Faculty Career and Personal Satisfaction Survey

ULM Faculty Senate

Spring 2011

Thank you for being here.

- Please consider becoming a senator at some point during your career
- "representation authenticates your complaining credibility"
- Many positives
  - many opportunites for cross-discipline interaction
  - learn a lot about inner workings of higher ed
  - Participate in shared governance
  - Advocate for faculty and ULM
- Rarely all agree on the approach, but all have had ULM's best interests at heart.

A little background.

- Spring 2006 survey identified 6 institutional priorities to address:
  - Communication
  - Resources to do one's job
  - Recognizing and rewarding existing faculty
  - Faculty morale
  - Recruiting/retaining faculty
  - Staffing departments/programs adequately

- Spring 2008 survey, designed to tease out more specific issues.

The Spring 2011 survey.

- Was to be in 2011/12, but Dr. Bruno requested baseline data

What will the survey results show?

- Some previously identified issues persist
- Some previously identified issues have improved
- Some new issues have emerged

Survey results will be used to chart progress over the coming years, as a basis of dialog with the administration, and to establish goals/action plan.

Approach and Analyses

- Distributed to 352 faculty
  - 75% or greater FTE faculty rank
  - Below rank of "dean" (~310 are non-admin)
- Survey Monkey
- 6 Constituencies
  - The Library
  - Arts and Sciences
  - Business Administration
  - Education and Human Development
  - Health Sciences
  - Pharmacy

Approach and Analyses

- ## Modified from 2008 ULM FS survey
  - permission from Purdue University survey

- ## Anomymous
  - No IP addresses or other identifier codes recorded
  - Analysis by A. Hill (FS President) assisted by D. Rhorer (FS President-elect), proofed by the Faculty Senate

- ## Questions optional

- ## Overall responses and subsets analyzed
  - e.g. College-specific issues? Gender-specific?

- ## Comments categorized

The Results

Who Responded to the Survey?

Constituency[1]	No. of responses (n)	Response rate
All Groups	131/352	37.2%
CAS	47/154	30.5%
CBA	17/43	39.5%
CHS	13/50	26%
CEHD	15/44	34.1%
Library	5/8	62.5%
Pharmacy	22/53	41.5%

[1]Thirteen individuals chose to not identify their college affiliation

Who Responded to the Survey?

Constituency	percent
Tenure/tenure track	77.9
Not tenure track	22.1
1 – 10 years	56.6
Over 10 years	43.4
Male	43.8
Female	56.3

←113 of 131 disclosed track

←113 of 131 disclosed yrs of service

←96 of 131 disclosed gender[1]

[1] those who skipped this question were mainly tenure/tenure-track within three colleges.

1. All things considered, how satisfied are you with your job at ULM with 5 being "Very Satified" and 1 being "Not Satisfied At All"?

Constituency and %	5	4	3	2	1
All Groups	58.8	26.7	8.4	6.1	
CAS	42.6	40.4	10.6	6.4	
CBA	70.6	23.5	5.9	0	
CHS	69.2	15.4	7.7	7.7	
CEHD	53.3	6.7	20.0	20.0	
Library	80	20	0	0	
Pharmacy	77.2	13.6	4.5	4.5	

2. The following are adequate to help me meet my job responsibilities.

Items that are <u>not</u> adequate (n = 128)	%[1]
Travel funds	54.8
Time for professional/career development[2]	53.9
Assistance in grant writing/preparation of grant budgets	50.4
Supplies[3] **AS, EHD, HS**	46.9
Access to information on funding opportunities[3] **EHD, PH**	46.0
Library resources[3] **AS**	43.2
Equipment updates/upgrades[3] **AS, EHD, Lib**	41.7
Equipment maintenance[3] **AS**	41.4

[1] Percent reported is combined "Tend to Disagree" and "Strongly Disagree" responses. Basis for identifying priority issues for faculty and ULM.

[2] For respondents identifying gender, 57.4% of females and 52.4% of males, respectively, tended to disagree or strongly disagree with this statement. Female mode was SD.

[3] These concerns seem to be discipline-related (suggested by number of "Not Applicable" responses and college-specific analyses).

2. The following are adequate to help me meet my job responsibilities.

For more than 50% of respondents[1]:

Clerical/secretarial assistance

Textbook selection and ordering process

Computer upgrades/maintenance

Physical conditions of classrooms

University Mail Services

Access for students with special needs

Access to audio-visual equipment

Research assistants/Teaching assistants

Support for student evaluation in on line classes

Physical conditions of laboratories

Access to building/room keys

University Computing Center Technical Services

Telephone services/voice mail

Space for housing research animals

Computer Hardware

Moodle/ Help Desk

Computer Software

Class size (# enrolled)

Equipment availability

[1] Excluding college- and gender-specific issues noted on the previous slide.

3. I am currently satisfied with the following aspects of ULM.

Items **not** satisfied with (n = 128)	%[1]
Department staffing	54.7
Opportunities for professional growth/development	53.9
Workload	53.1
Balance among teaching, research, and service responsibilities[2]	50.0
Salary[3] **AS, EDH**	49.2
Indirect costs returned to the college/department that generate the funds[3] **PH, AS**	37.8
Indirect costs returned in a timely manner[3] **PH, AS**	35.4

[1] Percent reported is combined "Tend to Disagree" and "Strongly Disagree" responses. Basis for identifying priority issues for faculty and ULM.

[2] For respondents identifying gender, 56.6% of females tended to disagree or strongly disagree with this statement while 48.7% of males tended to agree or strongly agree.

[3] These concerns seem to be discipline-related (suggested by number of "Not Applicable" responses and college-specific analyses).

3. I am currently satisfied with the following aspects of ULM.

For more than 50% of respondents[1]:

Promotion policies

Employee cost of benefits package

Tenure policies

Opportunities to affect departmental control of
    significant curriculum development

Benefits package (e.g. retirement, health)

Diversity of faculty

Web presence of my academic unit

Web presence of my college

Web presence of the University

Appearance of the University

[1] Excluding college- and gender-specific issues noted on the previous slide.

4. Have you ever considered leaving ULM?

Response	%
No, not seriously	35.9
Yes, somewhat seriously	31.3
Yes, very seriously	32.8

n = 128

5. Have you actually applied?

Response	No.
Yes	50
No	30

n = 80

6. Have you received an offer of employment elsewhere?

Response	No.
Yes	35
No	44

n = 79

7. How much impact might the following factors have on your decision to leave ULM?

Items that might impact decision (n = 83)	%[1]
Find a better work environment	77.1
Earn a higher salary	74.1
Join a university community where I feel more appreciated	67.1
Obtain a position of higher rank, responsibility, or visibility	65.4
Low faculty morale	65.1
Greater career ambitions/challenges	56.8
Reduce my teaching responsibilities[2]	50.0

[1] Percent reported is combined "Strong Impact" and "Some Impact" responses. Basis for identifying priority issues for faculty and ULM.

[2] For respondents identifying gender, 55.1% of females tended to agree or strongly agree with this statement while 46.6% of males tended to disagree or strongly disagree. 6.9% of females and 20% of males said it was not applicable.

7. How much impact might the following factors have on your decision to leave ULM?

For fewer than 50%, little to no impact:

Live in a different part of the country

Enhance my spouse or partner's career opportunities

Not challenged professionally/intellectually

Better benefits package

Achieve a better balance between my work and personal life

Live closer to family and friends

Move to a more research-oriented institution

Want wider social contacts

Received unfavorable performance review

Leaving academic life

Did not receive tenure

I am retiring

8. What are the most significant factors that impact faculty recruitment in your unit?

Positive	Negative
Collegiality	Salary
Students	Workload
Program reputation	Class size
Faculty	Political climate
Some flexibility	Morale
Teaching/research load[1]	Teaching load[3]
Facilities[1,2]	Budget
College leadership[1]	Facilities[3]
Benefits	Academic inbreeding
Community	Perception of region

[1]CBA, PH
[2]HS
[3]AS

n = 76

9. What are the most significant factors that impact faculty retention in your unit?

Positive	Negative
Collegiality	Salary
Students	Workload
Community (location)	Morale
Faculty collaboration	Political climate
Departmental leadership	Class size
Faculty committment	Teaching load
Resources[1]	Resources[2]
Facilities[1]	Facilities[2]
Benefits	Lack of respect/appreciation
Some flexibility	No time for prof. development

[1]CBA, PH, HS
[2]AS

n = 76

10. Indicate your level of agreement with the following statements concerning your academic unit.

Items (n = 126)	%[1]
My social contacts with other faculty in my unit are pleasant.	84.7
The workload in my unit seems to be increasing annually.	82.4
I am valued for my teaching by other members of my unit.	77.0
My unit expects a reasonable level of output from me.	71.2
I have as much social contact with ULM Faculty as I would like.	65.0
I feel encouraged to pursue my research/creative agenda.	59.7
I feel burned out from my work.	54.8
My salary is appropriate compared to peers' salaries in my unit.	52.0
Service is increasingly required but not valued in P&T considerations.	51.6
An excessive work load interferes with my personal life.[2]	51.2

[1] Percent reported is combined "Strongly Agree" and "Somewhat Agree" responses.

[2] For respondents identifying gender, 58.5% of females tended to agree or strongly agree with this statement while 52.4% of males tended to disagree or strongly disagree.

10. Indicate your level of agreement with the following statements concerning your academic unit.

Fewer than 50% of respondents agree:

I feel there is excessive pressure for course redesign. [1]

There are adequate resources for course redesign.

I would feel comfortable requesting preferential teaching assignments at a critical phase of my career development without fearing negative repercussions.[1]

My unit is valued by faculty across the university. [1]

My unit is valued by central university administrators. [1]

I feel that I have as much time available for research as do other faculty at my level in this unit. [1, 2]

I am asked to serve on too many committees.

[1] These items were re-calculated excluding large percentages of "Not Applicable" responses. In those cases, they fell above the 50% mark.

[2] For respondents identifying gender, 53.7% of females tended to disagree or strongly disagree with this statement while 50.0% of males tended to agree or strongly agree.

11. The following have been sources of stress for me during this academic year.

Top Items	%[1]
High self-expectations	83.2
Lack of public/state-level (Unit/institutional) understanding of the full range of what my job responsibilities involve	77.9 (62.6)
Institutional procedures and 'red tape' (Paperwork)	72.0 (64.8)
Lack of opportunity for income growth	67.2
Teaching load	60.5
FAD	54.4
Lack of clerical support	54.0
Keeping up with e-mail	53.2
Unclear routing information	51.6
Research demands (Publishing demands)	51.2 (50.4)
Course redesign[2] **AS, EHD, HS**	50.5

[1] Percent reported is combined "Strongly Agree" and "Somewhat Agree" responses. Basis for identifying priority issues for faculty and ULM.

[2] These concerns seem to be discipline-related (suggested by number of "Not Applicable" responses and college-specific analyses).

12. Indicate your level of agreement with the following statements concerning the Office of Course Redesign.

Item (n = 125)	Response[1]
I know a great deal about Course Redesign mandates for GENED Core classes	D
I understand the process of Quality Matters	A
I understand the process of Course Redesign	D
I understand that Quality Matters and Course Redesign are different processes	A
I feel that course redesign is very important to ULM	A
The Office of Course Redesign is effectively facilitating course improvements	D
I find the professional development opportunities offered through the Office of Course Redesign to be very helpful	D
I would like the Office of Course Redesign to offer more professional development opportunities	A

[1] "Not Applicable" excluded from determination. D indicates most respondents tended to disagree or strongly disagree. "A" indicates most respondents tended to agree or strongly agreed.

16. In what areas should we invest funds once we launch a major fund raiser? Please select three categories.

Item (n = 121)	Rating
Library	1.67
Endowed Professorships	1.87
Scholarships	1.89
Graduate Fellowships	1.98
Brown Theater	2.04
Laboratory Facilities	2.06
Childhood Development Center	2.09
Natural History Museum	2.14
Athletic Facilities	2.24
Art Museum	2.38

Recall:

- Broader categories identified in previous surveys
  - Communication
  - Resources to do one's job
  - Recognizing and rewarding existing faculty
  - Faculty morale
  - Recruiting/retaining faculty
  - Staffing departments/programs adequately

  78 written answers were summarized . Most fell under these categories.

What would you most like to change about ULM? (n = 78)

Communication:

Listen to more faculty input before making decisions

Feedback on committee work; eliminate "black holes"

Better/more efficient/"in advance" communication of deadlines and directives

Resources:

Better support for professional development (time/resources)

Improve rundown classrooms, etc.

Improve infrastructure/support services

Modernize/streamline "paperwork" for faculty and students

What would you most like to change about ULM? (continued)

Recognizing and rewarding existing faculty:

 Appropriate recognition of/respect for faculty

Staffing departments/programs adequately:

Provide a little "workload relief"

Recruiting/retaining faculty:

Recruit more academically diverse faculty

Emerging issues:

Student responsibility; "raise the bar"

Increase community support for ULM

Put faculty back in charge of curriculum

What do you like most about ULM? (n = 75)

Friendly people

Collegiality

Smallish campus with diverse programs

Students

My co-workers

Sense of teamwork/dedication

Location/region

The bayou/beautiful campus

2011 Faculty Career and Personal Satisfaction Survey

The Executive Committee of the Faculty Senate will use these data and 2008 survey data to formulate an action plan during the coming several weeks.

Contact Dr. Anna Hill (Faculty Senate President, hill@ulm.edu, 342-1803) or Dr. Donna Rhorer (President-elect, rhorer@ulm.edu, 342-1514) to set up an appointment to view the data in one of their offices.

An edited version of this presentation will be posted on the Faculty Senate web page.