

ADVANCE

ADVANCE Program for Inclusive Excellence

Advancing women, transforming the University, investing in a culture of inclusive excellence



**The UM Work Environment Survey for Tenure-Track/Tenured Agent Faculty
2013 Results for the College of Agriculture and Natural Resources (AGNR)**

UM ADVANCE Research and Evaluation Team

KerryAnn O'Meara,

Co-Director of UM ADVANCE

komeara@umd.edu

Alexandra Kuvaeva

Research Assistant, UM ADVANCE

akuvaeva@umd.edu

Gudrun Haider

Research Assistant, UM ADVANCE

ghaider@umd.edu

Table of Contents

Table of Contents	1
Introduction.....	2
Respondents	2
Data Analysis	3
AGNR Survey Results	4
Organizational Commitment and Intent to Leave.....	4
Satisfaction with Department and UMD.....	6
Fair Treatment and Diversity	8
Work-Life Climate.....	9
Career Advancement and Institutional Support of Career Advancement.....	11
Evaluation of Research and Creative Work.....	13
Management of Teaching, Research and Service Responsibilities	14
Recognition.....	15
Leadership Opportunities.....	15
Faculty Learning.....	16
Professional Networks and Collegiality.....	17
Perceptions of Productivity.....	19
AGNR Agent Differences by Gender	20

Introduction

The UM Work Environment Survey was first implemented in 2011 to assess specific aspects of faculty work environment, such as faculty perceptions of their own professional growth, institutional and unit supports for professional growth, climate for work-life balance, fair treatment and diversity, and satisfaction, all of which have been linked to retention and advancement.

Respondents

The 2013 survey implementation included an overall response rate of approximately 47% of tenured/tenure-track faculty at the University of Maryland, College Park. Breakdown of the total respondent population as compared with the respondents from AGNR is provided below, in Table 1. For additional information about the survey development and the 2011 and 2013 University of Maryland results overall, please see the full 2013 report, which can be accessed at the UM ADVANCE research and evaluation website: <http://www.advance.umd.edu/research-evaluation>.

The analytical sample for this report is the tenure-track/tenured faculty agent respondents of the UM Faculty Work Environment Survey from AGNR (n=31), approximately 44% of the 2013 tenure-track/tenured AGNR agent faculty as of January 25, 2013. Of the AGNR agent respondents, 32.3% were on tenure track and 67.7% tenured. Of the AGNR tenure-track/tenured agent respondents, 61.3% were female and 38.7% were male. Regarding race, 13.3%¹ were Faculty of Color and 86.7% were White faculty. Lastly, AGNR respondents were 32.3% Assistant Professors, 54.8% Associate Professors, and 12.9 % Full Professors.

¹ Total percentages exclude missing values

Table 1. 2013 UM Work Environment Survey of Tenured/Tenure-Track Faculty

Respondents: AGNR non-agent 48.8% (n=59); AGNR agent 43.7% (n=31)		
Respondents	AGNR non-agent	AGNR agent
Women faculty	28.8%	61.3%
Men faculty	71.2%	38.7%
Faculty of Color	21.8%	13.3%
White faculty	78.2%	86.7%
Assistant Professors	30.5%	32.3%
Associate Professors	35.6%	54.8%
Full Professors	33.9%	12.9%

Data Analysis

We first ran descriptive statistics (e.g., frequencies and means) on each survey item for all respondents. Then, we conducted statistical testing (chi-squared analyses, t-tests) for differences by gender. Means, standard deviations and statistically significant differences at $p < .05$ are noted within Table 14. Any differences described within the text of this report refer to statistically significant differences unless otherwise noted. Throughout the survey results we provide comparisons between AGNR agent results and AGNR non-agent results for a sense of the areas where AGNR agent faculty are having similar, better, or worse work environment experiences. When conducting statistical testing on a number of items (such as the case in this report), caution should be used when interpreting differences in any one single survey item. Throughout the results section we also include some open-ended comments from AGNR agent participants related to specific themes.

AGNR Agent Survey Results

Organizational Commitment and Intent to Leave

KEY FINDINGS:

- 30.0% of AGNR agent participants stated they were likely to leave the university in the next two years.
- 96.6% of AGNR agent participants stated that there was at least one faculty member in their unit who left in the past three years ($p < .05$).
- 56.7% of AGNR agent respondents had an outside offer while at UMD.
- The most frequent reasons AGNR agent participants listed for wanting to leave UMD were for a higher salary (41.9%), better work-life balance in a different type of position (29.0%), and a position outside academe (25.8%).
- AGNR agent participants were more likely than AGNR non-agent participants to intend to leave for a position outside academe, and less likely than AGNR non-agent participants to leave for a more prestigious department or institution.
- Women were less likely than men to indicate that their outside offer while at UMD resulted in a salary increase for them at UMD.
- There were no differences in reasons for intending to leave UMD by gender.

Table 2. Participants' reasons for intending to leave UMD

If you are likely to leave the University or the academic profession in the next two years, what would be the main reasons? [Select up to three] *	AGNR non-agent % Selected	AGNR agent % Selected
An offer with a higher salary	44.1	41.9
Potential for better work-life balance in a different type of position	25.4	29.0
An offer from a more prestigious department or institution*	18.6	3.2
An offer from an institution in a more desirable geographic location	20.3	12.9
Retirement	11.9	12.9
Other	5.1	0
Lack of collegiality in my unit	16.9	9.7
An offer for a position outside academe*	6.8	25.8
To be closer to family	6.8	12.9
Career opportunities at another institution for my spouse/partner	6.8	0
Poor likelihood of tenure/promotion or contract renewal	10.2	6.5
Better campus climate for Faculty of Color at another institution	1.7	3.2
Better policies related to child-care, parental leave	1.7	0
I'm not well suited to the faculty career	0	0
Better campus climate for women at another institution	1.7	0
Better campus climate for GLBTQ faculty at another institution	1.7	0

* = statistical difference in means between AGNR agent and AGNR non-agent respondents at $p < .05$

Open-ended responses on the topic of why faculty had left UMD included being denied tenure, retirement, the administration at UMD, the workload, and a higher paying job elsewhere.

Satisfaction with Department and UMD

KEY FINDINGS

- There were three aspects of the faculty experience that were rated less favorably by AGNR agent respondents than AGNR non-agent respondents ($p < .05$): the diversity on campus (48.1% AGNR agent vs. 79.3% AGNR non-agent), the transparency of decision-making within their unit (22.6% AGNR agent vs. 57.6% AGNR non-agent), and amount of access to TAs and RAs (3.8% AGNR agent vs. 54.2% AGNR non-agent).
- The majority of the participants were satisfied with their overall experience working in their unit (64.5%), the university's national reputation (64.3%), their overall experience working at UMD (63.3%), and the support of colleagues (61.3%).
- The fewest number of AGNR agent respondents were satisfied with the amount of access to TAs and RAs (3.8%), assistance with research administration in their unit (13.3%), and assistance with finding grants (16.1%).
- Women were more likely than men to be satisfied with the transparency of decision-making within their unit, leadership of their college, and priorities and vision of their college.

Table 3. Percentage of participants who were satisfied with resources and conditions at UMD

Survey Item*	AGNR non-agent % Satisfied/ Very Satisfied	AGNR agent % Satisfied/ Very Satisfied
The amount of autonomy I have in my role as a faculty member	81.4	56.7
The support of colleagues here	53.4	61.3
My overall experience working at UM	67.8	63.3
The university's location	56.1	38.7
My overall experience working in my unit	59.3	64.5
The diversity on campus*	79.3	48.1
The university's national reputation	78.9	64.3
The sense of fit between my values and those of my unit	52.5	54.8
Leadership of my college / school	39.7	31.0
The transparency of decision-making within my unit*	57.6	22.6
Priorities and vision of my college / school	36.8	31.0
My unit's national reputation	52.5	51.7
The quality of campus facilities	57.9	42.9
Assistance with research administration in my unit	39.0	13.3
Professional assistance for improving teaching	44.8	33.3
Clerical / administrative support	44.8	46.7
My salary and benefits	29.3	35.5
Assistance with finding grants	39.0	16.1
Expectations for committee service	40.7	35.5
The amount of time I spend on research vs. teaching & service	42.4	41.4
Amount of access to TAs, RAs*	54.2	3.8

* = statistical difference in means between AGNR agent and AGNR non-agent respondents at $p < .05$

Fair Treatment and Diversity

KEY FINDINGS

- There were no significant differences between AGNR agent and non-agent respondents in their perception of diversity and fairness at UMD.
- Less than half of the respondents indicated that the opportunities for female faculty and Faculty of Color at UMD are at least as good as those for male faculty and White Faculty.
- There were no differences by gender in AGNR agent respondents' perceptions of fair treatment and diversity.

Table 4. Faculty perceptions of diversity, diversity climate and fairness at UMD

Survey Item	AGNR non-agent % Agree / Strongly Agree	AGNR agent % Agree / Strongly Agree
The opportunities for female faculty at UMD are at least as good as those for male faculty.	55.9	36.7
The opportunities for Faculty of Color at UMD are at least as good as for those for White faculty.	53.4	43.3
I have to work harder than some of my colleagues to be perceived as a legitimate scholar.	39.0	33.3
I have experienced discrimination in my unit based on my individual or multiple identities.	23.7	21.4

There were no statistical differences in means between AGNR agent and AGNR non-agent respondents at $p < .05$.

Open-ended responses noted discrimination based on age, gender, educational level/positional status, and type of research.

Examples of open-ended comments include:

“The UM has made tremendous advances in the area of diversity during my career with strong emphasis on quality of the individual rather than race and sex.”

Work-Life Climate

KEY FINDINGS:

- There were no significant differences between AGNR agent and AGNR non-agent faculty in their perception of work-life climate.
- About two thirds of the AGNR agent respondents agreed that they have taken strategic steps toward creating a satisfactory work-life balance.
- More than half of the respondents agreed that, in their unit, faculty can be honest with colleagues about family life roles and responsibilities, that their unit supports faculty scheduling work commitments around family schedules, and that they have control over creating a satisfying work-life balance.
- However, less than a third of the AGNR agent participants agreed that the institution does what it can to make family/life and the tenure track compatible, that they are satisfied with their unit's culture around work-life balance, and that there are role-models in their unit of how to create a satisfying work-life balance.
- About half of the respondents agreed that there is no bias against family care-giving in their unit.
- Similar to AGNR non-agent and UMD respondents, AGNR agent respondents rated many of UMD's policies and programs for work-life balance as valuable, but few respondents took advantage of these programs and many had not heard of the programs.
- There were no differences by gender in AGNR agent respondents' perceptions of work-life climate at UMD.

Table 5. Perceptions of work-life climate at UMD

Survey Item	AGNR non-agent % Agree / Strongly Agree	AGNR agent % Agree / Strongly Agree
I have taken strategic steps toward creating a satisfactory work-life balance.	67.8	64.5
In my unit, faculty can be honest with colleagues about family/life roles and responsibilities.	45.8	54.8
My unit supports faculty scheduling work commitments around family schedules.	53.4	58.1
In general, I feel I have control over creating a satisfying work-life balance.	55.2	51.6
There is NO bias against family care-giving in my unit.	45.8	46.7
I am satisfied with my unit's culture around work-life balance.	44.1	25.8
There are role-models in my unit of how to create a satisfying work-life balance.	28.8	12.9
The institution does what it can to make family life and the tenure track compatible.	32.2	25.8

There were no statistical differences in means between AGNR agent and AGNR non-agent respondents at $p < .05$.

Open-ended responses on the topic of work-life balance addressed unrealistic expectations, lack of encouragement to have work-life balance, dissemination of information about work-life policies, and a need for higher salaries and better resources.

Examples of open-ended comments include:

“Have a formal mentoring process for tenure track faculty.”

“Offer support and guidance to those who are struggling and need assistance with work-life balance issues.”

Table 6. Work-life policies and programs at UMD

Policy/Program [% of AGNR agent respondents]	% Very Valuable	% Used it	% Anticipate using it	% Have not heard of it
Part-time tenure track policy (permits tenure track faculty to work part time)	58.1	0	6.5	77.4
Campus childcare	61.3	0	3.2	25.8
Tenure delay/Stop the tenure clock	64.5	16.1	6.5	19.4
Childcare referral service	45.2	0	3.2	35.5
College dashboard project	9.7	3.2	12.9	38.7
Paid parental leave	67.7	38.7	38.7	0
Mentoring for new faculty	77.4	3.2	6.5	80.6
ADVANCE learning communities, leadership program, seed grants and seminars	35.5	19.4	35.5	41.9

It is important to note that the part-time tenure track policy was established December 17, 2009. The Family Care Resource and Referral Service began in fall of 2010. The tenure delay policy was established March 6, 2007. The parental leave policy was established in September of 2012. As in the university-wide results, we believe participants misunderstood the survey item regarding paid parental leave to mean something different than the paid parental leave policy begun in fall, 2012.

Career Advancement and Institutional Support of Career Advancement

KEY FINDINGS

- AGNR agent respondents were less likely than AGNR non-agent respondents to agree that, in their unit, the tenure requirements and tenure process are clear and fair (38.7% AGNR agent vs. 57.6% AGNR non-agent).
- The majority of the respondents agreed that they have been strategic in achieving their career goals and that they have intentionally made choices to focus their career in ways that are personally meaningful to them.

- About two thirds of the respondents agreed that faculty in their unit have the freedom to succeed here if they work hard, while only a third agreed that they have received helpful feedback from their department chair/unit head in support of their career advancement.
- 25.8% of AGNR agent respondents had concerns about their own advancement.
- Women were more likely than men to indicate that they have received helpful feedback from their department chair/unit head in support of their career advancement.

Table 7. Career advancement and institutional support of career advancement

Survey Item*		AGNR non-agent % Agree/ Strongly Agree	AGNR agent % Agree/ Strongly Agree
Career Advancement	I have been strategic in achieving my career goals.	72.9	71.0
	I seize opportunities when they are presented to me to advance in my career.	81.0	64.5
	I feel stuck in my ability to advance in my career.	27.6	36.7
	I have intentionally made choices to focus my career in ways that are personally meaningful to me.	76.3	87.1
	In general, I feel that I have little control over whether I advance in my career.	20.3	25.8
Support of Career Advancement	Faculty in my unit have the freedom to succeed here if they work hard.	60.3	64.5
	I have received helpful feedback from my department chair/unit head in support of my career advancement.	52.5	35.5
	In my unit, the tenure requirements are clear.*	57.6	38.7
	In my unit, the promotion requirements for advancing to Full Professor are clear.	53.4	29.0
	In my unit, the tenure process is fair.*	59.3	25.8
	In my unit, the promotion process for advancing to Full Professor is fair.	48.3	23.3

* = statistical difference in means between AGNR agent and AGNR non-agent respondents at $p < .05$

Open-ended responses on the topic of career advancement included lack of understanding of one's responsibilities and needs, concerns regarding funding, and unclear rules regarding tenure.

Examples of open-ended comments include:

“The rules of the game change too frequently.”

“I am concerned about funding to support professional development opportunities.”

Evaluation of Research and Creative Work**KEY FINDINGS**

- There were no significant differences between AGNR agent and AGNR non-agent respondents in their perception of evaluation of research and creative work.
- More than half of the participants agreed that interdisciplinary and engaged scholarship, collaborative research, and grant work are rewarded in their unit; while fewer agreed that in their unit faculty are rewarded for taking risks and trying to be cutting edge in their research.
- There were no differences by gender in AGNR agent respondents’ perceptions of the evaluation of research and creative work.

Table 8. Respondent perceptions of the evaluation of research and creative work

Survey Item	AGNR non-agent % Agree / Strongly Agree	AGNR agent % Agree / Strongly Agree
Interdisciplinary scholarship is rewarded in my unit.	53.4	60.0
Engaged scholarship is rewarded in my unit.	51.8	66.7
Collaborative research and grant work is encouraged in our unit's reward system.	53.4	53.3
In our unit faculty are rewarded for taking risks and trying to be cutting edge in their research.	50.0	37.9

There were no statistical differences in means between AGNR agent and AGNR non-agent respondents at $p < .05$.

Management of Teaching, Research and Service Responsibilities

KEY FINDINGS

- There was only one significant difference between AGNR agent and AGNR non-agent respondents in their perception of evaluation and support for teaching, research and service. AGNR agent respondents were less likely than AGNR non-agent respondents to agree that they are in charge of the direction of their research agenda (54.8% AGNR agent vs. 96.6% AGNR non-agent) ($p < .05$)
- About two thirds agreed that managing their teaching responsibilities is largely under their control and that there is support in their department for effective teaching.
- About two thirds agreed that they feel in control of their participation in service activities, while only a third agreed that it is possible for them to say no to additional on-campus service activities without negative consequences.
- There were no differences by gender in AGNR agent respondents' perceptions of evaluation and support of teaching, research and service.

Table 9. Respondent perception of evaluation and support of teaching, research and service

Survey Item*	AGNR non-agent % Agree / Strongly Agree	AGNR agent % Agree / Strongly Agree
Managing my teaching responsibilities is largely under my control.	71.9	77.4
There is support in my department for effective teaching.	46.6	61.3
I feel in control of my participation in service activities.	48.3	58.1
It is possible for me to say no to additional on-campus service activities without negative consequences.	44.1	32.3
I am in charge of the direction of my research agenda.*	96.6	54.8

* = statistical difference in means between AGNR agent and AGNR non-agent respondents at $p < .05$

Recognition

KEY FINDINGS

- AGNR agent respondents were more likely than AGNR non-agent respondents to report that faculty in their unit value their teaching contributions (80.6% AGNR agent vs. 52.6% AGNR non-agent), and care about their personal well-being (74.2% AGNR agent vs. 39.7% AGNR non-agent).
- There were no differences by gender in AGNR agent respondents' perceptions of recognition.

Table 10. Respondent perceptions of recognition and valuing one's commitments

Survey Item*	AGNR non-agent % Agree / Strongly Agree	AGNR agent % Agree / Strongly Agree
Faculty in my unit value my teaching contributions.*	52.6	80.6
Faculty in my unit value my research/scholarship.	62.1	67.7
Faculty in my unit value my service contributions.	57.9	80.6
Faculty in my unit care about my personal well-being.*	39.7	74.2
Over the last three years, have you ever been nominated by someone at UM for an award? [% Yes]	30.2	22.6

* = statistical difference in means between AGNR agent and AGNR non-agent respondents at $p < .05$

Leadership Opportunities

KEY FINDINGS

- There were no significant differences between AGNR agent and AGNR non-agent respondents in their perception of leadership opportunities.
- About two thirds of the respondents agreed that there are opportunities in their college for faculty to become involved as leaders, while only a third agreed that, during the past twelve months, they have been encouraged to pursue a leadership position.

- There were no differences by gender in AGNR agent respondents' perceptions of leadership opportunities.

Table 11. Respondent perceptions regarding leadership

Survey Item	AGNR non-agent % Agree / Strongly Agree	AGNR agent % Agree / Strongly Agree
There are opportunities in my college for faculty to become involved as leaders.	54.5	71.0
During the past twelve months, how many times have you been encouraged to pursue any leadership positions? [% at least once]	40.4	29.0

There were no statistical differences in means between AGNR agent and AGNR non-agent respondents at $p < .05$.

Faculty Learning

KEY FINDINGS

- There were no significant differences between AGNR agent and AGNR non-agent respondents in their perception of faculty learning and institutional support for learning.
- About two thirds of the respondents agreed that, in the last twelve months, they have gained knowledge or skills that have made them better teachers, while fewer agreed that they have learned a great deal that contributes to their research and/or scholarly agenda.
- About two thirds agreed that their unit supports their learning external to campus and has financially supported their learning in their field or discipline; while fewer agreed that the University and their unit provide an environment that stimulates their academic learning and that their unit has helped them to make room among their responsibilities for immersing themselves in their academic learning.
- There were no differences by gender in AGNR agent respondents' perceptions of faculty learning and institutional support for learning.

Table 12. Respondent assessment of faculty learning and institutional support for learning

	Survey Item	AGNR non-agent % Agree / Strongly Agree	AGNR agent % Agree / Strongly Agree
Faculty Learning	In the last twelve months, I have learned a great deal that contributes to my research and/or scholarly agenda.	72.9	53.3
	In the last twelve months, I set aside time to advance my scholarly learning.	57.6	58.1
	In the last twelve months, I have gained knowledge or skills that have made me a better teacher.	64.9	74.2
Institutional Support of Faculty Learning	My unit supports my learning external to campus.	66.1	71.0
	My unit has helped me to make room among my responsibilities for immersing myself in my academic learning.	44.1	22.6
	My unit provides an environment that stimulates my academic learning.	61.0	38.7
	The University provides an environment that stimulates my academic learning.	64.4	43.3
	My unit has financially supported my learning in my field or discipline.	44.8	67.7

There were no statistical differences in means between AGNR agent and AGNR non-agent respondents at $p < .05$.

Professional Networks and Collegiality

KEY FINDINGS

- There were no significant differences between AGNR agent and AGNR non-agent respondents in their perception of professional networks and collegiality.
- Most AGNR agent respondents perceived that their professional network was helpful in a number of areas, including influence, visibility, feedback, advice, and awareness of professional opportunities.
- About half of AGNR agent participants agreed that they have relationships with other faculty on campus that have supported their career advancement and that they receive useful feedback from colleagues at UMD that improves their work; while fewer agreed that individuals at this institution have made an effort to connect them with important

people in their field, and that they have been effectively mentored by someone in their unit.

- 80.6% of AGNR agent respondents said that their core discussion network was mainly off campus (vs. 52.5% for AGNR non-agent respondents) ($p < .05$).
- Men were more likely than women to indicate that they do not have regular contact with others about their work.

Table 13. Respondent assessment of professional networks and institutional support for professional networks

Survey Item		AGNR non-agent % Agree/ Strongly Agree	AGNR agent % Agree/ Strongly Agree
Professional Networks	My core discussion network enhances my visibility in my field.	76.0	67.9
	My core discussion network lets me know of professional opportunities.	74.0	82.1
	My core discussion network includes one or more members who are influential in my field.	79.6	67.9
	My core discussion network provides helpful feedback on my research.	78.0	53.6
Support of Professional Networks	I have relationships with other faculty on campus that have supported my career advancement.	62.7	54.8
	I receive useful feedback from colleagues at UM that improves my work.	59.3	64.5
	Individuals at this institution have made an effort to connect me with important people in my field.	32.2	41.9
	I have been effectively mentored by someone in my unit.	35.6	41.9
	I am satisfied with the opportunity I have to collaborate with other UM faculty.	52.5	38.7
	I am satisfied with the collegiality in my unit.	55.2	43.3
	I feel isolated in my department.	23.7	29.0

There were no statistical differences in means between AGNR agent and AGNR non-agent respondents at $p < .05$.

Perceptions of Productivity

KEY FINDINGS

- There were no significant differences between AGNR agent and AGNR non-agent respondents in their perception of productivity.
- 53.3% of AGNR agent respondents ranked themselves as more productive than researchers in their field and rank nationwide.
- 23.4% of AGNR agent respondents ranked themselves as less productive than researchers in their field and rank nationwide.
- 41.4% of AGNR agent respondents believed their unit views them as more productive than researchers in their field and rank nationwide.
- 27.5% of AGNR agent respondents believed their unit views them as less productive than researchers in their field and rank nationwide.
- There were no differences by gender in AGNR agent respondents' perceptions of productivity.

Open-ended responses on the topic of research productivity included more administrative support, funding for research assistants, travel and other expenses, shared governance within the unit, realistic expectations, and better mentoring.

AGNR Differences by Gender

KEY FINDINGS

In most areas of the survey, AGNR agent responses did not differ significantly from AGNR non-agent responses by gender ($p < .05$). However, there were some important differences.

- Women were more likely than men to indicate that they have received helpful feedback from their department chair/unit head in support of their career advancement.
- Women were more likely than men to be satisfied with the transparency of decision-making within their unit, leadership of their college, and priorities and vision of their college.
- Men were more likely than women to indicate that they don't have regular contact with others about their work.
- Women were less likely than men to indicate that their outside offer while at UMD resulted in a salary increase for them at UMD.

Table 14. Survey items that showed statistically significant differences in AGNR agent responses by gender

Survey Item [▲]	Women		Men		p-value
	M	SD	M	SD	
I have received helpful feedback from my department chair/unit head in support of my career advancement.*	3.32	1.057	2.17	1.115	.007
I am satisfied with the transparency of decision-making within my unit.*	2.79	1.182	1.75	1.215	.025
I am satisfied with leadership of my college/school.*	3.28	1.127	1.73	1.191	.002
I am satisfied with priorities and vision of my college/school.*	3.17	1.098	2.09	1.221	.021
I don't have regular contact with others about my work.*	0%		25%		.035
Did an outside offer while at UM result in a salary increase for you at UM? (% Yes)*	0%		44.4%		.031

[▲]Notes: Coding: Strongly Agree = 5; Strongly Disagree = 1; Very Satisfied = 5; Very Unsatisfied = 1

* $p < .05$