment or satisfaction a UC employee has in their workplace. Factors that may contribute to Positive Staff Morale are stated below.*

You will be asked to rate the importance of each factor in developing or sustaining a high level or staff morale and to identify your perception of the level of staff morale at your specific place of work. You will have the opportunity to add personal or clarifying comments in each section of the survey.

I. One factor that may contribute to High Staff Morale is *a Positive Work Environment* that *may* include:

> A Collegial work environment, i.e., being around people your enjoy working with.
> Camaraderie-work environment where everyone feels they are working together and contributing to a greater purpose
> An identifiable level of trust exists between colleagues and supervisor
> Colleagues are treated with respect
> You have job stability
> Receiving praise for your accomplishments

1. **In your opinion how valuable is a positive work environment, as described above, in developing or sustaining a high level of staff morale?**
   Does Not Apply   Low value   Neutral   Moderate Value   High Value

2. **How would you describe your current work environment?**
   Negative   low   neutral   positive   highly positive

3. **What currently exists on your campus or what would be effective in improving the work environment on your campus? *(Comment Box)***

4. **Of the identified factors listed above, which two have the greatest impact on increasing staff morale? (You may identify factors not listed above) *(Comment Box)***

II. A Second factor that may contribute to High Staff Morale is a *Positive Professional Growth Environment and may include:*

Many opportunities for training; education; career development; Leadership development and special projects of interest

5. How would you describe the morale level in regards to professional growth in your current work environment?

    Negative   low   neutral   positive   highly positive

6. In your opinion how valuable is a positive professional growth environment, as described above, in developing or sustaining a high level of staff morale?

    Does Not Apply   Low value   Neutral   Moderate Value   High Value

7. What currently exists on your campus or what would be effective in improving your environment for professional growth? *(Comment Box)*

8. Of the factors listed above, which two have the greatest impact on increasing staff morale regarding professional growth? (You may identify factors not listed above) *(Comment Box)*

III. A third factor that may contribute to High Staff Morale is *Positive Supervision* and *may* include:

Supervision that is fair and equitable
Colleagues are evaluated in a consistent and fair way
Feedback, (both positive and negative) is received in a timely manner.
Supervisors consider ideas and suggestions
Your work is recognized as valuable and worthwhile
Recognition (praise) and support from supervisor
Having a supervisor who is consistent and fair in all interactions; in how work is assigned: how all are praised
Having a great relationship with one's supervisor;
Receiving praise for accomplishments

9. In your opinion how valuable is positive supervision, as described above, in developing or sustaining a high level of staff morale?

    Does Not Apply   Low value   Moderate Value   High Value   Very High Value

10. How would you describe the morale level in regards to supervision in your current work environment?

    Negative   Low   Neutral   Positive   Highly positive

11. What currently exists on your campus or what would be effective in improving supervision in your place of work? *(Comment Box)*

12. **Of the identified factors listed above, which two have the greatest impact on increasing staff morale with regard to supervision? (You may identify factors not listed above)** *(Comment Box)*

IV. **A fourth factor that may contribute to High Staff Morale is a** *Positive Environment for Teamwork* **and** *may* **include:**

> Being recognized by colleagues as valuable team member
> Being part of a team that is accomplishing tasks
> Having a reasonable work load and/or job responsibilities
> Colleagues and supervisors consider ideas and suggestions
> Belief that your work is recognized as valuable and worthwhile
> Having clearly understood job expectations

13. **In your opinion how valuable is a positive teamwork environment, as described above, in developing or sustaining a high level of staff morale?**

    Does Not Apply   Low value   Moderate Value   High Value   Very High Value

14. **How would you describe the morale level in regards to supervision in your current work environment?**

    Negative   Low   Neutral   Positive   Highly positive

15. **What currently exists on your campus or what would be effective in improving your teamwork environment?** *(Comment Box)*

16. **Of the identified factors listed above, which two have the greatest impact on increasing positive teamwork at your worksite? (You may identify factors not listed above)** *(Comment Box)*

V. **Final factors that may contribute to High Staff Morale** *may* **include:**

> The availability of:
> Alternative work options, such as flexible scheduling, job-sharing, and phased retirement
> Workplace accommodations
> Positive social environment
> Tangible perks (discounts, entertainment opportunities)
> Satisfactory or better benefits (health insurance, pension, etc)
> Equitable Pay (we could have this as a separate item)
> Opportunity for campus involvement

17. **In your opinion how valuable are the final factors, as described above, in developing or sustaining a high level of staff morale?**

    Does Not Apply   Low value   Moderate Value   High Value   Very High Value

18. **How would you describe the morale level in regards to the final factors in your current work environment?**

Negative   **Low**   **Neutral**   **Positive**   **Highly positive**

19. **What currently exists on your campus or what would be effective in improving staff morale?** *(Comment Box)*

20. **Of the identified factor listed above, which two have the greatest impact on increasing staff morale? (You may identify factors not listed above)** *(Comment Box)*

21. **Your campus or lab _____**

22. **The following questions are optional:**
    a. **What is your gender?**
        i. **Male**
        ii. **Female**
    b. **Your age group?**
        i. **21-30**
        ii. **31-40**
        iii. **41-50**
        iv. **51-60**
        v. **60+**
    c. **Years of service in the University of California?**
        i. **1-5 years**
        ii. **6-10 years**
        iii. **11-20 years**
        iv. **21-30 years**
        v. **31+ years**
    d. **What division do you work in?**
        i. **Student Affairs**
        ii. **Academic Affairs**
        iii. **Human Resources**
        iv. **Business Services**
        v. **Athletics**
        vi. **Food Services**
        vii. **_____**
    e. **Ethnicity?**
        i. **Hispanic**
        ii. **Asian**
        iii. **Pacific Islander**
        iv. **African American**
        v. **Caucasian**
        vi. **American Indian**
        vii. **Other _____**
    f. **If you wish to be contacted to comment further please provide your contact information**
        i. **Name, email, phone**

Thank you for completing this survey.

Please do not hesitate to forward the survey link to other employees on your campus.

Printed Surveys may be submitted to your CUCSA delegate: _____

Appendix D: Survey Themes

Section 1 –Work Environment
- Inadequate or Less than professional Supervision
- Climate Issues
- Furloughs
- Transparency
- Faculty Relationships
- Equity
- Campus/Environment Satisfaction

Section 2 – Professional Growth
- Lack of Time for professional development
- Lack of Funding
- Need for it to be rewarding
- Need for professional development to be a stated priority of all management
- Inconvenient
- Relevance of Topics
- Special projects – This is a way to develop professionally and feel satisfied in one's job.
- Career paths - there was an overtone of frustration at the lack of clarity regarding career paths
- Additional creative ideas: staff getting trained by other staff in other areas; staff being allowed to take/audit regular classes with students

Section 3 – Supervision
- Need for fair, accessible, positive and consistent supervision
- Need for mandatory supervisory/management and diversity training, as well as mentoring for supervisors, at all faculty, management and staff levels
- Need for accountability and transparency in work units
- More daily interaction with staff/understanding the components of the work/people who are being supervised
- Staff participation in the evaluation of their supervisor – 360 degree evaluations
- Timely evaluation and ongoing feedback, both positive and negative.
- Need for better, honest and open communication at all levels. Regular staff meetings are an ongoing suggestion.
- Supervisor's workload adversely affects ability to supervise well. Furloughs have made this worse, since less time overall.
- Meaningful regular performance evaluations, with feedback given, development plan agreed upon, career path discussed. Ensure that performance evaluations for each employee are done each year and are not "copied" from last year's performance evaluation.
- Do more promoting of supervisors/staff from within.
- Give staff a true voice in what happens – ask staff for recommendation for improvements, innovations, etc., and then act on them.
- Leadership training needed.

- Institutional recognition that staff is a vital and valued part of UC on a local and system-wide basis. Stop leaving staff out of announcements, committees, congratulations, etc. coming from the top.

Section 4 – Teamwork
- Collegial/cooperative work environment
- "Harmonious" work environment, communications/personnel kept up to date about institutional choices, upward feedback, involvement in the decisional process
- Team building
- Supervisor performance - many complaints about supervisor/management.
- Clear job expectations
- Workload - Reduced staff vs. same/increased work
- Salary equity - Merit increases, "SPOT" awards positive if given out equitably and fairly
- Comparison with management salaries "suffering should be shared"
- Recognition - from peers, supervisors, institution. Has to be consistent and fair.
- Job security
- Teamwork is not recognized as a particularly valuable factor by some staff.

Section 5 – Other Factors
- Equitable Pay/Benefits
- Perks (including StayWell, other tangible fringe benefits, corporate discounts, AND fee remission for dependants)
- Flexible Work Schedules/Telecommuting
- Positive Social Environment
- START
- Staff Assembly (our locals were mentioned frequently as great sources of Morale Boosters and social opportunities)

Other Thoughts
- Budget
- Furloughs
- General Comments
- Management and Supervision
- Results (People want to see results come from the survey)
- Salaries
- Survey Feedback
- Thanks