BRIEF: SUNY 2002 FACULTY SATISFACTION SURVEY

During spring semester 2002 all full time faculty members in SUNY were surveyed. At BSC 404 full time faculty were sent surveys and 127 surveys were returned for a response rate of 31.4%.

BSC respondents were:

- 57.5% male; 42.5% female
- 30% full professors; 27% associate professors; 27% assistant professors; 17% lecturers/instructors
- 84% Caucasian; 6% African-Americans; 4% Asian; 2% Hispanic; 5% other
- 65% have Ph.D’s; 7% have Ed.D’s; 22% have MS/MA’s
- 12% hired before 1974; one third hired between 1974-1988; one third hired between 1989-1998; and one quarter of all respondents (and 37% of the women) were hired between 1999-2001.
- 59% were tenured (74% of men and 39% of women)
- 28% anticipate working past 70 of age
- 30% have awards for outstanding teaching

What are the primary interests of the faculty?

- 33% interested very heavily in teaching
- 41% interested in research and teaching, but lean to teaching
- 25% interested in research and teaching, but lean to research
- 2% interested very heavily in research

Why did they pursue academic careers?

- 85% Intellectual challenge
- 83% Opportunity for teaching
- 81% Intellectual freedom
- 80% Freedom to pursue my scholarly/teaching interests

Do faculty publish?

<table>
<thead>
<tr>
<th></th>
<th>None</th>
<th>1-4</th>
<th>5-10</th>
<th>Over 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articles</td>
<td>20%</td>
<td>30%</td>
<td>30%</td>
<td>20%</td>
</tr>
<tr>
<td>Chapters in ed volumes</td>
<td>58%</td>
<td>37%</td>
<td>5%</td>
<td>------</td>
</tr>
<tr>
<td>Books, manuals</td>
<td>53%</td>
<td>42%</td>
<td>5%</td>
<td>------</td>
</tr>
<tr>
<td>Within last 2 yrs</td>
<td>35%</td>
<td>56%</td>
<td>9%</td>
<td>------</td>
</tr>
</tbody>
</table>
Activities during the past 2 years:

- Taught an honors class: 17%
- Taught an interdisciplinary course: 30% (compared to 43% at other SUNY comprehensives)
- Taught an ethnic studies course: 9%
- Taught a women’s studies course: 11%
- Team taught: 31%
- Taught a service learning course: 25%
- Worked with undergraduate on Research: 69% (same as other SUNY comps)
- Participated in teaching enhancement Workshop: 53%
- Placed an assignment on internet: 46%
- Taught a course on internet Exclusively: 9%

Level of faculty engagement in campus reform initiatives (last 2 years):

- Mission: 25% very involved; 44% minimally involved
- General ed: 29% very involved; 45% minimally involved
- Faculty roles/rewards: 16% very involved; 43% minimally involved
- Governance: 15% very involved; 33% minimally involved
- Curriculum: 53% very involved; 34% minimally involved

During an average week, how does the faculty spend their time?

<table>
<thead>
<tr>
<th>Category</th>
<th>None</th>
<th>1-4</th>
<th>5-8</th>
<th>9-12</th>
<th>13-16</th>
<th>Over 16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scheduled teaching</td>
<td>0%</td>
<td>7%</td>
<td>21%</td>
<td>50%</td>
<td>13%</td>
<td>9%</td>
</tr>
<tr>
<td>Preparation for teaching</td>
<td>0%</td>
<td>8%</td>
<td>22%</td>
<td>35%</td>
<td>16%</td>
<td>18%</td>
</tr>
<tr>
<td>Advise/counsel students</td>
<td>0%</td>
<td>58%</td>
<td>31%</td>
<td>7%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Committee work/meetings</td>
<td>5%</td>
<td>58%</td>
<td>30%</td>
<td>2%</td>
<td>4%</td>
<td>2%</td>
</tr>
<tr>
<td>Other administration</td>
<td>34%</td>
<td>46%</td>
<td>8%</td>
<td>7%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Research/scholarly writing</td>
<td>7%</td>
<td>48%</td>
<td>21%</td>
<td>12%</td>
<td>6%</td>
<td>5%</td>
</tr>
<tr>
<td>Other creative prod</td>
<td>42%</td>
<td>41%</td>
<td>12%</td>
<td>3%</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>Community/public service</td>
<td>26%</td>
<td>58%</td>
<td>11%</td>
<td>5%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>Outside consulting</td>
<td>56%</td>
<td>28%</td>
<td>9%</td>
<td>6%</td>
<td>2%</td>
<td>0%</td>
</tr>
<tr>
<td>Household/child care</td>
<td>7%</td>
<td>20%</td>
<td>20%</td>
<td>18%</td>
<td>11%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Why do the faculty work at BSC?

- Institutional emphasis on teaching: 62%
- Geographic location: 37%

What are the most important goals for undergraduates?

- Develop the ability to think clearly: 99%
- Prepare students for employment: 81%
- Prepare students for responsible citizenship: 66%
- Prepare students for advance education: 63%
- Enhance student self understanding: 63%
- Help students develop personal values: 60%
- Enhance knowledge and appreciation:
  - For other racial/ethnic groups: 59%
- Develop moral character: 58%

What are the personal goals of the faculty?

- Being a good teacher: 99%
- Being a good colleague: 88%
- Develop a meaningful philosophy of life: 78%
- Raising a family: 75%
- Helping others who are in difficulty: 73%
- Helping to promote racial understanding: 71%

What do the faculty believe about BSC?

- Faculty of color are treated fairly here: 91%
- Gay/lesbian faculty are treated fairly here: 90%
- Women faculty are treated fairly here: 86%
- My teaching is valued by my department: 82%
- Faculty here are strongly interested in academic problems of undergrads: 81%
- Faculty are committed to the welfare of this institution: 81%
- Faculty are interested in students’ personal problems: 78%
- BSC should hire more faculty of color: 60%
What are the issues the faculty believe are the highest priority of the college?

<table>
<thead>
<tr>
<th>Issue</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>To create a diverse multi-cultural campus environment</td>
<td>72%</td>
</tr>
<tr>
<td>To recruit more minority students</td>
<td>69%</td>
</tr>
<tr>
<td>To promote intellectual development of students</td>
<td>64%</td>
</tr>
</tbody>
</table>

What attributes are very descriptive of BSC?

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>It’s easy for students to see faculty outside of regular office hours</td>
<td>43%</td>
</tr>
</tbody>
</table>

What attributes are NOT descriptive of BSC?

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social activities are overemphasized</td>
<td>75%</td>
</tr>
<tr>
<td>Most students are treated like “numbers”</td>
<td>64%</td>
</tr>
</tbody>
</table>

Which aspects of their jobs do faculty find satisfactory?

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autonomy and independence</td>
<td>89%</td>
</tr>
<tr>
<td>Opportunity to develop new ideas</td>
<td>75%</td>
</tr>
<tr>
<td>Overall job satisfaction</td>
<td>74%</td>
</tr>
<tr>
<td>Job security</td>
<td>73%</td>
</tr>
<tr>
<td>Professional relationships with other faculty</td>
<td>72%</td>
</tr>
<tr>
<td>Competency of colleagues</td>
<td>68%</td>
</tr>
<tr>
<td>Teaching load</td>
<td>66%</td>
</tr>
</tbody>
</table>

If they were to start over, would they still want to be college professors?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>87%</td>
</tr>
<tr>
<td>Not sure</td>
<td>6%</td>
</tr>
<tr>
<td>No</td>
<td>7%</td>
</tr>
</tbody>
</table>
What were sources of stress in the last 2 years?

<table>
<thead>
<tr>
<th>Source</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time pressures</td>
<td>83%</td>
</tr>
<tr>
<td>Institutional procedures/red tape</td>
<td>79%</td>
</tr>
<tr>
<td>Lack of personal time</td>
<td>71%</td>
</tr>
<tr>
<td>Keeping up with information technology</td>
<td>70%</td>
</tr>
<tr>
<td>Managing household responsibilities</td>
<td>70%</td>
</tr>
<tr>
<td>Committee work</td>
<td>65%</td>
</tr>
<tr>
<td>Teaching load</td>
<td>60%</td>
</tr>
<tr>
<td>Personal finances</td>
<td>57%</td>
</tr>
<tr>
<td>Research/publishing demands</td>
<td>55%</td>
</tr>
<tr>
<td>Students</td>
<td>54%</td>
</tr>
<tr>
<td>Faculty meetings</td>
<td>53%</td>
</tr>
<tr>
<td>Colleagues</td>
<td>53%</td>
</tr>
</tbody>
</table>

What are the evaluation methods used in most undergraduate courses?

<table>
<thead>
<tr>
<th>Method</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency based grading</td>
<td>46%</td>
</tr>
<tr>
<td>Student presentations</td>
<td>41%</td>
</tr>
<tr>
<td>Essay mid-term &amp;/or final exams</td>
<td>35%</td>
</tr>
<tr>
<td>Term/research papers</td>
<td>34%</td>
</tr>
<tr>
<td>Multiple choice mid-term/final exams</td>
<td>29%</td>
</tr>
<tr>
<td>Short answer mid-term/final exams</td>
<td>23%</td>
</tr>
<tr>
<td>Grading on the curve</td>
<td>19%</td>
</tr>
</tbody>
</table>

What instructional methods are used in most undergraduate courses?

<table>
<thead>
<tr>
<th>Method</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class discussion</td>
<td>72%</td>
</tr>
<tr>
<td>Cooperative learning (in groups)</td>
<td>45%</td>
</tr>
<tr>
<td>Extensive lecturing</td>
<td>44%</td>
</tr>
<tr>
<td>Independent projects</td>
<td>35%</td>
</tr>
</tbody>
</table>
Faculty attitudes about the college:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Racial/ethnic diverse student body enhances the ed experience of all</td>
<td>93%</td>
</tr>
<tr>
<td>BSC should encourage students to be involved in community service</td>
<td>84%</td>
</tr>
<tr>
<td>External pressures often prevent research from being completely objective</td>
<td>71%</td>
</tr>
<tr>
<td>Tenure is essential to attract the best minds to academe</td>
<td>69%</td>
</tr>
<tr>
<td>BSC should be actively involved in solving social problems</td>
<td>67%</td>
</tr>
<tr>
<td>Community service should be given weight in college admission decisions</td>
<td>65%</td>
</tr>
<tr>
<td>Western civilization and culture should be Foundation of undergrad curriculum</td>
<td>56%</td>
</tr>
</tbody>
</table>
Faculty Satisfaction Survey 2002: Talking Points

- 56% of faculty are interested in both teaching and research

- There are significant gender differences (43% of women respondents are from education programs). The most notable among these is the level of support for all issues involving diversity. Women report more overall satisfaction with their jobs and less satisfaction with their job security.

  Significant gender differences in reported behavior include:

  Women more likely to have published no journal articles, books or manuals

  More women pursued academic careers because of the opportunity for teaching

  Women are more likely to work at BSC because of the institutional emphasis on teaching and the geographic location

  During the past two years, fewer women taught an honors class and more taught a women’s studies course and participated in a teaching enhancement workshop

  During the past 2 years, fewer women were involved in campus reform initiatives on faculty roles/rewards and governance

  Women spend more time on household and child care activities

  Significant attitudinal differences include:

  Women are more likely to cite the following goals as important for undergraduates:

    Prepare students for responsible citizenship
    Prepare students for advance education
    Enhance student self understanding
    Help students develop personal values
    Enhance knowledge and appreciation for other racial/ethnic groups

  Women are more likely to cite the following as personal goals:

    Develop a meaningful philosophy of life
    Helping others who are in difficulty
Helping to promote racial understanding
and less likely to cite raising a family as a personal goal

Women are more likely to believe:

Faculty are interested in students’ personal problems
Racial and ethnic diversity should be more strongly reflected in the Curriculum
BSC should hire more faculty of color

Women are more likely to see creating a diverse multi-cultural campus environment as the highest priority of the college

If they could start over again, women would still become college professors

• Sources of stress reported greater for women include:
  Lack of personal time
  Managing household responsibilities
  Teaching load
  Research and publishing demands
  Students
  Faculty meetings
  Colleagues

and less likely to report marital problems as a source of stress.

Significant differences in teaching/learning include:

• Women more often use student presentations as an evaluation method and less often grade on the curve

• Women use cooperative learning and independent projects as instructional methods and less often use extensive lecturing

• Women believe that BSC should encourage students to be involved in community service and that community service should be given weight in college admission decisions

• Women not as likely to believe that western civilization should be the foundation of the undergraduate curriculum
Faculty Satisfaction Survey 2002: SUNY QUESTIONS

Since I have been at this institution, freshmen academic preparedness has:

- Improved significantly: 1.9%
- Improved somewhat: 11.1%
- Neither improved or declined: 29.6%
- Declined somewhat: 29.6%
- Declined significantly: 27.8%

Which of the following statements best reflects your view regarding the appropriate role of distance learning?

- Complete programs should be offered in most disciplines: 1.7%
- Complete programs should be offered in a few disciplines: 5.0%
- Should be used mainly to augment existing programs: 63.6%
- Should have no significant role at my campus: 15.7%
- No opinion: 14.0%

Since I have been at this institution, the frequency of faculty input when developing academic policy has:

- Increased significantly: 3.5%
- Increased somewhat: 28.7%
- Neither increased nor decreased: 53.0%
- Decreased somewhat: 8.7%
- Decreased significantly: 6.1%

Since I have been at this institution, the overall educational quality has:

- Improved significantly: 3.4%
- Improved somewhat: 25.4%
- Neither improved nor declined: 40.7%
- Declined somewhat: 15.3%
- Declined significantly: 15.3%

Since I have been at this institution, the number of A’s and B’s received by students for comparable work has:

- Increased significantly: 12.0%
- Increased somewhat: 26.5%
Neither increased nor decreased 49.6%
Decreased somewhat 11.1%
Decreased significantly 0.9%

To what extent do you feel informed regarding the SUNY General Education Requirements?

Extremely informed 25.4%
Moderately informed 55.7%
Minimally informed 17.2%
Not at all informed 1.6%

To what extent do you agree or disagree that the SUNY General Education Requirements will result in better-educated students?

Agree strongly 5.8%
Agree somewhat 32.2%
Neither agree nor disagree 23.1%
Disagree somewhat 19.0%
Disagree strongly 19.8%

To what extent do you feel informed regarding the SUNY-wide Assessment Initiative (the initiative to assess student learning outcomes in General Education and the Major)

Extremely informed 14.9%
Moderately informed 34.7%
Minimally informed 39.7%
Not at all informed 10.7%

To what extent do you agree or disagree that assessment of student learning outcomes by faculty is an effective strategy for improving curricula?

Agree strongly 12.5%
Agree somewhat 39.2%
Neither agree nor disagree 16.7%
Disagree somewhat 17.5%
Disagree strongly 14.2%

To what extent have you incorporated student-learning outcomes in course preparation and assessment?

To a significant extent 34.7%
To a moderate extent 29.8%
To a minimal extent 23.1%
Not at all 12.4%
To what extent do you agree or disagree that transfer students from SUNY community colleges are prepared for upper-division courses.

- Agree strongly: 5.0%
- Agree somewhat: 26.1%
- Neither agree nor disagree: 20.2%
- Disagree somewhat: 35.3%
- Disagree strongly: 13.4%

Which of the following resources would be the most important in your research and/or scholarly activities?

- Database profiling research interests: 11.2%
- Inventory of special facilities: 4.3%
- Inventory of special equipment: 6.0%
- All of the above: 33.5%
- None of the above: 44.8%
Faculty Satisfaction Survey 2002: BSC QUESTIONS

1. Buffalo State’s policies and procedures for tenure and promotion are clearly articulated to incoming faculty.

   Agree strongly  26.0%
   Agree somewhat  30.2%
   Neither agree or disagree  16.0%
   Disagree somewhat  14.2%
   Disagree strongly  9.5%

2. Buffalo State is committed to providing all faculty with the institutional and financial resources needed to help junior faculty earn tenure and/or promotion.

   Agree strongly  6.5
   Agree somewhat  34.3
   Neither agree or disagree  15.4
   Disagree somewhat  23.1
   Disagree strongly  16.6

3. Buffalo State provides professional development for faculty to help them maintain technological currency.

   Agree strongly  20.7%
   Agree somewhat  43.8%
   Neither agree or disagree  9.5%
   Disagree somewhat  16.0%
   Disagree strongly  6.5%

4. Buffalo State provides professional development for faculty to help improve the teaching-learning process.

   Agree strongly  10.7%
   Agree somewhat  40.8%
   Neither agree or disagree  21.3%
   Disagree somewhat  11.8%
   Disagree strongly  10.1%
5. Please indicate the extent to which you have been made aware of Buffalo State’s initiatives to advance scholarship, teaching and creativity.

- Extremely informed 14.8%
- Very informed 30.8%
- Somewhat informed 37.9%
- Minimally informed 9.5%
- Not at all informed 1.8%

6. If you along could decide, what would be your most preferred teaching schedule for a 3 credit course?

- Three times/week for 50 minutes 21.3%
- Twice a week for 1 hour 15 minutes 55.6%
- Once a week for 2 hours 35 minutes 17.2%

7. If you alone could decide, when would you most prefer to teach your classes?

- Morning 68.0%
- Afternoon 15.4%
- Late afternoon 7.7%
- Evenings 1.8%
- Weekend 1.2%

8. If you alone could decide, which teaching schedule would you most prefer?

- Monday-Wednesday-Friday 18.3%
- Tuesday-Thursday 56.8%
- Weekends 2.4%
- It really doesn’t matter to me 15.4%

9. How do you most often spend your time during Bengal Pause?

- Attending social/cultural events on campus 2.4%
- Meeting/talking with students in my office 20.7%
- Attending dept/committee meetings 53.3%
- Eat lunch 5.9%
- Not usually on campus during BP 7.7%