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Investigating the Future of Student Affairs Professionals

Quincey Penn

Claremont Graduate University

and

San Diego State University

Approval of the Dissertation Committee

This dissertation has been duly read, reviewed, and critiqued by the Committee listed below, which hereby approves the manuscript of Quincey Penn as fulfilling the scope and quality requirements for meriting the degree of Doctor of Philosophy in Education.

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Abstract

To date, we have the most diverse workforce in history. There currently four generations of professionals within our workforce: Baby Boomers, Generation X, Millennials, and Gen Z. Millennial and Gen Z professionals have recently overtaken Generation X and Baby Boomers as the largest generational cohort in the workforce. During this generational transition within the workforce, the Student Affairs field within Higher Education has experienced extremely high turnover, impacting colleges and university's ability to sustain student support. If this trend continues, colleges and universities will have a limited pool of qualified candidates to fill current and future leadership positions. The study will examine if generational differences impact Student Affairs professional's perception of their job satisfaction. In addition, characteristics such as gender, race/ethnicity, education level, years of experience, salary, two-year and four-year institutions, and functional area will be assessed to determine potential impact on job satisfaction for Student Affairs professionals as well. This study will also determine if the Student Affairs Job Satisfaction Survey (SAJSS) tool can effectively measure job satisfaction of Student Affairs professionals. If proven to be effective, institutions will have an assessment tool that can be used to measure job satisfaction of their Student Affairs staff to identify areas of strength and weakness. Having such a diverse workforce, colleges and universities will need to ensure their fostering a work environment that is attractive to professionals of all backgrounds to retain the best Student Affairs talent.

Dedication

It is with humble gratitude that I dedicate this accomplishment to my Lord and Savior Jesus Christ. Through him, all things can truly be achieved. I also want to dedicate this achievement to my grandmother Ruth James.

Acknowledgement

There is a village of people I must acknowledge who have made this journey possible. I first want to thank my parents for their continuous support and encouragement throughout my educational career. Being a first-generation college student, I was inspired by seeing all my older siblings obtaining a college degree. This motivated me to pursue advanced degrees in attempt to set new norms for future generations. My mentor, Dr. Edgar Hodge, served as a floatation device, and always kept me above water, mentally, spiritually, and physically. His guidance and support are greatly appreciated. I also want to acknowledge Dr. Rey Monzon, for his assistance helping me shape my research design. Unfortunately, he did not live to see me finish, but his impact in my educational journey will never be forgotten. I want to acknowledge Dr. Deborah Faye Carter dedication to support students in time of need, and her willingness to serve on my committee. I want to give a special thank you to my program advisor and first co-chair of my committee, Dr. Joey Estrada. Your guidance was insurmountable in developing my research topic. Lastly, I want to acknowledge my other co-chair Dr. Gwen Garrison. You were the true definition of ride or die, as you stuck with me throughout the ups and downs. It was your encouragement that helped me push through to completion. Thank you all for your unwavering support and helping a kid from San Bernardino California reach a height I never could fathom. There is much more to come.

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CHAPTER 1 - INTRODUCTION

Sociologist William Strauss and Neil Howe are widely recognized as the forefathers of American generational theory. In their joint 1991 book titled “Generations”, the two defined Generations as a social aggregate of people born over a span of time in which new social, political, and economical climates appear (Strauss & Howe, 1991). The first generational cohort was identified as the Government Issue, also known as the G.I. generation, which comprised of people that fought in World War II (Beresford Research, 2022) (Rosenber, 2020). The G.I. generation represents people born between 1900-1924 (Beresford Research, 2022). The next generation to launch was known as the Traditionalist or Silent Generation, which represented people born between 1925-1945 (Beresford Research, 2022) (Rosenber, 2020). The third generation was for people born 1946-1964 and became known as the Baby Boomers (Beresford Research, 2022) (Rosenber, 2020). Baby Boomers received their name due to the high increase of childbirth, which made this the largest generational cohort in history at the time (Rosenber, 2020). The Baby Boomers were followed by Generation X, which consisted of people born in 1965-1980 (Beresford Research, 2022) (Rosenber, 2020). Next was the Millennial generation, also known as Generation Y, which is recognized as the children of the Baby Boomer generation. The Millennials were born in 1981-1996 and overtook the title as the new largest generational cohort in world history (Beresford Research, 2022) (Rosenber, 2020). Followed by Millennials is Generation Z, also known as iGeneration, which is comprised of people born 1997-2012, which also happens to be the shortest time span for a generational cohort (Beresford Research, 2022) (Rosenber, 2020). Now here comes Generation Alpha which consist of people born between 2013-2024 (McCrinkle & Fell, 2021). The phenomenon of generations can even be tracked as far back as 1863 when French lexicographer, Emile Litre, alluded to the idea of

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individuals who live at the same time share something special (Laskow, 2014). In the 19th Century, the term generation spoke to the relationship between parents and their children (Laskow, 2014). Today's culture uses the term generation to creatively identify norms and trends of people born within a specific era (Benson & Brown, 2011). Due to the continuous evolution of the generational phenomenon, researchers and practitioners have been left to argue its true significance.

We currently have four generations of professionals within our workforce: Baby Boomers, Generation X (Gen X), Millennials, and Generation Z (Gen Z). Each cohort is believed to possess their own set of unique characteristics and beliefs formulating generational culture that professionals bring into the workplace. In 2020, Millennial and Gen Z employees are expected to account for 70% of the United States workforce (Bennett, 2017). Unfortunately, Millennial and Gen Z employees are reporting the lowest job satisfaction ratings in history, resulting in alarming high turnover rates (Adkins, 2016). The economy currently spends \$30.5 billion annually on filling vacated positions due to employee turnover across all industries (Adkins, 2016). This dollar amount is suspected to only increase as Millennial and Gen Z professionals continue to saturate the workforce. In contrast, Baby Boomers and Gen Xer's tend to possess higher job satisfaction ratings leading to significantly better retention rates than younger professionals (Marte, 2013). Though this phenomenon can be seen across all industries, we are seeing a drastic impact on our higher educational system, specifically within Divisions of Student Affairs. Given the complexity of job satisfaction, researchers should conceptualize and consider intrinsic and extrinsic motivational factors to determine if and how theoretical awareness and models can be used to address concerns for higher education professionals working in student affairs.

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Conventional human resource theories have suggested satisfied and motivated employees are more productive, effective, and committed to their work (Alshallah, 2004; Nayar, 2013). Satisfaction and motivation are recognized as two sources used to drive employee decision making (Alshallah, 2004). Professionals working in student affairs appear to be struggling with their work motivation and are becoming unsatisfied with the higher education environment (Bender, 2015). Once recognized as one of the most rewarding careers, Student Affairs professionals are believed to becoming less fulfilled, making the field less desirable (Bender, 2015). If perceived as a less desirable career, it will be more difficult for institutions to keep positions occupied and to expand services to meet student's needs.

Students Affairs management positions are currently largely consumed by professionals from the Baby Boomer and Gen X era (Davidson, 2012). At some point, this cohort of professionals will be transitioning out, and millennial professionals will begin to adopt those management roles and be tasked to lead institutions. There lies the importance of properly grooming successors so we can continue the work of progressing universities and colleges around the world. The power of continuity within staff will aid institutions and strengthen their ability to support students (Mullen et al., 2018). Staff continuity often results in several benefits for institutions such as, saving money due to fewer hiring searches, larger wealth of institutional knowledge, and enhancing employee effectiveness (Frank, 2013; Mullen et al., 2018). The combination of these benefits is believed to strengthen student support and enhance student success (Mullen et al., 2018). Due to the wide range of diverse professionals within student affairs, institutions have to accept the reality that workplace expectations may differ. Colleges and universities must be mindful to shape intrinsic and extrinsic variables to meet the diverse expectations of their staff. Are institutions even aware of what intrinsic and extrinsic variables

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are, let alone Student Affairs professional's perception of them? How might Student Affairs professional's perception of intrinsic and extrinsic variables impact their overall job satisfaction? One of the biggest challenges colleges and universities are presented with in knowing this information is having a tool that can be used to shed light on this data.

Questionnaires and surveys are common assessment tools used to extract information from a group of people during a specified time (Presser, 2004). Questionnaires and surveys are more than just a list of random questions but are designed triggers synced together to capture one's personal feelings toward an item(s) sought to be measured (Presser, 2004). Colleges and universities need an assessment tool that can effectively measure Student Affairs professionals job satisfaction. This would improve institution's ability to identify areas of strength and weaknesses to influence intrinsic and extrinsic variables to better attract and retain top talent. In route to assessing job satisfaction of Student Affairs professionals, this study will also potentially reveal a new assessment tool colleges and universities can use to measure job satisfaction for professionals in the Student Affairs field.

Purpose of the Study

In a perfect world, all college and university Presidents would want their faculty and staff to feel fulfilled in their roles and highly motivated, unfortunately, that is easier to say than to achieve. Although employee job satisfaction may seem like an endless task, it is essential institutions find strategies to retain their best talent for the long term (Buckner, 2020). Colleges and universities seeking to improve job satisfaction in an attempt to decrease turnover among staff within Student Affairs must recognize the importance of creating a work environment that is attractive to an array of diverse student affairs professionals. Job satisfaction and motivation for student affairs professionals are based upon their sense of intrinsic and extrinsic expectations

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being fulfilled in their current role (Buckner, 2020). When student affairs professionals do not feel fulfilled in their roles, they are less effective in supporting students and/or choose to leave the position altogether (Lesonsky, 2017). Due to high turnover rates in this area, data would insinuate student affair professionals are struggling to find motivation and a sense of fulfillment within their roles in Higher Education.

Though student affairs mostly consist of professionals from the Baby Boomer and Gen X cohort, this specialized area in Higher Education is recognized for employing a large population of young professionals entering the workforce (Marshall, 2016). This large population of young professionals entering student affairs are also accounting for the large number of employees exiting as over 50% of student affairs professionals leave the field within their first five years (Frank, 2013; Marshall, 2016). Research is showing more than 60% of young professionals in general do not see themselves in the same position a year from now (Renn & Hodges, 2007). Employers expressed worry that young professionals have “too high of expectations”, and companies are not willing to meet the excessive needs of young professionals (Sparrow, 2014). Young professionals are left unsatisfied with their position, and consequently, their work production declines. Research has found having motivated staff members will increase work production, resulting in more organizational goals being met (Sparrow, 2014). The student affairs field needs to focus on aspects within their control that will enhance both extrinsic and intrinsic workplace variables. If ignored, institutions will struggle to find competent leadership that will be able to provide continuity to the mission and vision of their student affair divisions.

Divisions of Student Affairs often use a bisector system phenomenon to help replenish staff and integrate new student affairs professionals. The first sector provides new professionals with “full-time work experience”, in addition, they become more familiar with the academic

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governance in higher education (Leitch, 2018). Full-time work experience speaks to the level of career development a professional may possess implying their comprehension of basic workplace expectations (Leitch, 2018). Academic governance speaks to institutional policies, structures, relationships, and processes used to provide oversight of faculty and staff (TEQSA, 2017). The second sector is focused on grooming staff members for their next position and future leadership role. Leadership roles in student affairs are often designated for professionals who accumulated several years of experience in the field and can present a track record of achievement (Renn & Hodges, 2007). The grooming of young professionals is to adequately prepare successors of those in current leadership roles to build continuity for the institution's mission and vision. The lack of management continuity can delay or even prevent organizational goal attainment, which should yield a point of emphasis on university and college campuses (McCabe, 2019).

Higher education may be facing long-term ramifications from their inability to recruit qualified student affair staff (Borg, 1992). Due to burnout of current employees, and the lack of preparedness of new student affairs professionals, the future of student affairs divisions is in jeopardy. Staffing problems have become more prevalent when considering ongoing goals surrounding diversity and equity at most institutions, there will be a need for more ethnic minority candidates (Borg, 1992). Institutions striving to create an inclusive campus environment will need to ensure their faculty and staff represent the diversity of their student population. High employee turnover will hinder higher education from evolving and meeting institutional needs necessary to support student success (Marshall, 2016).

This study will add to the research to our society's workforce development comprehension to address the national issue of high turnover among professionals working student affairs at

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Community Colleges and Universities. In fostering an effective ecosystem, institutions must have the ability of understanding not only what motivates their student population, but also their staff (Measom, 2019). This study will also be potentially adding an assessment tool for institutions to further evolve research around Student Affairs professional's and the field in general. Moreover, the study will inform institutions all over the world how to skillfully manage and influence intrinsic and extrinsic motivational variables to attract and retain a diverse talent.

The following research questions will be explored:

1. What are the average satisfaction rates of intrinsic motivational variables for professionals working in Student Affairs?
2. What are the average satisfaction rates of extrinsic motivational variables for professionals working in Student Affairs.
3. How do student affairs professionals' job satisfaction differ from generation, gender, race/ ethnicity, two-year to four-year institutions, education level, years of experience, compensation, and functional area?
4. How does the survey design align with Student Affairs practitioner's perception of job satisfaction?

Theoretical Framework

Psychologist, Frederick Herzberg, created the Two Factor Theory of Motivation in 1968 to break down factors that lead individuals to be satisfied and dissatisfied with their job (Minor, 2005). Factors contributing to an employee's satisfaction, or lack thereof, are referred to as content variables, which include achievement, advancement, recognition, responsibility, and professional growth. Content variables, also referred to as intrinsic variables in student affairs

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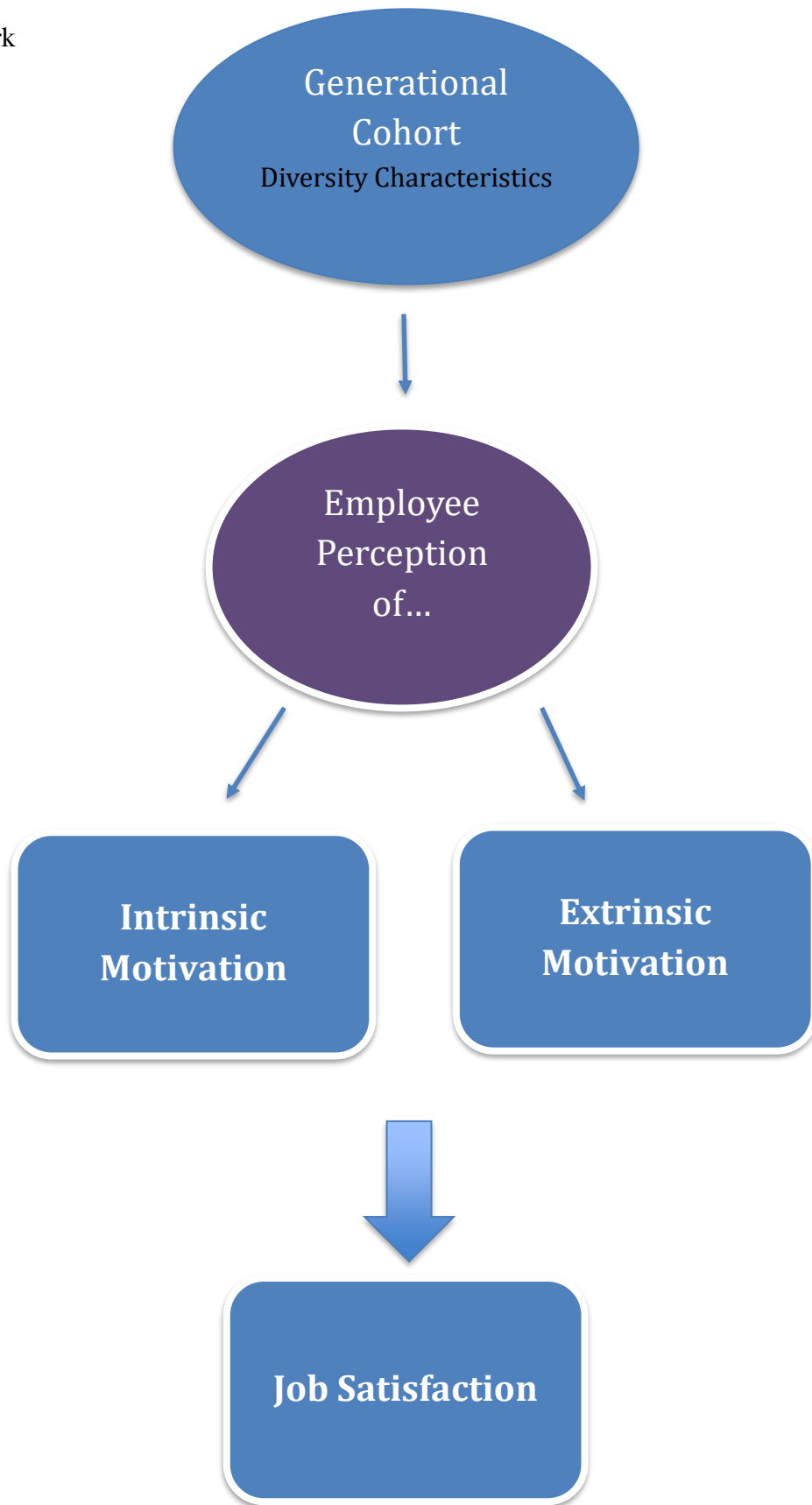
literature, speak to a professional's view of receiving appreciation and feeling rewarded by their employers. Additionally, factors contributing to an employee's dissatisfaction, or lack thereof, are referred to as context variables, which include organizational policies, administration, salary, status, job security, and interpersonal relations. Context factors, also recognized as extrinsic variables in student affairs research, represent more of the work environment and culture employers establish for their employees. If employers find employee values to differ based upon various characteristics, employers will need to become aware of best practices to adapt their motivational variables to meet the expectations of their staff as a whole (Young et al., 2013).

Job satisfaction, also referred to as work satisfaction, is how people feel about their job and different aspects of their job (Spector, 1997). Job satisfaction reflects of how well employees are treated by their employer (Spector, 1997). Those feelings towards their job satisfaction will either negatively or positively impact employee's motivation in the workplace and lead them to be retained or turned over (Spector, 1997). The alignment of an employee's position with their individual work value, combined with the extent to which they enjoy their experiences at work will dictate job satisfaction (Young et al., 2013). While employees may be satisfied with some aspects of their job, they can also experience dissatisfaction in other areas. Overall job satisfaction levels are thought to be the accumulation of job aspects that are both satisfying and unsatisfying to the employee (Shragay & Tziner, 2011). The best indicator of work satisfaction comes down to the compatibility levels of employee values and the rewards provided by the organization or company (Young et al., 2013). Employee values serve as a set of intrinsic and extrinsic expectations employees carry into the workforce with the anticipation of their employer being committed to meeting. When employees feel their expectations are being neglected or not met, job satisfaction is consequently affected.

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Figure 1

Theoretical Framework



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What is Job Satisfaction

Job satisfaction is recognized as an employee's emotional response to their work condition, while motivation is the desire to satisfy individual needs (Alshallah, 2004). Although separate, job satisfaction and motivation are both measured by the individual's sense of fulfillment with their expectations. According to the Oxford Dictionary (2020), fulfillment is the sense of achievement of something desired, promised, or predicted. Fulfillment is recognized as the excitement one has when doing something they love (Hyunseop, 2022). Job satisfaction and motivation in the workplace are dependent on each employee's expectations being met, and therefore satisfied. When expectations are not met, employees often leave their job or field in search of that sense of fulfillment (Villanova University, 2019). In consequence of low job satisfaction and motivation, staff attrition, also known as burnout, sets in as employee effectiveness gradually declines (Lorden, 1998).

Over 60% of student affair professionals experience burnout within their first five years (Lorden, 1998). College and university departments become weakened as staff either become less effective or leave all together (Mullen, Malone, Denny, Dietz, 2018). In result, positions are often replaced by professionals with less experience, or not replaced at all as the position remains vacant (Mullen, Malone, Denny, Dietz, 2018). In either scenario, colleges and universities are left handicap to provide effective student support. Though we recognize a decline of fulfillment among student affairs professionals, research does not indicate what motivational factors can fulfill these voided expectations.

Employee motivation consists of two sets of motivational variables experienced in the workplace, intrinsic and extrinsic. Intrinsic and extrinsic variables act as internal and external triggers employees experience in response to their job responsibilities and work environment

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(Burch, 2019). Employers have the autonomy to control intrinsic and extrinsic variables to boost employee job satisfaction in an attempt to enhance staff retention (Burch, 2019).

Unfortunately, workforce development data is showing deficit gaps in employee retention when comparing professionals across various diversity characteristics, especially when categorized by generational cohort (Adkins, 2016). Research is showing Baby Boomers and Gen Xer's having significant higher retention rates in the workforce than Millennial and Gen Z employees (Adkins, 2016). Literature already acknowledges each generational cohort possess their own unique workforce culture influencing their reception of intrinsic and extrinsic variables experienced in the workplace (Crawford-Marks, 2015). This discrepancy in workforce culture leads to the disparity in what intrinsic and extrinsic variables attract employees. The fact Baby Boomers and Gen Xer's report higher job satisfaction levels and workforce retention than Millennial and Gen Z professionals, implies there may be some form of generational hierarchy in the workplace. Generational hierarchy suggests a system where one cohort is ranked above others due to status or authority (CNN, 2020). Baby Boomers and Gen Xer's possessing higher job satisfaction in the workplace suggest employers rank those two cohorts above Millennials and Gen Zer's. In the case of student affairs, Gen Xer's are recorded having the highest job satisfaction than any other cohort, again implicating that generation being valued more than others (Lesonsky, 2017). This practice can be detrimental to the future growth and development of our country's higher education system.

Intrinsic & Extrinsic Variables in Student Affairs

Employer's ability to provide attractive intrinsic and extrinsic variables to all staff should reign supreme in their organizational goals. Ideally, employer's want their employees to feel both "satisfied" and "not dissatisfied" with their job to exude high job motivation. This means

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employees feel appreciated and enjoy the culture created by the employer, resulting in having high job motivation. In Student Affairs, this can be recognized when an employee feels they have a supervisor dedicated to preparing them for their next career step, and their job responsibilities align with their personal passion. Employees can also be satisfied with intrinsic variables but dissatisfied with extrinsic variables. This means employees feel appreciated by their employers, but do not like the company culture. In Student Affairs, this can appear as an employee feeling micromanaged and unable to perform the job to their best ability, however, they continue to receive opportunities for advancement. Another scenario are employees not satisfied with intrinsic variables, however, are not dissatisfied with the extrinsic variables. In this setting, employees feel unappreciated while working for an ideal company. In Student Affairs, this can be noticed when employees work at a prestigious institution known for work aligned with their personal passions, but rarely considered for advancement opportunities. Lastly, employees can be both not satisfied with intrinsic variables and dissatisfied with extrinsic variables. Employees do not feel appreciated and see little potential growth within the company. In Student Affairs, this can be observed when employees do not see opportunity for advancement at their institution, and in addition, do not like their salary. The combination of these intrinsic and extrinsic variables formulates employee job satisfaction.

Intrinsic Variables

Achievement in the workplace is recognized as employee's ability to use their skillset to accomplish department goals and complete projects (Chinn, 2020). When employees tend not to utilize their skill in their workplace, they can become displaced with day-to-day tasks (DiFranza, 2019). Fostering a sense of achievement in the workplace is proven to improve employee performance, productivity, and retention (Chinn, 2020). Advancement will refer to employees'

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sense of being adequately prepared to progress in their career field (McKay, 2018). Research shows employees are motivated by potential career advancement, and will be more engaged, innovative, and happier at work (DiFranza, 2019). Recognition will measure employees' sense of feeling appreciated by their supervisor and institution for accomplishing work goals (Andriotis, 2018). Recognition can be used to reinforce desired behaviors and practices among employees to increase performance and production (DiFranza, 2019). Responsibilities are recognized as the day-to-day task employees complete as part of their job description (Armstrong, 2016).

Employees who enjoy their day-to-day task are more engaged with their work and are more productive than those who do not enjoy their work responsibilities (Armstrong, 2016).

Professional growth will refer to employees' opportunity to learn and grow professional skills, which include but are not limited to receiving training, attending conferences, and connecting to mentors (Crawford, 2016). Professional growth is known to enhance confidence, and keep employees interested in their work (Crawford, 2016).

Extrinsic Variables

Organizational policy will be classified as institutional rules and guidelines which are expected to be in alignment with institutional mission and vision to best shape campus behavior and practices (Kokemuller, 2018). Organizational policy is responsible for creating a welcoming and inclusive environment for all employees to drive production (Kokemuller, 2018).

Administration will be assessing the relationship of employer-employee and supervisor-supervisee to gauge effectiveness (Mishra, 2014). According to the Institute of Administrative Management (2018), an effective employer-employee and supervisor-supervisee relationship will extract employee's best performance. Salary will consist of the entire incentive package institutions provide employees including but not limited to; health benefits, retirement benefits,

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and annual base pay (Half, 2019). Competitive incentive packages encourage employees to perform their best and enhance institutional loyalty (Half, 2019). Status, also known as job title, will examine if employees feel their job title is aligned with their responsibilities and day to day task (Clark, 2020). Employees take pride in their work status, and when aligned with their salary and responsibilities, they are motivated to perform at their peaks (Kitchen, 2019). Job security is assurance that you will keep your job without risk of becoming unemployed (Dayton, 2019). Employees who do not fear losing their job perform at their highest level and are encouraged to show loyalty (Dayton, 2019). Interpersonal relationships with colleagues examine employees' sense of community at their workplace (Cherney, 2018). A sense of community among colleagues at work act as a support system, and simply makes employees feel happier (Cherney, 2018).

Herzberg Two Factor Theory encompasses the dynamic relationship between internal and external factors that attributes to employee job satisfaction. This study will utilize the Two Factor Theory to adapt Cortlandt Cammann Job Satisfaction survey from 1983 to assess job satisfaction of Student Affairs professionals in modern time. The adapted survey is called the Student Affairs Job Satisfaction Survey (SAJSS). The SAJSS will be the assessment tools used to measure Student Affairs professionals job satisfaction in this study.

CHAPTER II - LITERATURE REVIEW

This literature review will focus primarily on the covariate variable of age, also recognized as generation. We currently have four generations in our workforce who each have different expectations for their experience at work. This chapter will examine literature on generational expectations and how those expectations were formed. This chapter will specifically examine the work experience of Student Affairs professionals and factors that formulate their job satisfaction. Job satisfaction is the extent to which how people experience their job (Spector, 1997). A professional's experience at work can be impacted by a plethora of factors, which this study recognizes as covariate variables. The Student Affairs field is witnessing high turnover, and researchers want to measure the extent to which their job satisfaction may have on their desire to leave the job. The Student Affairs field requires additional research to identify factors influencing Student Affairs professional's workplace experience.

Economic, political, and social events that each generation experiences are believed to establish the attitude and values of that cohort (Benson & Brown, 2011). All four generations cultivate their own form of popular culture through beliefs, social norms, and historical events. Naturally, when grouping professionals from different generations with contrasting organizational philosophies work towards one common goal, conflict can emerge. All generations can view job satisfaction similarly when they enter the stage of being a new professional (Twenge et al, 2010). The same goes for professionals in the middle of their career and those towards the end. Even Peter Drucker, known as the father of management, believed no matter the age of a professional, all employees just want good leadership (Cohen, 2009). Though Drucker recognized young professionals will change the workplace environment, he did not specifically identify Millennials and Gen Z cohorts in his research (Swaim, 2016). Drucker felt

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the key to increasing job satisfaction was through employee engagement (Cohen, 2009). The more engaged employers can be with their staff will consequently increase organizational goals reached (Cohen, 2009). Drucker identified employee engagement as actively placing staff in the right roles, demanding high standards, ensuring all staff understands overall organizational goals, and staff know how their roles are contributing to the big picture (Cohen, 2009).

Researchers such as University of Virginia professor Siva Vaidyanathana believe generational differences are simply a myth created by marketers who lack a social science background (Cummings, 2017). The marketing industry places labels on generational cohorts to target select consumers in an attempt to increase sales (Cummings, 2017). Researchers from this philosophy argue generational differences have not been validated through research, and generational characteristics are simply people's observation (Korvay, 2017). Generation expert, Jason Dorsey, will argue there being truth to generational differences, and eras marked by cohorts should be studied independently (Wotapka, 2017). However, psychologist experts like Dr. Jean Twenge would argue each generation experiences the same expectations during specified stages of their human development (Twenge et al, 2010). In this theoretical framework, all generations experience the same phases of human development which attributes to similar expectations during specified stages of life, e.g., all generations have similar expectations when their adolescence, young adults, middle age, or late adulthood (Twenge et al, 2010). This would indicate human development stages have more impact on one's values and characteristics than generational cohort.

Generational Differences in the Workforce

The phenomenon of generational differences within society has become a topic of conversation recently due to the large shift in generational dominance in society. Researchers go

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back and forth whether generational differences are a consequence of generational characteristics, age specified beliefs, or merely a myth altogether. Generational differences are believed to occur when newer generations absorb and adapt to the culture from previous generations (Twenge, Carter, & Campbell, 2015). These adjustments result in cultural differences that are projected when dealing with groups that possess individuals from various generations. Exposure to culture is an influential component to develop our personal values e.g., job satisfaction, life goals, and religion (Twenge, Campbell & Freeman, 2012). Due to our multigenerational workforce, employers must be aware how to cultivate a workplace culture that attracts our diverse workforce laborer's.

Each generation has their own set of cultural values and characteristics that formulate a unique set of societal norms and expectations in which are naturally brought into the workplace (Weikle, 2019). Generational values and characteristics are shaping professional's expectations making it challenging for employers to meet the needs and desires of their multigenerational staff (Sparrow, 2014). Employers' ability to meet their multigenerational staff expectations is suspected to have influence on their individual job satisfaction, consequently leading to their ultimate decision of staying with an employer or leaving. Professionals from all generational cohorts generally have the same core values in the workplace, they all want to feel respected, appreciated, valued, and in agreement with company mission, etc. (Swaim, 2016). However, each generation can have their own set of expectations in how those values are delivered in the workplace. Here lies the importance of understanding generational expectations. Employers' awareness of best practices to attract select audiences will only enhance their ability to meet the expectations of targeted professionals. Employees are more likely to quit their job due to workplace culture and employee engagement expectations being unfulfilled than due to difficulty

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of work (Sostrin, 2019). When a large number of employees feel unfulfilled with their workplace culture, that often leads to high turnover which can create an infectious culture yielding a constant flux of staff making it difficult for employers to provide stability for their employees and consumers (Sostrin, 2019).

Generational culture and characteristics are developed from a series of events and trends that a generational cohort experience in society at a certain point in time. These events and trends shape generational norms which attributes to the expectation's professionals bring into the workplace (Tanner, 2019). Baby Boomers and Gen Xer's passionately believe employees must accumulate years of hard work, experience, and expertise in the field to earn the opportunity for advancement (Mirza, 2018). In the view of older generations, promotions should be long and hard to achieve, therefore, when in managerial positions, they demand deference (Mirza, 2018). However, Millennials and Gen Zer's believe years of experience should not be a significant factor when determining promotions, but rather allowing the quality of their work to determine advancement opportunity (Mirza, 2018). The thought of investing several years into one employer and not receiving an opportunity to advance will make younger professionals feel restless and impatient, consequently impacting their overall job satisfaction (Mirza, 2018).

Generational Background: Why are we this way?

Baby Boomers 1946-1964

U.S. Events

Approximately, 75.52 million babies were born during this era of the United States accounting for 40% of the American population (Chappelow, 2019). With so many people, the consumer demand drastically increased (Macce & Stentz, 2014). In 1952, America supplied 65% of the worlds manufactured goods (Macce & Stentz, 2014). Wages had to be driven down to

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accommodate the large quantity of workers at full time employment rates (Smith & Ozimek, 2013). The idea of buy now and pay later was conceived in this era as credit cards were established increasing American debt (Macce & Stentz, 2014). This unfortunately led to high inflation margins making it difficult for families to save or financially invest (Hannon, 2011).

In 1960, the federal government approved birth control and over 80% of married women were using contraception (Walsh, 2010). Birth control now being an option, more women began to focus on their careers opposed to having children (Walsh, 2010). This era of women empowerment gradually changed gender norms as men and women societal roles became more equitable through the demand for equal pay, equal household responsibilities, and equal opportunity for job advancement (Walsh, 2010). Feminist Baby Boomers were the individuals to pioneer movements such as the National Organization for Women to end gender discrimination within public and private sectors (Wolfe, 2015). The Civil Rights Movement paired with feminist movements vastly changed the corporate culture as employers began to focus on cultivating a diversified and equitable work environment.

Characteristics & Mindset

Although born in the 1940's-1960, Baby Boomers were shaped by the events and culture of the 1960's and 1970's. This generation is earmarked for their fight on social equity, sparking movements such as the Civil Rights, Women's Rights, and the Hippie Movement. These movements affirmed Boomers could accomplish anything through mobilizing and standing up for what they believed in. Boomers incorporated their social freedom and political beliefs to form their generational culture. Gender norms were prevalent during the Baby Boomer era which formed distinctively different societal roles and expectations for women and men (Beutell,

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2008). Traditional gender roles for men consisted of being strong, dominant, and household breadwinners (Hegelson, 2017). The role of women was more focused on maintaining the upkeep of the home and rearing children (Green & McClelland, 2018). Although gender equality was being pushed in society during a roaring feminist movement, women were still expected to be submissive to men. It was normal for wives to seek permission from their husbands to work and identify the jobs deemed as acceptable (Green & McClelland, 2018). The emergence of women in the male dominated workforce changed the dynamics of the workplace (Tanner, 2019). Employers were perceived to treat women differently than their male counterparts forming the phenomenon of a double standard (Turner, 2014).

Gen X 1965-1980

U.S. Events

This era will forever be marked by the Vietnam War and Watergate scandal. These events speak to the division of the U.S. government and American people. Most of the American people grew cynical of the government's intentions for decisions that brought our country more harm than good (Rohn, 2016). Individuals in this era grew up having to think for themselves and make their own decision regardless of the mass message. In 1965, U.S. President Lyndon B. Johnson signed the Elementary and Secondary Act which invested money into schools with concentrations of children from low-income families (Erickson, 2012). As a national focus, Gen Xer's had the opportunity to experience an improved education system believed to yield a better life (Erickson, 2012). This national investment led to over 60% of Gen Xer's attending college (Kane, 2019). Gen Xer's believe education is the driving factor for economic advancement, and necessary to remain competitive with the rest of the world (Kane, 2019).

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Sandwiched between our history's two largest generational cohorts Boomers and Millennials, Gen Xer's are commonly disregarded for their societal impact and referred to as the Silent Generation II (Rosenber, 2020). Gen Xer's accounted for approximately 65.72 million people (Census Bureau, 2015). This generation had a rough start as they had to experience the Great Inflation of 1970's which devastated the U.S. as 40% of the stock market was lost (Kramer, 2019). The nation was sent into a recession due to excessive government spending and tax cuts (Lambert, 2013). Unemployment rates reached a high of 7.1%, and the gross domestic price (GDP) dipped to 1.6% (Lambert, 2013). The automotive field took a big hit as many American companies were either downsized or put out of business resulting in mass unemployment (Lambert, 2013). Housing was hit hard by the plummeting economy as loan rates were doubled making it hard for families to afford a stable place to live (Lambert, 2013).

Characteristics & Mindset

Gen X'ers were born to working women that possessed career goals outside of being a stay-at-home mother (Mulvanity, 2001). Raised in dual income households, kids were often left home alone and became accustomed to taking care of themselves and coining the term "latchkey kids" (Rajalakshmi & Thanasekaran, 2015). Latchkey kid refers to children who were often left at home alone due to both parents working. These kids were usually recognized for wearing their house key around their neck to ensure not losing it. Kids were forced to do more things on their own which fostered a sense of independence, self-reliance, resourcefulness, and hard-working (The, 2018).

Although, rarely remembered for their tech savviness, Gen Xer's should be identified as the pioneers of technology advancement. Gen Xer's are responsible launching the World Wide

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Web, YouTube, Amazon, Google, MTV and more (Grimes, 2011). Gen Xer's unique set characteristics and mindset has made them ideal candidates to lead companies (Schawbel, 2015). Outside of their careers, Gen Xer's primarily focus on building and supporting their families. Life happiness for Gen Xer's is possessing a healthy work-life balance that allows them to simultaneously excel in their careers while pursuing personal passions (Kane, 2019).

Millennials 1981-1996

U.S. Events

As of 2015, Millennials became the largest generation in our workforce, and largest cohort in general accounting for close to 80 million people (Kane, 2019). The millennial workforce is continuing to grow largely due to the number of immigrants and refugees entering our country and seeking employment opportunities (Fry, 2018). The Millennial generation is recognized for being the most diverse cohort in U.S. history as 44% identify being of a minoritized ethnicity (Fiano & Anderson, 2018). This generational cohort is expected to serve as the social, economic, and political bridge to our future society resulting in White people becoming the new minority in 2045 (Frey, 2018). Millennials have endured a fluctuating economy with the global financial crisis leading to the U.S. mortgage crisis, sparking the 2007 recession (Amadeo, 2019). Although the way of living is becoming more expensive, Millennials are known for managing their money differently than past generations by commonly seeking creative ways to earn extra money through "side hustles" to assist them financially (Hoffower, 2018).

The Millennial cohort will forever be remembered as the generation that ignited social media (Ortiz-Ospina, 2019). In 2004, MySpace became the first social media platform to reach over a million monthly active users creating a new social phenomenon (Ortiz-Ospina, 2019).

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Facebook currently stands as the largest social media platform with nearly 2.5 billion users which is a significant portion of the total amount of social media users being approximately 3.5 billion worldwide (Ortiz-Ospina, 2019). Social media drastically changed the way society operates, and this generational cohort is recognized as the pioneer of this evolution.

Characteristics & Mindset

Millennials are defined by characteristics formulated through the culture they grew up in. Millennials are recognized for being tech savvy, achievement oriented, and team oriented (Kane, 2019). On the contrary, Millennials can also be labeled as narcissistic, lazy, and attention needy (Main, 2017). Millennials continuous search for something new and better often comes off as instability and indecisiveness on their behalf. Millennials are found to be more focused on their own individual success, money, fame, and image (Main, 2017). Generally, millennials are believed to be liberal and are considered as the most open-minded generation in history furthering the agenda of social reform (Main, 2017). Millennials often receive nicknames from older generations based on characteristics believed to shape their behavior. Sometimes referred to as the “me generation” to insinuate they only think about themselves and are less willing to accept others point of views (Francis & Hoefel, 2018). This perspective generalizes Millennials as entitled, lazy and self-centered. Millennials are also called the “microwave generation” to allude to impatience and the desire to have everything immediately (Francis & Hoefel, 2018). On the other hand, Millennials are also called the “giving generation” as they prioritize the uplifting of their communities (Zimmerman, 2017).

Social media has drastically changed society and has become almost necessary for survival. Technology becoming such a prominent component of society, Millennials were identified as the experts. Technology has helped Millennials become natural networkers and

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readily share information instantly (Tanner, 2019). Technology also allows Millennials to have a presence without physically being present. Having meetings through Skype and collaborating on projects through online platforms allow Millennial professionals to have control of their work-life balance (Lockley, 2018). Essentially, Millennial professionals want to possess full autonomy of their schedules to one day experience financial and time freedom.

Gen Z 1997-2012

U.S. Events

According to the U.S. Census, Gen Zer's account for approximately 25% of the United States population (Grace et al, 2018). Gen Zer's are expected to be the largest U.S. consumer group by 2026 making this group vital to the future success of our economy (Brown, 2019). Generation Z entering a time of economic prosperity is permitting spending at a high level, resulting in what many expect will improve our economy (Brown, 2019). Gen Zer's are expected to be the newest most diverse and educated generation in history (Wang, 2018). This generation will be earmarked by events such as the 2015 Supreme Court decision that fought for marriage equity and the election of Barack Obama. The Obergefell v. Hodges 576 was the Supreme Court decision that made way for same sex marriages to become legalized, further addressing social inequities (Wang, 2018). Barack Obama's 2008 induction into the Presidential office will forever be milestones for the United States by electing our first President of color (Wang, 2018). The Gen Z generation grew up in a time where anything seemed possible.

Gen Zer's are recognized as "culture creators" leaving most companies attempting to attract their demographic (Kleinschmit, 2019). Gen Z generation is growing up in a time where social media is now a lucrative field. Teenagers are using their social media presence to leverage

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business deals that range upwards of tens of thousands of dollars (Garcia, 2018). Gaming has become a sport that is developing teen-aged millionaires who have not even graduated from high school, let alone invested years of hard work on the corporate ladder (Garcia, 2018). Due to the notoriety these teenage phenomena receive, other Gen Zer's are growing up wanting to do the same thing, as opposed to choosing a traditional occupation that may require years of training and experience. Unfortunately, not everyone venturing into these industries reach the level of success anticipated, therefore, these non-traditional occupations may be seen as enchanted careers. Although not guaranteed success, Gen Zer's see social media as a financial revenue platform that can generate money now without having to wait years of completing education and training (Garcia, 2018).

Characteristics & Mindset

Growing up in this post smartphone era, Gen Zer's are seen to have grown up faster than all previous generations. Having information at the palm of their hand, Gen Zer's become consumed by their cell phones and wi-fi as 92% of this generation goes online on a daily basis (Grace et al., 2018). Texting and social media has drastically changed the way this generation communicates as they prefer to text one another than to converse in person (Grace et al., 2018). Categorized as digital natives, Gen Zer's use the internet to learn about the world. Their technology orientation has also made Gen Zer's very private as they're accustomed to having passwords and clearance protection set up on their devices (Elmore, 2019). Some researchers coined Gen Z as the "True Gen" to express their hunger to find the truth. (Francis, Hoefel, 2018). Gen Zer's are believed to be more picky than past generations which raises their expectations in the workplace (Crampton, 2019).

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Gen Zer's recognize their social capital and have adopted the entrepreneurial spirit at a young age as 72% wanted to start their own business in high school (Elmore, 2019). Possessing the entrepreneurial enthusiasm has helped this generation be particularly good with multitasking and will oftentimes be seen doing multiple things at once (Elmore, 2019). An example of Gen Z multitasking may look like them watching tv while on their phone and listening to music at the same time. (Elmore, 2019). Older generations may see them as having short attention spans, but Gen Zer's see themselves as hyper aware (Elmore, 2019). Due to technology, Gen Zer's are accustomed to having all answers within their reach, and when those expectations are not met in the workplace, confusion and frustration is expressed (Lockley, 2018).

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Table 1

Generational Overview (U.S. Census Bureau, 2018)

Name/Yr.	U.S. Pop Size	U.S. Events	Characteristics & Mindset	Employment Values
Boomer <i>1946 - 1964</i>	75.52 Mill	<ul style="list-style-type: none"> • Post WWII • Reevaluate societal gender norms. • The Great Depression 	<ul style="list-style-type: none"> • Men financially provide for family. • Women raise children and take care of men. 	<ul style="list-style-type: none"> • Employer loyalty is the key to career success. • Hard work pays off.
Gen X <i>1965 - 1980</i>	65.72 Mill	<ul style="list-style-type: none"> • Vietnam War • Watergate 	<ul style="list-style-type: none"> • Latchkey Kids • Independent • Competitive • Dual household incomes 	<ul style="list-style-type: none"> • Pay dues for leadership opportunities. • Work independently. • Work-Life Balance.
Mill <i>1981 -1996</i>	79.41 Mill	<ul style="list-style-type: none"> • Birth of Social Media • Y2K 	<ul style="list-style-type: none"> • Open Minded • Pursue Personal Ambition • Prioritize Diversity 	<ul style="list-style-type: none"> • Want to be mentored. • Seeking professional development. • Control of work-life balance.
Gen Z <i>1997 - 2012</i>	73.61 Mill	<ul style="list-style-type: none"> • First President of color; Barack Obama. • Smart Phones & Tablets 	<ul style="list-style-type: none"> • Open Minded • Digital Natives • Entrepreneurial Spirit 	<ul style="list-style-type: none"> • Need rewards or promotions to be motivated. • Want to advance quickly.

(Rosenber, 2020)

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Generational Identity in the Workplace: What do they expect?

Baby Boomers

Workplace Identity

Baby Boomer's being the children of the generation that lived through the Great Depression, they were raised to value hard work. The economic destruction caused by the Great Depression motivated Boomer's to work hard to ensure their children did not have to experience similar financial struggles (Rook, 2017). It was common for Boomer's to take a job and end their career with the same employer (Friedberg, 2018). Although competitive with one another, Boomers were very loyal to their employer (Friedberg, 2018). They prioritized their jobs above other aspects of their lives resulting in working long hours and often missing family events (Rook, 2017). Retirement was perceived as the finish line for their professional career, granting them the ability to now follow their passions (Kane, 2019).

Due to sheer numbers in the workforce, Boomers were economically influential to the U.S. economy. At one point, Boomer's accounted for over 60% of the American workforce, urging companies to heed their generational needs and desires (Zemke et al. 2000). The Boomers are believed to conceive the term "workaholic" as they prioritized their jobs by spending far greater time and energy developing their careers than their parents (Mulvanity, 2001). Baby Boomers value employers that can provide a team atmosphere, personal growth, and personal gratification (Tanner, 2019). They are loyal to their employers and even more loyal to their industry (Tanner, 2019).

Boomers worked many years to cultivate their careers and expect future generations of workers to do the same (Kane, 2019). By 2011, Boomers began retiring at a rate of 10,000 per day, consequently producing an increase of job openings (Friedberg, 2018). Boomers are often

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perceived as being past their professional prime and experience levels of ageism in the workplace (Gorges, 2019). Over 50% of Baby Boomers are believed to be pushed out of their jobs in exchange for younger professionals perceived in their prime (Gorges, 2019). Currently, Baby Boomers compose less than 3% of the global workforce, which is drastically different than their peak in 1985 consuming over 60% (Bennett, 2017). Labeled as one of the most hard-working generations, Baby Boomers are working well past their retirement years (Cordin, 2015).

Workplace Expectations

Baby Boomer professionals are motivated by following the orders of their employers and fulfilling expectations to the best of their ability (Tann, 2019). Baby Boomers' relationship with their employers is all about loyalty, leading to many of them spending majority of their careers with the same employer (Tanner, 2019). This supports their philosophy of earning rewards and promotions through investing years of hard work to prove company loyalty (Tanner, 2015). Baby Boomers entered a company with the understanding that if they work hard for several years, they would be rewarded with opportunities for advancement, and financial security through a pension and 401K (Lurie, 2018). Now at the end of their professional careers, Baby Boomers are being found to be less engaged at work. According to Gallup's Organization's State of the American Workplace Report, Baby Boomers are currently one of the most disengaged generations in the workforce costing corporate America close to \$500 million a year (Corbin, 2015).

Baby Boomers view employee engagement as four concepts; celebrate performance, provide mentorship opportunities, introduce new challenges, provide work-life balance (Corbin, 2015). Celebrated performances can be viewed as receiving recognition for accomplishments or getting promoted (Corbin, 2015). Mentorship opportunities evolved from Boomers wanting to receive coaching early on in their career, to now wanting to pass on their knowledge to younger

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staff (Kane, 2019). Introduction of new challenges interest Boomers by giving them a chance to learn something new and become more essential to their employer (Bennett, 2017). Ideal work-life balance for Baby Boomers meant they would be guaranteed days off to spend time with their family (Spencer, 2020).

Baby Boomers have been shaped by the culture of their era and are accustomed to following the confinements of systems without questioning authority (Tishma, 2018). Boomers tend to be more captivated towards the hierarchy tradition and are accustomed to an authoritative managing style and believe in perpetuating this style of leadership in their supervisor roles (Tishma, 2018). Possessing as many years of experience as they do, it is common for Baby Boomers to hold managerial or lead roles in which places them in position to supervise staff from other generations. Supervisors from the Baby Boomer generation expect their staff to work hard and follow company procedures without challenging authority, and with enough consistency, then to earn an opportunity for advancement or reward (Tishma, 2018). Baby Boomers would not expect frequent check-ins with their supervisor, and but viewed no feedback regarding their work performance as a positive (Newsome, 2019). As this was the professional culture Boomers grew up in, they expect the following generations to follow suit (Tanner, 2019). Professionals that do not follow Boomer's workplace etiquette are viewed as rebels, and do not deserve the same opportunity for advancement (Tishma, 2018).

Gen X

Workplace Identity

Gen Xer's are the third largest generation, and accounts for 33% of today's workforce (The, 2018). Many industries believe professionals do not reach their prime until their 40's and 50's, making Gen Xer's the most sought-after employee over any other generation (O'brien,

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2015). As a result of being in demand, Gen X professionals have also reported being the most engaged generation in the workforce (Neal & Wellins, 2018). Gen Xer's hold more than 51% of management positions globally, giving them the privilege of dictating the work culture for most companies (Moran, 2018). Gen Xer's grew up in the professional era of Baby Boomers and adopted their hierarchical organizational belief of putting in the years of work to someday reach an executive supervisor role (Camarote, 2017). Similar to Baby Boomers, Gen Xer's believed in paying dues through accumulating years of experience to earn rewards and promotions. Holding majority supervisor roles within companies, Gen Xer's are expecting younger professionals to adopt similar workforce etiquette and subsequently pay dues (Camarote, 2017).

Although classified as the older generation, Gen Xer's possess employee engagement traits of the younger generations as well. Gen Xer's are open to change, to an extent, regarding the role of employment. The idea of work-life balance speaks to the desire to work and grow in a career, while also enjoying life outside of work. The work-life balance Gen Xer professionals ignited is believed to have changed the company-employee and supervisor-employee relationship (Rook, 2017). Gen Xer's prefer companies and supervisors that allow them to have flexible work hours allowing them to invest time in other important things outside of work (Rook, 2017). Gen Xer's are believed to have started the phenomenon of working remotely (Back, 2019). Working remotely allowed Gen Xer's to be more involved with their families and enjoy hobbies which motivated them to work harder and increased their job satisfaction (Rook, 2017).

Workplace Expectations

Gen Xer's ability to make a difference in their place of employment is highly important as many of them are motivated by using their work to impact the organization (The, 2018). Gen Xer's prefer a work environment that allows them to work independently with flexible hours.

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Micromanagement is the kryptonite to Gen Xer's best asset of being creative (The, 2018). Gen Xer's believe in the core values of diversity, self-reliance, practicality, and work-life balance (Tanner, 2019). Gen X professionals prefer to work in isolation which developed a phenomenon referred to as the "conveyor-belt concept" (Mirza, 2018). The conveyor-belt concept indicates employees have a tendency of working on their own portion of a project alone, and then pass on to the next person to complete their part (Mirza, 2019). Gen Xer's want their employer to respect their time outside of work, and also value the contribution they bring to the company. Gen Xer's believe they have paid their dues and have earned the right to operate the way they deem most efficient and beneficial to the production of their work (The, 2018). Employers respecting employee boundaries will build a culture that enhances employer-employee engagement to boost job satisfaction for Gen Xer's (Kane, 2019).

Most manager positions being held by Gen X professionals insinuates our current workplace culture is curated by their workplace expectations and managing style (Moran, 2018). Gen X professionals are thought to be open to change unlike previous generations, but still value philosophies of the past such as the hierarchical leadership structure (Neal & Wellins, 2018). Gen X workplace etiquette is in alignment with previous generations in that all professionals need to pay their work dues prior to being applicable for reward or promotion. Gen X leaders see young professionals as their future successors and want to ensure promising rising employees will be equipped to succeed when in leadership roles. Gen X managers are attracted by the opportunity to engage with younger professionals through seeking their input and exchanging knowledge in attempt to remain knowledgeable of evolving cultural trends (Neal & Wellins, 2018).

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Millennials

Workplace Identity

Young professionals are entering the workforce eager to learn and have their progress affirmed throughout their job development (Fertik, 2014). Millennials are hardworking, but they first need to feel their job responsibilities are aligned with their own goals and aspirations (Lurie, 2018). Millennials prefer to work in environments that fosters collaboration, flexible work hours, frequent feedback, incentivized goals, and opportunity for advancement (Prossack, 2018). Millennials are social beings and feel the need to collaborate with their colleagues (Comaford, 2018).

Millennials do not feel obligated to stay with an employer long term, so their job motivation lies within their ability to gain professional development and accumulate accolades to leverage as bargaining chips for future job opportunities (Lurie, 2018). The historical fluxes of our economy have led to Millennials feeling they will inevitably get fired, laid off, shut down, and will need to find unique ways to gain professional growth (Lurie, 2018). Expecting such a short tenure in a position, Millennial employees want to get paid competitively and take on more responsibility to add to their professional portfolio (Lurie, 2018). Although viewed as a temporary employee, Millennials are the largest generational cohort in the workforce requiring employers to find best practices to attracting this group of professionals.

Millennial professionals are twice as likely to be disengaged at work than Baby Boomers and Generation Xer's (Autry, 2019). Categorized as young employees, Millennial professionals are often supervised by a Baby Boomer or Gen Xer. Surprisingly enough, 90% of Millennials would like to grow their careers with one company (Autry, 2019). Yet, 62% of Millennial professionals would be willing to leave their company within the next two years for a better job

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(Autry, 2019). Millennials do not expect to be in the same position for long, so they want work that is directly in line with their career goals while gaining skills that will help expand their value (Lurie, 2018). Nearly 50% of Millennials will consider leaving their company if not provided opportunities for professional and career development (Autry, 2019). Millennial employees believe it is the duty of their supervisor or employer to foster professional growth while maximizing their skills and talents in the workplace (Carroll, 2017). Millennial professionals tend to leave their job when they are feeling underutilized and stagnant, consequently leaving them unfulfilled and looking for new employment (Autry, 2019).

Workplace Expectations

Millennials want employers to understand their career aspirations and use everyday job responsibilities to grow the desired professional skillset they seek to obtain (Lurie, 2018). Millennial professionals can recognize their return on investment and will be encouraged to work harder. Millennial professionals being the largest generation in our workforce, companies are becoming more aware of this cohort's workplace expectations by being intentional in offering more professional development funding, and mentorship opportunities to prepare young employees for their next career step (Lurie, 2018). Consequently, employers can benefit from this practice as Millennial employees will be more motivated, and employers' chances of retaining talent long term should increase (Lurie, 2018).

In addition to professional development, Millennial professionals want a work-life balance like Gen Xer's (Carroll, 2017). Although similar, Millennial work-life balance is a little different than Generation X. Gen Xer's recognized work-life balance as getting off work by 5pm, followed by spending time with family (Kane, 2019). Millennials do not have a cut off time but recognizes work-life balance as the capability of handling work responsibilities at any time of

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day or night, granting them time freedom to address work needs and personal needs according to convenience and necessity (Alesso-Bendisch, 2020). Ideally, Millennial professionals want to have control of their days and decide when and where they work. Most Millennials see life success as having full autonomy over their time by controlling their work circumstances which enables them to enjoy various life experiences (Jenkins, 2018). This form of work-life balance generates a euphoria in Millennial professionals, motivating them to produce at a high level (Schroeder, 2018).

When being supervised, Millennials want to be taught skills necessary to efficiently achieve company outcomes (Schroeder, 2018). Millennial professionals want a supervisor that takes interest in them personally by providing frequent feedback and guidance, rather than a supervisor who is solely focused on achieving department goals (Schroeder, 2018). According to the 2016 Deloitte Millennial Survey, Millennial professionals are twice as likely to stay at a job for more than five years when strong mentorship is provided (Schroeder, 2018). Millennial professionals resume this same philosophy when in management positions as they prioritize mitigating barriers between themselves and whom they supervisee to cultivate a relationship that resembles partnership oppose to superiority (Schroeder, 2018). Supervisors of Millennial staff may be behooved to take a coaching approach with their team, as the dictator and authoritarian approach appears to be a turn off for this group of professionals.

Generation Z

Workforce Identity

Although recognized as the youngest generational cohort in the workplace, Gen Zer's were expected to account for more than 20% of our nations' workforce in 2021 (Arruda, 2018). Unlike Millennials who feel the need to jump from job to job in route to moving up the corporate

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chain, Gen Z professionals are more willing to stay with a company for the sense of security (Patel, 2017). Though this generation believes in working hard, they also strongly believe in receiving competitive compensation for their work (Patel, 2017). The best ways to attract Gen Z professionals is through enhancing technology usage within the company, fostering a culture of competition, and provide a collaborative environment (Arruda, 2018). Connecting employees is a core strategy for engaging Gen Z professionals in the workplace (Crampton, 2019). Gen Zer's are believed to be competitive but still prefer to work in groups (Patel, 2017). Working in groups gives Gen Z professionals a sense of community, and places them in the position to learn from their peers.

Similar to Millennials, Gen Zer's have lofty career goals and are eager to reach them sooner rather than later (Patrel, 2017). Gen Z professionals want a significant amount of attention as they are constantly seeking professional development and feedback from their supervisor (Crampton, 2019). Gen Z professionals want to feel a sense of collaboration with their colleagues and expect their employer to foster unity among all employees (Lockley, 2018). This generation believes employee diversity speaks to the image and brand of the company (Lockley, 2018). Employers' ability to provide competitive compensation packets to elite performing staff is critical as Gen Z professionals merit-based philosophy helps contribute to their work motivation (Arruda, 2018). Without these factors, employers will have a difficult time of retaining Gen Z professionals further adding to our national retention issue.

Workforce Expectations

Generation Z being the first fully digital generation has developed an expectation that technology be used in the workplace to some extent (Jenkins, 2019). In fact, Careerbuilding.com identifies employers' media presence as one of the first characteristics that attract Gen Z

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professionals (Stansell, 2019). This cohort of professionals are accustomed to go online to find job opportunities and research potential employers prior to even meeting company representatives in person (Stansell, 2019). In addition to their expectation of using technology at work, 72% Gen Z professionals crave face-to-face interaction with colleagues in desire of having a sense of community (Jenkins, 2019). Similar to Millennials, Gen Z employees are seeking professional development and desire to receive frequent feedback (Jenkins, 2019). Feedback being a primary focus of Gen Z professionals, 60% prefer weekly check-ins with their supervisor, and of those, 40% would choose to have daily interaction with their supervisor if possible (Jenkins, 2019). Over 65% of Gen Z professionals say they will leave their job if they do not receive feedback at least every few weeks from their supervisor (Jenkins, 2019). Ideally, Gen Zer's want their supervisor to provide supportive leadership and their employer to foster collaborative work relationships (Jenkins, 2019).

Gen Z professionals are motivated by opportunities for advancement and financial rewards (Lockley, 2018). This generation sees their first few jobs out of college as steppingstones, and likely to change jobs up to ten times before age 35 (Lockley, 2018). Gen Z professionals expect their supervisor to create team culture and encourage fellowship among employees (Lockley, 2018). It is imperative for this cohort of professionals to feel inspired in their place of work, and not feel they're just collecting a paycheck (ITA Group, 2019). Recognized as the newest most diverse generational cohort in history, Gen Zer's expect to see diversity in their place of work as well (Jenkins, 2019). Diversity and inclusion are believed to represent company culture to Gen Z professionals as 77% said their company's level of diversity affects their decision to even work there (Jenkins, 2019). Creating an atmosphere of innovation, tech savvy, and diversity will help

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employers combat turnover, enhance employee engagement, and increase their chances of retaining top talent within this generational cohort (Lockley, 2018).

Gen Zers have adopted the work culture initiated by the Millennial generation. Gen Z professionals want their supervisor to be a leader that motivates and acts as sponsor for promotions. Gen Z professionals want supervisors that are more like coaches and mentors, who can be empathetic and help transfer their skill sets to leverage career advancement opportunities. Supervisors with this approach allows Gen Z professionals to utilize their instinctive creativity and push the limitations of their role and responsibilities (Costa, 2018). Although recognized as young professionals as well, Millennial supervisors are believed to better understand Gen Z professionals' temperament than older generations and are more equipped to meet the rising expectations of this group (Jenkins, 2019). This phenomenon has highlighted Millennials as the ideal supervisor for this generational cohort as 77% of Gen Z professionals report to preferring a Millennial supervisor (Jenkins, 2019).

Generational Job Satisfaction: What makes them happy at work?

Baby Boomers

According to the Job Satisfaction Survey conducted by Millennial Branding research company, 78% of Baby Boomers reported having a high level of job satisfaction when in their prime (Marte, 2013). Baby Boomers take a lot of pride in their occupations by fully engaging themselves in their work roles (Harter & Agrawal, 2015). Work being such a critical component of Baby Boomers livelihood, their job satisfaction is identified as a correlated indicator of their overall life satisfaction (Harter & Agrawal, 2015). In an attempt to give their life meaning, Baby Boomers would consume themselves with work (Kane, 2019).

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Recognition is believed to be a strong influencer of Baby Boomers job satisfaction (Newsome, 2019). Recognition, also viewed as appreciation, can be seen through the receiving of nonmonetary rewards such as peer acknowledgement and certificates highlighting work accomplishments (Newsome, 2019). Earning promotions is another way an employer can express appreciation for Boomer professionals as they are motivated by obtaining positions of authority (Newsome, 2019). Gender disparities unfortunately effected job satisfaction as women were more likely to receive fewer opportunities for advancement and experienced higher levels of sexual harassment than men (Walsh, 2010). Although women were suspected to be more engaged in the workplace and possess higher levels of job satisfaction than men, men were believed to find more value in their work (Green, McClelland, 2018) (Harter & Agrawal, 2015). Baby Boomer men were assessed to having more extensive expectations in the workplace than women (Green, McClelland, 2018). This belief was used to explain why women had higher job satisfaction than men, their work expectations being lower, it was easier for women expectations to be fulfilled. The sentiment of gender attributing to different levels of job satisfaction would quickly change for future generational cohorts as employers put more focus on creating a uniformed experience for all staff (Parker, Horowitz, Stepler, 2017).

Gen X

Enjoying the prime of their professional career, Gen Xer's are believed to be the most invested generation in the workplace, which has resulted in them having the highest job satisfaction (Lesonsky, 2017). On average, Gen X professionals were able to reach the national median wage by 26 years old (Marte, 2013). Gen X employees are known to possess positive components from both Baby Boomer and younger generations, acquiring years of experience and gaining the ability to think progressively (Lesonsky, 2019). These characteristics help Gen X

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professionals adapt to employees of both older and younger generations, resulting in healthier work relations and higher job satisfaction (Lesonsky, 2019). Ultimately, job satisfaction for Gen X professionals is based on employers' ability to meet their workplace expectations; provide opportunity for competitive pay, arrange opportunities to lead colleagues, and value their opinion (Lesonsky, 2019).

Gen Xer's are competitive by nature and allowing their productivity to factor into their compensation will enhance job satisfaction (The, 2018). Gen Xer's are willing to invest years of hard work into a company with the expectation they will someday reach a leadership position allowing their contributions to the company to be on full display. Gen X professionals want to feel their work is directly correlated to the success of the company (The, 2018). On a survey conducted by Korn Ferry's Futurestep on employee engagement, 39% of Gen X professionals identify making a difference in the organization as their number one goal with the company (Lesonsky, 2019). Job satisfaction for Gen Xer's is being associated with their ability to reach a leadership position and directly influence company success (Lesonsky, 2019). If not granted this opportunity to display their leadership potential, Gen Xer's will become disengaged and dissatisfied with their job.

Gen Xer's view appreciation through employers granting them autonomy over decision making and receiving bonuses (Lesonsky, 2019). Gen X professionals are confident and constantly seeking ways to prove their value to the company. Bonuses are recognized as symbols of employers congratulating employees for their good work. Nearly 50% of Gen Xer's in Korn Ferry's Futurestep survey answered that bonuses being their most desired sign of company appreciation (Lesonsky, 2019). Bonuses can also be beneficial for companies as a way to inspire Gen X professionals through financial compensation without having to commit a permanent pay

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increase (Lesonsky, 2019). Adding pay incentives and opportunities to display leadership skills to Gen X employee should enhance their job satisfaction.

Work culture that fosters community is also an attributing factor to Gen X professionals job satisfaction. Gen X professionals thrive in a work culture that cultivates diversity, adaptability, transparency, and creativity (Lesonsky, 2019). Generation X is known for their fight on social equality which has diversified the workplace. Gen X professionals embrace the empowerment of underrepresented groups to unite all employees for one common goal. Gen Xer's being the first generation to use technology in the workforce, they enjoy the opportunity to adapt to evolving resources that can improve work efficiency (The, 2018). Gen Xer's want employers that value their creativity and inspire them to go beyond what is expected. This empowerment will give employees a sense of purpose within the company and boost their job satisfaction.

Millennial

By 2030, Millennial professionals are expected to comprise 75% of the workforce worldwide making this cohort quite influential on the world's economy (Acharrya, 2017). Millennial professionals are rated to have the lowest level of job satisfaction than any other generation, which is suspected to contribute to the trend of high turnover rates (SHRM, 2016). Millennial professionals are perceived to lack company loyalty from their high frequency of changing jobs (Acharrya, 2017). In 2016, the Society for Human Resource Management (SHRM) conducted a survey on employee job satisfaction and identified Millennial professionals to average three different jobs within their first five years after graduating college (SHRM, 2016). Research would suggest Millennials are struggling to finding stable careers as 28% of

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Millennials report having to move back home with their parents after starting their professional career (Marte, 2013).

Millennial professionals are entering the workforce with high expectations. Professionals from this cohort have lofty aspirations and the expectation of quickly becoming a leader within the company (Landrum, 2017). Millennials want to impact their communities and use their company's platform to drive societal change (Landrum, 2017). Possessing leadership positions are to provide Millennial professionals the opportunity to align company goals with their own personal mission further strengthening their connection to the employer and contributing to their job satisfaction levels. Millennial professionals prioritize fulfilling their life passion over obtaining job titles, indicating the importance of employers continuously providing leadership development and feedback to peak their job satisfaction (SHRM, 2016). Millennial professionals are more likely to have higher job satisfaction when their position allows them to gain the necessary skills and resources to pursue their life passion (SHRM, 2016). Due to today's advancements, Millennials are accomplishing milestones more quickly than previous generations and are less willing to stay with a company for extensive periods of time without experiencing expected growth (SHRM, 2016).

Millennials are eager to contribute to company success, however, that eagerness can also be perceived as being impatient. Millennials want to feel their input is being valued and the company's culture cultivates professional growth (Acharyya, 2017). Compensation and recognition are most commonly recognized as signs of appreciation to Millennial professionals (Tsang, 2015). Employee compensation is based on the financial value companies place on a given position and service. Value is determined by the need of a given position or service to accomplish company goals. Due to Millennial professionals' ambition to impact organizational

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goals, they yearn for opportunities to prove their value, and their compensation is used as a tool to validate their importance to the company (Landrum, 2017). As for work culture, Millennials want an environment where employers foster employee creativity and self-authorship (Tsang, 2015). This generation is looking for meaningful projects to serve as accomplishments to validate their ability of completing assigned goals which will enhance job satisfaction (Tsang, 2015).

Essentially, Millennial employees find job satisfaction in gauging their employer's ability to increase their professional equity. Millennial professionals always want to feel their current job is preparing them for the next, but when expectations are not fulfilled, employee job satisfaction is lowered. In these cases, Millennial professionals are not motivated to produce at their peaks, and it becomes more difficult for employers to accurately assess their potential. Employers tend to invest less resources into employees lacking promise, and instead pour into those seen as a part of the company's future (Landrum, 2017). Low job satisfaction rates paired with high turnover rates indicate Millennial professionals are struggling to find fulfilling jobs. Now as the largest generational cohort in the workforce, Millennial job satisfaction may become a more critical component for company sustainability.

Gen Z

Gen Z is currently the youngest generational cohort of professionals yet are set to account for 27% of the workforce by 2025 (Stahl, 2021). Although having only a couple years of professional work experience under their belt, Gen Zer's are beginning to understand what contributes to their job satisfaction. Some Gen Z professionals prefer the traditional career path of joining a company and working through the hierarchical rankings (Stahl, 2021). Those professionals find motivation in receiving professional development, opportunities for

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advancement, and being competitively compensated (Stansell, 2019). These Gen Zer's have a lot in common with Millennial professionals as to what fuels their job satisfaction. Researchers have identified a new creed of Gen Zer's referred to as "New Working Order" (NWO) that are multifaceted individuals that use technology and their human network to create product or service (Bean, 2018). These Gen Zer's are turning their passions into money by innovating and executing ideas through various forms of technology (Bean, 2018). Gen Zer's are viewed as self-starters as they tend to already have side passion projects with the hope of turning it into their main source of income (Bean, 2018). Gen Zer's want to combine their education and experiences to further their careers using digital tools such as YouTube, Reddit, and social media to strike their own creative revolutions (Bean, 2018). These professionals align job satisfaction with their ability to pursue their passions using digital platforms.

All Gen Z professionals desire to have flexible work hours and the ability to learn from others through collaboration (Bean, 2018). Similar to previous generations, work-life balance is a significant factor contributing to this generation's job satisfaction (Sacklin, 2018). Gen Zer's value supervisors that respect their work-life balance by limiting tasks and communication outside of permitted work hours (Sacklin, 2018). Gen Z professionals are also motivated by money as 65% wish to reach financial independence by age 30 (Sacklin, 2018). Financial independence is the status of having enough money to pay for one's expenses without being employed. Gen Z professionals want to limit employers' control of their time and have flexible work hours that allow them to pursue their personal passions while still exceling in their career (Stansell, 2019). Employers investing in luxuries beyond salary such as access to fitness centers and dining cafeterias to lighten monthly expenses can be highly persuasive in getting Gen Z professionals to be retained as well (Stansell, 2019).The pinnacle of job satisfaction for this

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generation is marked by time freedom, access to nice perks, and receiving competitive compensation based upon production.

Gen Z professionals are attuned to work culture and are prepared to leave employers not cultivating a healthy environment. This generation is very conscious about work safety as 77% identified “feeling safe” as the most important quality of office environment (Stansell, 2019). Feeling safe is inclusive of support networks in place to manage situations of harassment and discrimination (Stansell, 2019). Sense of community among Gen Z professionals is indeed important and factors into employee job satisfaction (Wang, 2018). Companies should facilitate social events that allow employees to interact and build genuine relationships to organically develop support systems in the workplace (Stansell, 2019). Gen Zers love the ability to learn from their peers, and employers fostering community among staff will enhance job satisfaction for this generational cohort (Sacklin, 2018).

What is Student Affairs?

Student Affairs is the department or division of services and support for student success at institutions of higher education to enhance student growth and development (NASPA About, 2020). Student Affairs is recognized as a specific entity under the field umbrella of Higher Education or Academia. According to the National Association of Student Personnel Administrators (NASPA), core values of Student Affairs professionals are to encourage and respect diversity, recognize the value of individuals, and support student development (NASPA About, 2020). The Student Affairs professional is predicated on the ability to build genuine relationships with others across the campus in an attempt to form a net of support for students (Long, 2012). This entity within Higher Education was created to alleviate the demand of holding faculty accountable for student discipline and identified a department to take on that

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responsibility by finding strategies to support college student's maturation outside the classroom (Long, 2012). Opportunities for teaching and development exist all over campus, and it is the responsibility of Student Affairs professionals to capitalize on those occasions.

The Student Affairs profession is recognized for the long hard emotionally and physically demanding hours staff will need to endure, and in conjunction, will not yield a competitive compensation package when compared to lucrative industries (Marshall, 2016). Those entering the profession usually understand they will not make a lot of money but possess a passion to help students reach their academic and career goals (Marshall, 2016). Although Student Affairs professionals may enjoy what they do, an unattractive benefit and reward package can still drive them out of the field (Bender, 2015). The student affairs profession is a critical component of Higher Education and student success both in and out of the classroom (NASPA About, 2020). Being such a critical aspect, most colleges and universities have a whole division dedicated to Student Affairs. Colleges and universities are widely respected for grooming our future leaders in hope they will continue to advance our society. The work done by student affairs professionals help students begin a lifetime journey of self-exploration while ensuring the student is academically and personally supported (Long, 2012).

Just like all industries, Student Affairs in Higher Education has areas in need of improvement, specifically in the diversity of professionals in the field. Academia in general is recognized a space designated for White people at both the student and professional level. The term Predominately White Institution (PWI) was coined to identify colleges and universities that have large majority White student populations. When colleges and universities were first created, people of color were not allowed to be a student or administrator. In response, Historically Black

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Colleges and Universities (HBCU's) were formed to permit students and professionals of color, specifically Black/ African American people, the opportunity to benefit from Higher Education. Labels such as Hispanic Serving Institutions (HSI) and Asian American and Native American Pacific Islander Serving Institutions (AANAPISI) were later used to identify colleges and universities serving large student populations of these demographic groups. These various categories of colleges and universities further indicate racial segregation within Academia that has exist since the inception of Higher Education. Researchers have conducted Critical White Studies (CWS) to acknowledge White supremacy that saturates college and university campuses around the country, forming a phenomenon of oppression for Student Affair professionals of color (Phelps-Ward & Kenney, 2019). Sagaria & Johnsrud (1991) stated roughly 17% of college students are from racial and ethnic minority groups, yet only 10% of Student Affair professionals possess the same background. Increasing diversity among Student Affair staff will cultivate a more racially and culturally diverse campus environment (Sagaria & Johnsrud, 1991). As colleges and universities continue to diversify their student population, the need of diverse Student Affair professionals is imperative in providing an inclusive environment geared to support students of all race and ethnicity.

Over the years, the Student Affair field has developed a cookie cutter version of professional that most commonly find success with this career choice. Researcher Florence Hamrick and Wayne Carlisle (1990) point out women being the dominate gender group in Student Affairs. Hamrick and Carlisle (1990) believe this gender dominance can potentially create challenges for men to adapt to a women dominated field. Taub and McEwen (2006) point out two thirds of students in master programs are women. Master programs often being the prerequisite for many jobs in Student Affairs, makes women the most common new Student

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Affair professional entering the field. Some researchers like Richmond & Sherman (1991) say Student Affairs is a “hidden profession” because there is not an undergraduate degree that prepares students for the field. This further shows the necessity of gaining a master’s or terminal degree to successfully navigate the Student Affairs field. Muller & Moore (2018) points out Student Affairs professionals with higher degrees have the most opportunity to gain professional development which allows them to be more successful within the field. Muller & Moore (2018) find Student Affairs professionals possessing a terminal degree have the best experience in the field than professionals with a master’s degree or less. In addition, those who have more work experience have more opportunities to gain professional development (Muller & Moore, 2018). Professional development is recognized as a factor that can enhance the Student Affairs experience, and professionals with more opportunities to gain development are believed to have more success in the field (Muller & Moore, 2018). Four-year institutions have been perceived as more prestigious than two-year community college institutions mostly due to universities having the authority to grant bachelor and master’s degrees (Darraj, 2019). This has led Student Affairs professionals to place similar hierarchical status for job opportunities at four-year institutions instead of two-year institutions (Darraj, 2019). This insinuated Student Affairs professionals prioritize jobs at universities oppose to community colleges.

Student Affairs Job Satisfaction: Is everyone happy?

Baby Boomers and Gen X Student Affairs professionals possess higher job satisfaction and are more likely to be retained than Millennial and Gen Z staff (Davidson, 2012). According to this statistic, colleges and universities appear to perpetuate a workplace culture geared towards meeting the expectations of Baby Boomers and Gen X professionals. Baby Boomers and Gen Xers hold the majority of managerial positions in Student Affairs and can be deemed as more

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essential to the institution, resulting in a higher focus placed on their job satisfaction and retention (Davidson, 2012). Meanwhile, young professionals may feel their desires are secondary to their counterparts, contributing to their lower job satisfaction ratings. Young professionals in Student Affairs estimate to comprise 20% of the field (Renn & Hodges, 2007). Although placing the focus on Baby Boomer and Gen X professionals may have served colleges and universities in the past, due to workforce trends, colleges and universities may need to reassess the importance of attracting Millennial and Gen Z professionals. Within the first five years of working in Student Affairs, we are seeing 50% of professionals leaving the field (Marshall, 2016).

Student Affairs professionals are leaving the field at an alarming rate, and job satisfaction is viewed as a contributing indicator (Marshall, 2016). Student Affairs professionals' job dissatisfaction stems from a number of factors; work environment issues, low morale, and role conflict (Marshall, 2016). Work environment issues refer to the absence of professional development opportunities and mentorship, which impedes mid and lower-level staff from advancing (Marshall, 2016). Low morale issues reference the lack of cohesion between staff members and departments resulting in employees feeling deprived of a team atmosphere (Marshall, 2016). Role conflict represent aspects such as unclear job responsibilities, incompatible supervisor, low pay, and work hours (Marshall, 2016). Colleges and universities will need to address these workplace elements to drive Student Affairs professionals job satisfaction.

Impact of Burnout & Turnover

Higher levels of job stress and burnout are associated with lower levels of job satisfaction, which increases the employee's turnover intentions (Mullen, Malone, Denny, Dietz, 2018). Stress is defined as a relationship between a person and environment that exceeds

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resources at their disposal and endangers the well-being of that individual (Mullen et al. 2018). Student affairs professionals are often put in predicaments that require them to obtain department goals without being provided the necessary resources to be successful in reaching those goals (Lowery, 2004). Burnout is considered as emotional, and sometimes physical exhaustion that prevents professionals from having adequate energy to do their job successfully and effectively (Mullen et al. 2018).

Student Affairs professionals appear to be struggling with severe burnout which is believed to attribute to mass departures seen in this area of Higher Education (Lowery, 2004). Employee turnover to this magnitude is alarming as institutions are struggling with declining resources, yet increasingly finding the need to hire more staff. Recruiting and hiring new staff, in conjunction with training those new employees, are expenses associated with employee turnover. In addition to losing experienced student affairs personnel, there is also non-monetary loss in the sense of departments losing efficiency, continuity, and quality in delivering support services to students (Marshall, 2016). Often overlooked, once an employee departs, their workload is usually passed on to another employee which increases their workload, resulting in retained staff feeling additional stress and anxiety. Attracting and retaining qualified professionals is necessary for institutions to develop positive learning environments (Davidson, 2012). The financial and productivity loss due to high turnover will disrupt an institution's ability to sustain a campus environment that fosters academic success and student support (Marshall, 2016).

Burnout is a common phenomenon in the workforce and is widely viewed as inevitable for Student Affairs professionals to experience at some point (Lowery, 2004). Due to its natural occurrence, employers often establish ways to combat burnout through benefit and reward systems to restore morale and enhance staff retention (Mullen, Malone, Denny, Dietz, 2018).

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Some industries can provide benefits and reward packages that are more attractive than others, giving them an edge when alluring top candidates and retaining staff. Most institutions in Higher Education are funded through state and public funding which prohibits colleges and universities from providing reward packages that can compete with private funded industries (Kane & Orszag, 2003). Colleges and universities have to find ways to be innovative in retaining their best staff. Institutions have the hard responsibility of cultivating a positive work environment to attract high performing Student Affairs professionals from all generations.

High turnover is being viewed as a negative, but on the contrary, there are some advantages that cannot be ignored. Advantages can include salary savings when those positions are not rehired, new ideas, improve mobility, and opportunity to set new goals (Frank, 2013). However, some of the cons of high turnover include the additional cost to rehire, lack of continuity in the workplace, and loss of institutional knowledge (Frank, 2013). Although no company may be able to avoid these aspects, the degree to which these conditions are experienced may be the downfall of some institutions. Regardless of job satisfaction, all employees will need to be replaced at some point due to various natural causations such as retirement, promotions, and life changes. On average, 20% of student affair positions are considered entry level making the field reliant on young professionals for sustainability (Renn & Hodges, 2007). Graduate programs focused on education and counseling are recognized as pipelines to funnel new professionals into the Student Affairs field (Renn & Hodges, 2007).

New Student Affairs Professionals: Where do they come from?

Master programs in education or counseling are widely recognized as being pipelines that funnels new professionals into Student Affairs (Wilson, 2008). An alternative theory to explain

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high turnover among new professionals is the belief that master programs are not adequately preparing graduate students to successfully transition into the Student Affairs profession (Kisner, 1993). Researcher Kevin Kisner (1993) conducted a study to identify areas of improvement with graduate students transitioning into student affairs. Dr. Kisner found new professionals in Student Affairs to lack competence in properly job searching, networking, and understanding institutional fit (Kisner, 1993). These discrepancies negatively contribute to new professionals' experience in Student Affairs and ultimately inform their decision to stay or leave the institution. Data from this study showed more than 25% of new Student Affairs professionals do not believe their title reflects their actual responsibilities, while more than 50% felt surprised by duties tasked in their role (Kisner, 1993). Participants in this study feel their master's program did not prepare them for the "reality" of getting a job in Student Affairs, and how to identify department areas that best align with their personal career goals and interest (Kisner, 1993).

The Residential Life department is recognized has one of the most critical areas within Student Affairs as they address academic and personal development for students living on campus (Kisner, 1993). Almost a quarter of Residential Life positions are designated for professionals new to Student Affairs, also referred to as entry level (Renn & Hodges, 2007). In 2008 a survey was distributed to 938 Chief Housing Officers (CHO) to analyze recruitment and retention of entry level employees (St.Onge et al, 2008). CHO's were asked to assess both the importance and difficulty of recruiting and retaining new staff. The survey attempted to identify the most important indicators of retaining this demographic of staff. Results showed entry level salaries to be problematic and attributed to new Student Affairs professionals wanting to leave the field. Close to 80% of CHO's believe recruiting entry level staff should be a priority to help replenish the staff leaving each year (St.Onge et al, 2008). However, those from smaller

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institutions found this to be of even higher priority than larger institutions due to having less staff to pass on responsibility once another departs. CHO's recognize staff working in Residential Life Office (RLO) to be the shortest tenure personnel in student affairs largely due to 20% of positions categorized as entry level (Renn & Hodges, 2007). On average, RLO staff remain with an institution for two to three years before moving on (St.Onge et al, 2008). Entry level RLO positions are usually held by young professionals which can yield a unique set of challenges for institutions (Wilson, 2008).

Questionnaire Design and Adaptation

Job Satisfaction is recognized as a social science which encouraged many scientists to develop theories to define and assess this phenomenon. As stated early, the SAJSS is an adaptation from the Cammann Job Satisfaction survey published back in 1983 with the intentions of assessing organizational change. To better understand the basic quality of adapting instruments, Trochim (2004) indicated two types of validity are required: internal and external. Internal validity represents the strength of relationship between independent and dependent variables to prove correlation. External validity represents the strength to generalize findings to a specific group or population. Lastly, Trochim (2004) reminds researchers to be aware of measurement error, which is the difference between the observed value and the true value. Measurement error can show a false narrative within the data, resulting in findings being inaccurate. Measurement error can be a common problem for new survey's due to questionnaire design and question placement because validity can only be proven after the assessment is taken. The consequence of survey questions being confusing, careless, or inaccurate can often lead to respondents causing a measurement error (Biemer, Groves, Lyberg, Mathiowetz, Sudman, 2013).

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Typically for internal validity, researchers rely on standard content analysis approach using reliability testing (Presser, 2004) to measure the survey quality. Survey adaptations attempt to take a survey from being used in one environment, and then adapted to be used in a different environment. Because this is an adapted survey, measurement error is an important analysis opportunity and activity that should be monitored. Biemer and Lyberg (2003) reiterate the standard approach to measurement error. Kachroo and Kachen (2018) indicate item placement is critical for validity work. This questionnaire adaption and design are key part of this investigation, this study will also assess the validity of the SAJSS being used as a tool to measure job satisfaction of Student Affairs professionals. The SAJSS uses 33 questions to assess 11 intrinsic and extrinsic composites, two penultimate questions (i.e., pre & post), one invite question, one qualifying question, four general preliminary questions, and eight demographic questions for a total of 49 survey questions. Among the key adaption techniques, the placement of the penultimate question on job satisfaction, alongside the intrinsic and extrinsic motivational factors needed to be assessed to ensure data from the SAJSS can be validated. This study will have the opportunity to validate SAJSS as a tool that accurately assess Student Affairs job satisfaction.

Summary of Literature Review

The purpose of this study is to evaluate Student Affairs professionals job satisfaction to determine factors attributing to high turnover among staff in this area of Higher Education. The goal is to determine if various diversity characteristics have an impact on Student Affairs professionals experience in the workplace, consequently impacting their job satisfaction. Generational cohort is a specific diversity characteristic that will be assessed to determine

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potential correlation to Student Affairs professionals job satisfaction and their desire to leave the field. This chapter evaluated the differences between generational cohorts to identify contrasting workplace expectations that contribute to their job satisfaction. In understanding generational cohorts, one must first recognize the components that attribute to their professional identity and workplace expectations such as the characteristics and mindset developed through pop culture and events during their era of growing up. The era in which one generation grew up is believed to have formulated a unique set of cultural norms that professionals naturally carry with them into the workplace (Tanner, 2019).

Currently having four generations of professionals in the workplace insinuates we have four different sets of cultural norms employers are attempting to adhere. It is believed that all professionals have similar expectations in the workplace, however, the method in which those expectations are delivered are suspected to vary depending generational cohort. For example, all professionals expect to have a work-life balance, however, Baby Boomers, Gen X, Millennials, and Gen Zer's view the application of work-life balance differently. Boomer's view work-life balance as not being forced to work every day, allowing them to dedicate time to their family. Gen X professionals see work-life balance as the ability to have set work times that allow them to clearly separate the workday and their personal time. Millennial professionals view work-life balance as having time and location flexibility, which allows them to complete personal and work task interchangeably. Gen Z professionals are similar to Millennials in wanting time and location flexibility, but they want to use this flexibility to allow them to possess multiple jobs and pursue multiple passions. Although an employer can offer "work-life balance", the perception of this expectation being met by employees may come down to their generational cohort perspective.

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Moreover, this chapter explains the role of Student Affairs professionals, and the importance of this area to the overall success of colleges and universities. Student Affairs professionals are responsible for enhancing the development of college students when they're outside the classroom. This support paired with the intellectual development received in the classroom by faculty, holistically creates the future leader college and universities are perceived of producing. Student success identified as a focal point for institutions of higher education make Student Affairs a foundational component for colleges and universities. Unfortunately, Student Affairs professionals are suffering from burnout and stress leading many to rethink their ability to remain in this role within Higher Education. Research is showing high turnover rates among Student Affairs professionals, as many are seen leaving jobs resulting in colleges and universities needing to fill an abundance of vacant positions. A common trend can be seen nationally for Millennial and Gen Z employees across industry, and specifically among these generations of Student Affairs professionals. The objective is to help inform colleges and universities of best practices to help retain top talent regardless of generational cohort or any other diverse category a professional may identify.

Due to the foundation of the SAJSS being adapted from Cammann's Job Satisfaction survey, the SAJSS will need to be internally and externally validated to be authorized as a tool that can be used to measure job satisfaction of Student Affairs professionals. Internal validity will be validating survey design and question placement using intrinsic and extrinsic composites, while external validity will ensure this survey measures job satisfaction of Student Affairs professionals. The internal and external validity will fortify the SAJSS as an adapted instrument that colleges and universities can use to measure job satisfaction of professionals in the Student Affairs field.

CHAPTER III: METHODOLOGY

Psychologist Abraham Maslow and Fredrick Herzberg, widely recognized as research pioneers of human behavior, firmly believed motivation drives decision making (Ching, 2015). In terms of the workforce, an employee's decision to leave or be retained is dependent on their motivation to pursue either scenario (Villanova University, 2019). According to Herzberg's theory, employees are either "Satisfied" or "Not Satisfied" with content variables, and "Unsatisfied" or "Not Unsatisfied" with context variables. As stated earlier, content and context variables will be recognized as intrinsic and extrinsic variables respectively. This study is determined to understand how to increase staff retention among Student Affairs professionals. Colleges and universities are experiencing high turnover among their Student Affairs staff, and low job satisfaction is believed to be a contributing factor (Marshall, 2016). Due to intrinsic and extrinsic variables being directly tied to employee job satisfaction, institutions must control those variables to attract and retain their best talent.

This study will examine if generational cohort characteristics are correlated to employee job satisfaction which is shaped through employees' experience of intrinsic and extrinsic variables in the workplace. This study will sample student affairs professionals at both two-year and four-year colleges/universities to assess their sense of fulfillment towards intrinsic and extrinsic variables they experience in their current roles. Finding which variables attract each generational cohort the most, and gauging if institutions are satisfying student affairs professionals' expectations will inform leadership teams how to retain their best staff regardless of age. Although turnover within the field may never subside, this study will provide best practices to retain high performing staff and maximize department effectiveness.

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Research Design

The purpose of this study is to investigate if student affairs professionals are feeling fulfilled with their job and motivated to stay at their institution. This study examined the direct relationship of generational cohort, gender, race/ethnicity, salaries, and two-year versus four-year institutions and its impact on professionals' experience of intrinsic and extrinsic motivational factors in the workplace to determine if colleges and universities cultivate a work environment that favors professionals from select demographics. This study used a cross sectional method approach as data was gathered at a specific point in time, and then analyzed. The independent variable will be generational cohort and the dependent variable will be job satisfaction. Covariate variables also assessed in this study was gender, race/ethnicity, salary, and two-year versus four-year institutions. Literature would suggest generational cohort, along with other diversity characteristics, can be correlated to professional's job satisfaction. Staff's experience with intrinsic and extrinsic motivational factors in the workplace formulate their job satisfaction. This study will determine if any of the previously listed diversity characteristics impact Student Affairs professionals decision to stay or leave Higher Education.

Sample Procedures

The sample criteria for this study consisted of the following characteristics. Participants will need to be 1) a Student Affairs professional within a two-year or four-year college or university, and 2) fall within the age range of one of the four generational categories (e.g., Baby Boomer, Gen X, Millennial, Gen Z). Student affairs professionals are recognized as staff working under the institutional division focused on student support. The proposed total sample size for this study is 400 student affairs professionals with an aim of having at least 100 participants from each generational category. Surveys will be emailed out to my original network as the primary

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purposeful sample technique. Secondly, I will use my original network to help connect me to a larger sample population, also known as snowball sampling effect technique. Participants will be eligible to receive a \$10 gift card. The proposed sample size and use of these sampling techniques is expected to result in a representative sample of the student affairs profession.

Questionnaire Description and Design

The survey will include a total of 49 items gathering data on demographics, employee culture, employee benefits, and overall satisfaction and dissatisfaction with their job. The 8 demographic questions will allow the researcher to identify control covariates across the data set. This study will modify items from the Cammann Job Satisfaction Survey (CJSS), which assesses employees' feelings toward their job (Cammann, Fichman, Jenkins, & Klesh, 1983). The CJSS uses a five-option Likert scale, which is tied to a point system to generate job satisfaction scores. Strongly disagree value is one, disagree value is two, neither agree or disagree value is three, agree value is four, and strongly agree value is five. Each question will have a value range from one to five points. Additional questions will be added to the CJSS to analyze more in depth, student affair professionals' views on intrinsic and extrinsic variables experienced in their current roles. The updated survey will be titled the Student Affairs Job Satisfaction Survey (SAJSS). Each intrinsic and extrinsic variable will have three questions on the survey to calculate Student Affairs professionals' sense of fulfillment in their current positions. Statements assessing intrinsic variables will consist of questions such as, "My skill set is being maximized in my role", and "I feel my current role is preparing me for my next position". While statements assessing extrinsic variables will consist of questions such as, "I feel respected by my supervisor", and "I feel I am fairly compensated when compared to my peers in similar roles". Participants responded by indicating to what degree they either agree or disagree with each

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statement (e.g., strongly disagree, disagree, agree, strongly agree). There will be a total of 33 questions geared to assessing the fulfillment of intrinsic variables (i.e., 15 questions) and extrinsic variables (i.e., 18 questions). The SAJSS will be distributed to Student Affairs professionals at both two-year and four-year institutions.

Measures and Covariates

The intrinsic variables that will be assessed in this study include achievement, advancement, recognition, responsibility, and professional growth. The extrinsic variables that will be assessed include organizational policy, administration, salary, status, job security, and interpersonal relationships with colleagues. The satisfaction level of these two types of variables will establish employee job satisfaction, and consequently contribute to one's desire to leave or stay in the job.

Independent Variables

Generational Cohort

Generational cohort will be dependent on respondent birth year, which will be determined by the following categories: Baby Boomers (1946-1964), Generation X (1965-1980), Millennials (1981-1996), and Generation Z (1997-2012).

Intrinsic and Extrinsic Variables

Student Affairs professionals' perception of intrinsic and extrinsic motivating triggers experienced in the workplace will include the following items.

Intrinsic Variable Survey Items

Achievement. Achievement will be measured utilizing the following three items, "My role allows me to showcase my skill sets; My supervisor values my skill set; I feel I play an

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important role in department goals and projects getting accomplished.” The items will use a 1-4 Likert scale response with 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly Agree.

Advancement. Advancement will be measured utilizing the following three items, “I feel my current role is preparing me for my next career step; I feel I can advance my career at this institution; I would like my next job to be in Student Affairs”. The items will use a 1-4 Likert scale response with 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly Agree.

Recognition. Recognition will be measured utilizing the following three items, “I feel my supervisor values my work; I feel my department knows of my accomplishments in my current position; I feel appreciated at work”. The item will use a 1-4 Likert scale response with 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly Agree.

Responsibilities. Responsibilities will be measured utilizing the following items, “I enjoy my day-to-day task that my position requires; I feel my responsibilities were fully communicated to me prior to beginning the job; I am passionate about the work I do in my current position”. The items will use a 1-4 Likert scale response with 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly Agree.

Professional Growth. Professional growth will be measured utilizing the following items, “I am provided the opportunity to attend workshops and conferences to further grow my professional skills; I receive mentorship from other staff members on campus; I am given a budget for professional development”. The items will use a 1-4 Likert scale response with 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly Agree.

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Extrinsic Variables Survey Items

Organizational Policy. Organizational policy will be measured utilizing the following items, “I like the mission and vision statement of our institution; policies and procedures in place on my campus create an inclusive working environment, I feel safe on campus”. The items will use a 1-4 Likert scale response with 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly Agree.

Administration. Administration will be measured utilizing the following items, “I feel comfortable addressing my supervisor when I have a problem; I feel respected by my supervisor, I feel my supervisor wants to see me be successful beyond my current position”. The items will use a 1-4 Likert scale response with 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly Agree.

Salary. Salary will be measured utilizing the following items, “I feel like I am fairly compensated when compared against my peers in similar roles; I feel fairly compensated for the level of work I produce; I make enough money to live the lifestyle I deserve”. The items will use a 1-4 Likert scale response with 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly Agree.

Status. Status will be measured utilizing the following items, “I feel my day-to-day tasks are aligned with my job description; I feel my job title aligns with my job responsibilities; I feel my job title is respected by my peers”. The items will use a 1-4 Likert scale response with 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly Agree.

Job Security. Job security will be measured utilizing the following items, “I feel I can stay in my current position as long as I want; I see myself staying at my current institution for the next

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five years; I feel my position will always be needed”. The items will use a 1-4 Likert scale response with 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly Agree.

Interpersonal Relations. Interpersonal relations will be measured utilizing the following items, “I feel a sense of community within my department; I feel a sense of community within my entire campus; I enjoy working with my coworkers”. The items will use a 1-4 Likert scale response with 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly Agree.

Dependent Variable(s)

Job Satisfaction. Job satisfaction will be measured by utilizing the following items: “In general, I am satisfied with my job”. The item will use a 1-4 Likert scale response with 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly Agree.

Covariate Variable(s)

Race/Ethnicity. The study will provide the following race/ethnicity options to analyze potential impact; White, Hispanic or Latinx, Black or African American, Asian, Pacific Islander, Native American/ Native Alaskan, other, decline to answer.

Two-Year vs. Four-Year Institutions. The study will segregate data to assess job satisfaction of student affairs professionals working at two-year institutions versus four-year institutions. This question will be measured by asking participants, “what type of institution do you work at”. Participants will choose between Community/City College (i.e., two-year institution) and University (i.e., four-year institution).

Years of Full Time Experience. The study will assess if the number of years of full-time work experience impacts students’ affairs professionals job satisfaction. This question will be

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measured by asking participants, “how many years of full-time work experience do you have in higher education”. Participants will choose between; 0-5 years, 6-10 years, 11-15 years, 16 plus years, or decline to answer.

Level of Education. The study will assess if education levels of student affairs professionals impact their job satisfaction (e.g., High School Diploma, Bachelors, Masters, Terminal Degree). This question will be measured by asking participants, “What is your highest level of education completed”. Participants will choose between; High School Diploma or Associates in Art (AA), Bachelor's Degree, Master’s Degree, Doctorate or Terminal Degree, and decline to answer.

Gender Identity. The study will assess the impact of gender identity on student affairs professionals job satisfaction. This question will be measured by asking participants, “What is the gender you identify with”. Participants will choose between; Male, Female, Non-Binary, and decline to answer.

Data Collecting Procedures

A pilot survey was first conducted to check validity of questions. The SAJSS was issued out through email to 15 Student Affairs professionals at a university in Southern California using a convenience sampling approach. The 15 Student Affairs professionals were representative of the four generations currently in the workforce (i.e., Baby Boomer, Gen X, Millennial, Gen Z). No changes were needed to be made to the SAJSS, the results of the pilot survey validated and authenticated the survey questions. The SAJSS was ready to be sent out to Student Affairs professionals at both two-year and four-year institutions using the snowball sampling approach. Researchers will also send out a flyer with a link to the survey to personal network of Student

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Affairs professional listserv. In addition, the researcher used social media platforms such as LinkedIn, Instagram, and Twitter. Participants will be eligible to receive a \$10 gift card. The researcher will also utilize local higher education administrators to get connected with Student Affairs professionals at institutions around the country. After sample size of 100 respondents from each generation (i.e., Baby Boomer, Gen X, Millennial) is received, data collecting will close, and the data analysis process will begin.

Data Analysis Procedures

This is a cross sectional research design as the survey will be used to analyze data from the student affairs population at a specific point in time. This data will then be cross referenced across generational groups to identify satisfaction of intrinsic and extrinsic variables experienced in their current role. The quantitative data analysis will include reliability analysis (Cronbach Alpha), descriptive statistics, and discriminative function to best examine the relationship between select demographics.

Reliability and Validity Analysis

The reliability and validity analysis will be conducted in three parts. The first and second part supports the internal validity process to help answer the first three research questions. I will conduct an internal validity procedure using Cronbach Alpha. Cronbach Alpha is the extent to which a set of items can consistently measure the same thing. For this study, I will use Cronbach Alpha to assess the relationship strength of intrinsic and extrinsic composites. Cronbach Alpha strength will dictate if in fact all 11 intrinsic and extrinsic variables actually belong in the same category to represent job satisfaction. The goal is to ensure intrinsic and extrinsic variables hang together and validates the usage of Herzberg Two Factor Theory for this study.

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The second part will require a factor analysis to examine if intrinsic and extrinsic composites can be used to measure the Student Affairs population. Factor analysis is a technique used to condense variables into fewer factors. Each intrinsic and extrinsic variable uses three questions to form each composite. In this study, factor analysis will be used to transform 33 intrinsic and extrinsic survey questions into 11 intrinsic and extrinsic composites. This will validate the 33 questions being a good representation of the 11 intrinsic and extrinsic variables. The third part will be to further use a reliability analysis to examine the survey design itself to determine the quality of question placement, and the concept of using intrinsic and extrinsic composites to measure job satisfaction oppose to an alternative design. The correlational analysis will help determine the impact of question placement has on the way respondents answer questions. This study will use two different placements of the penultimate question to assess potential differences of their feelings towards job satisfaction.

Descriptive Statistics

Descriptive statistics will first be conducted to examine the distributions and relationships between all study variables with generational placement. A descriptive statistic is a summary statistic that quantitatively describes or summarizes features from a collection of data (Bhandari, 2020). Descriptive statistics will examine gender, levels of education, years of experience, race/ethnicity, and two-year versus four-year institutions will be reported. Distribution of frequency for all variables included in the analysis will be computed to gauge relationship to generational placement.

I will be using both a T Test and ANOVA to compare groups of Student Affairs

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professionals. The T Test are used to compare only two groups. An ANOVA is used to compare groups of three or more. This will help me determine which groups are experiencing the Student Affairs field better than others. Qualtrics and SPSS will both be used as data collecting technologies. Qualtrics will house the survey and was the platform Student Affairs professionals used to complete the SAJSS. Data will be exported to SPSS, where it will be cleaned, transformed, and manipulated to answer research questions.

Protection of Human Subjects

Institutional review board permission for this study will be earned through Claremont Graduate University. Professionals will not provide their name or institution to remain anonymous in the report. Consent forms will be signed and submitted prior to participants starting survey.

CHAPTER IV: RESULTS

Chapter four examined the validity and results of the Student Affairs Job Satisfaction Survey (SAJSS) being correlated to job satisfaction of Student Affairs professional's. This chapter will also present the data collecting methods, data analysis, and findings. This was a quantitative cross-sectional research design using the SAJSS to assess Student Affairs professional's perception towards their experience of intrinsic and extrinsic motivational variables within their current job. According to Herzberg Two Factor Theory of Motivation, Student Affairs professionals' experience of intrinsic and extrinsic motivational variables will output job satisfaction and determine their desire to stay or leave an institution (Minor, 2005). The survey sought to assess the mean scores of intrinsic and extrinsic variables to identify which specific variables are Student Affairs professionals most satisfied with and least satisfied. The SAJSS used a five-point Likert scale to measure intrinsic and extrinsic variable questions to compute composite mean scores ranging from 1 as the lowest to 5 as the highest. Low mean scores indicated respondents do not agree with survey statement, highlighting an area of weakness. High mean scores indicate respondents strongly agree with the survey statement, highlighting area of strength. This knowledge will help higher education institutions become intentional in addressing areas of need to retain top Student Affairs talent. The cross-sectional research design will help me analyze data from the Student Affairs population at a specific point in time.

Survey Participation

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The collected data from the SAJSS was exported from Qualtrics, directly to SPSS (e.g., Version 27 from IBM Corporation) to be cleaned and transformed for data analysis. Participants with more than five unanswered questions and abnormal completion times were eliminated from SAJSS dataset. There were 399 total responses when I closed the SAJSS. Out 399 total responses, 379 (95%) respondents were cleared to be transferred over to the final data set. Of the 379 respondents, 346 (91%) answered all 53 survey questions. The gender identity of participants consisted of 207 (55%) men, 156 (41%) women, 11 (3%) non-binary, three decline to answer, and two missing. Educational levels identified participants highest degree earned and consisted of 30 High School Diploma/ Associates of Arts Degrees (8%), 144 Bachelors (38%), 139 Masters (37%), 60 Doctoral/Terminal Degrees (16%), one decline to answer, and five missing. Race and ethnicity of respondents is broken down into 228 White professionals (60%), 56 Hispanic or Latinx (15%), 48 Black or African American (13%), 11 Asian/ Pacific Islander (3%), eight Native American (2%), 21 two or more race/ethnicity (5%), and seven missing (2%). Functional area identified four department areas respondent's work in, and a fifth option labeled "other" to include any department not listed. The SAJSS dataset had 133 respondents from Student Life & Leadership (35%), 99 from Residential Education (26%), 97 from Admissions & Financial Aid (25%), 41 from Counseling (11%), four marked "other" (1%), and five were missing. The generational breakdown of respondents was seven Baby Boomers (2%), 130 Generation X (34%), 196 Millennials (52%), 39 Gen Z (10%), four decline to answers (1%), and three missing.

Survey Validity and Strength Procedure
Data Analysis Procedure

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I followed a three-phase process to validate the dataset prior to analyzing the data: clean, transform, and test survey reliability. Phase one was cleaning the dataset which consisted of removing abnormal responses and labeling missing data. The criteria of abnormal responses included survey submissions under two-minute completion time, and submissions with less than 80% of survey questions answered. Lastly, I inputted a value of -9 to represent any remaining missing data for survey responses eligible for the final dataset.

Phase two was the transformation phase which involved me combining and computing variables into composites. Originally, SPSS read question 48, Race/Ethnicity, as eight different variations of the question (i.e., Q48_1 White, Q48_2 Hispanic/Latinx, Q48_3 Black/ African American, Q48_4 Asian/ Pacific Islander, Q48_5 Native American, Q48_6 other, Q48_7 decline to answer, Q48_8 two or more race). I had to combine all race/ethnicity variations to compute a new variable identified as “Q48_All Race” to encompass all respondents race/ethnicity identity into one composite. Next, I needed to compute variables to create the 11 intrinsic and extrinsic variable composites. The composites are assembled using three questions assessing different dimensions of the 11 intrinsic and extrinsic variables as seen in Table 2. Intrinsic variables consist of five composites (i.e., achievement, advancement, responsibility, recognition, and professional growth) and serve as 15 questions (i.e., Q11-Q25) in the SAJSS. Extrinsic variables consist of six composites (i.e., organizational policy, administration, status, salary, job security, interpersonal relations) and serve as 18 questions (i.e., Q26-Q43) of the SAJSS. The 11 intrinsic and extrinsic composites accounted for 33 questions out of 53 on the SAJSS. The remaining questions were designated for respondent consent, qualifying respondents for survey, and demographic identity.

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The third phase in this process was dedicated to assessing the overall reliability of the survey to ensure intrinsic and extrinsic composites were a valid tool to measure Student Affairs professionals job satisfaction. I used a factor analysis and Cronbach Alpha to validate the statistical relationship between intrinsic and extrinsic composites and Student Affairs professionals job satisfaction. The factor analysis showed all 33 intrinsic and extrinsic composite questions were significantly correlated to the 11 intrinsic and extrinsic variables with Pearson Correlation levels meeting the threshold (Sig 2 tail= $<.001$). I then used Cronbach Alpha to measure reliability of intrinsic and extrinsic variables being correlated to job satisfaction. According to Table 2 all variables had a Cronbach Alpha greater than .07, indicating internal consistency of being at an “acceptable” rate or higher. The Pearson correlation revealed a strong negative correlation between intrinsic and extrinsic variables of (-1) confirming no differences between intrinsic and extrinsic motivational variables. The final dataset was found to be stable and reliable, making the SAJSS a validated tool to measure Student Affairs professionals job satisfaction.

Lastly, I used an ANOVA and Independent T-Test to compare intrinsic and extrinsic composites across covariate variables (i.e., gender, generation, education level, race/ethnicity, year of experience, salary, functional area, and community college vs university). This comparison allowed me to identify significant differences within the covariate variable data sets. An ANOVA was used for covariate variables that measured three or more groups (e.g., gender, generation, education level, race/ethnicity, year of experience, salary, and functional area), and the T-Test was used for covariate variables that compared only two groups (e.g., community college vs university). I then used a post hoc tests to determine the origins of significant differences within covariate variables dataset. Gender was the only covariate variable that

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showed no significant differences, indicating Student Affairs professionals do not perceive intrinsic and extrinsic composites differently based upon their gender identity. The remaining covariate variables show significant differences within covariate data sets, indicating those variables impact student affairs professionals' perception of intrinsic and extrinsic composites and form their job satisfaction level.

Table 2

Intrinsic & Extrinsic Composites

Composite	Number of Questions	Questions	Cronbach's Alpha	Plain Language Acceptance Level for Internal Consistency
Achievement	3	Q11 Q12 Q13	.797	Acceptable
Advancement	3	Q14 Q15 Q16	.760	Acceptable
Recognition	3	Q17 Q18 Q19	.789	Acceptable
Responsibility	3	Q20 Q21 Q22	.804	Good
Professional Growth	3	Q23 Q24 Q25	.794	Acceptable
Organizational Policy	3	Q26 Q27 Q28	.781	Acceptable
Administration	3	Q29 Q30 Q31	.804	Good
Salary	3	Q32 Q33 Q34	.777	Acceptable
Status	3	Q35 Q36 Q37	.806	Good
Job Security	3	Q38 Q39 Q40	.750	Acceptable
Interpersonal Relations	3	Q41 Q42 Q43	.757	Acceptable
All Intrinsic & Extrinsic Variables	33	Q11- Q43	.976	Excellent

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Descriptive Statistics

I used descriptive statistics to assess respondents mean scores, standard deviation, and any significant differences among composite variables and the penultimate question. Question nine was the least responded at 375 was “I am satisfied with the hours I work weekly” (M= 3.78, SD= .88), and 13 questions were answered with the highest frequency at 379 (e.g., Q7, Q17, Q19, Q21, Q23, Q26, Q27, Q32, Q34, Q36, Q39, and Q42) according to Table 2. Questions with the lowest mean average, insinuating professionals being the least satisfied were question 33 “I feel fairly compensated” (M= 3.71, SD= .85), question 34 “I make enough money to live the lifestyle I deserve” (M= 3.70, SD= .88), question 38 “I feel like I can stay in my current position as long as I want” (M= 3.69, SD= .88), and question 39 “I see myself working at my current institution five years from now” (M= 3.71, SD= .87). These questions come from the Salary and Job Security composites. Questions with the highest mean average, insinuating being the most satisfied, question 22 “I am passionate about the work I do in my current position” (M= 3.85, SD= .82), question 43 “I enjoy working with my coworkers” (M= 3.86, SD= .85), and the post-survey penultimate question (Q44) “I am satisfied with my current job” (M= 3.89, SD= .80). Question 22 and 43 come from the Responsibility and Interpersonal Relations composite respectively. According to Table 4 and 5, Salary & Job Security composites scored the lowest average at M= 3.72, and Responsibility & Status composites scored the highest average at M= 3.81 and M= 3.80 respectively. The SAJSS is a five-point Likert scale from strongly disagree to strongly agree assessing 38 total questions (5 preliminary questions & 33 composite questions).

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Table 3

SAJSS Mean & Standard Deviation

Questions	N	Mean	Std. Deviation
Q4. In general, I am satisfied with my job.	378	3.79	0.814
Q6. In general, I like working in Student Affairs.	377	3.80	0.809
Q7. In general, I like working at my institution.	379	3.78	0.852
Q8. I feel satisfied with the health benefit options provided by my institution.	378	3.73	0.875
Q9. I am satisfied with the hours I work weekly.	375	3.78	0.879
Q11. My current position allows me to showcase my skill sets.	377	3.76	0.787
Q12. My supervisor values my skill sets.	378	3.76	0.872
Q13. I feel I play an important role in my department goals and projects getting accomplished.	378	3.74	0.825
Q14. I feel my current position is preparing me for my next career step.	376	3.76	0.852
Q15. I see the opportunity for career advancement at my current institution.	378	3.77	0.870

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Questions	N	Mean	td. Deviation
Q16. I would like my next job to be in Student Affairs.	378	3.75	0.868
Q17. I feel my supervisor values my work.	379	3.80	0.813
Q18. I feel my colleagues within my department are aware of the accomplishments I achieve in my current position.	377	3.78	0.861
Q19. I feel appreciated at work.	379	3.77	0.808
Q20. I enjoy the day-to-day tasks that my position requires.	378	3.79	0.832
Q21. I feel my job responsibilities were fully communicated to me prior to beginning the job.	379	3.80	0.800
Q22. I am passionate about the work I do in my current position.	379	3.85	0.819
Q23. I am provided the opportunity to attend workshops and conferences to further grow my professional skills.	379	3.82	0.827
Q24. I receive mentorship from other staff members on campus.	377	3.82	0.842
Q25. I am given a budget for professional development.	378	3.74	0.850

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Questions	N	Mean	Std. Deviation
Q26. I like the mission and vision of our institution.	379	3.78	0.844
Q27. Policies and procedures in place on my campus create an inclusive working environment.	379	3.75	0.859
Q28. I feel safe on campus.	378	3.80	0.851
Q29. I feel comfortable addressing my supervisor when I have a problem.	378	3.74	0.847
Q30. I feel respected by my supervisor.	378	3.75	0.842
Q31. I feel my supervisor wants to see me be successful beyond my current position.	378	3.84	0.868
Q32. I feel that I am fairly compensated when compared to my peers in similar roles.	379	3.75	0.946
Q33. I feel fairly compensated for the level of work I produce.	377	3.71	0.849
Q34. I make enough money to live the lifestyle I deserve.	379	3.70	0.883
Q35. I feel my day-to-day tasks are aligned with my job description.	376	3.81	0.774

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Questions	N	Mean	Std. Deviation
Q36. I feel my job title aligns with my job responsibilities.	379	3.79	0.838
Q37. I feel my job title is respected by my colleagues.	378	3.81	0.838
Q38. I feel I can stay in my current position as long as I want.	378	3.69	0.878
Q39. I see myself working at my current institution five years from now.	379	3.71	0.873
Q40. I feel my position will always be needed.	378	3.76	0.843
Q41. I feel a sense of community within my department.	378	3.72	0.852
Q42. I feel a sense of community within my entire campus.	379	3.75	0.845
Q43. I enjoy working with my coworkers.	377	3.86	0.853
Q44. I am satisfied with my current job.	378	3.89	0.805

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Findings for the Research Questions

I proposed four questions in this study to explore high turnover of Student Affairs professionals. The questions attempt to identify influential factors in the workplace that may be impacting Student Affairs professionals' job satisfaction. The premise of this study recognizes intrinsic and extrinsic variables as indicators of job satisfaction. The study is looking to identify which intrinsic and extrinsic variables are Student Affairs professionals satisfied and unsatisfied with, and which diverse characteristics may be correlated to one's perception of their job satisfaction. If colleges and universities can find effective ways to assess and address job satisfaction of Student Affairs professionals, this will enhance their ability to attract and retain top talent from diverse backgrounds.

1. What are the average satisfaction rates of intrinsic motivational variables for professionals working in Student Affairs?
2. What are the average satisfaction rates of extrinsic motivational variables for professionals working in Student Affairs?
3. How do student affairs professionals' job satisfaction differ from generation, gender, race/ ethnicity, two-year to four-year institutions, education level, years of experience, compensation, and functional area?
4. How does the survey design align with Student Affairs practitioner's perception of job satisfaction?

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Research Question 1

Intrinsic Motivational Variables

I am first looking to layout the satisfaction spectrum Student Affairs professionals view intrinsic variables. This can begin to help colleges and universities identify areas of strength and weakness to address their turnover challenge in Student Affairs. According to Table 4, there are five intrinsic variables: achievement, advancement, recognition, responsibility, and professional growth. Mean scores range from a low of 1. to a high of 5, indicating level of employee satisfaction. Achievement (M= 3.75) assess Student Affairs professional's ability to use their skillset to accomplish department goals. Advancement (M= 3.76) assess professional's sense of being adequately prepared to progress in their career. Recognition (M= 3.79) assess professional's sense of feeling appreciated and valued by their supervisor and institution. Responsibility (M= 3.81) assess professional's feelings towards their day-to-day task. Professional growth (M= 3.79) assessed respondent's opportunity to learn and grow new professional skills. This question assess how satisfied Student Affairs professionals are with intrinsic variables experienced in their current position. This will identify areas of strength and weakness to inform colleges and universities how to intentionally address employee job satisfaction, and retention among Student Affairs professionals. Tables 4 & 5 will be used to outline the range and average of each intrinsic variable.

Table 4

Intrinsic Variables Chart

Composite	N		Mean	Range	Minimum	Maximum
	Valid	Missing				
Achievement	375	4	3.75	3.67	1.00	5.00
Advancement	374	5	3.76	3.67	1.00	5.00
Recognition	377	2	3.79	3.00	1.00	5.00
Responsibility	378	1	3.81	3.33	1.00	5.00
Prof Growth	376	3	3.79	4.00	1.00	5.00

Responsibility (M= 3.81) is marked as the highest rated intrinsic composite, insinuating Student Affairs professionals are most satisfied with their day-to-day task, which for most, involves helping students. Responsibility consisted of three survey questions (i.e., 20, 21, & 22) to compose the composite and showed good internal consistency with a Cronbach Alpha score of .804 according to Table 2. According to Table 3, question 22 had the highest mean score than any intrinsic or extrinsic composite item (M= 3.85 SD= .82) “I am passionate about the work I do in my current position”. Having a passion to help students is the premise of being a Student Affairs professional, and the SAJSS is proving it to be one of the most satisfying aspects of the job. The remaining composite questions 20 (M= 3.79 SD= .83) and 21 (M= 3.80 SD= .80) also possessed higher than average mean scores when compared to the other composite items.

Achievement (M= 3.75) is the lowest rated intrinsic composite alluding to an area of weakness. According to Table 2, Achievement has three survey composite questions (i.e., 11,12,

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& 13) and show acceptable internal consistency ($\alpha=.797$). Question 13 ($M= 3.74$ $SD= .82$) was the lowest rated composite question “I feel I play an important role in my department goals and projects getting accomplished”. This low mean score implies respondents struggle with understanding how their individual success is attributing to the overall success of the department. Questions 11 and 12 had the same mean scores ($M= 3.76$) and were the highest rated aspects of Achievement, yet, both scores are relatively low.

Research Question 2 Extrinsic Motivational Variables

I am next looking to identify the satisfaction spectrum of Student Affairs professionals with extrinsic variables. This will help colleges and universities identify areas of strength and weakness within extrinsic variables to address Student Affairs professional’s satisfaction in these six categories. According to Table 4, there are six extrinsic variable composites: organizational policy, administration, salary, job security, interpersonal relations. The range for composite scores is from one to five. Organizational Policy ($M=3.78$) assesses student affairs professional’s feelings towards their institution ability to use rules, mission, and vision to shape ideal campus culture. Administration ($m= 3.78$) assess employee-employer relations between student affairs professionals and institutional leadership. Salary ($M= 3.72$) assess professional’s feelings towards their compensation packages and lifestyle. Status ($M= 3.80$), also known as job title, assess professional’s feelings of their job title being in alignment with their work responsibilities. Job Security ($M= 3.72$) assess professional’s belief of how stable their role is with their institution. Interpersonal Relations ($M= 3.78$) assess professional’s sense of community among their coworkers. Tables 2, 3, and 5 will be used to summarize extrinsic variables.

Table 5

Extrinsic Variable Chart

Composite	N		Mean	Range	Minimum	Maximum
	Valid	Missing				
Org Policy	378	1	3.78	4.00	1.00	5.00
Administration	376	3	3.78	3.00	1.00	5.00
Salary	377	2	3.72	4.00	1.00	5.00
Status	375	4	3.80	3.00	1.00	5.00
Job Security	377	2	3.71	3.00	1.00	5.00
Inter Relations	376	3	3.77	3.33	1.00	5.00

Table 5 reveals Status (M= 3.80) to be the highest rated extrinsic composite, which insinuates job titles are important to professionals in this field. According to Table 2, Status consisted of survey questions (i.e., 35, 36 & 37) and exhibit a good internal consistency ($\alpha = .806$). Question 35 “I feel my day-to-day tasks are aligned with my job description” and question 37 “I feel my job title is respected by my colleagues” were rated the same (M= 3.81). Question 36 “I feel my job title aligns with my job responsibilities” was the lowest rated composite question (M= 3.79). It appears Student Affairs professionals feel their job descriptions match their daily task and their title is respected by their peers, however, their sense of accurate job titles is not as strong. This implies Student Affairs professionals may feel their job title does not accurately match their job description. An example would be a Coordinator doing the role of a Director, but not receiving the title. Having more accurate titles can consequently impact

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professionals view of their day-to-day task being in alignment with their job description and yield more respect from their colleagues. Accurate titles can also potentially impact Student Affairs professional's salary and job security, as higher ranked positions usually garner higher pay and become of higher priority for institutions.

Table 5 also shows Salary and Job Security as the lowest extrinsic composites ($M = 3.72$) with mean scores of 3.72. When including the ten hundredth decimal, Job Security will technically be lower ($M = 3.719$) than Salary ($M = 3.724$). According to Table 2, the Job Security composite (i.e., questions 38, 39 & 40) presented an acceptable internal consistency ($\alpha = .750$). Question 38 ($M = 3.69$ $SD = .88$) was the weakest aspect for the Job Security composite "I feel I can stay in my current position as long as I want". This insinuates some Student Affairs professionals feel their position is temporary within the institution. New Student Affairs professionals are usually employed on year-to-year contracts and must first accumulate several years prior to earning tenure employment. Colleges and universities are also often tasked with addressing emerging student needs by developing new programs and initiatives using one-time only funds in the form of grants or donations. These two-phenomenon attribute to Student Affairs professional's feelings towards their job security. Question 40 ($M = 3.76$ $SD = .84$) "I feel my position will always be needed" had the highest score for the Job Security composite. Question 39 ($M = 3.71$ $SD = .87$) "I see myself working at my current institution five years from now" was a relative low mean score. This overall composite indicates Student Affairs professionals feel needed but sense an ending or job transition sometime in the future.

The Salary composite (i.e., questions 32, 33, & 34) had an acceptable internal consistency ($\alpha = .777$) according to Table 2. Table 3 shows Question 34 ($M = 3.70$ $SD = .88$) "I make enough money to live the lifestyle I deserve" is the lowest scoring aspect of the Salary composite. This

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insinuates the Student Affairs field cannot pay professionals what they need to live a desired lifestyle. Question 33 (M= 3.71 SD= .85) “I feel fairly compensated for the level of work I produce” score is similar to question 34, and further illustrates unsatisfactory compensation to Student Affairs professionals. Question 32 (M= 3.75 SD= .95) “I feel I am fairly compensated when compared to my peers in similar roles” was the highest rated aspect of the Salary composite. This demonstrates that Student Affairs professional’s senses everyone may be underpaid, so this should be expected and accepted when in this field.

Research Question 3

Satisfaction of Covariate Variables:

Generation

Generations outline the impact age may have on Student Affairs professionals experience with intrinsic and extrinsic variables. There are currently four generations of Student Affairs professionals in the field; Baby Boomers, Generation X, Millennials, and Gen Z. Generational era is believed to influence professionals’ expectations in the workplace. Professionals appear to be experiencing high turnover in the Student Affairs field, and the SAJSS can help identify potential differences to how each generation is encountering intrinsic and extrinsic variables. Table 6 & 7 will summarize Student Affairs professional’s satisfaction towards intrinsic and extrinsic variables when comparing generations.

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Table 6

Generation (Intrinsic)

Composite	Boomers (n= 7)		Gen X (n= 129)		Millennial (n= 197)		Gen Z (n= 38)		F	df
	M	SD	M	SD	M	SD	M	SD		
Intrinsic										
Achievement	3.43	.79	3.54**	.68	3.87**	.68	3.92**	.66	5.73	4
Advancement	3.43	.87	3.55**	.66	3.88**	.72	3.91**	.61	5.23	4
Recognition	3.48	.83	3.60**	.63	3.89**	.72	3.90	.63	4.41	4
Responsibility	3.57	.81	3.60**	.68	3.92**	.69	3.95	.56	5.56	4
Professional Growth	3.52	.77	3.57**	.64	3.89**	.73	4.00**	.60	5.76	4

**p<.01.

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Table 7

Generation (Extrinsic)

Composite	Boomers (n= 7)		Gen X (n= 129)		Millennial (n= 197)		Gen Z (n= 38)		F	df
	M	SD	M	SD	M	SD	M	SD		
Extrinsic										
Org Policy	3.38	.83	3.55**	.65	3.90**	.73	3.92**	.59	6.17	4
Administration	3.43	.87	3.54**	.68	3.90**	.73	3.94**	.56	6.17	4
Salary	3.48	.74	3.54**	.68	3.83**	.78	3.81	.63	3.55	4
Status	3.62	.83	3.62**	.66	3.90**	.72	3.90	.53	3.88	4
Job Security	3.52	.81	3.57**	.66	3.80**	.71	3.82	.74	2.54	4
Interpersonal Relations	3.57	.81	3.57**	.64	3.88**	.70	3.93**	.65	5.44	4

**p<.01.

According to Tables 6 & 7, less than two percent of the surveyed population identified as Baby Boomer. Baby Boomers show no significant difference between Generation X, Millennial, or Gen Z professionals in any intrinsic and extrinsic composite. Generation X consumed close to 35% of the surveyed population and showed significant difference between Millennial and Gen Z professionals on several intrinsic and extrinsic composites. More specifically, Generation X

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scored significantly lower than Millennial professionals in all 11 intrinsic and extrinsic composites. However, when compared to the Gen Z population, Generation X scored significantly lower in three intrinsic composites (i.e., achievement, advancement, and professional growth) and three extrinsic composites (i.e., organizational policy, administration, and interpersonal relations). Generation X and Gen Z professionals do not have a significant difference in two intrinsic composites (i.e., recognition and responsibility) and three extrinsic composites (i.e., salary, status, and job security). Millennial professionals are the largest population surveyed accounting for just over 50% of respondents. As stated earlier, Millennial professionals report to possessing significantly higher averages in all 11 intrinsic and extrinsic composites than Generation X professionals. Millennial professionals also report having no significant differences than Gen Z or Baby Boomer professionals in any composite. Gen Z professionals comprised just over ten percent of respondents representing the third largest group. Gen Z Student Affairs professional's show to only have significantly higher mean scores with Generation X professionals in six out of 11 intrinsic and extrinsic composites (i.e., achievement, advancement, professional growth, organizational policy, administration, and interpersonal relations).

Millennial and Gen Z professionals are statistically similar which forms a group identified as "young professionals". Millennial and Gen Z professionals did not have any significant statistical differences than Baby Boomer professionals in Student Affairs, implying their job satisfaction is more similar than different. Young professionals are placing much more emphasis on intrinsic and extrinsic variables than older professionals. Out of all generational cohorts, Gen Z Student Affairs professionals possess the highest intrinsic and extrinsic scores, implying this cohort having the highest level of workplace expectations in the field. Baby

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Boomers are suggested to possess the lowest levels of job satisfaction in the field currently, and value intrinsic and extrinsic variables the least out of the four generations.

Gender

Gender is a diversity characteristic that has historically led communities to become marginalized and oppressed in the workplace. The SAJSS will provide three gender identity options (i.e., male, female, non-binary), along with the opportunity to not answer, to analyze potential differences. Table 8 & 9. will lay out any potential differences Student Affairs professionals may experience intrinsic and extrinsic variables due to their gender identity.

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Table 8

Gender (Intrinsic)

	Male (n= 205)		Female (n= 156)		Non-Binary (n= 11)		Decline to Answer (n= 3)		F	df
	M	SD	M	SD	M	SD	M	SD		
Intrinsic Composite										
Achievement	3.73	.67	3.81	.71	3.45	.96	3.67	.33	1.09	3
Advancement	3.74	.68	3.79	.75	3.76	.70	3.89	.69	.20	3
Recognition	3.77	.70	3.82	.70	3.70	.60	3.33	.00	.62	3
Responsibility	3.79	.70	3.84	.69	3.67	.63	4.22	.77	.66	3
Professional Growth	3.77	.66	3.80	.76	3.82	.69	4.22	.51	.44	3

**p<.01.

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Table 9

Gender (Extrinsic)

Composite	Male (n= 205)		Female (n= 156)		Non-Binary (n= 11)		Decline to Answer (n= 3)		F	df
	M	SD	M	SD	M	SD	M	SD		
Extrinsic										
Org Policy	3.74	.72	3.83	.70	3.70	.79	3.88	.51	.57	3
Administration	3.76	.70	3.78	.74	3.76	.86	4.55	.19	1.19	3
Salary	3.70	.70	3.75	.78	3.54	.90	4.22	.84	.78	3
Status	3.78	.70	3.81	.68	3.97	.78	3.89	.38	.27	3
Job Security	3.70	.70	3.73	.72	3.70	.82	4.11	.51	.35	3
Interpersonal Relations	3.76	.68	3.79	.69	3.73	1.03	4.11	.19	.31	3

**p<.01.

There are no significant differences between mean scores among professionals that identify as male, female, non-binary, or those who declined to answer. This data insinuates Student Affairs professionals experience no significant difference with intrinsic and extrinsic variables in reference to their gender identity.

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Race/Ethnicity

Race and ethnicity are social constructs that can impact professionals experience in the workplace. Higher Education has a history of racial division for both students and professionals, and the SAJSS seeks to diagnose potential differences Student Affairs professionals experience intrinsic and extrinsic variables at institutions in today’s society. Tables 10 & 11 will assess intrinsic and extrinsic satisfaction levels across Student Affair professionals that identify of the following racial and ethnicity groups; White, Hispanic/ Latinx, Black/ African American, Asian/ Pacific Island, Native American, and two or more race.

Table 10

Race/ Ethnicity (Intrinsic)

Composite	White (n= 228)		Hispanic or Latinx (n= 56)		Black or Afr Amer (n= 48)		Asian/ Pacific Is (n= 11)		Native American (n= 8)		Two or more race (n= 21)		F	df
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD		
Intrinsic														
Achievement	3.95**	.62	3.35**	.63	3.42**	.74	3.79	1.01	3.58	.66	3.52	.65	11.28	5
Advancement	3.96**	.66	3.36**	.55	3.45**	.80	3.60	.90	3.62	.58	3.54	.65	10.85	5
Recognition	3.98**	.65	3.37**	.55	3.48**	.74	3.76	.92	4.08	.43	3.43**	.53	12.41	5
Responsibility	4.01**	.65	3.38**	.51	3.53**	.79	3.60	.66	4.12	.50	3.51**	.65	12.57	5
Professional Growth	3.96**	.68	3.37**	.53	3.51**	.74	3.84	.81	3.75	.64	3.55	.61	9.36	5

**p<.01.

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Table 11

Race/ Ethnicity (Extrinsic)

Composite	White (n= 228)		Hispanic or Latinx (n= 56)		Black or Afr Amer (n= 48)		Asian/ Pacific Is (n= 11)		Native American (n= 8)		Two or more race (n= 21)		F	df
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD		
Extrinsic														
Org Policy	3.95**	.68	3.36**	.61	3.52**	.71	3.82	.73	3.83	.59	3.44**	.66	9.84	5
Admin	3.95**	.68	3.35**	.63	3.54**	.76	3.73	.88	4.04	.63	3.46**	.57	9.74	5
Salary	3.91**	.69	3.31**	.67	3.47**	.75	3.48	1.07	3.83	.67	3.40**	.62	9.47	5
Status	3.98**	.65	3.39**	.64	3.55**	.71	3.82	.76	4.00	.31	3.44**	.62	10.50	5
Job Security	3.89**	.69	3.39**	.60	3.44**	.68	3.70	.89	3.58	.52	3.41**	.60	8.07	5
Interpersonal Relations	3.96**	.64	3.33**	.61	3.53**	.69	3.82	.98	3.54	.56	3.63	.72	10.17	5

**p<.01.

White professionals were the largest group surveyed accounting for 60% of responses. White Student Affairs professionals scored significantly higher than professionals that identified as Hispanic/Latinx, Black/African American, and two or more race/ethnicity in almost all intrinsic and extrinsic composites. White professionals scored significantly higher than Hispanic/Latinx and Black/African American Student Affairs professionals in all 11 intrinsic and

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extrinsic composites. When compared to professionals that identify as two or more race/ethnicity, White professionals scored significantly higher in two intrinsic composites (i.e., recognition, responsibility) and five extrinsic composites (i.e., organizational policy, administration, salary, status, and job security). There were no significant differences between White professionals and professionals identifying as two or more race/ethnicity in the four remaining intrinsic and extrinsic composites (i.e., achievement, advancement, professional growth, and interpersonal relations). White professionals did not show any significant intrinsic and extrinsic differences when compared to professionals that identify as Asian/ Pacific Islander and Native American. White professionals scored the highest averages in seven out of 11 intrinsic and extrinsic composites than any other group (i.e., achievement, advancement, professional growth, organizational policy, salary, job security, and interpersonal relations).

Hispanic/ Latinx Student Affair professionals account for close to 15% of respondents. This group of professionals had significantly lower scores than White professionals in all intrinsic and extrinsic composites. Hispanic/ Latinx professionals also scored significantly lower than respondents identifying as Native American in just two intrinsic composites (i.e., recognition and responsibility), while showing no significant difference in the remaining nine intrinsic and extrinsic composites. Hispanic/ Latinx professionals did not have any significant differences in intrinsic and extrinsic composite mean scores when compared to professionals identifying as Black/ African American, Asian/ Pacific Islander, or two or more race/ethnicity. Hispanic/ Latinx professionals actually scored the lowest in all intrinsic and extrinsic composites than any other race/ethnicity group.

Black/ African American Student Affair professionals comprised of 13% of the surveyed population. This group of professionals scored significantly lower than their White counterpart in

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all intrinsic and extrinsic composites. Unlike Hispanic/ Latinx, Black/ African American professionals responded to only having significant differences to White professionals. Black/ African American Student Affair professionals show to have no significant differences in intrinsic and extrinsic composites when compared to professionals identifying as Hispanic/ Latinx, Asian/ Pacific Islander, Native American, or two or more race/ethnicity.

Asian/ Pacific Islander Student Affair professionals account for about three percent of the respondent population. This group of professionals did not have any intrinsic or extrinsic composite mean scores significantly different than other race/ethnicity group. Asian/ Pacific Islander professionals intrinsic and extrinsic composite scores are lower than White professionals and higher than Hispanic/ Latinx and Black/ African American professionals, placing their composite mean levels in the middle of all race/ethnicity groups.

Native American Student Affair professionals were the smallest population surveyed composing just over two percent of respondents. This group of professionals had two significantly different intrinsic composites (i.e., recognition and responsibility) and no significantly different extrinsic composites when compared to the other race/ethnicity groups. These two intrinsic composites (i.e., recognition and responsibility) happens to also be the highest scores for those variables than any other race/ethnicity. The Native American group also had the highest mean score for Administration (i.e., extrinsic composite) but did not possess a significant difference. Native American professionals had the second highest composite mean scores for Advancement, Organizational Policy, Administration, and Salary. This groups composite mean scores ranks third highest for Achievement, Professional Growth, Job Security, and Interpersonal Relations when compared to White and Asian/ Pacific Islander professionals.

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Student Affairs professionals that identify as two or more race/ethnicity accounted for just over five percent of respondents. This group of professionals reported having significant differences on two intrinsic composites (i.e., recognition and responsibility) and five extrinsic composites (i.e., organizational policy, administration, salary, status, and job security) when compared to White professionals. Student Affairs professionals identifying as two or more race/ethnicity did not show a significant difference in intrinsic and extrinsic composites when compared to Hispanic/ Latinx, Black/ African American, Asian/ Pacific Islander, and Native American professionals. Student Affairs professionals of color, especially those of Hispanic/ Latinx and Black/ African American are feeling less fulfilled with their roles than White Student Affairs professionals.

Student Affairs professionals of color are showing lower satisfaction rates with all intrinsic and extrinsic variables when compared to White Student Affairs professionals. White professionals being the majority of respondents can skew overall job satisfaction data due to that group experiencing significantly higher satisfaction than any other racial/ethnic groups. Addressing retention for Student Affairs professionals of color may require a different approach than White professionals' sense those two groups are experiencing intrinsic and extrinsic variables differently in the field.

Two-Year vs Four-Year Institutions

Community Colleges refers to two-year institutions and University refers to four-year institutions of Higher Education. These two types of institutions have different strategic plans. Community Colleges are focusing on preparing students for entry level positions and the opportunity to complete general education requirements to obtain a bachelor's degree.

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Universities are geared to prepare leaders to push society forward. These two different concentrations can create different experiences for Student's Affairs professionals. Tables 12 & 13 will outline any differences Student Affairs professionals may experience intrinsic and extrinsic variables when comparing community colleges and universities.

Table 12

2-Year vs. 4-Year (Intrinsic)

Composite	Community College		University		df
	M	SD	M	SD	t(df.)
Intrinsic					
Achievement	3.58	.65	4.00	.63	-6.21**
Advancement	3.64	.67	3.95	.70	-4.23**
Recognition	3.64	.65	4.02	.65	-5.57**
Responsibility	3.68	.68	4.03	.65	-4.98**
Professional Growth	3.66	.70	3.99	.65	-4.63**

**p<.001

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Table 13

2-Year vs. 4-Year (Extrinsic)

Composite	Community College		University		df
	M	SD	M	SD	t(df)
Extrinsic					
Org Policy	3.64	.67	3.98	.70	-4.66**
Admin	3.68	.69	3.94	.72	-3.37**
Salary	3.62	.68	3.90	.77	-3.75**
Status	3.69	.68	3.98	.66	-4.09**
Job Security	3.57	.68	3.94	.67	-5.25**
Interpersonal Relations	3.69	.69	3.93	.68	-3.29**

**p<.001.

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Student Affairs professionals at universities scored significantly higher in all 11 intrinsic and extrinsic variables than those at a community college. This insinuates Student Affairs professionals experience intrinsic and extrinsic variables at four-year institutions significantly better than Student Affairs professionals at community colleges. Community colleges and universities will need to address their Student Affairs staff retention differently, as the type of institution is impacting the way professionals experience intrinsic and extrinsic variables in the field.

Education Level

As institutions of higher learning, educational degrees are vastly valued. Although there not expected to provide academic support, Student Affairs professionals are encouraged to climb the academic ladder through earning additional degrees and credentials to exhibit a level of expertise. Academic degrees holding so much value in Higher Education, professionals within the field can experience intrinsic and extrinsic variables differently depending on the level of degree they possess. Table 14 & 15 assessed respondent's highest diploma and/or degrees obtained: High School (HS) Diploma, Associates of Arts (AA) Degree, Bachelor's (BA/BS) Degree, Master's Degree, and Terminal Degree. The SAJSS paired HS Diploma and AA Degree together to form one group.

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Table 14

Education Level (Intrinsic)

Composite	HS Diploma/ AA Degree (n= 30)		Bachelors (n= 144)		Masters (n= 139)		Terminal Degree (n= 60)		F	df
	M	SD	M	SD	M	SD	M	SD		
Intrinsic										
Achievement	3.23**	.81	3.56**	.59	3.94**	.67	4.07**	.65	14.62	4
Advancement	3.30**	.63	3.55**	.62	3.96**	.73	4.07**	.64	13.39	4
Recognition	3.39**	.68	3.58**	.62	3.97**	.68	4.07**	.66	11.92	4
Responsibility	3.39**	.58	3.60**	.64	4.04**	.70	4.06**	.57	14.19	4
Professional Growth	3.41**	.66	3.56**	.67	3.97**	.68	4.12**	.63	12.94	4

**p<.01.

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Table 15

Education Level (Extrinsic)

Composite	HS Diploma/ AA Degree (n= 30)		Bachelors (n= 144)		Masters (n= 139)		Terminal Degree (n= 60)		F	df
	M	SD	M	SD	M	SD	M	SD		
Extrinsic										
Org Policy	3.45**	.63	3.58**	.65	3.95**	.74	4.02**	.74	9.53	4
Administration	3.38**	.78	3.51**	.63	4.00**	.70	4.11**	.61	16.23	4
Salary	3.20**	.85	3.56**	.65	3.85**	.77	4.09**	.58	11.32	4
Status	3.49**	.72	3.54**	.63	4.02**	.66	4.07**	.62	14.01	4
Job Security	3.29**	.75	3.53**	.65	3.89**	.68	4.00**	.64	11.12	4
Interpersonal Relations	3.38**	.78	3.57**	.66	3.94**	.67	4.10**	.55	12.28	4

**p<.01.

HS Diploma and AA Degree composed around eight percent of the surveyed population. This group showed a significant negative difference in all 11 intrinsic and extrinsic composites when compared to Student Affairs professionals who possess a master’s degree or terminal degree. Respondents marking bachelor’s as their highest degree obtained was the largest group surveyed accounting for close to 40%. Similar to the HS Diploma and AA Degree group, the Bachelor’s Degree group reports to having significantly negative difference in all eleven intrinsic and extrinsic composites when compared to the Master’s Degree and Terminal Degree groups.

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Bachelor's Degree group did not show significant difference in any intrinsic or extrinsic composites compared to the HS Diploma/AA Degree group. The Master's Degree group was the second largest population accounting for about 37%. This group shows a positive significant difference in all 11 intrinsic and extrinsic composites when compared to HS Diploma/AA Degree and Bachelors. However, the Master's Degree group shows no significant difference with the Terminal Degree group in any intrinsic or extrinsic composite. The Terminal Degree group consumed of 15% of the surveyed population and possessed the highest mean score in every intrinsic and extrinsic composite. The Terminal Degree group scored a significant difference about HS Diploma/AA Degree and Bachelor's Degree groups in all 11 intrinsic and extrinsic composites. The Terminal Degree group showed no significant difference in any intrinsic or extrinsic composites when compared to the Master's Degree group.

Data shows Student Affairs professionals experience intrinsic and extrinsic variables better, the higher degree they possess. Higher education being institutions of higher learning, it is understandable for professionals with higher degree to be treated in a way that makes them more satisfied with intrinsic and extrinsic variables. However, due to the bulk of SAJSS respondents possessing only a Bachelor's or Master's degree, majority of Student Affairs professionals are not experiencing the best that higher education has to offer due to their degree level. This implies those who possess a Master's degree or less are considered marginalized within the Student Affairs field.

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Years of Experience

Similar to age, years of experience is attempting to determine if the number of years working in the field effects the way professionals experience intrinsic and extrinsic variables. This will reveal if seniority is an active factor for attributing to how Student Affairs professionals experience their job. The SAJSS used six different tenured blocks to develop groups for years of experience. Tables 16 & 17 will show if years of experience impacts Student Affairs professionals experience with intrinsic and extrinsic variables.

Table 16

Years of Experience (Intrinsic)

Composite	0-5 yrs. (n= 62)		6-10 yrs. (n= 160)		11-15 yrs. (n= 72)		16-20 yrs. (n=39)		21-25 yrs. (n= 29)		26+ yrs. (n= 11)		F	df
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD		
Intrinsic														
Achievement	3.65	.65	3.70	.69	3.84	.70	3.90	.79	3.83	.76	3.82	.60	1.12	5
Advancement	3.57**	.67	3.73	.69	3.93**	.72	3.84	.74	3.83	.81	3.94	.59	2.07	5
Recognition	3.64	.67	3.72	.67	3.86	.68	4.02	.73	3.89	.80	4.06	.59	2.48	5
Responsibility	3.71	.66	3.76	.69	3.88	.68	3.97	.78	3.88	.72	4.12	.56	1.52	5
Professional Growth	3.66	.67	3.74	.71	3.80	.66	3.96	.80	4.01	.69	4.09	.63	2.09	5

**p<.01

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Table 17

Years of Experience (Extrinsic)

Composite	0-5 yrs. (n= 62)		6-10 yrs. (n= 160)		11-15 yrs. (n= 72)		16-20 yrs. (n=39)		21-25 yrs. (n= 29)		26+ yrs. (n= 11)		F	df
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD		
Extrinsic														
Org Policy	3.64	.61	3.70	.74	3.90	.68	3.90	.76	3.84	.65	4.27	.66	2.75	5
Admin	3.58	.66	3.76	.72	3.88	.72	3.92	.71	3.76	.81	3.97	.71	1.74	5
Salary	3.48**	.83	3.70	.73	3.86**	.69	3.81	.73	3.81	.64	4.15	.60	2.87	5
Status	3.65	.61	3.74	.71	3.87	.71	4.03	.67	3.87	.72	4.15	.52	2.46	5
Job Security	3.47**	.67	3.68	.69	3.85**	.67	3.90**	.77	3.75	.69	4.06	.74	3.22	5
Interpersonal Relations	3.59**	.73	3.71	.66	3.87	.69	4.03**	.75	3.89	.70	4.09	.54	3.15	5

**p<.01

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The first tenured block was for professionals with only five years or less of Student Affairs experience. This block was the third largest population accounting for close to 18% of respondents. The five years or less of experience block shows a negative significant difference in one intrinsic composite (i.e., advancement) and three extrinsic composites (i.e., salary, job security, and interpersonal relations). Advancement is the only intrinsic composite shown to have a significant difference when compared to professionals who have 11 to 15 years of experience. The five years or less experience block shows a negative significant difference in Salary (i.e., extrinsic composite) when compared to the 11 to 15 years of experience block. A negative significant difference is seen again when looking at Job Security (i.e., extrinsic composite) when comparing the 11 to 15 and 16 to 20-year experience blocks. Lastly, the five years of experience or less block also reports a negative significant difference in Interpersonal Relations (e.g., extrinsic variable) when compared to the 16 to 20 years of experience block.

The second tenured block was for student affair professionals with six to ten years of experience. This was the largest tenured block accounting for 42% of survey respondents. This group showed no significant difference for any of the 11 intrinsic and extrinsic composites when compared to the other tenured blocks. The third tenured block was for professionals who possess 11 to 15 years of experience. This was the second largest group at close to 20% of the population surveyed. The 11 to 15 years of experience block has a positive significant difference in one intrinsic composite (i.e., advancement) and two extrinsic composites (i.e., salary and job description) when compared to professionals with five years or less of experience. The fourth tenured block was for professionals with 16 to 20 years of experience. This group composed of 10% of the responses received. The 16 to 20 years of experience block has a positive significant difference in two extrinsic composites (i.e., job security and interpersonal relations) and zero

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intrinsic composites. Both extrinsic composites (i.e., job security and interpersonal relations) show a significant difference when compared to professionals in the five years or less experience block. The fifth tenure block was for professionals who had 21 to 25 years of experience in Student Affairs. The sixth and final tenured block was for people with 26 or more years of experience. The fifth and sixth tenured blocks accounted for eight percent and three percent respectively, and both did not report having significant difference for any intrinsic or extrinsic composites across the other tenured blocks.

Data reports Student Affairs professionals experience intrinsic and extrinsic variables better with the more years of experience they possess. This does not necessarily mean Student Affairs professionals become more satisfied the longer they stay in the field, but those who have been in Student Affairs longer are more satisfied with intrinsic and extrinsic variables. Data insinuates new professionals to the Student Affairs field will experience the worst level of job satisfaction than any other point within their career. The initial sense of unfulfillment with their job can be seen as reasoning for new professionals leaving the Student Affairs.

Compensation

Compensation itself is already recognized as a motivational factor that attributes to professionals' job satisfaction. When used as a covariate, the SAJSS attempts to examine if salary range impacts Student Affairs professionals satisfaction towards intrinsic and extrinsic variables. Tables 18 & 19 will summarize the impact compensation can have on Student Affairs professionals perception of intrinsic and extrinsic variables which can sway someone from staying or leaving the field. The SAJSS assessed eight annual salary ranges to find any potential differences across intrinsic and extrinsic variables.

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Table 18

Compensation (Intrinsic)

Composite	\$0- \$29,000		\$30,000- \$45,999		\$46,000- \$60,999		\$61,000- \$75,999		\$76,000- \$90,999		\$91,000- \$105,999		\$106,000- \$120,999		\$121,000 + (n= 2)		F	df	
	(n= 9)		(n= 72)		(n= 95)		(n= 67)		(n= 70)		(n= 48)		(n= 13)						
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD			
Intrinsic																			
Achievement	3.58	1.31	3.52**	.75	3.64**	.66	3.69**	.59	3.93**	.65	4.08**	.62	4.00	.67	4.16	.23	3.96	8	
Advancement	3.70	.86	3.53**	.71	3.61**	.74	3.70**	.58	3.97**	.71	4.14**	.60	4.02	.58	4.16	.23	5.05	8	
Recognition	3.66	1.13	3.54**	.69	3.63**	.70	3.75**	.56	3.97**	.67	4.15**	.56	4.17**	.59	4.16	1.17	5.30	8	
Responsibility	3.92	1.01	3.60**	.72	3.69**	.72	3.69**	.63	4.00**	.62	4.20**	.50	4.02	.61	3.66	1.41	4.43	8	
Prof Growth	4.03	.95	3.58**	.74	3.65**	.71	3.70**	.59	3.97**	.73	4.11**	.60	4.00	.58	4.16	.23	3.79	8	

**p<.01

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Table 19

Compensation (Extrinsic)

Composite	\$0- \$29,000	\$30,000- \$45,999	\$46,000- \$60,999	\$61,000- \$75,999	\$76,000- \$90,999	\$91,000- \$105,999	\$106,000- \$120,999	\$121,000 +	F	df								
	(n= 9)	(n= 72)	(n= 95)	(n= 67)	(n= 70)	(n= 48)	(n= 13)	(n= 2)										
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD		
Extrinsic																		
Org Policy	4.03	.73	3.55**	.79	3.61**	.72	3.70**	.63	3.97**	.61	4.12**	.57	4.02	.61	4.33	.94	4.89	8
Admin	3.89	.91	3.61**	.78	3.56**	.71	3.70**	.64	3.97**	.60	4.13**	.68	4.17	.62	4.16	.23	4.99	8
Salary	3.74	1.19	3.59**	.81	3.48**	.76	3.66	.61	3.97**	.62	3.99**	.70	4.15**	.63	4.16	.23	4.19	8
Status	4.00	.91	3.62**	.76	3.63**	.67	3.73**	.60	3.96**	.69	4.14**	.55	4.00	.65	4.33	.47	3.96	8
Job Security	3.70	.92	3.51**	.81	3.54**	.62	3.69	.64	3.96**	.63	4.03**	.69	3.84	.70	3.83	.71	3.98	8
Interpersonal Relations	3.89	.78	3.56**	.75	3.59**	.74	3.73	.55	4.00**	.59	4.09**	.67	4.07	.61	4.00	.94	4.49	8

**p<.01

The first range was for those who make \$29,000 or less. This group was the second smallest population surveyed accounting for just over two percent. They did not show significant difference in any intrinsic or extrinsic composite when compared to the other seven salary

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ranges. The second salary range was \$30,000 to \$45,999, which comprised of close to 20% of the surveyed population. This range showed a negative significant difference in four intrinsic composites (i.e., achievement, advancement, responsibility, and professional growth) and four extrinsic composites (i.e., organizational policy, administration, job security, and interpersonal relations) when compared to salary ranges \$76,000 to \$90,999 and \$91,000 to \$105,999. The \$30,000 to \$45,999 range also showed negative significant difference in Recognition (i.e., intrinsic composite) when compared to ranges \$76,000 to \$90,999, \$91,000 to \$105,999, and \$106,000 to \$120,999. The \$30,000 to \$45,999 range showed a negative significant difference in Salary (i.e., extrinsic composite) only to Student Affairs professionals that fall within the \$76,000 to \$90,999 range. Lastly, the \$30,000 to \$45,999 range had a negative significant difference of Status (e.g., extrinsic composite) when compared to salary range \$91,000 to \$105,999. There is appears to be a significant difference in job satisfaction between Student Affairs professionals that make less than \$50,000 per year and professionals making more than \$75,000 per year. Salary is an influential factor for Student Affairs job satisfaction, and \$76,000 per year appears to be the threshold to satisfy Student Affairs professionals salary expectations.

The third salary range assessed was \$46,000 to \$60,999, which happens to be the largest population surveyed consuming 25% of responses. This range of Student Affairs professionals had a negative significant different mean score for two intrinsic composites (i.e., advancement and recognition) and five extrinsic composites (i.e., organization policy, administration, status, job security, and interpersonal relations) when compared to salary ranges \$76,000 to \$90,999 and \$91,000 to \$105,999. The \$46,000 to \$60,999 range also shows a negative significant mean difference for three intrinsic composites (i.e., achievement, responsibility, and professional growth) when compared to salary range \$91,000 to \$105,999. Lastly, this group shows a

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negative significant difference for Salary (i.e., extrinsic composite) when compared to ranges \$76,000 to \$90,999, \$91,000 to \$105,999, and \$106,000 to \$120,999. Student Affairs professionals in the salary range of \$46,000 to \$60,999 are going to be generally unsatisfied with their compensation and their perception of intrinsic and extrinsic variables are going to be negatively skewed. The phenomenon of \$76,000 per year being the threshold to determine salary satisfaction for Student Affairs professionals is supported when acknowledging the significant differences for professionals in the salary range of \$46,000 to \$60,999 compared to those in salary ranges making more than \$76,000.

The fourth salary range was \$61,000 to \$75,999 which comprised 18% of the surveyed population. This salary range showed a negative significant difference in eight out of the 11 intrinsic and extrinsic composites across only three ranges. Five intrinsic composites (i.e., achievement, advancement, recognition, responsibility, and professional growth) and two extrinsic composites (i.e., status and organizational policy) were significantly different when compared to the \$91,000 to \$105,999 salary range. Lastly, Administration (i.e., extrinsic composite) was significantly different when compared to ranges \$76,000 to \$90,999 and \$91,000 to \$105,999. Student Affairs professionals in the fourth salary range of \$61,000 to \$75,999 appear to be significantly less satisfied with intrinsic and extrinsic variables than professionals that make more than \$76,000 per year. This finding reaffirms \$76,000 per year being a potential threshold to meet salary expectations of Student Affairs professionals.

The fifth salary range was \$76,000 to \$90,999 which is also roughly 18% of the surveyed population. This salary range has a positive significant difference in all 11 intrinsic and extrinsic composites when compared to the \$30,000 to \$45,999 or \$46,000 to \$60,999 ranges. The \$76,000 to \$90,999 range has a significant difference in three intrinsic composites (i.e.,

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advancement, recognition, and responsibility) and four extrinsic composites (i.e., organizational policy, administration, job security, and interpersonal relation) when compared to salary ranges \$30,000 to \$45,999 and \$46,000 to \$60,999. The \$76,000 to \$90,999 salary range also has a significant difference between Achievement & Professional Growth (i.e., intrinsic composites), and Salary & Status (i.e., extrinsic composites) when compared to the \$30,000 to \$45,999 range and \$46,000 to \$60,999 range respectively. Student Affairs professionals making at least \$76,000 per year are significantly more satisfied with intrinsic and extrinsic variables than professionals making less. Professionals in the salary range of \$76,000 to \$90,999 have no significant differences in intrinsic and extrinsic variables than those who make more than them. The \$76,000 per year range appears to be the threshold that can determine if a Student Affairs professional is positively or negatively influenced by their annual salary. Institutions will need to pay their Student Affairs professionals at least \$76,000 plus per year to increase their chances of salary being a positive influence and enhancing the likelihood of staff retention.

The sixth salary range was \$91,000 to \$105,999 and comprised of 13% of the population surveyed. This salary range has a positive significant difference in all 11 intrinsic and extrinsic composites as well. The \$91,000 to \$105,999 salary range has a significant difference in five intrinsic composites (i.e., achievement, advancement, responsibility, recognition, and professional growth) and three extrinsic composites (i.e., status, administration, and organizational policy) when compared to ranges \$30,000 to \$45,999, \$46,000 to \$60,999, and \$61,000 to \$75,999. The \$91,000 to \$105,999 salary range also has a significant difference when comparing two extrinsic composites (i.e., job security and interpersonal relations) to ranges \$30,000 to \$45,999 and \$46,000 to \$60,999, and Salary (i.e., extrinsic composite) to the \$46,000 to \$60,999 range. Professionals in this salary range are generally happier with intrinsic and

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extrinsic variables and are more inclined to stay at institutions longer than those making less money.

The seventh salary range was \$106,000 to \$120,000 and accounted for close to four percent of the surveyed population. This salary range had a positive significant difference in only two intrinsic and extrinsic composites. The \$106,000 to \$120,999 range responded to having significantly higher mean scores for Recognition (i.e., intrinsic composite) compared to \$30,000 to \$45,999 range, and for Salary (i.e., extrinsic composite) when compared to \$46,000 to \$60,999 range. The \$106,000 to \$120,999 range does not have any other significant mean differences for intrinsic and extrinsic composites across the remaining salary ranges. The eighth salary range was for respondents making \$121,000 plus annually. This salary range was the smallest group at less than one percent of the population surveyed. This range showed no significant difference with any intrinsic or extrinsic composites when compared against the seven other salary ranges. Student Affairs professionals in this salary range report to having the best experience with intrinsic and extrinsic variables, which primes them to have high job satisfaction and high chances of being retained. Unfortunately, Student Affairs positions that yield this level of salary is limited, making this status unique in the field.

According to the data, higher salaries lead to Student Affairs professionals being more satisfied with intrinsic and extrinsic variables, and therefore enhances their chances of being retained. Already recognized as an extrinsic variable, salary influences professionals overall job satisfaction. Those unsatisfied with their salary will consequently possess lower job satisfaction and increase their chances of turnover. Colleges and Universities can enhance their chances at retaining Student Affairs professionals if they can provide a more attractive compensation package.

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Functional Area

Functional area identified four common areas within Student Affairs to determine if specific departments have a unique impact on professionals' experience with intrinsic and extrinsic variables at their institution. The four areas respondents were able to select as their functional area were Student Life & Leadership, Residential Education, Admissions & Financial Aid, and Counseling. The SAJSS also included "other" as an option for Student Affairs professionals working in areas outside the listed options, resulting in a total of five options respondents were able to select. Tables 20 & 21 will outline if the department a Student Affairs professional works in effects their experience with intrinsic and extrinsic variables.

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Table 20

Functional Area (Intrinsic)

Composite	Student Life & Leadership (n= 134)		Residential Education (n= 99)		Admission & Financial Aid (n= 98)		Counseling (n= 42)		Other (n= 4)		F	df
	M	SD	M	SD	M	SD	M	SD	M	SD		
Intrinsic												
Achievement	3.91**	.62	3.50**	.66	3.73	.74	3.83	.75	4.58**	.50	6.77	4
Advancement	3.92**	.63	3.47**	.72	3.78	.69	3.90**	.82	3.92	.69	6.522	4
Recognition	3.98**	.63	3.53**	.71	3.74	.69	3.87	.68	4.08	.74	6.63	4
Responsibility	3.99**	.62	3.52**	.67	3.84**	.73	3.92**	.67	3.67	.73	7.28	4
Professional Growth	3.93**	.63	3.53**	.71	3.79	.72	3.92**	.77	4.17	.43	5.42	4

**p<.01

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Table 21

Functional Area (Extrinsic)

Composite	Student Life & Leadership (n= 134)		Residential Education (n= 99)		Admission & Financial Aid (n= 98)		Counseling (n= 42)		Other (n= 4)		F	df
	M	SD	M	SD	M	SD	M	SD	M	SD		
Extrinsic												
Org Policy	3.92**	.63	3.53**	.70	3.77	.72	3.90**	.80	4.00	.72	4.87	4
Admin	3.96**	.65	3.48**	.71	3.76**	.72	3.89**	.75	4.50**	.43	8.20	4
Salary	3.90**	.70	3.51**	.71	3.74	.69	3.61	.94	3.67	.61	4.40	4
Status	3.98**	.63	3.49t**	.68	3.83**	.70	3.89**	.68	3.92	.88	7.85	4
Job Security	3.87**	.65	3.52**	.72	3.70	.70	3.71	.80	3.83	.43	3.44	4
Interpersonal Relations	3.90**	.62	3.52	.69	3.87	.70	3.78	.80	3.67	.90	5.29	4

**p<.01

Student Life & Leadership was the largest population of respondents accounting for 35%. This group also possess the highest mean scores for all 11 intrinsic and extrinsic composites when compared across all functional areas. Student Life & Leadership mean scores show a significant difference to only Residential Education, yet that is for all 11 intrinsic and extrinsic composites.

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Residential Education was the second largest group consuming 26% of survey respondents. Residential Education shows the lowest mean scores for all intrinsic and extrinsic composites when compared to the other functional areas including “Other”. There is a negative significant difference for Residential Education for all intrinsic and extrinsic variables. Status (i.e., extrinsic composite), Responsibility (i.e., intrinsic composite), and Advancement (i.e., intrinsic composite) for professionals in the Residential Education area significantly different than professionals in Student Life & Leadership, Admissions & Financial Aid, and Counseling. Achievement (i.e., intrinsic composite), Recognition (i.e., intrinsic composite), Salary (i.e., extrinsic composite), and Job Security (i.e., extrinsic composite) for Residential Education was significantly different when compared to Student Life & Leadership. Professional Growth (i.e., intrinsic composite) and Organizational Policy (i.e., extrinsic composite) mean scores for Residential Education are significantly different when compared to Student Life & Leadership and Counseling areas. Interpersonal Relations (i.e., extrinsic composite) for the Residential Education area is significantly different when compared to Student Life & Leadership and Administration & Financial Aid. Administration (i.e., extrinsic composite) for professionals in Residential Education was significantly different for all five functioning areas including “Other”.

Admissions & Financial Aid functional areas were represented just as high as Residential Education by accounting for 25% of survey respondents. Admissions & Financial Aid functional areas only have a positive significant difference for intrinsic and extrinsic composites when compared to Residential Education's Responsibility (i.e., intrinsic composite), Administration (i.e., extrinsic composite), and Status (i.e., extrinsic composite). The remaining intrinsic and extrinsic composites shown to have no significant difference when Admissions & Financial Aid was compared to the other four functional areas.

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The Counseling area was the smallest group size, except for the “Other” group, accounting for just over 10% of respondents. Student Affairs professionals in the Counseling area reported to having significantly higher means for three intrinsic composites (i.e., advancement, responsibility, and professional growth) and three extrinsic composites (i.e., organizational policy, administration, and status) when compared to Residential Education. Counseling area did not show significant difference for the remaining intrinsic (i.e., achievement and recognition) and extrinsic (i.e., salary, job security, and interpersonal relations) composites when compared to Student Life & Leadership, Admissions & Financial Aid, and the “Other” group. The Other group was intended to capture respondents that do not work in the stated functioning areas. This group only accounted for one percent of respondents as most were able to identify with one of the stated functioning areas. The Other group had a positive significant difference when comparing Achievement (i.e., intrinsic composite) and Administration (i.e., extrinsic composite) to Residential Education. However, the Other group did not show significant difference among the remaining nine intrinsic and extrinsic composites when compared to the other functional areas.

Student Affairs professionals in Student Life & Leadership have the highest level of job satisfaction. On the other hand, Student Affairs professionals working in Residential Education possess significantly lower job satisfaction than any other department. Although all Student Affairs departments focus on supporting students, professionals in Residential Education appear to have a totally different experience with intrinsic and extrinsic variables that is making them significantly less satisfied than other professionals in the field. Residential Education is usually recognized as the most staffed department within Student Affairs, and for this group to experience significantly lower levels of job satisfaction will impact the fields’ retention rates.

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Research Question 4 Survey Design Alignment

To effectively assess job satisfaction of Student Affairs professionals, it was key for the SAJSS to be designed to extract the most accurate feelings of respondents. The penultimate question in the SAJSS asked respondents how strongly they agree or disagree with the statement “I am satisfied with my job”. The penultimate question was asked in the beginning of the survey after respondents confirmed they were Student Affairs professionals, and at the end of the survey before going into demographic questions. The purpose was to determine if respondents felt differently about their job satisfaction after being asked a series of questions prompting respondents to extensively think about their work experience. When asking the penultimate question in the beginning of the survey, I am assuming respondents have a similar conceptualization of job satisfaction as my theoretic theory. When my penultimate question is asked at the end of the survey, respondents are exposed to my theoretical theory concept of job satisfaction, which may allow them to make a more informed answer. This makes the placement of the penultimate question critical to produce accurate data. The Pre-Penultimate ($M= 3.79$) and Post-Penultimate question ($M=3.89$) are .10 apart showing the Post-Penultimate question to be more effective as seen in Tables 22 & 23. According to Table 22 & 23, intrinsic and extrinsic variables show significant positive differences among all 11 variables when asking the penultimate question at the end.

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Table 22

Pre-Penultimate Question

	Mean	SD
In general, I am satisfied with my job.	3.79**	.81
Achievement	3.75**	.70
Advancement	3.76**	.71
Recognition	3.79**	.69
Responsibility	3.81**	.69
Professional Growth	3.79**	.71
Organizational Policy	3.78**	.71
Administration	3.78**	.72
Salary	3.72**	.74
Status	3.80**	.69
Job Security	3.72**	.71
Personal Relations	3.78**	.70

**p<.01

Table 23

Post-Penultimate Question

	Mean	SD
In general, I am satisfied with my job.	3.89**	.80
Achievement	3.75**	.70
Advancement	3.76**	.71
Recognition	3.79**	.70
Responsibility	3.81**	.69
Professional Growth	3.79**	.71
Organizational Policy	3.78**	.71
Administration	3.78**	.72
Salary	3.72**	.74
Status	3.80**	.69

**p<.01

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The design of this study is also operationalizing job satisfaction (i.e., dependent variable) to ensure intrinsic and extrinsic questions (i.e., independent variable) are effectively measuring the intended outcome. In other words, the independent variable needs to be a validated tool to conceptualize the dependent variable to assess the relationship of cause and effect. Researcher David Moore (2013) and company developed a table, as seen in Figure 2, that breaks down the stratification of correlational strength, to validate the relationship between my intrinsic and extrinsic variables and the penultimate question. My penultimate question is directly connected to job satisfaction, which is why Table 24 & 25 show a very strong correlation ($r= 1$). I used Figure 2 (Moore, Notz, Flinger, 2013) to measure strength of correlation between my intrinsic and extrinsic variables and my two penultimate questions to further validate if asking my penultimate question is more effective at the end of the survey oppose to the beginning. Table 25 shows the Post-Penultimate question has a stronger correlation with intrinsic and extrinsic questions than the Pre-Penultimate in Table 24. This means SAJSS questions are best designed with the penultimate question coming at the end of the survey, allowing respondent to be exposed to intrinsic and extrinsic composite questions before answering. This validates the SAJSS being in alignment with Student Affairs professional's perception of job satisfaction.

Figure 2

Strength of Correlation

Range of r_s	Strength of Correlation
below 0.16	"very low"
0.16 - 0.29	"weak to low"
0.30 - 0.49	"moderate to low"
0.50 - 0.69	"moderate"
0.70 - 0.89	"strong"
0.90 - 1.00	"very strong"

Table 24

Pre-Penultimate Correlation

Item	Range	Strength of Correlation
Achievement	.71**	Strong
Advancement	.71**	Strong
Recognition	.69**	Moderate
Responsibility	.69**	Moderate
Professional Growth	.69**	Moderate
Organization Policy	.63**	Moderate
Administration	.65**	Moderate
Salary	.66**	Moderate
Status	.68**	Moderate
Job Security	.64**	Moderate
Interpersonal Relations	.64**	Moderate
I am Satisfied with my job	1	Very Strong

**p<.01

Table 25

Post-Penultimate Correlation

Item	Range	Strength of Correlation
Achievement	.72**	Strong
Advancement	.77**	Strong
Recognition	.73**	Strong
Responsibility	.74**	Strong
Professional Growth	.71**	Strong
Organization Policy	.70**	Strong
Administration	.75**	Strong
Salary	.74**	Strong
Status	.76**	Strong
Job Security	.72**	Strong
Interpersonal Relations	.75**	Strong
I am satisfied with my job	1	Very Strong

**p<.01

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Moore et al, (2013) suggest there four things that need to be reported to describe a relationship between variables: strength, direction, shape, and statistical significance. Tables 25 show strong correlation across the board between intrinsic and extrinsic variables and my penultimate question. My correlation values are both positive and linear which represents the direction and shape. Lastly, Tables 24 & 25 show a statistically significant differences based on p-values being less than .01.

There were five possible responses to the penultimate questions: strongly disagree, disagree, neither agree or disagree, agree, and strongly agree. Tables 22 & 23 summarizes respondent's initial general feelings about their job satisfaction establishing a baseline before being exposed to intrinsic and extrinsic composite triggers. Tables 24 & 25 summarizes respondent feelings about their job satisfaction after being prompted to rate their experience with intrinsic and extrinsic variables in their current position. I will be able to identify any changes in respondent's feelings about their job satisfaction to determine if taking the SAJSS made them view their general job satisfaction differently.

Chapter V: Discussion

The Student Affairs field is experiencing high turnover, and the lack of continuity will impact department's ability to support student success. This study attempted to explore reasoning for Student Affairs professionals leaving their job by assessing job satisfaction in their current positions. Professionals feeling unsatisfied or unfulfilled in their position, are proven to produce at lower levels and are more likely to leave their job. Herzberg Two Factor theory identifies motivational factors that people experience in the workplace which attributes to their work satisfaction. In addition, this study analyzed diversity characteristics, also recognized as covariate variables, to assess impact on professional's experience with intrinsic and extrinsic variables. Consequently, this study exposed trends of specific groups of Student Affairs professionals experiencing intrinsic and extrinsic variables significantly different, indicating the field to favor select groups of professionals. In identifying marginalized professional communities within Student Affairs, colleges and universities can become more aware of areas of opportunity to address equity and inclusion in attempt to enhance staff retention among those communities.

Explanation of Results

Results of this study suggest the 11 intrinsic and extrinsic variables can adequately assess job satisfaction of Student Affairs professionals. Professionals experience with intrinsic and extrinsic variables influence their perception of work culture, and therefore motivates staff to either leave or stay in their position. Select covariate variables show statistically significant differences, affirming diversity characteristics as control factors that impact Student Affairs

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professionals experience within their job. The SAJSS provides colleges and universities an assessment tool to measure Student Affairs professionals' perception of work culture at the institution. The SAJSS uses 11 intrinsic and extrinsic variables to enable institutions to identify specific areas of strength and weakness within their work culture. The layer of demographic questions within the SAJSS allows institutions to capture the variation of perspective from their diverse population of staff, empowering colleges and universities to meet needs and expectations of all Student Affairs professionals. Research suggests institutions awareness around the "employee experience" will strengthen their ability to provide equitable resources and support to best serve all Student Affairs professionals to drive staff retention within the field.

Original Hypothesis: What I Expected...

The null hypothesis assesses statistical correlation between independent and dependent variables. Accepting the null hypothesis would mean there is no statistical correlation between the independent and dependent variables, debunking the theory of intrinsic and extrinsic motivational factors attributing to Student Affairs professionals job satisfaction. Rejecting the null hypothesis indicates the independent variable is in fact correlated to the dependent variable, meaning intrinsic and extrinsic variables can represent Student Affairs professionals job satisfaction. This study wanted to determine if job satisfaction of Student Affairs professionals can be measured using both intrinsic and extrinsic variables. Secondly, do select diversity characteristics influence experience with intrinsic and extrinsic variables. Lastly, this study wanted to validate if the SAJSS as an assessment tool that measures job satisfaction. Data from the study suggested all three hypotheses would be rejected. Intrinsic and extrinsic variables show strong correlation representing Student Affairs job satisfaction. Six out of seven diversity

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characteristics assessed showed statistically significant differences, indicating Student Affairs professionals are experiencing intrinsic and extrinsic variables based upon their identity and location. The SAJSS showed strong correlation to Student Affairs job satisfaction when the penultimate question is asked at the end of the survey. These findings have allowed me to reject the null hypotheses as statistical differences have been verified.

Discussion of Findings

The goal of the SAJSS is to inform colleges and universities controllable factors that can positively influence their Student Affairs staff job satisfaction with their current positions. In positively influencing Student Affairs professionals job satisfaction, consequently, they will be more productive and more inclined to be retained. Institutions can identify both areas of strength and weakness and develop a plan of action to address organizational culture. Herzberg Two Factor theory expresses employees can be unsatisfied with certain intrinsic and extrinsic variables and still possess adequate job satisfaction. The priority in which professionals rank the importance of each intrinsic and extrinsic variable will determine which intrinsic and extrinsic variables carry more influence on employees' decision to stay or leave an institution. The SAJSS showed Salary (M= 3.72) and Job Security (M= 3.71) to be lowest rated variable, while Responsibility (M= 3.81) and Status (M= 3.80) were the strongest rated areas of work culture for respondents.

Salary, also recognized as compensation, is important to any professional. Good compensation (e.g., sufficient compensation) is subjective to the individual, and all professionals have their own margins to determine sufficient compensation. Researchers like Sarah Marshall (2016) and Barbara Bender (2015) imply Student Affairs professionals should not expect to have

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competitive financial salaries but use the impact on students' lives as the most valuable type of compensation. As for job security, only select Student Affairs staff earn tenure status and become a permanent employee, meanwhile many professionals are on temporary contracts. Job Security is important because it allows Student Affairs professionals to have a sustainable way to provide for themselves and potential family. Those responsible to provide for themselves or their family may rate Job Security higher than professionals without any financial obligations. In addition, the survey was conducted during the Covid-19 Pandemic, a time colleges and universities were losing money and needed to make budget cuts. This circumstance significantly impacted respondents' answers to Job Security questions.

Researchers like Half (2019) and Dayton (2019) believe compensation and job security to be leading factors in employee performance. They believe employees produce at higher levels when satisfied with compensation and job security. Colleges and universities may not be able to provide competitive financial compensation, but they can provide an abundance of opportunities to impact students' lives. In addressing job security, institutions can provide a quicker path to becoming a permanent employee. According to Dayton (2019), job security shows employer loyalty, which will boost employee performance and retention. Institutions providing their Student Affairs staff job security will positively influence their job satisfaction and effectiveness in supporting student success. Unfortunately, the Covid-19 Pandemic has brought a set of circumstances no college or university can control making it difficult for institutions to address all challenges regarding job security. Student Affairs professionals prioritizing salary and job security will be more inclined to be unsatisfied with their job in Student Affairs. Although labeled as a field in which professionals should not expect to get rich, that reality may be easier for some Student Affairs professionals to accept than others.

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Responsibilities is representative of what someone actually does for their job on a day-to-day basis. Researcher Armstrong (2016) believes job responsibilities as create employee engagement. Those not satisfied with their responsibilities are going to be disengaged and therefore less effective in their job duties. Student Affairs professionals that are passionate about working with students are probably inclined to rate this composite higher. As stated in the overview of the Student Affairs, this field is specifically meant for professionals that are passionate about supporting students in and out of the classroom. It is expected Student Affairs professionals prioritize this variable at the top of their list of expectations as it demonstrates the sincerity of why people do this work. Status is addressing the level of importance or priority to the institution. According to Kitchen (2019), status is often validated by job title, salary, and responsibilities, but status signifies organizational placement. Student Affairs professionals take great pride in their status, and they all want to feel valued by their institution. How one feels about their status appears to be influenced by several factors, which will be discussed in depth in my covariate variable findings. Status is a high-ranking variable, and it is necessary for Student Affairs staff to be content with their status to show satisfaction in this area.

Kitchen (2019) believed status is accepted based on the alignment of professional's job title, salary, and responsibilities. When Student Affairs professionals feel all three factors are congruent, they are more inclined to accept their status, regardless of organizational stratification. Those who possess more experience, more education, and higher pay are of course more inclined to feel satisfied with their status. This requires Student Affairs professionals to acquire humility and be willing to accept whatever status their position generates. This may be easier for some professionals than others. Those who lack a certain level of humility may struggle in the field, especially in their first five years where professionals hold entry level positions, with entry level

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salaries and responsibilities that garner little to no status within the institution. Student Affairs professionals want to have an opportunity to earn responsibilities and status, but patience will be a key attribute as all will need to wait for these opportunities to be presented by their institution.

Generation

Millennial and Gen Z professionals, also recognized as “young professionals”, make up majority of our workforce and were 62% of SAJSS respondents. This group of Student Affairs professionals scored statistically higher than Baby Boomer and Generation X professionals, also recognized as “older professionals”, in all 11 intrinsic and extrinsic variables. Work culture is important to everyone, but data is suggesting intrinsic and extrinsic variables being more important to younger professionals than older professionals.

Baby Boomers have the lowest mean scores across the board of intrinsic and extrinsic variables. According to Gallup’s Organization’s State of the American Workplace Report, Baby Boomers are the least engaged generation (Cordin, 2015). Baby Boomers have been leaving the workforce for retirement in droves, quickly making the former largest generational cohort, now the smallest cohort in the workplace. Researchers like Gorges (2019) go as far to say Baby Boomers are experiencing ageism and most professionals in this cohort is pushed out of their leadership positions in favor of Gen X professionals. Seen as a generation phasing out of the workforce, Baby Boomers are less invested in their careers than younger generations with ample time before reaching retirement. Researchers like O’Brien (2015) allude to Generation X professionals replacing Baby Boomers in leadership roles, which consequently relinquishes Baby Boomers influence on college and university campuses. Baby Boomers are no longer receiving the recognition and appreciation they once experienced in their prime, which according to Newsome (2019), is negatively affecting their job satisfaction. This can easily make Baby

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Boomer Student Affairs professionals feel less valued and unsatisfied with workplace culture in their current position.

Generation X professionals are believed to be in the prime of their professional careers and generally possess the highest levels of job satisfaction than any other generational cohort. Scoring statistically significantly lower in all 11 intrinsic and extrinsic variables, Generation X Student Affairs professionals appear to value workplace culture less than younger professionals. Being in between the two largest generational cohorts in history (i.e., Baby Boomers & Millennials), generational researcher Rosenber (2020) believes Gen X professionals feel disregarded and silenced by Baby Boomers and Millennial cohorts. This can impact workplace expectations as Gen X professionals are more accustomed to just accept employer culture with little to no resistance. This generation shares the characteristic of Baby Boomers “shut up and work” attitude inclining Gen X professionals to accept workplace culture. Researcher Camarote (2017) agrees that Gen Xers are submissive to workplace culture curated by Baby Boomers. Colleges and universities culture is not as influential to Gen X Student Affairs professionals’ sense of job satisfaction when compared to other generational cohorts. Gen X professionals take more ownership in their job satisfaction by not allowing employers culture to dictate their work motivation. In result, this generation expects less from their institution to meet intrinsic and extrinsic desires, and instead puts the responsibility on themselves to meet their own individual professional needs.

According to literature, Millennial professionals are the most disengaged and unsatisfied generational cohort in the entire workforce. This is a narrative derived due to the high turnover observed by this cohort. Being the largest generation in the workforce, trends set by this cohort will consequently influence and shape social norms in the workplace. These social norms will

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become expectations, and naturally when expectations are not met, soon comes disappointment. This places employers in a unique dynamic to either meet the expectations of majority of their staff (i.e., Millennials), or deal with the consequences of employee frustration (e.g., be disengaged). My research suggests intrinsic and extrinsic variables represent Student Affairs professionals' expectations (e.g., job satisfaction & work culture). Millennials posting statistically significant higher mean scores than older professionals on the SAJSS shows intrinsic and extrinsic variables to be more important to this generational cohort. Gen Z professionals also posted higher mean scores in all intrinsic and extrinsic variables than older professionals, indicating young professionals are coming into the workforce with expectations. The Gen Z cohort is still new to the workplace, so we are still gradually learning the identity of this group of professionals. Data in my study suggest Millennial and Gen Z professionals have similar workforce expectations in the workforce, which allows us to group them together.

Sparrow (2014) points out how employers feel the expectations of young professionals are too high and contemplate if it's really necessary to comply with those expectations. Millennial & Gen Z professionals are still in their first half of their professional career, meaning there is still so much more left for them to achieve. Already known for their ambition, these two generational cohorts are highly motivated to ascend their careers and lifestyles. This is why researchers like Lurie (2018) and Autry (2019) point out professional development and opportunities for advancement are so important to young professionals. Young professionals are eager to learn the necessary skill sets that will make them successful in their next career step. Consequently, they expect their employer to provide the opportunity for advancement after gaining the necessary development. Schroeder (2018) research points out that young professionals are more inclined to stay with an employer when they receive mentorship and

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frequent feedback. These are the tactics young professionals use to prepare themselves for their next career step. Older professionals are from the mindset that professional development will happen over time after gaining years of experience. Kane (2019) discusses how older professionals expect to first invest years of hard work before even being considered for advancement. Young professionals appear to be less reluctant to invest years before being given the opportunity to advance.

Research from Davidson (2012) illustrates how older professionals hold majority of leadership position in Student Affairs, inquiring the field is tailored to meet the expectations of Baby Boomer & Gen X professionals. This would also insinuate the work culture is centered around the perspective of older professionals. If that is the case, Student Affairs professionals would be expected to invest years into the field before being applicable for opportunities of advancement. This practice has shown to negatively affect young professionals work motivation and overall job satisfaction. This can explain Marshall (2016) findings that declares 50% of Student Affairs professionals leaving the field within their first five years. New Student Affairs professionals may be struggling to have their work expectations met within their entry level positions. At the end of the day, young Student Affairs professionals are going to be expected to invest years learning the higher education system and generate an extensive track record of success before they receive opportunity for advancement. job that will better align with their workplace expectations.

Gender

There were no significant differences among gender identities, so the null hypothesis is upheld. Student Affairs professionals identifying as men, women, and non-binary do not

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experience intrinsic and extrinsic variables differently based upon their gender identity. Despite literature believing Student Affairs is a woman dominated field, the SAJSS had more respondents identifying as male compared to female (Hamrick & Carlisle, 1990). Data showing no significant differences between men, women, and non-binary Student Affairs professionals can be due to my study respondents not being an accurate representation of the market when categorized by gender. My population size is a limitation and could have skewed the data. However, gender will not be a covariate variable expected to impact Student Affairs professional's decision to stay or leave the field.

Race/Ethnicity

The SAJSS assessed the differences of job satisfaction comparing six race/ethnicity groups: White, Hispanic/Latinx, Black/African American, Asian/ Pacific Islander, Native American, and two or more race/ethnicity. White professionals show having significantly higher job satisfaction than Student Affairs professionals of color. Accounting for close to 60% of SAJSS respondents, Student Affairs data can be skewed to predominately express the experiences of White Student Affairs professionals. This is reflective of the dominance White people have had in Higher Education since inception, consequently creating a culture of exclusion for Student Affairs professionals of color. Phelps-Ward and Kenney (2019) address racial oppression Student Affairs professionals experience due to the history of our higher education system. Institutions referred to as Predominately White Institutions (PWI), Historical Black Colleges & University (HBCU), Hispanic Serving Institutions (HSI), and Asian American and Native American Pacific Islander Serving Institutions (AANAPISI) is an example of the

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racial divide our higher educational system has endured which influences the experience of students and Student Affairs professionals of color in the field.

Colleges and universities will need to be intentional about addressing the needs of Student Affairs professionals of color to strive for Student Affairs professionals to experience more equality within the field despite their racial and ethnic background. Specifically, Black and Brown Student Affairs professionals are feeling the most unsatisfied with their current position. As Black and Brown college student populations continue to increase, institutions will need to also diversify their staff to holistically support the student body. Institutions identified as PWI will need to be ultra-intentional in identifying the needs of Student Affairs professionals of color. The label, Predominately White Institution (PWI), automatically creates the narrative of a specific demographic favored within the institution. Those colleges and universities will need to be intentional on how they combat that narrative to ensure students and Student Affairs professionals of all backgrounds feel welcomed.

Community College vs University

As institutions that offer advanced degrees, universities are often perceived as more prestigious than community colleges (Darraj, 2019). Student Affairs professionals at four-year universities experience significantly higher job satisfaction than professionals at community colleges. Student Affairs professionals at community colleges reported to having significantly lower job satisfaction than those at universities. Student Affairs professionals at both community colleges and universities have the same job of supporting student in and out of the classroom. The only difference for these professionals is the type of institution where they work. For some reason, Student Affairs professionals enjoy working at four-year institutions more than two-year

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institutions. However, this quantitative research did not uncover the reasoning behind these differences, so we are left to speculate.

Education Level

Higher Education is centered around providing advanced degrees to enhance expertise within a specified field. Level of expertise is used to validate the value Student Affairs professionals bring to their institutions (Darraj, 2019) The more educated a Student Affairs professional is perceived, the more value they're expected to bring their institution. As a consequence, Student Affairs professionals with lower levels of education can be perceived as less valuable. My findings in the SAJSS study supported the notion of Student Affairs professionals with higher degree's possess higher job satisfaction. Advanced degrees are a common requirement for leadership positions within Student Affairs. This can develop a hierarchical culture that favors Student Affairs professionals that can validate their professional value through degree obtainment. Many leadership roles within higher education require either master's or terminal degree. This can lead to Student Affairs professionals with lesser degree's feel marginalized and valued less in this field. Researchers Muller and Moore (2018) believe Student Affairs professionals with terminal degrees have more opportunity for professional development, and consequently are able to navigate the field easier. Student Affairs professionals with less than a terminal degree represented 85% of respondents on the SAJSS. This would suggest majority of Student Affairs professionals are having a more difficult time navigate the field than 15% of those with terminal degrees. This phenomenon would justify why so many Student Affairs professionals may be motivated to leave the field.

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Years of Experience

Years of experience was used to identify if the number of years in the field impacted professional's experience of intrinsic and extrinsic variables. Knowing Student Affairs professionals are leaving the industry at an alarming rate, this covariate variable can help identify how professionals feel at different stages of their career. Student Affairs professionals within their first five year, also recognized as new professionals, recorded lower mean scores in all 11 intrinsic and extrinsic variables. Advancement, Salary, Job Security, and Interpersonal Relations were measured significantly lower when compared to professionals with 11 to 15 years of experience. Considered as new professionals in the field, these staff often fill entry level positions. Advancement opportunities are suspected to be scarcer for this group of professionals due to their lack of experience. Salary is tied to personnel level, making entry level positions as the lowest paying roles at an institution. It is accustomed for entry level positions in Student Affairs to be contracted, meaning new professionals in the field employment is temporary. Contracted positions understandably create uncertainty around job security for professionals in those roles. Lastly, being the youngest group of professionals at an institution can certainly lead to challenges in creating interpersonal relationships with older and more experienced colleagues. My findings show the early years of being a Student Affairs professionals as the most challenging, which can be attributing to 50% of professionals leaving the field within their first five years (Marshall, 2016). Colleges and universities should develop programming to support new professionals in Student Affairs. Supporting younger Student Affairs professionals can act as professional development these young professionals are yearning for to be engaged in their position.

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Older professionals must first invest years of hard work and show a track record of success before being even considered for a promotion or position of high value. However, investing the time did not guarantee the promotion or position of high value, but only made them applicable for the opportunity. Years of experience is often used to validate professionals' capability or likelihood of being good or successful at their job. Muller and Moore (2018) also point out professional development opportunities also come with years of experience. Those with more professional development are subjected to have better experiences in the field (Muller & Moore, 2018). One who possess more experience is believed to have the potential of being better or more successful within a specified role that is aligned with their experience. However, years of experiences may not be the only indicator of how well someone can perform a designated duty. Student Affairs is a field that admires years of experience, which can consequently marginalize those just entering Higher Education. This will impact institution's ability to foster continuity and develop succession planning to properly address future societal problems.

Compensation

Compensation packages help determine if Student Affairs professionals viewed intrinsic and extrinsic variables differently based on their annual incomes. Although this is not a lucrative field, the researcher wanted to explore variations of job satisfaction when assessing professionals across the financial salary spectrum. This colloquialism is severely being tested in our current workforce as we see historically high turnover rates in Student Affairs. Marshall (2016) describes Student Affairs as a career path professional enter due to their passion to help students. However, researchers like Bender (2015) believe the uncompetitive compensation packages can still lead professionals in this field to seek alternative industries outside of Higher Education. My

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findings show a consistent increase of job satisfaction as professionals earn more money. Specifically, Student Affairs professionals earning at least \$76,000 annually report to having significantly higher job satisfaction than professionals making less. Professionals making more money past the \$76,000 threshold are still more showing an increase in job satisfaction, however, the differences are not significant. This indicates Student Affairs professionals making at less than \$76,000 annually are more likely to be unsatisfied with their pay, and their salary will be an influential factor in their desire to seek work elsewhere. According to SAJSS, roughly 65% of Student Affairs professionals job satisfaction is negatively impacted due to their annual salary. Higher Education does not offer competitive salaries when compared to other industries. Although Student Affairs professionals come into the field knowing they will not get rich, it appears they still care about money and their annual salaries. Institutions will need to reevaluate compensation packages to address turnover ratings.

Functional Area

Functional area assesses how Student Affairs professionals can experience intrinsic and extrinsic variables differently based upon their department. Departments offer different dynamics for Student Affairs staff to engage with students resulting in specified departments operating differently which contributes to those professional's experience in the workplace. My findings showed Student Affairs professionals in Residential Education scored significantly lower in all 11 intrinsic and extrinsic variables than the other functional areas (i.e., student life & leadership, counseling, and "other"), proving to be the department that has the least satisfied professionals in the field. Residential Education was the largest functional area group on the SAJSS as they comprised of 35% of respondent. This functional area also happens to house the most entry level

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positions than any functional area on a college campus. This is aligned with the study by St Onge (2008), as they found Residential Education to be the most difficult department to keep staff due to the amount of turnover among entry level positions. Entry level positions are meant to help young Student Affairs professionals get into the field. This also means professionals have the least amount of professional development, which according to Muller & Moore (2018) will lessen their experience in the field. Unfortunately, this introduction into the field through Residential Education appears to be a deterrent for Student Affairs professionals.

An additional factor that should be considered is many staff in Residential Education are expected to live on campus. This requirement can also act as a deterrent for professionals working in this functional area. It should also be noted most two-year institutions do not provide housing options, and in result do not have a Residential Education department. Data for Residential Education is largely comprised of Student Affairs professionals working at four-year institutions. Student Life & Leadership reported the highest mean scores for all 11 intrinsic and extrinsic variables. Student Affairs professionals working in Student Life & Leadership get the opportunity to shape the on-campus experience for students through overseeing campus activities. This interaction with students can potentially add to their experience with intrinsic and extrinsic variables, leading those who work in Student Life & Leadership to have higher job satisfaction.

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Findings Implications for Questionnaire Design and Adaptation

Penultimate Question (Pre & Post)

The penultimate question, “I am satisfied with my job”, was asked in the beginning of the survey (i.e., pre penultimate) and at the end of the survey (i.e., post penultimate) to assess potential differences to respondent’s perception of their job satisfaction after exposed to the 11 intrinsic and extrinsic composite questions. The post penultimate had a stronger score, implying the penultimate question is best asked at the end of the survey. The penultimate questions being placed at the end of the survey allows respondent to be exposed to intrinsic and extrinsic composite questions and trigger a more accurate understanding of their work motivation. The post penultimate shows respondents are generally agreeing to the statement of being satisfied with their current job. Data has suggested the SAJSS being a good assessment tool to measure job satisfaction of Student Affairs professionals. If colleges and universities can identify areas Student Affairs professionals are unsatisfied with in their job, they will be empowered to discuss strategies to improve those areas of weakness. This intervention should have a positive influence on colleges and universities providing Student Affairs professionals the ideal workplace, increasing their chances of staying in the field.

Summary of Findings

The SAJSS measures Student Affairs professionals perception of intrinsic and extrinsic variables to understand general job satisfaction levels for people in the field. All 11 intrinsic and extrinsic variables are correlated to professional’s job satisfaction. This study determined Student Affairs professionals experience intrinsic and extrinsic variables differently based upon their identity. The primary identity this study explored was age, in which I wanted to see if Student Affairs professionals experience with intrinsic and extrinsic variables are influenced by their

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generational cohort characteristics and workplace expectations. Additional identities I assessed were gender, race/ethnicity, education level, years of experience, salary, those who work at two-year versus four-year institutions, and functional area. All identities except for gender were suggested to influence job satisfaction of Student Affairs professionals. Lastly, I used this study to validate the SAJSS as an assessment tool to measure job satisfaction of Student Affairs professionals. Data validated the SAJSS as a strong assessment tool and is deemed most impactful when placing the penultimate question at the end of the survey opposite to the beginning.

Salary and Job Security were statistically the lowest scoring variables, while Responsibility and Status was statistically the highest rated variables, yet less than .10 of average separate them. Although I find statistically significant differences between these categories, there appears to be no real objective difference between the groups. This indicates respondents in this study generally felt the same towards intrinsic and extrinsic variables. In reference to the one through five Likert scale SAJSS uses, all intrinsic and extrinsic variables computed averages between three and four (i.e., between neither agree or disagree and agree). When rounding up mean scores, all intrinsic and extrinsic variables eclipse four, indicating Student Affairs professionals that participated in this study are generally satisfied with their job.

Generational differences appear to be an underlying variable that is tied to several covariate variables, and consequently impacting Student Affairs professionals experience in the field. Covariate variables such as education level, years of experience, salary and functional area all appear to be correlated to generation. It is more likely for young professionals to have lower education level and years of experience than older Student Affairs professionals due to less applicable years to achieve those accolades. Consequently, young professionals are expected to

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make less money than older professionals with higher education levels and more years of experience. Young professionals are also more likely to get a job in Residential Education than any other area, and research shows professionals in this area will experience lower job satisfaction. Millennial and Gen Z Student Affairs professionals are slated to endure the worse conditions in the Student Affairs field. Although it may be the same conditions Baby Boomer and Generation X Student Affairs professionals experienced, those generational cohorts were accustomed to working through unsatisfactory workplace conditions in hope of a brighter future. Millennial and Gen Z professionals are more likely to leave their job when experiencing disappointing conditions, thus society seeing an influx of resignations by young professionals. Employers may be expecting Millennials and Gen Z professionals to follow suit of the generational cohorts before them, however, this expectation appears to be outdated. Colleges and universities will need to evolve their employee engagement for Student Affairs professionals to be more relevant to current and future generations of Student Affairs professionals.

Implications

Due to the size of this group, young professionals leaving Student Affairs has sparked the phenomenon referred to as “The Great Resignation”. The Great Resignation explains the massive employee turnover our workforce is witnessing, requiring employers to invest a significant level of resources in retaining and attracting talent (Smith, 2022). The lack of continuity has shown to impact employee attrition, and in the case for colleges and universities, are seeing many Student Affairs professionals leaving their institution or field altogether. This study suggest job satisfaction is tied to Student Affairs professionals’ motivation to leave or stay in their position. Although displaying statistical correlation, intrinsic and extrinsic variables have not been proven

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to be the causing factor for Student Affairs professionals to be retained or turned over. However, this study informed colleges and universities of due diligences that can be taken to boost Student Affairs professionals job satisfaction in attempt to increase their chances of retaining staff. To influence Student Affairs professionals job satisfaction, institutions will need to evaluate their ability to meet the expectations of their diverse staff. This study has shown that expectations can differ pending on diversity characteristics. Generally, younger Student Affairs professionals of color are displaying the most difficulty experiencing engaging in Student Affairs. They are also predicted to have the most expectations, largely due to Higher Education appearing to favor professionals of alternative demographics such as white, experienced, educated, and well-paid. For colleges and universities to responsibly support their diverse student body, they will need to find ways to attract and retain diverse talent.

This study suggests intrinsic and extrinsic variables as good indicators of assessing Student Affairs professionals job satisfaction. This study also shows a statistical divide between groups of Student Affairs professionals which often grants groups of the largest quantity to determine workforce norms in the field. However, generational cohort was one category where the minority group had the privilege to dictate workforce culture. Although young professionals (i.e., Millennial & Gen Z) are the majority, older professionals hold majority of leadership positions allowing them to govern Student Affairs culture. This dynamic is forcing young professionals to assimilate their expectations to match those from older generations. Older professionals found it more imperative to be self-motivated, whereas younger professionals are placing that responsibility on the employer to provide motivation through meeting their expectations.

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Colleges and universities seeking best practices to meet expectations of young Student Affairs professionals will need to provide professional development and growth. These two areas can be addressed using intrinsic and extrinsic variables to ensure staff are feeling fulfilled in their position, increasing their chances of being more effective in their role and be retained.

Achievement is used to validate Student Affairs staff professional growth within the field, and their impact to the institution. According to Chinn (2020), fostering a sense of achievement is expected to raise employee performance, productivity, and retention. Advancement is the most significant goal for young professionals, and young Student Affairs professionals need to see the path to advancement to be fully invested and engaged. Recognition reaffirms Student Affairs professionals there making a difference for students and the institution. Student Affairs professionals can view their impact on students' lives as part of their compensation for working in the field. Colleges and universities need to affirm their Student Affairs staff, especially those from younger generations, that their work is making a difference. Responsibilities within a position is what Student Affairs professionals use to validate their skill sets and validate their preparedness for the next career step. Having unfavorable or meaningless responsibilities can be seen as anchors weighing Student Affairs professionals from progressing in their careers. Consequently, placing stress on professionals to either request additional or alternative responsibilities from their employer, or find another job that possess desired responsibilities. All Student Affairs professionals desire professional growth, however, we see different expectations to when these opportunities should be offered. Older professionals have more patience than younger professionals and are prepared to wait longer for those opportunities. While young professionals are expecting to continuously experience professional growth since day one in their job.

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Institutional organization policy is used to make Student Affairs professionals feel welcomed and comfortable while at work. Administration speaks to the relationship between supervisor and supervisee. Due to majority leadership positions held by older professionals, younger Student Affairs professionals are supervised by Baby Boomers and Gen X professionals. To get the best performance out of a young team of professionals, administrators will need to hit the right triggers to motivate their staff. This will require supervisors to not fully rely on the same practices they endured during their time as a new professional in the field, but rather adjust to the needs of Millennial and Gen Z Student Affairs professionals during this era. Salary will always be an influential factor of professional's job satisfaction, however, that level of influence appears to fluctuate. The Student Affairs field has always been regarded as a career path that will not garner competitive salaries to other lucrative industries. Younger professionals are prioritizing their personal passions and lifestyles outside of work. Younger professionals are wanting to spend less time working to invest in alternative passions, yet, are experiencing an economy where things are becoming increasingly more expensive, making salary more paramount. In our forever growing economy, Student Affairs professionals have to make the decision if staying in the field is even feasible, especially in more costly geographical markets. Status is a measuring stick Student Affairs professionals use to assess progress and professional growth. Status would be more important to those looking to see professional growth. Due to professional growth being a priority for younger professionals, they place a lot of pressure on institutions ability to elevate their status through opportunities to advance. Job security can signify value for Student Affairs professionals. The more institutions value a position or individual, the more inclined they are to meet their expectations. In addition, the more inclined Student Affairs professionals will be to have financial stability. The sense of financial security is important for any professional. Lastly,

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interpersonal relations speak to Student Affairs staff to build community, and a support system to help further grow professional skill sets. Mentorship is extremely important for younger Student Affairs professionals, and institutions that can provide meaningful mentorship opportunities are more likely to retain and attract young top talent.

Higher Education has always served as a tool to prepare future leaders to handle tomorrow's problems. That premise has required institutions of higher learning to obtain our world's brightest minds to help teach students past and current perspectives in an attempt to foster innovative thoughts to drive human intelligence. Colleges and universities' prestige are often determined by the caliber of professionals they have working at their institution. Colleges and universities are judged by the quality of staff they are able to tenure. It is in colleges and universities' best interest to be knowledgeable of tactics in attracting and retaining top talent. High turnover rates for colleges and universities indicate they are losing talent, which will consequently impact the quality of services they are able to provide to students. The lack of continuity has been proven to lead to professional burnout and creates a stressful work environment. In general, society is seeing shorter employee tenures requiring all employers to address the consequences from the lack of staff continuity and constant hiring. The same employer losing staff due to the lack of employee job satisfaction are now tasked with attracting new top talent with the same work culture. Employers must ask themselves who or what is the problem leading to high turnover, their company culture or the employees? Employers that feel their culture is great, and this is an employee issue will be inclined to change nothing and continue to search for new candidates when needed. Employers holding their culture accountable for retention rates will self-assess to identify opportunities to improve their work culture and employee engagement. Colleges and universities will need to decide their individual philosophy to why turnover rates among Student

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Affair professionals are so high if they want to sustain the expectation of employing our worlds brightest minds to support student success.

This study has motivated me to ask additional questions to better understand staff retention in Student Affairs.

1. In general, are Student Affairs professionals content working in a field that is incapable of providing financial prosperity?
2. Why do institutions retain White Student Affairs professionals at a higher rate than professionals of color?
3. What intrinsic and extrinsic variables are the most influential to Student Affairs professionals job satisfaction?

Limitations

There are three main limitations to this study: sampling process, subsample size, and the time period of data collection. I used a snowballing sample approach as my sampling process which limits the people who have the opportunity to take the SAJSS. This limits my response capacity, because snowball sampling is confined to my personal network, and the people my network knows. There are tens of thousands of Student Affairs professionals and my study received 379 valid responses, consequently limiting subsampling sizes, and making it difficult to generalize data. Lastly, research was conducted in the midst of the Covid-19 pandemic, giving respondents a unique set of circumstances to address their job satisfaction. The workplace environment of Student Affairs professionals completely changed due to the reduction of students on campus and many staff working remotely. This transition of circumstances can influence how Student Affairs professionals respond to questions about their current job satisfaction.

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Future Inquiry

I want to augment the SAJSS to inform institutions which intrinsic and extrinsic variables are most effective to drive job satisfaction of Student Affairs professionals. This will inform institutions they should make priority to ensure they are executing best practices to retain and attract top talent. I would need to do a predictive analysis to validate which intrinsic and extrinsic variables are most correlated to Student Affairs professionals with high and low overall job satisfaction. I would like to enable the SAJSS to produce a score which would place respondents on a spectrum that informs institutions the likelihood of a Student Affairs professional leaving the field. This can inform colleges and universities the percentage of Student Affairs staff that is expected to stay and leave. This can help institutions predict hiring needs before positions become vacant. If colleges and universities can stay ahead and prepare succession plans before necessary, the transition period of refilling positions can become seamless, and better sustain student support.

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Appendix

Student Affairs Job Satisfaction Survey (SAJSS)

Q2 Do you agree to participate in this anonymous survey?

- Yes (1)
- No (2)

Q3 For this survey, Division of Student Affairs will refer to the division primarily focused on student relations.

Are you currently employed in the Division of Student Affairs at your institution?

- Yes (1)
- No (2)

Q4 In general, I am satisfied with my job.

- Strongly Disagree (1)
 - Disagree (2)
 - Neither agree nor disagree (3)
 - Agree (4)
 - Strongly agree (5)
-

INVESTIGATING THE FUTURE OF STUDENT AFFAIRS PROFESSIONALS

Q5 Think about your feelings working in Student Affairs at your current institution. Use the following scale to rate the extent to which you agree or disagree with each statement.

Q6 In general, I like working in Student Affairs.

- Strongly Disagree (1)
 - Disagree (2)
 - Neither agree nor disagree (3)
 - Agree (4)
 - Strongly Agree (5)
-

Q7 In general, I like working at my institution.

- Strongly Disagree (1)
 - Disagree (2)
 - Neither agree nor disagree (3)
 - Agree (4)
 - Strongly Agree (5)
-

INVESTIGATING THE FUTURE OF STUDENT AFFAIRS PROFESSIONALS

Q8 I feel satisfied with the health benefit options provided by my institution.

- Strongly Disagree (1)
 - Disagree (2)
 - Neither agree nor disagree (3)
 - Agree (4)
 - Strongly Agree (5)
-

Q9 I am satisfied with the hours I work weekly.

- Strongly Disagree (1)
 - Disagree (2)
 - Neither agree nor disagree (3)
 - Agree (4)
 - Strongly Agree (5)
-

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Q10 Think about your own feelings and characteristics about your present job. Use the following scale to rate the extent to which you agree or disagree with each statement.

Q11 My current position allows me to showcase my skill sets.

- Strongly Disagree (1)
 - Disagree (2)
 - Neither agree nor disagree (3)
 - Agree (4)
 - Strongly Agree (5)
-

Q12 My supervisor values my skillsets.

- Strongly Disagree (1)
 - Disagree (2)
 - Neither agree nor disagree (3)
 - Agree (4)
 - Strongly Agree (5)
-

INVESTIGATING THE FUTURE OF STUDENT AFFAIRS PROFESSIONALS

Q13 I feel I play an important role in my department goals and projects getting accomplished.

- Strongly Disagree (1)
 - Disagree (2)
 - Neither agree nor disagree (3)
 - Agree (4)
 - Strongly Agree (5)
-

Q14 I feel my current position is preparing me for my next career step.

- Strongly Disagree (1)
 - Disagree (2)
 - Neither agree nor disagree (3)
 - Agree (4)
 - Strongly Agree (5)
-

Q15 I see the opportunity for career advancement at my current institution.

- Strongly Disagree (1)
- Disagree (2)
- Neither agree nor disagree (3)
- Agree (4)
- Strongly Agree (5)

Q16 I would like my next job to be in Student Affairs.

- Strongly Disagree (1)
 - Disagree (2)
 - Neither agree nor disagree (3)
 - Agree (4)
 - Strongly Agree (5)
-

Q17 I feel my supervisor values my work.

- Strongly Disagree (1)
 - Disagree (2)
 - Neither agree nor disagree (3)
 - Agree (4)
 - Strongly Agree (5)
-

INVESTIGATING THE FUTURE OF STUDENT AFFAIRS PROFESSIONALS

Q18 I feel my colleagues within my department are aware of the accomplishments I achieve in my current position.

- Strongly Disagree (1)
 - Disagree (2)
 - Neither agree nor disagree (3)
 - Agree (4)
 - Strongly Agree (5)
-

Q19 I feel appreciated at work.

- Strongly Disagree (1)
 - Disagree (2)
 - Neither agree nor disagree (3)
 - Agree (4)
 - Strongly Agree (5)
-

INVESTIGATING THE FUTURE OF STUDENT AFFAIRS PROFESSIONALS

Q20 I enjoy the day-to-day tasks that my position requires.

- Strongly Disagree (1)
 - Disagree (2)
 - Neither agree nor disagree (3)
 - Agree (4)
 - Strongly Agree (5)
-

Q21 I feel my job responsibilities were fully communicated to me prior to beginning the job.

- Strongly Disagree (1)
 - Disagree (2)
 - Neither agree nor disagree (3)
 - Agree (4)
 - Strongly Agree (5)
-

INVESTIGATING THE FUTURE OF STUDENT AFFAIRS PROFESSIONALS

Q22 I am passionate about the work I do in my current position.

- Strongly Disagree (1)
 - Disagree (2)
 - Neither agree nor disagree (3)
 - Agree (4)
 - Strongly Agree (5)
-

Q23 I am provided the opportunity to attend workshops and conferences to further grow my professional skills.

- Strongly Disagree (1)
 - Disagree (2)
 - Neither agree nor disagree (3)
 - Agree (4)
 - Strongly Agree (5)
-

INVESTIGATING THE FUTURE OF STUDENT AFFAIRS PROFESSIONALS

Q24 I receive mentorship from other staff members on campus.

- Strongly Disagree (1)
 - Disagree (2)
 - Neither agree nor disagree (3)
 - Agree (4)
 - Strongly Agree (5)
-

Q25 I am given a budget for professional development.

- Strongly Disagree (1)
 - Disagree (2)
 - Neither agree nor disagree (3)
 - Agree (4)
 - Strongly Agree (5)
-

Q26 I like the mission and vision of our institution.

- Strongly Disagree (1)
- Disagree (2)
- Neither agree nor disagree (3)
- Agree (4)
- Strongly Agree (5)

INVESTIGATING THE FUTURE OF STUDENT AFFAIRS PROFESSIONALS

Q27 Policies and procedures in place on my campus create an inclusive working environment.

- Strongly Disagree (1)
 - Disagree (2)
 - Neither agree nor disagree (3)
 - Agree (4)
 - Strongly Agree (5)
-

Q28 I feel safe on campus.

- Strongly Disagree (1)
 - Disagree (2)
 - Neither agree nor disagree (3)
 - Agree (4)
 - Strongly Agree (5)
-

INVESTIGATING THE FUTURE OF STUDENT AFFAIRS PROFESSIONALS

Q29 I feel comfortable addressing my supervisor when I have a problem.

- Strongly Disagree (1)
 - Disagree (2)
 - Neither agree nor disagree (3)
 - Agree (4)
 - Strongly Agree (5)
-

Q30 I feel respected by my supervisor.

- Strongly Disagree (1)
 - Disagree (2)
 - Neither agree nor disagree (3)
 - Agree (4)
 - Strongly Agree (5)
-

INVESTIGATING THE FUTURE OF STUDENT AFFAIRS PROFESSIONALS

Q31 I feel my supervisor wants to see me be successful beyond my current position.

- Strongly Disagree (1)
 - Disagree (2)
 - Neither agree nor disagree (3)
 - Agree (4)
 - Strongly Agree (5)
-

Q32 I feel that I am fairly compensated when compared to my peers in similar roles.

- Strongly Disagree (1)
 - Disagree (2)
 - Neither agree nor disagree (3)
 - Somewhat Disagree (4)
 - Strongly Agree (5)
-

Q33 I feel fairly compensated for the level of work I produce.

- Strongly Disagree (1)
- Disagree (2)
- Neither agree nor disagree (3)
- Agree (4)
- Strongly Agree (5)

Q34 I make enough money to live the lifestyle I deserve.

- Strongly Disagree (1)
 - Disagree (2)
 - Neither agree nor disagree (3)
 - Somewhat Agree (4)
 - Strongly Agree (5)
-

Q35 I feel my day-to-day tasks are aligned with my job description.

- Strongly Disagree (1)
 - Disagree (2)
 - Neither agree nor disagree (3)
 - Agree (4)
 - Strongly Agree (5)
-

INVESTIGATING THE FUTURE OF STUDENT AFFAIRS PROFESSIONALS

Q36 I feel my job title aligns with my job responsibilities.

- Strongly Disagree (1)
 - Disagree (2)
 - Neither agree nor disagree (3)
 - Agree (4)
 - Strongly Agree (5)
-

Q37 I feel my job title is respected by my colleagues.

- Strongly Disagree (1)
 - Disagree (2)
 - Neither agree nor disagree (3)
 - Agree (4)
 - Strongly Agree (5)
-

Q38 I feel I can stay in my current position as long as I want.

- Strongly Disagree (1)
- Disagree (2)
- Neither agree nor disagree (3)
- Agree (4)
- Strongly Agree (5)

Q39 I see myself working at my current institution five years from now.

- Strongly Disagree (1)
 - Disagree (2)
 - Neither agree nor disagree (3)
 - Agree (4)
 - Strongly Agree (5)
-

Q40 I feel my position will always be needed.

- Strongly Disagree (1)
 - Disagree (2)
 - Neither agree nor disagree (3)
 - Agree (4)
 - Strongly Agree (5)
-

INVESTIGATING THE FUTURE OF STUDENT AFFAIRS PROFESSIONALS

Q41 I feel a sense of community within my department.

- Strongly Disagree (1)
 - Disagree (2)
 - Neither agree nor disagree (3)
 - Agree (4)
 - Strongly Agree (5)
-

Q42 I feel a sense of community within my entire campus.

- Strongly Disagree (1)
 - Disagree (2)
 - Neither agree nor disagree (3)
 - Agree (4)
 - Strongly Agree (5)
-

INVESTIGATING THE FUTURE OF STUDENT AFFAIRS PROFESSIONALS

Q43 I enjoy working with my coworkers.

- Strongly Disagree (1)
 - Disagree (2)
 - Neither agree nor disagree (3)
 - Agree (4)
 - Strongly Agree (5)
-

Q44 I am satisfied with my current job.

- Strongly Disagree (1)
 - Disagree (2)
 - Neither agree nor disagree (3)
 - Agree (4)
 - Strongly Agree (5)
-

INVESTIGATING THE FUTURE OF STUDENT AFFAIRS PROFESSIONALS

Q45 Think about yourself and choose the options that most accurately describes you.

Q46 What is the gender you identify with?

- Male (1) (1)
 - Female (2) (2)
 - Non-binary (3) (3)
 - Decline to answer (4) (4)
-

Q47 What year were you born?

- 1940 - 1959 (1) (1)
 - 1960 - 1979 (2) (2)
 - 1980 - 1996 (3) (3)
 - 1997 - 2015 (4) (4)
 - Decline to answer (5) (5)
-

INVESTIGATING THE FUTURE OF STUDENT AFFAIRS PROFESSIONALS

Q48 What race/ethnicity do you identify as?

- White (1) (1)
 - Hispanic or Latinx (2) (2)
 - Black or African American (3) (3)
 - Asian/Pacific Islander Desi American (4) (4)
 - Native American/ Native Alaskan (5) (5)
 - Multiple race/ethnicity (8) _____
 - Other (6) (6) _____
 - Decline to answer (7) (7)
-

Q49 What is the highest level of education completed?

- High School or AA Degree (1) (1)
 - Bachelors (2) (2)
 - Masters (3) (3)
 - Doctorate/Terminal Degree (4) (4)
 - Decline to answer (5) (5)
-

INVESTIGATING THE FUTURE OF STUDENT AFFAIRS PROFESSIONALS

Q50 How many years of full-time work experience do you have in higher education?

- 0-5 years (1) (1)
 - 6-10 years (2) (2)
 - 11-15 years (3) (3)
 - 16-20 years (4) (4)
 - 21-25 years (5) (5)
 - 26+ years (6) (6)
 - Decline to answer (7) (7)
-

Q51 What is your annual salary?

- \$0 - \$29,000 (1) (1)
 - \$30,000 - \$45,999 (2) (2)
 - \$46,000 - \$60,999 (3) (3)
 - \$61,000 - \$75,999 (4) (4)
 - \$76,000 - \$90,999 (5) (5)
 - \$91,000 - \$105,999 (6) (6)
 - \$106,000 - \$120,999 (7) (7)
 - \$121,000+ (8) (8)
 - Decline to answer (9) (9)
-

INVESTIGATING THE FUTURE OF STUDENT AFFAIRS PROFESSIONALS

Q52 What type of institution do you work at?

- Community/City College (2 yr. institution) (1) (1)
 - University (4 yr. institution) (2) (2)
-

Q53 What Functional Area do you work in?

- Student Life & Leadership (1) (1)
- Residential Education (2) (2)
- Admission & Financial Aid Services (3) (3)
- Counseling (4) (4)
- Other (5) (5) _____