2021-2022 Faculty Satisfaction Survey
Final Report

Prepared by 2022-2023 Faculty Satisfaction Survey Committee Members:

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Descriptive Statistics (2021-2022)

Total Sample
Total N = 134 participants provided at least partial responses/data.

Gender
Male n = 41 (31.5%)
Female n = 70 (53.8%)
Choose not to respond n = 19 (14.6%)

Faculty Rank
Professor n = 18 (14.2%)
Associate Professor n = 22 (17.3%)
Assistant Professor n = 47 (37.0%)
Instructor n = 40 (31.5%)

Tenure Status
Tenured n = 51 (41.5%)
Tenure-track n = 37 (30.1%)
Instructor (non-tenure track) n = 35 (28.5%)

Highest Degree Earned
Terminal Degree n = 77 (58.8%)
Master's Degree n = 49 (37.4%)
Bachelor's Degree n = 5 (3.8%)

Full-time/Part-time Status
Full-time n = 99 (76.2%)
Part-time n = 31 (23.8%)

Do you teach online courses?
Yes n = 96 (74.4%)
No n = 33 (25.6%)

QUANTITATIVE METHODS AND RESULTS

For each section of the Faculty Satisfaction Survey (FSS), we generated "composite" section scores by summing the responses to all Likert-type scale items within each previously established category (Tabachnick & Fidell, 2013). These created the dependent variables for comparison between different independent variables (e.g., gender, faculty rank, tenure-status, highest degree earned, full-time/part-time employment status, and whether faculty teach online courses). We used ANOVA testing with Tukey's HSD Post-hoc testing and T-tests to compare different groups' responses on the FSS. Due the number of tests run, we used a more conservative $\alpha = .01$ throughout to determine the significance of observed differences in an attempt to reduce the likelihood of committing a Type 1 error.

Due to the sensitivity of ANOVA testing and T-tests to missing data, participants' responses that contained missing data were removed prior to each test run. Because participants had complete responses in certain sections of the FSS, readers will notice different *n's* reported for each analysis throughout this report.

Scale Reliability
Cronbach's alpha coefficient was for the Faculty Satisfaction Survey, when viewed as a single-scale, was .975. The reported reliability should be viewed with some caution due to the number of N/A responses throughout the dataset.

Composite Scale 1: $\alpha = .929$ (Job Satisfaction)
Composite Scale 2: $\alpha = .860$ (State of the Institution)
Composite Scale 3: $\alpha = .790$ (State of the Faculty)
Composite Scale 4: $\alpha = .966$ (Faculty Support)
Composite Scale 5: $\alpha = .805$ (Faculty Governance)
Composite Scale 6: $\alpha = .830$ (Curriculum)
Composite Scale 7: $\alpha = .877$ (Tenure and Promotion)

Gender

Job Satisfaction (Means scores higher than 37.5 would be considered "satisfied")
Faculty were asked to *select the option that best described their level of satisfaction or disatisfaction with aspects of their role as a faculty member.* One-way, between-groups ANOVA testing revealed a statistically significant differences in job satisfaction when participants were compared by gender (F [2, 94] = 7.42, p =.001, $\eta^2 = .13$). A Bonferroni adjusted α = .01 was used to reduce the likelihood of committing a Type 1 error. Tukey's HSD post-hoc testing revealed that Female (n = 32) participants (M = 43.25, *SD* 8.97, p = .001) reported significantly **higher feelings of job satisfaction** than participants (n = 16) who chose not to disclose or identify their gender (M = 34.43, *SD* = 13.13). No other gender comparisons related to job satisfaction were statistically significant.

State of the Institution (Mean scores higher than 22.5 would be considered "satisfied" or "positive")
Faculty were asked to *select the option that best described their level of agreement or disagreement with statements concerning the institution.* One-way, between-groups ANOVA testing revealed a statistically significant difference in participants' overall assessment of the *State of the Institution* when participants were compared by gender (F [2, 106] = 8.49, p < .001, $\eta^2 = .14$). A Bonferroni adjusted α = .01 was used to reduce the likelihood of committing a Type 1 error. Tukey's HSD post-hoc testing revealed that both Male (n = 36) participants (M = 23.75, *SD* 5.79, p < .001) and Female (n = 56) participants (M = 23.44, *SD* 5.11, p < .001) reported **significantly higher or more satisfied feelings regarding the state of the institution** than participants (n = 17) who chose not to disclose or identify their gender (M = 17.59, *SD* = 6.11). No other gender comparisons related to the *state of the institution* were statistically significant.

State of the Faculty (Mean scores higher than 10 would be considered "satisfied" or "positive")
Faculty were asked to *select the option that best described their level of agreement or disagreement with statements concerning the faculty.* One-way, between-groups ANOVA testing revealed a statistically significant difference in participants' overall assessment of the *State of the Faculty* when participants were compared by gender (F [2, 93] = 5.32, p = .01, $\eta^2 = .10$). A Bonferroni adjusted α = .01 was used to reduce the likelihood of committing a Type 1 error. Tukey's HSD post-hoc testing revealed that male (n = 32) participants (M = 11.71, *SD* 2.72, p = .01) and female (n = 51) participants (M = 11.72, *SD* 2.24, p = .01) reported **significantly higher or more satisfied feelings regarding the state of the faculty** than participants (n = 13) who chose not to disclose or identify their gender (M = 9.00, *SD* = 4.49). No other gender comparisons related to the *state of the faculty* were statistically significant.

Faculty Support (Mean scores higher than 57.5 would be considered "satisfied" or "positive")
Faculty were asked to *select whether they received adequate support* from various offices and programs across campus. One-way, between-groups ANOVA testing revealed a statistically significant difference in participants' overall assessment of the *support* available to faculty

when participants were compared by gender (F [2, 51] = 5.48, p = .007, η^2 = .17). A Bonferroni adjusted α = .01 was used to reduce the likelihood of committing a Type 1 error. Tukey's HSD post-hoc testing revealed that Female (n = 28) participants (M = 75.32, SD 12.07, p = .01) reported **significantly higher or more satisfied feelings regarding the support faculty receive from various offices and programs across campus** than participants (n = 09) who chose not to disclose or identify their gender (M = 59.77, SD = 14.35). It should be noted that although this difference was statistically significant, all participant group means reflected a level of satisfaction with the support offered to faculty across campus. No other gender comparisons related to *faculty support* were statistically significant.

Faculty Governance (Mean scores higher than 12.5 would be considered "satisfied" or "positive")
Faculty were asked to *select the option that best described their level of agreement or disagreement with statements concerning faculty governance.* One-way, between-groups ANOVA testing revealed a statistically significant difference in participants' overall satisfaction with the faculty governance at MSU when participants were compared by gender (F [2, 111] = 11.25, p < .001, η^2 = .16). A Bonferroni adjusted α = .01 was used to reduce the likelihood of committing a Type 1 error. Tukey's HSD post-hoc testing revealed that both Male (n = 38) participants (M = 14.73, SD 2.32, p < .001) Female (n = 58) participants (M = 15.00, SD 2.65, p < .001) reported **significantly higher or more satisfied feelings towards the faculty governance at MSU** than participants (n = 18) who chose not to disclose or identify their gender (M = 11.83, SD = 4.38). No other gender comparisons related to *faculty governance* were statistically significant.

Curriculum (Mean scores higher than 5 would be considered "satisfied")
Faculty were not given specific instructions regarding statements related to *curriculum.* They were just provided with statements and a 4-point, Likert-type scale ranging from strongly agree to strongly disagree. One-way, between-groups ANOVA testing revealed that there were no statistically significant differences in participants' overall satisfaction with issues related to the curriculum development and adoption process at MSU when participants were compared by gender (F [2, 124] = 3.33, p = .04, η^2 = .05). Again, a Bonferroni adjusted α = .01 was used to reduce the likelihood of committing a Type 1 error. Tukey's HSD post-hoc testing revealed that Male (n = 41) participants (M = 6.21, SD 1.12), Female (n = 67) participants (M = 5.93, SD 1.47), and participants (n = 19) who chose not to disclose or identify their gender (M = 5.21, SD = 1.71) were all generally ***satisfied*** with the curriculum development process at MSU.

Tenure and Promotion (Mean scores higher than 10 would be considered "satisfied")
Faculty were not given specific instructions regarding statements related to the *tenure and promotion* process at MSU*.* They were just provided with statements and a 4-point, Likert-type scale ranging from strongly agree to strongly disagree. One-way, between-groups ANOVA testing revealed a statistically significant difference in participants' overall satisfaction with the tenure and promotion process at MSU when participants were compared by gender (F [2, 98] = 5.01, p = .009, η^2 = .09). A Bonferroni adjusted α = .01 was used to reduce the likelihood of committing a Type 1 error. Tukey's HSD post-hoc testing (α = .01) revealed, however, revealed

that no gender differences related to *faculty governance* were actually statistically significant. Male (*n* = 34) participants (*M* = 13.21, *SD* = 2.06) Female (*n* = 51) participants (*M* = 11.53, *SD* = 2.79), and participants (*n* = 16) who chose not to disclose or identify their gender (*M* = 11.18, *SD* = 3.35) were all generally **satisfied with the tenure and promotion process at MSU.**

For a comparison of all participants' responses (by gender) for each questionnaire item, see Appendix A.

Faculty Rank

Job Satisfaction (Means scores higher than 37.5 would be considered "satisfied")
Faculty were asked to *select the option that best described their level of satisfaction or dissatisfaction with aspects of their role as a faculty member.* One-way, between-groups ANOVA testing revealed a statistically significant differences in job satisfaction when participants were compared by faculty rank (F [3, 92] = 5.67, p = .001, η^2 = .15). A Bonferroni adjusted α = .01 was used to reduce the likelihood of committing a Type 1 error. Tukey's HSD post-hoc testing revealed that Associate Professors (n = 20) (M = 36.45, SD = 7.83) reported significantly **lower feelings of job satisfaction** than Assistant Professors (n = 42) (M = 44.00, SD = 8.45, p = .01) and Instructors (n = 21) (M = 47.00, SD = 8.49, p = .002). Associate Professors where the **only group of faculty**, when compared by rank, who reported a "dissatisfied" group mean score. No other faculty rank comparisons related to job satisfaction were statistically significant.

State of the Institution (Mean scores higher than 22.5 would be considered "satisfied" or "positive")
Faculty were asked to *select the option that best described their level of agreement or disagreement with statements concerning the institution.* One-way, between-groups ANOVA testing revealed a statistically significant difference in participants' overall assessment of the *State of the Institution* when participants were compared by faculty rank (F [3, 102] = 12.86, p < .001, η^2 = .27). A Bonferroni adjusted α = .01 was used to reduce the likelihood of committing a Type 1 error. Tukey's HSD post-hoc testing revealed that Professors (n = 17) (M = 17.64, SD = 6.43) reported **significantly lower or less satisfied feelings regarding the state of the institution** than Assistant Professors (n = 40) (M = 24.35, SD = 4.87, p < .001) and Instructors (n = 29) (M = 25.67, SD = 5.11, p < .001). Associate Professors (n = 20) (M = 19.50, SD = 4.06) also reported **significantly lower or less satisfied feelings regarding the state of the institution** than Assistant Professors (p = .004) and Instructors (p = .001). No other faculty rank comparisons related to the *state of the institution* were statistically significant, but it is important to note that Professors and Associate Professors reported mean scores suggest an overall "dissatisfaction" regarding the state of the institution while Assistant Professors and Instructors' reported mean scores suggest an overall "satisfaction" with the state of the institution.

State of the Faculty (Mean scores higher than 10 would be considered "satisfied" or "positive")
Faculty were asked to *select the option that best described their level of agreement or disagreement with statements concerning the faculty.* One-way, between-groups ANOVA testing revealed a statistically significant difference in participants' overall assessment of the *State of the Faculty* when participants were compared by faculty rank (F [3, 91] = 6.08, p < .001, η^2 = .16). A Bonferroni adjusted α = .01 was used to reduce the likelihood of committing a Type 1 error. Tukey's HSD post-hoc testing revealed that, despite the statistically significant ANOVA test result, only two groups mean score differences were truly significant when using the Bonferroni adjusted alpha level. Associate Professors' (n = 18) (M = 9.66, SD = 3.01, p =

.004) were significantly less satisfied with the state of the institution than Assistant Professors (*n* = 37) (*M* = 12.37, *SD* = 2.33). It is important to note that Professors' (*n* = 14) (*M* = 9.95, *SD* = 3.21) and Associate Professors' reported mean scores suggested an overall "dissatisfaction" regarding the state of the faculty unlike Assistant Professors' and Instructors (*n* = 26) (*M* = 12.04, *SD* = 2.69) mean scores that suggested an overall "satisfaction" with the *state of the faculty*.

Faculty Support (Mean scores higher than 57.5 would be considered "satisfied" or "positive")
Faculty were asked to *select whether they received adequate support* from various offices and programs across campus. One-way, between-groups ANOVA testing revealed no statistically significant differences in participants' overall assessment of the *support* available to faculty when participants were compared by faculty rank (*F* [3, 49] = 3.39, *p* = .025, $\eta^2 = .17$). A Bonferroni adjusted α = .01 was used to reduce the likelihood of committing a Type 1 error. Professors (*n* = 5) (*M* = 58.8, *SD* = 13.51) and Associate Professors (*n* = 8) (*M* = 67.12, *SD* = 10.37) were less satisfied with support services than Assistant Professors (*n* = 22) (*M* = 73.86, *SD* = 10.07) and Instructors (*n* = 18) (*M* = 77.50, *SD* = 16.04), but these differences did not reach statistical significance.

Faculty Governance (Mean scores higher than 12.5 would be considered "satisfied" or "positive")
Faculty were asked to *select the option that best described their level of agreement or disagreement with statements concerning faculty governance.* One-way, between-groups ANOVA testing revealed a statistically significant difference in participants' overall satisfaction with the faculty governance at MSU when participants were compared by faculty rank (*F* [3, 109] = 5.59, *p* = .001, $\eta^2 = .13$). A Bonferroni adjusted α = .01 was used to reduce the likelihood of committing a Type 1 error. Tukey's HSD post-hoc testing revealed that members of all faculty groups (by rank) indicated overall satisfaction with the faculty governance at MSU. However, the only comparison/difference that reached statistical significance was that Associate Professors (*n* = 19) (*M* = 12.68, *SD* = 2.62) were **significantly less satisfied** with faculty governance than Instructors (*n* = 32) (*M* = 15.59, *SD* = 2.99). No other faculty rank comparisons related to *faculty governance* were statistically significant [Professor (*n* = 18) (*M* = 12.95, *SD* = 3.75; Assistant Professor (*n* = 44) (*M* = 14.81, *SD* = 2.71)].

Curriculum (Mean scores higher than 5 would be considered "satisfied")
Faculty were not given specific instructions regarding statements related to *curriculum.* They were just provided with statements and a 4-point, Likert-type scale ranging from strongly agree to strongly disagree. One-way, between-groups ANOVA testing revealed that there were no statistically significant differences in participants' overall satisfaction with issues related to the curriculum development and adoption process at MSU when participants were compared by faculty rank (*F* [3, 121] = .52, *p* = .667, $\eta^2 = .01$). Again, a Bonferroni adjusted α = .01 was used to reduce the likelihood of committing a Type 1 error. Tukey's HSD post-hoc testing revealed that, when compared by faculty rank, **all participant groups were generally *satisfied*** with the curriculum development process at MSU. The overall mean score for all faculty was *M* = 5.90, *SD* = 1.46.

Tenure and Promotion (Mean scores higher than 10 would be considered "satisfied")
Faculty were not given specific instructions regarding statements related to the *tenure and promotion* process at MSU. They were just provided with statements and a 4-point, Likert-type scale ranging from strongly agree to strongly disagree. One-way, between-groups ANOVA testing revealed that there were no statistically significant differences in participants' overall satisfaction with the tenure and promotion process at MSU when participants were compared by faculty rank (F [3, 96] = 1.41, p = .24, η^2 = .04). A Bonferroni adjusted α = .01 was used to reduce the likelihood of committing a Type 1 error. Tukey's HSD post-hoc testing (α = .01) revealed, however, revealed that, when compared by faculty rank, **all participant groups were generally *satisfied* with the tenure and promotion process** at MSU. The overall mean score for all faculty was *M* = 11.99, *SD* = 2.76.

For a comparison of all participants' responses (by faculty rank) for each questionnaire item, see Appendix B.

Tenure Status/Classification

Faculty responses to questionnaire items were compared using tenure status (i.e., Tenured, Tenure-track, Instructor) as an independent variable for comparison. One-way, between-groups ANOVA testing revealed that there were no statistically significant differences in participants' overall *job satisfaction* (F [2, 91] = 2.95, p = .06, $\eta^2 = .06$), satisfaction with the *state of the faculty* (F [2, 89] = 4.01, p = .02, $\eta^2 = .08$), satisfaction with *support available to faculty* (F [2, 48] = 3.27, p = .04, $\eta^2 = .12$), satisfaction with *faculty governance* (F [2, 107] = 4.29, p = .02, $\eta^2 = .07$), satisfaction with *curriculum adoption process* (F [2, 118] = .17 p = .84, $\eta^2 = .002$), and satisfaction with the *tenure and promotion process* (F [2, 96] = .17 p = .70, $\eta^2 = .50$). Using a Bonferroni adjusted α = .01 to reduce the likelihood of committing a Type 1 error, the only comparison between faculty with different tenure status designations that reached statistical significance was their feelings of satisfaction related to the *state of the institution* (F [2, 100] = 9.04, p < .001, $\eta^2 = .15$). As a reminder, *State of the Institution Mean scores higher than 22.5 would be considered "satisfied" or "positive"* when composite variables were compared. Tukey's HSD post-hoc testing (α = .01) revealed that Tenured (N = 48) faculty (M = 19.94, SD = 5.76) were **significantly less satisfied with the state of the institution** than Tenure-track (N = 31) faculty (M = 24.00, SD = 4.61, p = .005) and Instructors (N = 24) (M = 5.9, SD = 5.90, p < .001). Tenured faculty were the only group in this comparison that indicated an overall dissatisfaction with the *state of the institution*.

For a comparison of all participants' responses (by tenure-status) for each questionnaire item, see Appendix C.

Highest Degree Earned

Faculty responses to questionnaire items were compared using participants' highest degree earned as an independent variable. One-way, between-groups ANOVA testing revealed that there were statistically significant differences in participants' overall satisfaction regarding the *state of the institution* (F [2, 106] = 8.06, p < .001, $\eta^2 = .13$, the *support available to faculty* (F [2, 51] = 6.03, p = .004, $\eta^2 = .19$, and *faculty governance* (F [2, 112] = 6.14, p = .003, $\eta^2 = .10$). We used a Bonferroni adjusted α = .01 to reduce the likelihood of committing a Type 1 error.

State of the Institution (Mean scores higher than 22.5 would be considered "satisfied" or "positive")
Faculty were asked to *select the option that best described their level of agreement or disagreement with statements concerning the institution.* Tukey's HSD post-hoc testing revealed that faculty with a terminal degree (*n* = 65) (*M* = 20.89, *SD* = 6.17) reported **significantly lower or less satisfied feelings regarding the state of the institution** than faculty with Masters Degrees (*n* = 41) (*M* = 25.12, *SD* = 4.41, *p* < .001). Participants with Terminal Degrees were also the only group within this comparison who had an overall "dissatisfied" mean score in the *state of the institution* category. No other differences reached statistical significance.

Faculty Support (Mean scores higher than 57.5 would be considered "satisfied" or "positive")
Tukey's HSD post-hoc testing revealed that faculty with a Terminal Degree (*n* = 27) (*M* = 66.66, *SD* = 11.04) were **significantly less satisfied with the support available to faculty** than participants with Masters Degrees (*n* = 24) (*M* = 78.83, *SD* = 14.3, *p* = .003). Although there was a significant difference observed, all groups, regardless of their highest degree earned, indicated an overall satisfaction with the support available to faculty. No other comparisons within the *faculty support* category reached statistical significance.

Faculty Governance (Mean scores higher than 12.5 would be considered "satisfied" or "positive")
Tukey's HSD post-hoc testing revealed that faculty with a Terminal Degree (*n* = 72) (*M* = 13.58, *SD* = 3.05) were **significantly less satisfied with the *faculty governance* at MSU** than participants with Masters Degrees (*n* = 40) (*M* = 15.62, *SD* = 2.96, *p* = .002). Although there was a significant difference observed, all groups, regardless of their highest degree earned, indicated an overall satisfaction with the faculty governance at MSU. No other comparisons within the *faculty governance* category reached statistical significance.

For a comparison of all participants' responses (by highest earned degree) for each questionnaire item, see Appendix D.

Full-time/Part-time Work Status

Because this classification/independent variable only had two designations, we used t-tests to compare full-time and part-time faculty members' responses. We again used a more conservative α = .01 to determine statistical significance in an attempt to reduce the likelihood of committing a type 1 error.

State of the Institution (Mean scores higher than 22.5 would be considered "satisfied" or "positive")
We used an independent samples t-test to compare *state of the institution* scores between Full-time and part-time faculty. Full-time faculty (*M* = 21.81, *SD* = 5.69) were significantly **less satisfied with the *state of the institution*** [*t* (106) = -3.32, *p* = .001, two-tailed] than part-time faculty (*M* = 26.45, *SD* = 5.30).

Faculty Governance (Mean scores higher than 12.5 would be considered "satisfied" or "positive")
We used an independent samples t-test to compare *faculty governance satisfaction scores* between full-time and part-time faculty. Full-time faculty (*M* = 13.97, *SD* = 3.11) were significantly **less satisfied with the *state of the institution*** [*t* (113) = -2.68, *p* = .004, two-tailed] than part-time faculty (*M* = 15.95, *SD* = 2.71).

No other comparisons between full-time and part-time faculty members reached statistical significance. In all other categories, faculty who teach full-time and faculty who teach part-time **expressed overall satisfaction**.

For a comparison of all participants' responses (by full-time/part-time employment status) for each questionnaire item, see Appendix E.

Teach Online Classes

Because this classification/independent variable only had two designations, we used t-tests to compare the responses of faculty who teach online classes with the faculty who do not teach online classes. We again used a more conservative a = .01 to determine statistical significance in an attempt to reduce the likelihood of committing a type 1 error.

No comparisons between full-time and part-time faculty members reached statistical significance. In all categories, faculty who teach online courses and faculty who don't teach online courses **expressed overall satisfaction**.

For a comparison of all participants' responses (by online teaching status) for each questionnaire item, see Appendix F.

QUALITATIVE ANALYSIS

Data from the Faculty Satisfaction Survey 21-22 were analyzed with NVivo software. The raw qualitative data was uploaded along with demographic information. Sentiment analysis was immediately and automatically performed by the software. The data were first coded using structural coding (Guest et al., 2012; Saldana, 2016) followed by thematic analysis (Saldana, 2016). These methods were chosen due to the nature of the open-ended survey questions, the small sample size, and the sparse nature of many responses.

Data

The raw survey data consists of $N = 134$ participants. It is important to note that not all participants left responses to all questions.

- Responses
  - $n = 48$ participants left no comments
  - $n = 86$
- Rank of the remaining 86 respondents
  - $n = 6$ did not indicate their faculty rank
  - $n = 13$ professors
  - $n = 16$ associate professors
  - $n = 32$ junior faculty/assistant professors
  - $n = 19$ instructors
- Tenure process status of the remaining 86 respondents
  - $n = 6$ did not indicate where they were in the tenure process
  - $n = 39$ tenured
  - $n = 23$ tenure-track
  - $n = 18$ instructors
- Gender of the remaining 86 respondents
  - $n = 2$ did not choose an option for gender
  - $n = 10$ choose the option "choose not to respond"
  - $n = 48$ chose "female"
  - $n = 27$ chose "male"

Results
NOTES:
- One of the charges of this committee is to evaluate the tool. As such, I have indicated the number of responses for each question.
- The survey was split into sections, each addressing an overarching topic. The analysis was split up accordingly. "Topic" refers to a section of the survey.
- Emerging themes were explored in the context of gender and faculty rank. For the purposes of analysis "faculty rank" was divided into 3 categories: senior faculty (tenured), junior faculty (non-tenured), and instructor (adjunct and special contract).

THEMES

TOPIC 1: JOB SATISFACTION
"In the space below, please add any comments you would like to make regarding Job Satisfaction." n = 41

Theme 1: Lack of faith in administration
The most recurring theme was lack of faith in administration.
- Multiple participants indicated that they lacked faith in administration.
- Reasons cited were "lack of leadership," being "out of touch," and being "absent."
- Some participants were vague and used the term "administration," but many specifically mentioned the president and the VPAA.
- Lack of faith in administration was indicated by both senior and junior faculty, with the bulk of these responses coming from senior faculty.
- Women more frequently indicated that they felt a lack of faith in administration and expressed concerns about absent administration. Though all gender groups indicated that they lacked faith in administration.

Theme 2: Workload
The second most recurring theme regarded workload, specifically feeling overworked.
- Participants indicated that they were consistently being asked to teach overloads, unable to keep up with the demands of the job, and that they were overwhelmed.
- Some stated that the contractual 80/10/10 split was inaccurate and that they spent far more time teaching.
- It was expressed that pay was not commensurate with the demands of the job.
- This overload of work was reported as negatively impacting participants' ability to conduct research.
- More senior faculty than junior faculty expressed dissatisfaction with workload.
- The only faculty rank group that did not express concerns regarding workload were instructors.

- Women expressed frustration with a heavy workload more than any other gender group.

Theme 3: Student Quality and Student Recruitment
The third most recurring theme was regarding the quality of students and student recruitment.
- Participants expressed frustration with the quality of students recruited by the university.
- Concern was also expressed that while these students are being recruited, the university is not providing opportunities for students to learn basic skills they need to succeed in higher education.
- Many voiced a frustration with recruitment, stating that they felt the current recruitment strategies were ineffective and poorly executed.
- Some made recruiting suggestions such as reaching outside of Minot and North Dakota with billboards and providing more information on scholarship opportunities.
- Though both junior and senior faculty indicated that they were concerned about the quality and recruitment of students, more junior faculty commented on the topic.
- Instructors only indicated concerns about the recruitment of students.
- Men and women both indicated concern regarding the quality of students.
- Men more frequently expressed concern regarding student recruitment.

Theme 4: Low Pay
The fourth most recurring theme was regarding pay, specifically concerns about low salaries.
- Participants reported feeling that they weren't being paid competitive wages or wages that reflected the work they did.
- Some reported that they were actively looking for jobs offering higher pay and a more balanced workload.
- Responses indicated that there was some irritation regarding how wages are discussed. Frustration with platitudes such as "it isn't about the pay" or "we don't pay insurance premiums" were expressly cited.
- Junior faculty, instructors, and those who did not indicate rank were the only participants to indicate concerns about low pay.
- Women and those who did not choose a gender were the only gender groups to indicate concerns about low pay.

TOPIC 2: STATE OF THE INSTITUTION
"In the space below, please add any comments you would like to make regarding the state of the institution." n = 35

Theme 1: Ineffectiveness of administration
The most prominent theme was that regarding the effectiveness of administration.
- Responses indicated that faculty feel that administration is ineffective.
- Participants cited:

- o Lack of direction and clear, obtainable goals
  - o The absence and lack of visibility of administration, particularly the president and VPAA.
- Also cited as cause for concern:
  - o Lack of effective problem solving on behalf of administration. Many faculty reported feeling that administration was being "reactive" and lacking decision making.
  - o A few junior faculty reported that they feel undervalued and unheard by the administration.
- Both junior and senior faculty expressed the feeling that administration was ineffective. More senior faculty expressed this than did the other faculty rank groups.
- Most comments regarding feeling administration was ineffective were made by women, followed by men, and then by those who chose not to identify a gender.

Theme 2: Concerns regarding pay

The second most recurring theme was related to pay, particularly regarding low pay and equity across the institution.

- Participants expressed frustration with salary in two ways.
  - o First, they feel that pay is not competitive and is too low.
  - o Second, they reported feeling that pay is not equitable across the institution.
- Junior faculty were the group that expressed frustration with pay the most, followed by instructors, senior faculty, and those who did not identify a faculty rank.
- Women made up the majority of these comments regarding pay, followed by men, and then by those who chose not to identify a gender.

Theme 3: Negative feelings regarding campus climate

The third most recurring theme was related to negative impressions of campus climate.

- Respondents reported the following regarding campus climate:
  - o Lack of concern for junior faculty and junior faculty retention
    - ▪ Some cited pay as a potential reason for low junior faculty retention
    - ▪ Other simply expressed concern that junior faculty were not cared about or simply that they did not stay.
  - o Negative interactions with other faculty and administration
    - ▪ Concerns here included the "segregation" of departments, feeling not "cared about" and witnessing "in-fighting, finger-pointing, and general unhappiness."
  - o A lack of focus on academics.
    - ▪ Specifically citing the following:
      - A disproportionate focus on athletics
      - A lack of academic-focused activities for students

- A lack of promotion of programs and our diverse faculty to students and to the community.
- Senior faculty indicated concerns with campus climate more than junior faculty. Instructors did not comment on the campus climate.
- Women made up the majority of these comments regarding campus climate, followed by men, and then by those who chose not to identify their gender.

Theme 4: Frustration with institutional initiatives

The fourth most recurring theme was regarding institutional initiatives. Respondents indicated a lack of long-term planning, sustainability, problem solving, and a reactive institutional mindset.

- Many expressed frustrations with the number of committees formed to solve some of the problems of the university citing a lack of follow-through, lack of effectiveness, and lack of strategy.
- Junior and senior faculty reported feeling frustrated with institutional initiatives equally. Instructors did not comment on institutional initiatives.
- Women and men equally reported feeling frustrated about institutional initiatives. Those who did not choose a gender did not comment regarding institutional initiatives.

TOPIC 3: STATE OF THE FACULTY

"In the space below, please add any comments you would like to make regarding the state of the faculty." n = 23

Note: 3 respondents in this section indicated in their comments that they are currently looking for other jobs. Out of these 3 respondents, 1 is junior faculty, 1 is an instructor, and 1 did not indicate their faculty rank.

Theme 1: Feelings of powerlessness

- o Respondents expressed feeling powerless or having little sense of ownership and control over the direction of the institution.
  - o This sense of powerlessness stems from feeling unheard and undervalued by the administration.
- o Men expressed the most concern about campus climate, followed by women, and then by those who chose not to respond.
  - o Junior faculty expressed feeling powerless more than any other faculty rank.

TOPIC 4: SUPPORT SERVICES

"In the space below, please add any comments you would like to make regarding support services." n = 24

Overall, respondents seemed pleased with support services such as the library and the Wellness Center. However, comments regarding support services outside of administration were minimal. The bulk of responses were regarding administration.

Theme 1: Concerns regarding administration
  - o As in other sections of the survey, respondents indicated feeling as though administration is ineffective.
  - o Participants expressed feeling as though administration was absent, not fit for their position, or were dismissive of faculty concerns.
  - o The majority of these comments expressing negative feelings regarding administration came from senior faculty, followed by junior faculty. Instructors did not comment on administration.
  - o Men expressed more of these comments than women or those who chose not to respond.

TOPIC 5: FACULTY GOVERNANCE

"In the space below, please add any comments you would like to make regarding faculty governance." *n* = 27

Note: It is important to note that there were a few responses that indicated a lack of knowledge about what faculty senate is or what faculty senate does. These comments were not frequent enough to constitute a theme, but it is information worth having. Interestingly, these comments came from either senior faculty or instructors. While some comments could be read as sarcastic, there were a few that were clear expressions of not having information about faculty senate.

Theme 1: Faculty Senate is ineffective
  - o The most prominent theme that emerged from this question was that Faculty Senate is ineffective.
  - o While a few respondents cite a lack of follow-through and "personal agendas." Most respondents who feel that faculty governance is lacking feel that this is the fault of the administration.
  - o Participants responded feeling as though administration ignores decisions made by Faculty Senate and that faculty governance is largely performative.
  - o Women expressed feelings that faculty senate was ineffective more than any other gender category.
  - o Senior faculty expressed feelings that faculty senate was ineffective more than any other faculty rank category.

TOPIC 6: CURRICULUM[1]

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[1] This section does not have a comment box, so there was no data to analyze.

TOPIC 7: TENURE AND PROMOTION
"In the space below, please add any comments you would like to make regarding faculty governance." [2] *n* = 25

Note: This section's data should be used with caution due to an error in the survey. An analysis of the responses to this question indicates that the error did not have a strong impact on the respondents. See the "Recommendations" for more information.

Theme 1: Concerns regarding tenure and promotion
- An overwhelming majority of the responses regarding tenure and promotion expressed concern with the current process.
- Concerns include, expectations, lack of clarity, equity, the use of student evaluations, and subjectivity.
  - Expectations: Concerns were expressed regarding expectations, particularly when it comes to scholarship and workload. Respondents indicated that they felt individual departments did not have clearly defined scholarship expectations and that the expectation for scholarship was unfairly "one-size-fits-all." Additionally, some expressed concern regarding workload, stating that workload inhibits scholarship and therefore can inhibit the obtainment of tenure.
  - Lack of clarity: Respondents indicated a desire for more clearly defined guidelines and expectations in regard to the tenure and promotion process.
  - Equity: Multiple participants expressed that tenure guidelines were not applied to all faculty equitably.
  - The use of student evaluations: A few of the respondents who were critical of the tenure and promotion process indicated concerns about the current use of student evaluations for tenure. It was suggested that a better way to evaluate teaching effectiveness be found or that they should not be used at all.
  - Subjectivity: Some participants indicated concern over the small size of the institution and the ability for the tenure and promotions board to make subjective decisions
  - Women more frequently expressed concern regarding the tenure and promotion process than any other gender group.
  - This is a concern expressed by all faculty ranks, senior faculty expressed this the most, followed by junior faculty, instructors, and those who did not choose a faculty rank.
  - Due to the nature of this question, I also separated respondents into 4 categories: Professor, Associate Professor, Assistant Professor, and Instructor.

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[2] This is an error in the survey. This question is asked twice. The question should be "In the space below, please add any comments you would like to make regarding tenure and promotion."

- Assistant Professors expressed the most concern regarding the tenure and promotion process. Followed by Professors, Associate Professors, and Instructors in descending order.

TOPIC 8: LIKE MOST
"What do you like most about MSU?" n = 68

Theme 1: People
- Overwhelmingly, respondents stated that the thing they link most about MSU is the people. Respondents indicated that they enjoyed working with their colleagues, interacting with their students, and the friendliness of the staff.
  - A few mentioned that they specifically enjoy the people they work with in their department.
- Other positives regarding MSU included autonomy and flexibility at work, small class sizes, the campus grounds, events and activities, and a focus on teaching.
- Women commented that they enjoyed the people at MSU more than any other gender group.
- Senior faculty commented that they enjoyed the people at MSU more than any other faculty rank group, followed by junior faculty and then instructors.

TOPIC 9: LIKE TO CHANGE
"What would you most like to change about MSU?" n = 69

Theme 1: Pay
- The most prominent theme that emerged from responses to this question was regarding pay.
- As in previous sections of the survey, respondents indicated dissatisfaction with their current salaries.
  - These comments, while mostly about general pay, also included concerns regarding equity across campus regarding pay and how overload pay is determined.
- Women expressed the most dissatisfaction regarding pay more than any other gender group.
- Junior faculty expressed this dissatisfaction more than any other faculty rank.

Theme 2: Campus Climate
- As with other questions where participants spoke about campus climate, these participants cited concerns with lack of leadership, feeling undervalued, and tensions across campus.
- Respondents also mentioned low morale, burn out, lack of interaction across campus, negative interactions, and feelings of scarcity due to budget cuts.

- More senior faculty expressed wanting to change campus climate, followed by junior faculty. Instructors did not comment on the campus climate.

Theme 3: Student Recruitment
- Respondents expressed the desire to create a change in how students are recruited.
  - Multiple suggestions were made including being more aggressive with recruitment, changing enrollment requirements, more recruitment outside of the area, and more resources (including more faculty).
- Men expressed a desire for this change more than any other gender group.
- Senior faculty expressed this desire for change more than any other faculty rank, followed by instructors. Junior faculty did not comment on student recruitment

Theme 4: Institutional Foci
- As in other survey sections, respondents mentioned a lack of clarity and direction of the institution.
- Some participants expressed feeling that the institution places too much focus on athletics over academics.
- Senior faculty expressed wanting to change institutional foci more than any other faculty rank, followed by junior faculty, instructors, and those who did not indicate their faculty rank.
- Women expressed wanting to change institutional foci more than any other gender group, followed by men, those who opted not to respond, and those who did not choose any gender option.

TOPIC 10: EXPERIENCES AS FACULTY
"What else do you want to add about your experiences as a faculty member at MSU?" n = 45

Theme 1: Negative Experiences
- Those who expressed that they felt negatively about their experience as faculty at MSU stated:
  - That they felt burned out, undervalued, and unheard
  - That morale is low
  - That MSU was an unsatisfactory place to work
  - That workloads were inequitable – particularly between junior and senior faculty
  - That the institution was too slow to change
  - That the institution has too many initiatives or that initiatives are not addressing problems.
- Senior faculty commented about negative experiences more than any other faculty rank.
- Women commented about negative experiences more than any other gender group closely followed by men and then by those who chose not to identify their gender.

Theme 2: Positive Experiences
- o Some faculty expressed that they had positive experiences as faculty at MSU.
- o Themes that emerged from those who expanded on why their experience was positive (some responses just said "positive" or "all good") overwhelmingly stated that they enjoyed the people on campus: faculty and students were expressly mentioned.
- o Women commented about positive experiences more than any other gender group closely followed by men. Those who chose not to respond did not comment about any positive experiences.

Conclusions

There were three categories of variables on the FSS where all faculty groups, regardless of independent variable classification (e.g., gender, tenure-status, etc.), reported a collective "overall satisfaction." In general, faculty at MSU are "satisfied" with the *Faculty Support* (services/offices) available, the *Curriculum* adoption process, and the *Tenure and Promotion* process. As a reminder, although significant differences were observed within some of these categories, all groups compared still reported overall "satisfaction."

In other FSS categories, there were some noticeable satisfaction trends. In general, faculty who did not provide gender identification information were the among the least satisfied faculty regarding *Job Satisfaction,* the *State of the Institution*, and the *State of the Faculty*. Additionally, full-time faculty who had been employed at MSU for longer-periods of time (e.g., Associate Professors, Professors, tenured faculty) were generally "less-satisfied" than Tenure-track, Assistant Professors, part-time, and adjunct (instructors) faculty. This was especially true with the *Job Satisfaction* and *State of the Faculty* categories on the FSS.

Of all the categories on the FSS, *State of the Institution* had the highest levels of dissatisfaction across multiple participant classifications. As mentioned previously, faculty who did not provide gender information, senior (tenured) faculty, associate professors, and professors were dissatisfied, but a dissatisfaction with the *State of the Institution* extended to include faculty who held a terminal degree and full-time faculty. It appears that there are variables within this FSS Survey category that many faculty groups find disagreeable or dissatisfying. Here, the qualitative responses provided further insight into these feelings. Respondents frequently cited ineffective administration (e.g., lack of presence/visibility on campus, lack of direction and long-term planning, unwillingness to work with faculty governance, etc.) concerns regarding low and inequitable pay, and inequities with workload across campus as factors contributing to an overall negative climate across campus (which directly relates to dissatisfaction with the *State of the Institution*). Given these findings, it was not surprising that faculty listed issues with pay, campus climate, and institutional foci (direction of the university, efforts to recruit students, focus on athletics vs. academics) as areas that they would most like to see change at MSU.

Finally, it should be emphasized that there was a general consensus that one of the very best or most satisfying aspects of working at MSU are the people. Many respondents feel that the faculty, staff, and students on campus are the highlight of working at MSU. Given that consistent finding, MSU leaders should increase efforts to retain faculty and reduce dissatisfaction in areas highlighted by the FSS survey findings. Doing so may be critical in making sure the people (the best part of working at MSU) remain at MSU.

Recommendations

Given our findings and further examination of the measurement tool (FSS), we make the following recommendations:

- We recommend replacing N/A Responses throughout the survey with "Does not apply to me." This change would provide more accurate information as "N/A" can often be used when participants simply don't want to answer specific questions.

- We recommend using forced responses to Likert-type scale items throughout the survey to reduce/eliminate missing data which often weakens the overall analysis.

- We recommend adding a comments box to the "Curriculum Section" of the survey.

- There is an error in the questions that could lead to confusion for participants. Under the section regarding "Tenure and Promotion" the open-ended question at the end states: "In the space below, please add any comments you would like to make regarding faculty governance."
  - An analysis of the responses shows that most participants understood that this was meant to be a question about tenure. However, this could potentially make data obtained from this question invalid.
  - This error should be remedied prior to the next deployment of this survey.

- Findings regarding the duplicate question suggest that the questions prior to the open-ended question influence the response of the participant.
  - We recommend that questions be examined to ensure that they are all relevant to the open-ended question. If needed, more sections should be created.
  - For some, it is unclear what the category is meant to include. For instance, under the category "State of the Faculty" there are questions regarding facilities, the institution, the administration, and whether the participant is looking for another job. These questions would be more impactful if they were placed under different sections as "Job Satisfaction," "Facilities," "State of the Institution," and "Administration".
    - Example: before the open-ended question regarding the state of the faculty, participants are asked if they are satisfied with recent renovations. This question may be more impactful in a category about grounds and facilities.
    - Example: the question "I am actively seeking employment at other institutions/organizations." This question may be more impactful if it were in the "Job Satisfaction" category instead of "State of the Faculty."
  - We recommend that the section called "State of the Faculty" be removed and its questions moved into other sections.
  - We recommend that the following sections be added:
    - Administration

- Due to the large number of comments regarding administration, it is advisable to add a section of the survey dedicated to impressions of administration.
- Any questions regarding administration and leadership should be placed here
  - Grounds and facilities
    - Any questions regarding renovations, grounds, and facilities should be placed here.

- Due to the clustering of topics in each section, responses were not as clear as they could have been.
  - For instance, some respondents would comment about the facilities and administration in the same instance, sometimes under topics that were not relevant to the response.
  - This can dilute responses and can be problematic when looking for themes during analysis.

- The response rate was low, which is a limitation to this analysis. It is recommended that
  - the survey be moved to Qualtrics
  - participants be informed of the analysis process and how their information is being tracked and used (anonymity).

- It could be beneficial to consider adding more targeted open-ended questions such as "What would you like to see change in faculty governance?" or "What do you see as the biggest hinderance/benefit/etc. to faculty governance, if any?"
  - These guided questions will help to encourage a response.

- There are many questions that are not relevant to adjunct and special contract participants. Moreover, it may be beneficial to explore whether there are concerns adjunct and special contract participants have that are not being addressed in this survey.
  - We recommend that skip logic be added to the survey so that adjuncts and special contract participants are sent to questions that are relevant to their positions. This will allow them to voice their concerns more thoroughly.
  - Moreover, this will also reduce survey burden for adjunct and special contract respondents.

- Variables
  - Changing the question regarding the faculty rank of the respondent to a forced response question could increase the impact of that variable. This variable is extremely important, as it indicates very different needs, expectations, and length of time at the institution.

- For gender, the options should be "man" or "woman" not male or female, as those indicate sex, not gender.
- Other variables may be considered, such as:
  - length of employment,
  - number of committees currently on,
  - service on faculty senate (past, present, and in what capacity),
  - average course load,
  - average number of advisees,
  - average time spent on research and scholarship,
  - average time spent in other service capacities such as recruitment, events, etc.
  - average time spent working with the community (outside of the university) – specifically with our contracts and tenure and promotion expectations in mind
- "Do you teach online?"
  - Many instructors teach online now, it may be more effective to ask how many classes they teach online or if they solely teach online. Depending on what the purpose of this question is.
- Are you looking for another job?
  - Are you looking for another job is, at the same time, too specific and not specific enough. It doesn't encompass those who may be casually looking for jobs, those whose partners may be looking for jobs, etc. Asking more detailed, directed questions may allow us to obtain a deeper understanding of if people are looking for other jobs, if they are intent on leaving, and how serious they are in their search.
  - This question could be broken down into the following:
    - Are you currently applying for other jobs?
    - Are you currently looking for new jobs with the intention of applying?
    - Are you casually keeping current on available jobs with the intention of leaving if a more desirable job is found?
    - If applicable, is your partner looking for jobs with the intention of making it feasible for you to leave MSU?
    - I am currently looking for a second job to supplement my income.
    - I am not looking for other jobs with the intention of leaving MSU.
    - We could give the option of "all of the above"

- Given the long list of recommendations, we do suggest that the FSS Committee create a new/revised FSS to Pilot Test and administer no later than the 2023-2024 academic year. The current committee can likely make small changes (e.g., adding missing comments section), but substantive revisions will likely take longer to create and pilot test for reliability. We recommend the above list of suggested changes be considered by next year's FSS Committee and that Pilot Testing occur in Fall 2023.

- Finally, given that we do not view the current FSS survey as a valid and reliable measurement tool, we recommend that the findings from the Spring 2023 FSS also be viewed with some caution.

References

Guest, G., MacQueen, K. M., & Namey, E. E. (2012) *Applied thematic analysis*. Sage.

Saldana, J. (2016). *The coding manual for qualitative researchers*. Sage.

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Appendix A
**Comparison of Responses (by Gender) to Each Faculty Satisfaction Survey Item**

1. Job Satisfaction

Job Satisfaction Criteria	Male	Female	Chose not to respond
Opportunity to implement new ideas.	2.90	2.73	2.05
Teaching load.	2.95	3.05	2.32
Quality of students.	2.73	2.80	2.42
Opportunity to interact with students	2.76	2.81	2.42
outside of scheduled classes and advising.	2.97	3.19	2.56
Recruiting of students.	2.24	2.57	1.67
Scholarship opportunities for students.	2.87	2.77	2.41
Working conditions (hours, location, etc).	3.05	2.94	2.37
Autonomy and Independence.	3.15	3.36	2.74
Professional relationships with other faculty.	3.03	3.23	2.11
Social relationships with other faculty.	3.06	3.22	2.06
Competence of colleagues.	3.03	3.32	2.32
Relationship with administration.	2.88	2.81	2.00
Job Security.	2.85	2.97	2.32
Overall job satisfaction.	2.95	2.87	2.37

Job satisfaction in regards to gender
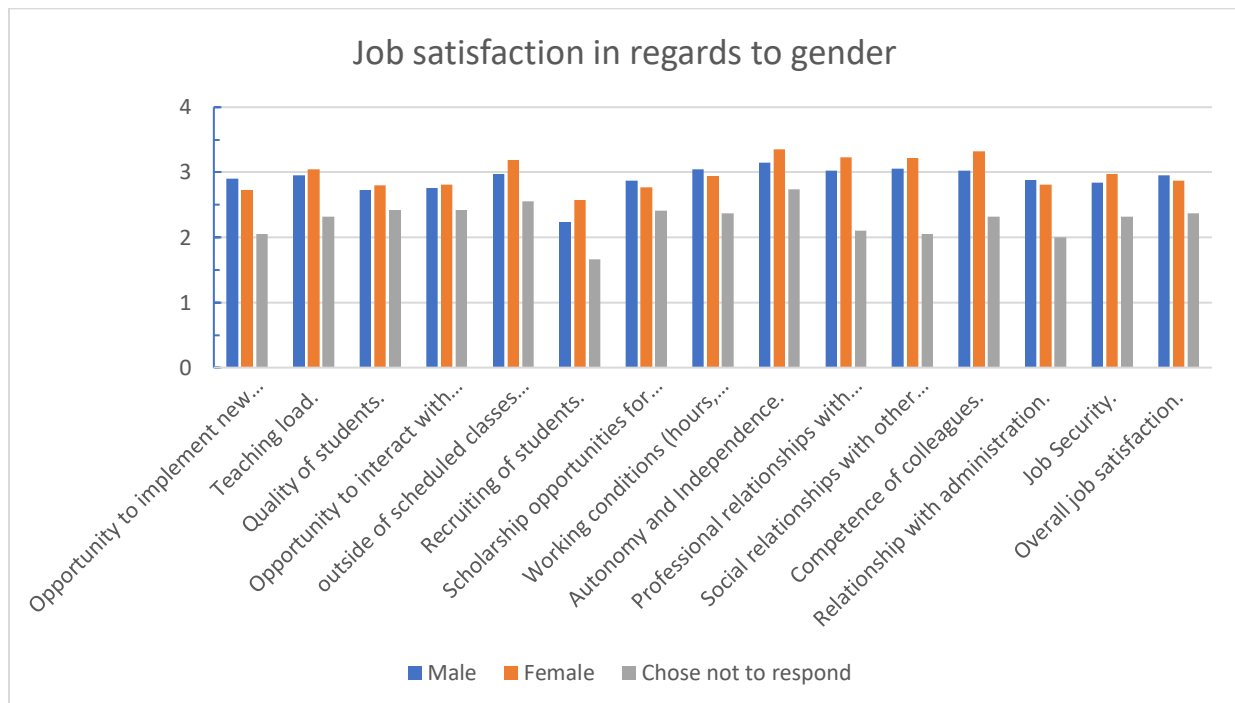
2. State of the Institution

State of Institution Criteria	Male	Female	Chose not to respond
MSU has clear long-range plans.	2.54	2.68	1.84
MSU has strategies in place addressing campus environmental sustainability.	2.68	2.74	1.89
MSU provides an engaging campus atmosphere.	2.87	3.14	2.18
At MSU grade inflation is a problem.	2.51	2.29	2.74
At MSU salaries and raises are equitable.	2.37	1.79	1.53
At MSU the role of general education is to foster…..	2.78	2.90	2.21
The MSU administration effectively works with the …..	2.70	2.61	1.89
The MSU administration promotes scholarship.	2.71	2.68	1.95
The MSU administration promotes academic excellence.	2.76	2.79	2.05
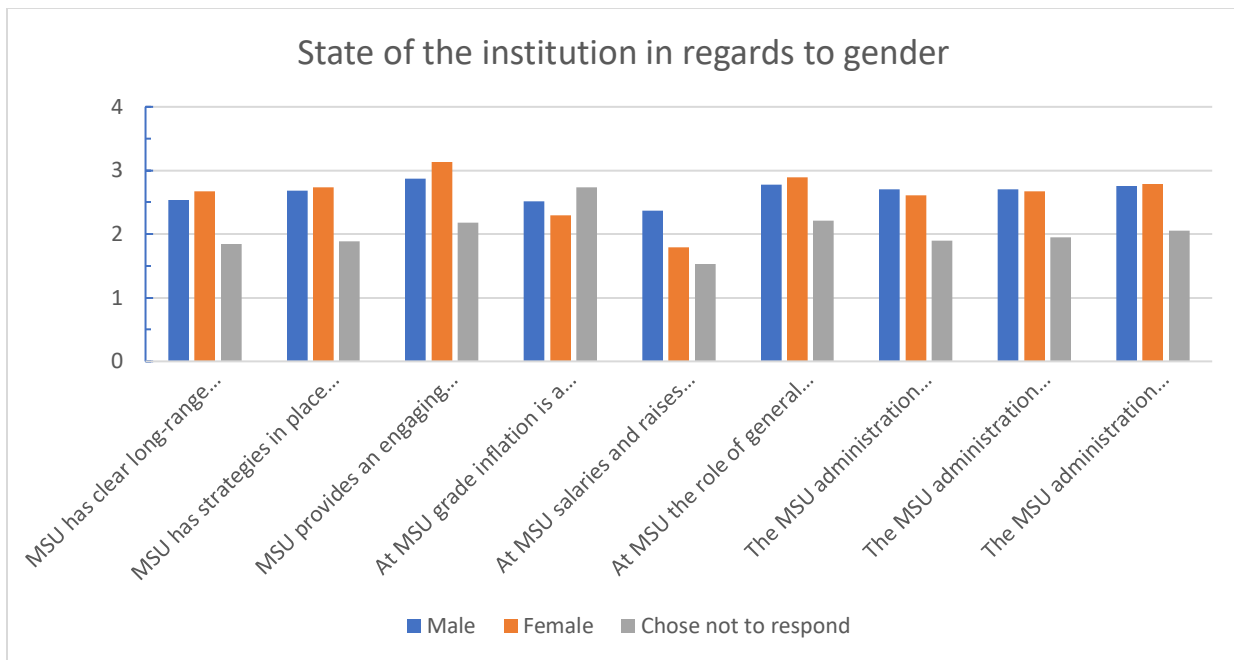
3. State of the Faculty

| State of the Faculty Criteria	Male	Female	Chose not to respond
MSU faculty promote academic excellence.	3.15	3.14	2.32
I have a feeling of ownership and control when it comes to the future direction of MSU.	2.72	2.54	1.89
I am satisfied with the renovations made at MSU in the last year.	2.89	2.87	2.20
I am actively seeking employment at other institutions/organizations.	1.97	1.82	2.38
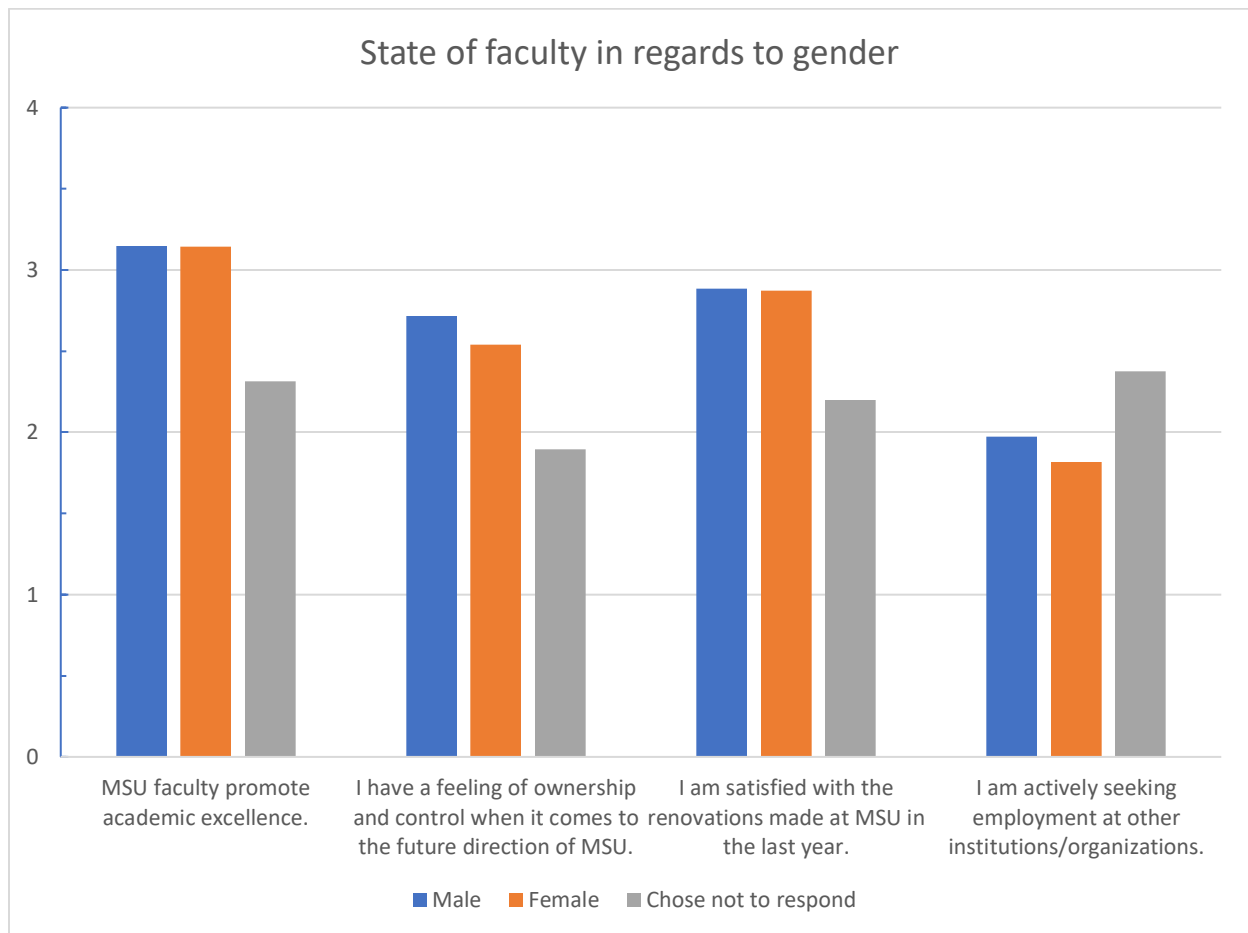
4. I received adequate support from:

I received adequate support from (Criteria)	Male	Female	Chose not to respond
My specific department within my college.	3.56	3.41	2.79
The Business Office.	3.24	3.13	2.67
The Center for Extended Learning.	3.26	3.18	2.25
Enrollment Services.	2.91	3.18	2.25
Human Resources.	3.18	3.15	2.28
Library.	3.45	3.39	2.76
Facilities Management.	3.32	3.29	2.82
Registrar's Office.	3.55	3.44	3.00
Student Health and Counseling.	3.26	3.22	2.86
Marketing Office.	2.82	2.94	2.06
University Communications (Public Information Office).	3.22	3.22	2.44
Financial Aid Office.	3.38	3.37	3.00
Payroll Office.	3.46	3.43	2.94
Bookstore.	3.42	3.47	3.00
President's Office.	3.00	2.84	1.83
Vice President of Academic Affairs Office.	3.16	3.12	2.18
Vice President of Student Affairs Office.	3.19	3.00	1.93
Security/Police Services.	3.45	3.46	3.25
Information Technology Center. (ITC)	3.48	3.52	3.19
Career Services.	3.10	2.95	2.23
POWER Center	3.31	3.17	2.36
Academic Tutoring.	3.28	3.04	2.17
Writing Center.	3.21	3.02	2.21

I received adequate support from: (in regards to gender)

Legend: Male, Female, Chose not to respond

Categories (x-axis): My specific department..., The Business Office., The Center for Extended..., Enrollment Services., Human Resources., Library., Facilities Management., Registrar's Office., Student Health and..., Marketing Office., University..., Financial Aid Office., Payroll Office., Bookstore., President's Office., Vice President of..., Vice President of Student..., Security/Police Services., Information Technology..., Career Services., POWER Center, Academic Tutoring., Writing Center.

5. Faculty Governance

Faculty Governance (Criteria)	Male	Female	Chose not to respond
I am satisfied with the overall effectiveness of faculty governance at MSU.	2.71	2.77	1.83
The Faculty Senate's role at MSU is clear.	2.75	2.83	2.00
I am aware of Faculty Senate activities.	3.15	3.09	2.83
Faculty senators report and solicit information from colleagues in their respective area.	3.36	3.23	2.89
The administration takes Faculty Senate decisions seriously.	2.76	2.77	1.83
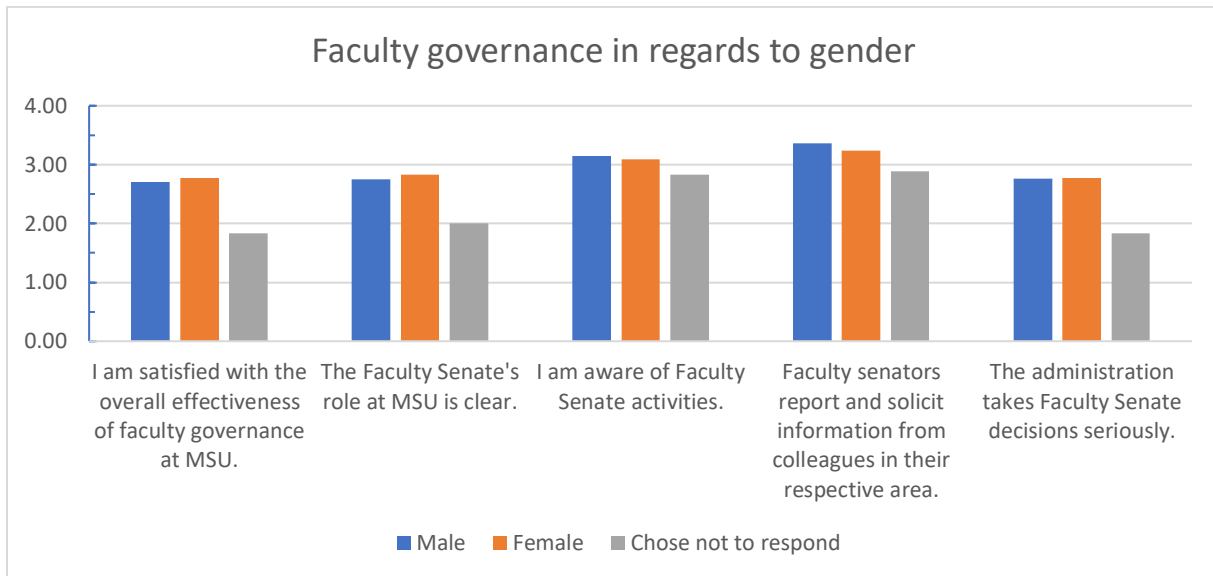
6. Curriculum

Curriculum	Male	Female	Chose not to respond
I understand the curriculum development process.	3.17	3.04	2.89
The curriculum development process at MSU is effective.	3.05	2.87	2.32

Curriculum in regards to gender
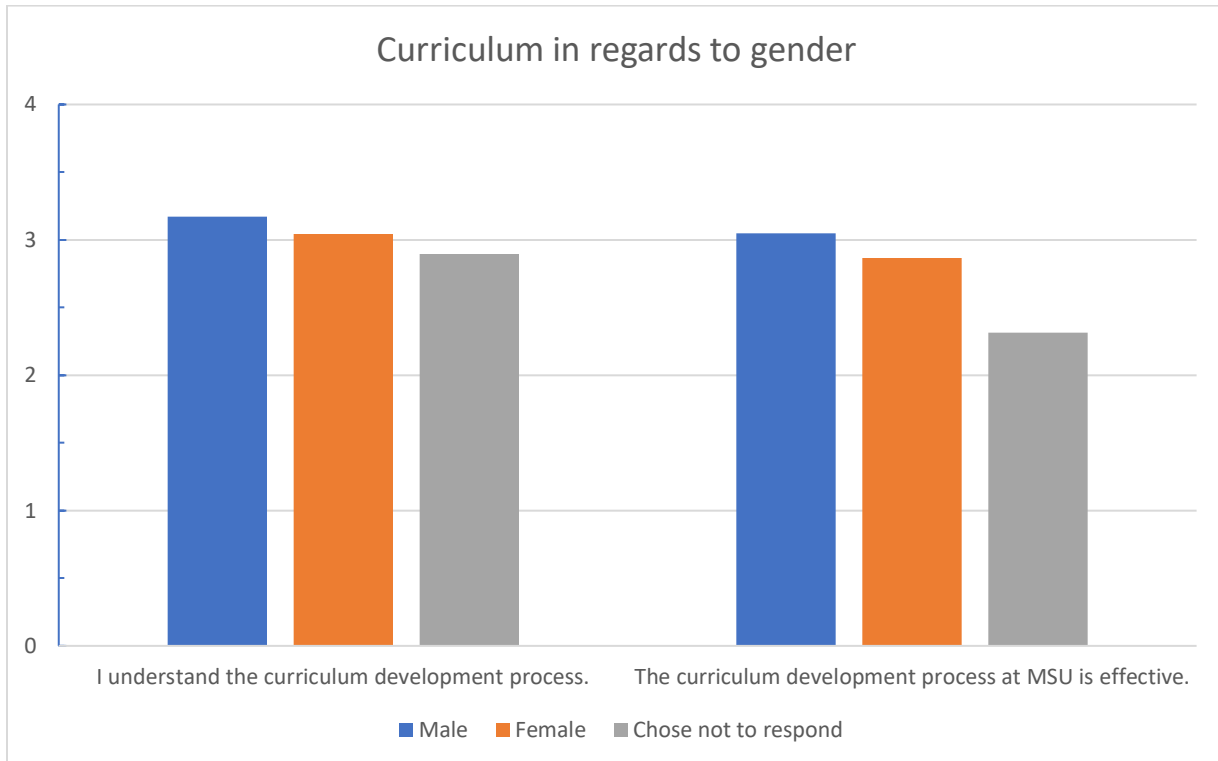
7. Tenure and Promotion

Tenure and Promotion	Male	Female	Chose not to respond
I understand the tenure process.	3.46	3.00	3.28
The tenure process at MSU is effective.	3.14	2.62	2.28
I understand the promotion process.	3.44	2.95	3.17
The promotion process at MSU is effective.	3.15	2.82	2.41
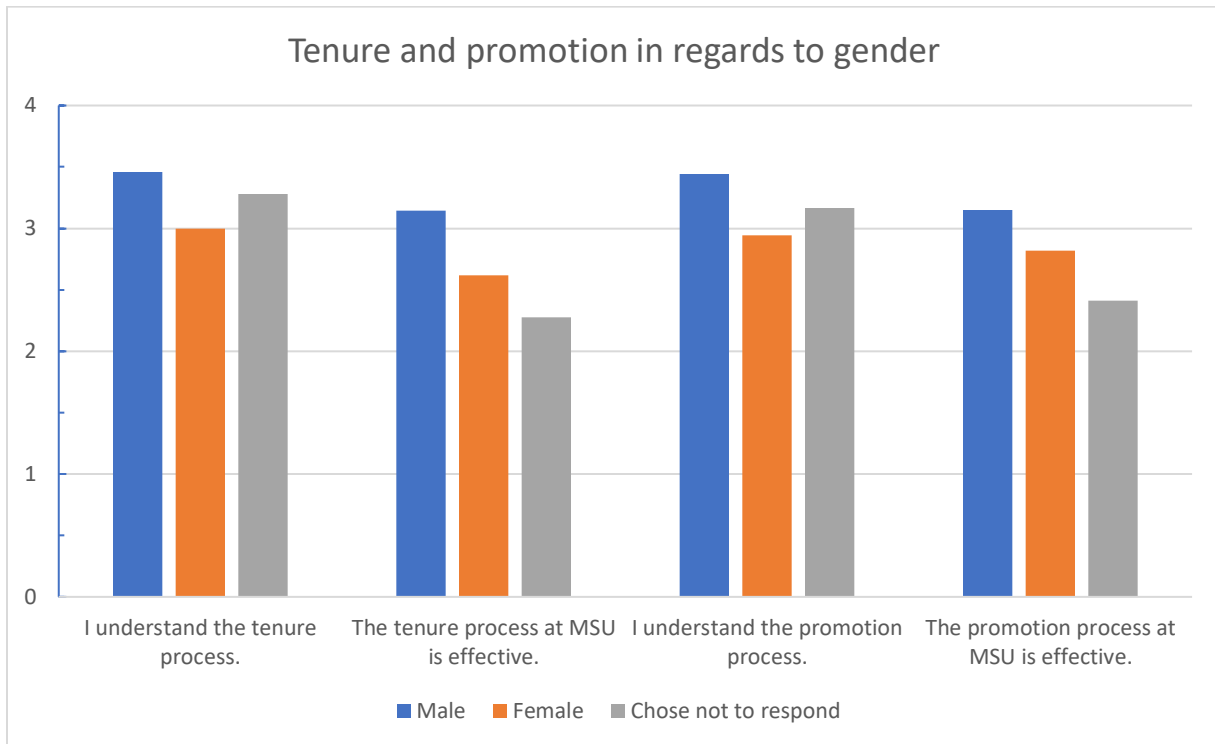
Appendix B
Comparison of Responses (by Faculty Rank) to Each Faculty Satisfaction Survey Item

1. Job Satisfaction

Job Satisfaction Criteria	Professor	Associate Prof.	Assistant Prof.	Instructor
Opportunity to implement new ideas.	2.41	2.41	2.68	3.06
Teaching load.	2.50	2.45	3.02	3.22
Quality of students.	2.44	2.45	2.70	2.97
Opportunity to interact with students	2.44	2.68	2.72	2.95
outside of scheduled classes and advising.	3.06	2.62	3.17	3.06
Recruiting of students.	1.83	1.90	2.48	2.68
Scholarship opportunities for students.	2.59	2.38	2.87	2.97
Working conditions (hours, location, etc).	2.67	2.23	2.89	3.36
Autonomy and Independence.	2.78	2.91	3.28	3.50
Professional relationships with other faculty.	2.61	2.32	3.17	3.36
Social relationships with other faculty.	2.56	2.52	3.17	3.26
Competence of colleagues.	2.33	2.45	3.30	3.46
Relationship with administration.	2.18	2.09	2.96	3.11
Job Security.	2.76	2.50	2.91	2.95
Overall job satisfaction.	2.44	2.45	2.89	3.15

Job satisfaction in regards to faculty rank

Professor ■ Associate Prof. ■ Assistant Prof. ■ Instructor
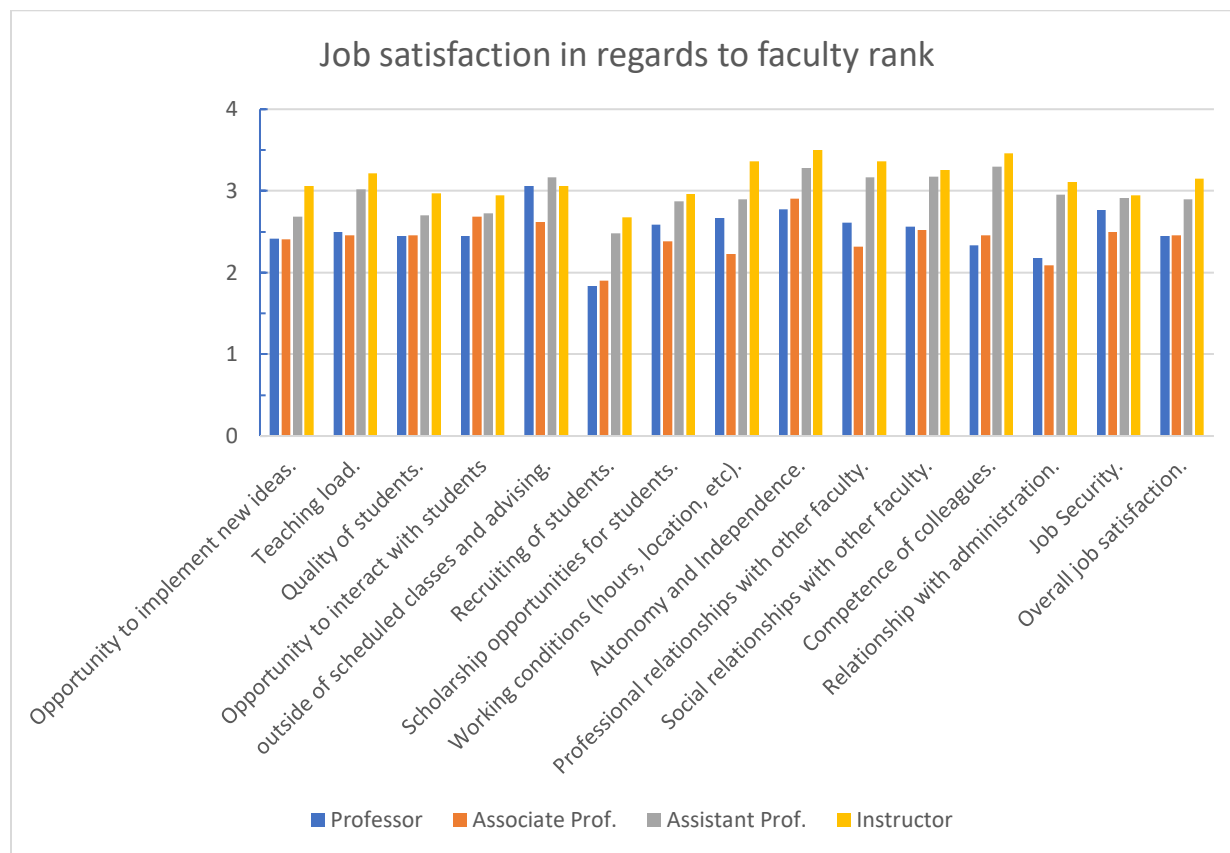
2. State of the Institution

State of Institution Criteria	Professor	Associate Prof.	Assistant Prof.	Instructor
MSU has clear long-range plans.	1.83	2.09	2.54	3.03
MSU has strategies in place addressing campus environmental sustainability.	1.94	2.15	2.75	3.03
MSU provides an engaging campus atmosphere.	2.29	2.52	3.07	3.31
At MSU grade inflation is a problem.	2.56	2.55	2.49	2.17
At MSU salaries and raises are equitable.	2.00	1.45	1.91	2.29
At MSU the role of general education is to foster…..	2.11	2.45	2.76	3.18
The MSU administration effectively works with the …..	1.61	2.00	2.79	3.03
The MSU administration promotes scholarship.	1.72	2.05	2.78	3.03
The MSU administration promotes academic excellence.	1.83	2.14	2.83	3.18
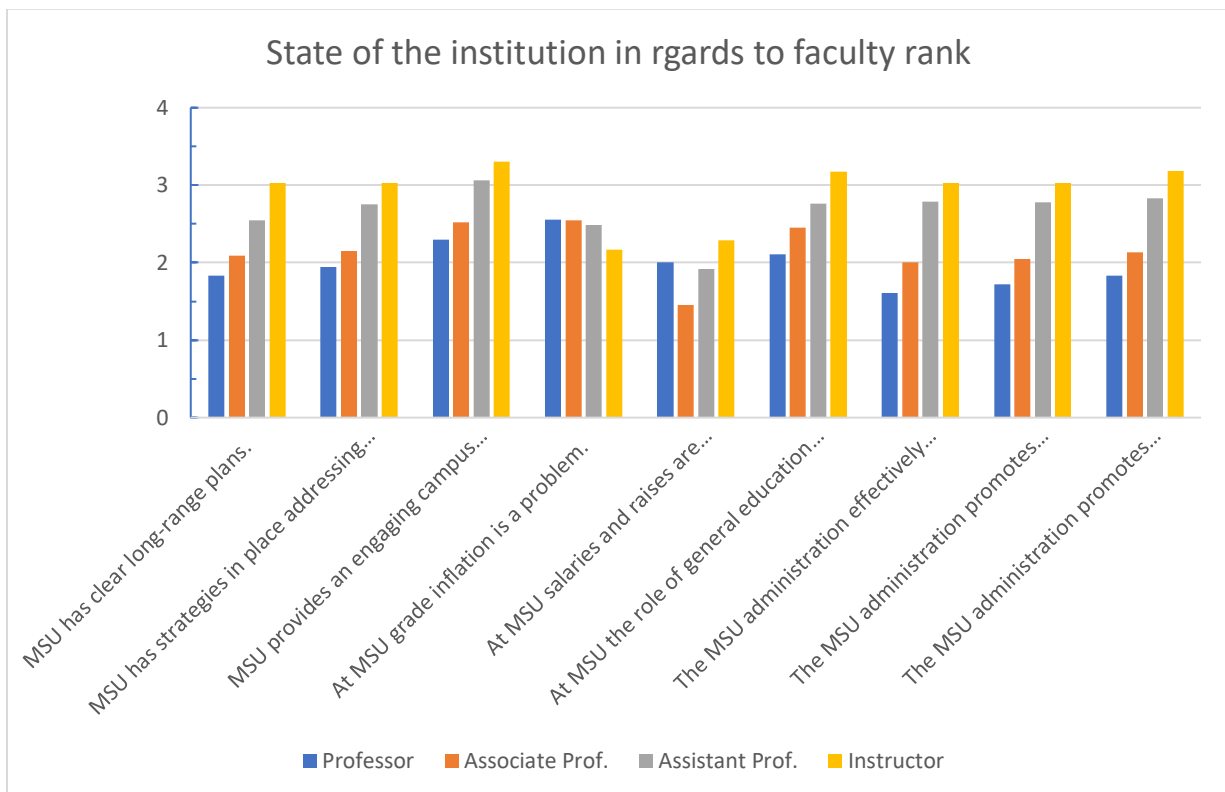
3. State of the Faculty

State of the Faculty Criteria	Professor	Associate Prof.	Assistant Prof.	Instructor
MSU faculty promote academic excellence.	2.61	2.73	3.13	3.25
I have a feeling of ownership and control when it comes to the future direction of MSU.	1.89	2.14	2.69	2.83
I am satisfied with the renovations made at MSU in the last year.	2.44	2.11	3.00	3.10
I am actively seeking employment at other institutions/organizations.	2.19	2.40	1.75	1.77
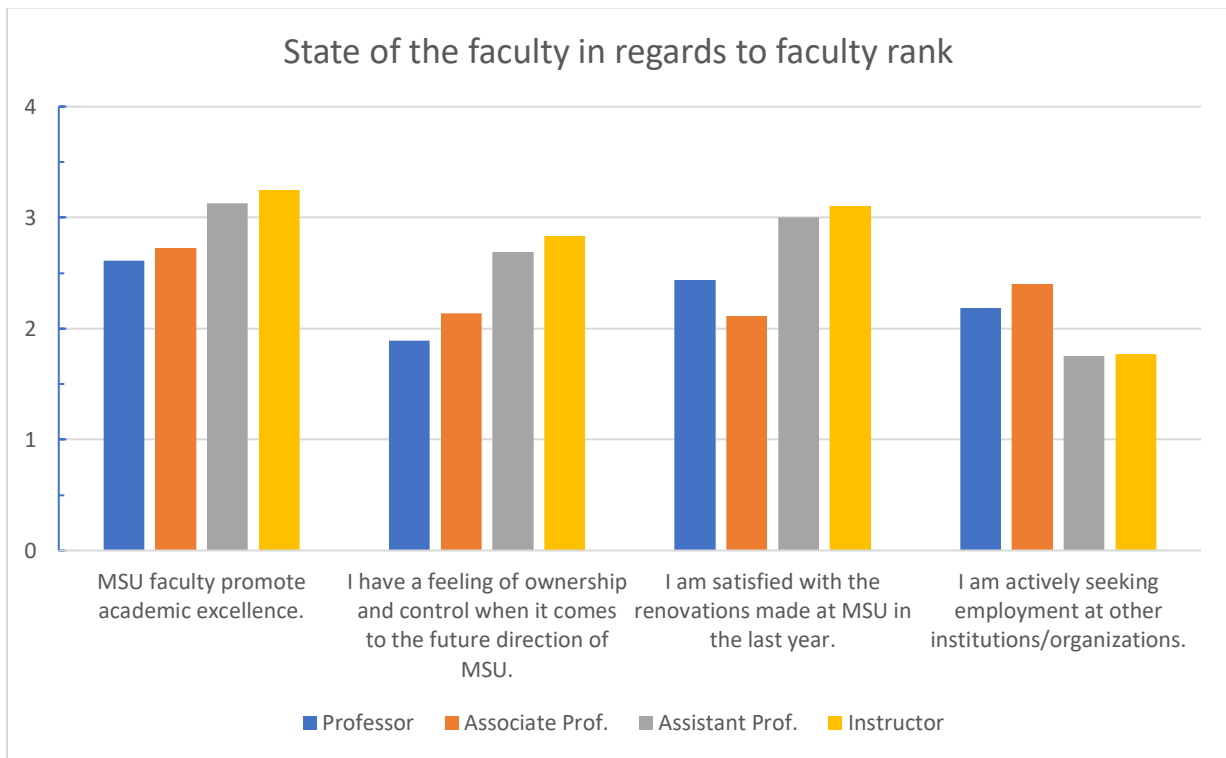
4. I received adequate support from:

I received adequate support from (Criteria)	Professor	Associate Prof.	Assistant Prof.	Instructor
My specific department within my college.	3.22	2.95	3.62	3.43
The Business Office.	2.87	3.00	3.11	3.29
The Center for Extended Learning.	2.71	2.89	3.19	3.26
Enrollment Services.	2.29	2.74	3.15	3.31
Human Resources.	2.40	2.55	3.18	3.37
Library.	3.44	3.14	3.28	3.43
Facilities Management.	3.06	3.05	3.22	3.46
Registrar's Office.	3.44	3.23	3.48	3.47
Student Health and Counseling.	3.00	2.94	3.15	3.40
Marketing Office.	2.13	2.37	3.00	3.17
University Communications (Public Information Office).	2.94	2.85	3.16	3.32
Financial Aid Office.	3.54	3.00	3.27	3.44
Payroll Office.	3.29	3.14	3.33	3.56
Bookstore.	3.11	3.19	3.40	3.59
President's Office.	1.75	2.38	2.98	3.17
Vice President of Academic Affairs Office.	2.29	2.60	3.24	3.25
Vice President of Student Affairs Office.	1.86	2.47	3.26	3.23
Security/Police Services.	3.24	3.25	3.53	3.50
Information Technology Center. (ITC)	3.31	3.32	3.50	3.51
Career Services.	2.08	2.82	2.94	3.30
POWER Center	2.91	3.06	3.06	3.33
Academic Tutoring.	2.44	2.93	3.00	3.28
Writing Center.	2.45	2.93	2.94	3.20

I received adequate support from: in regards to faculty rank

Legend: Professor, Associate Prof., Assistant Prof., Instructor
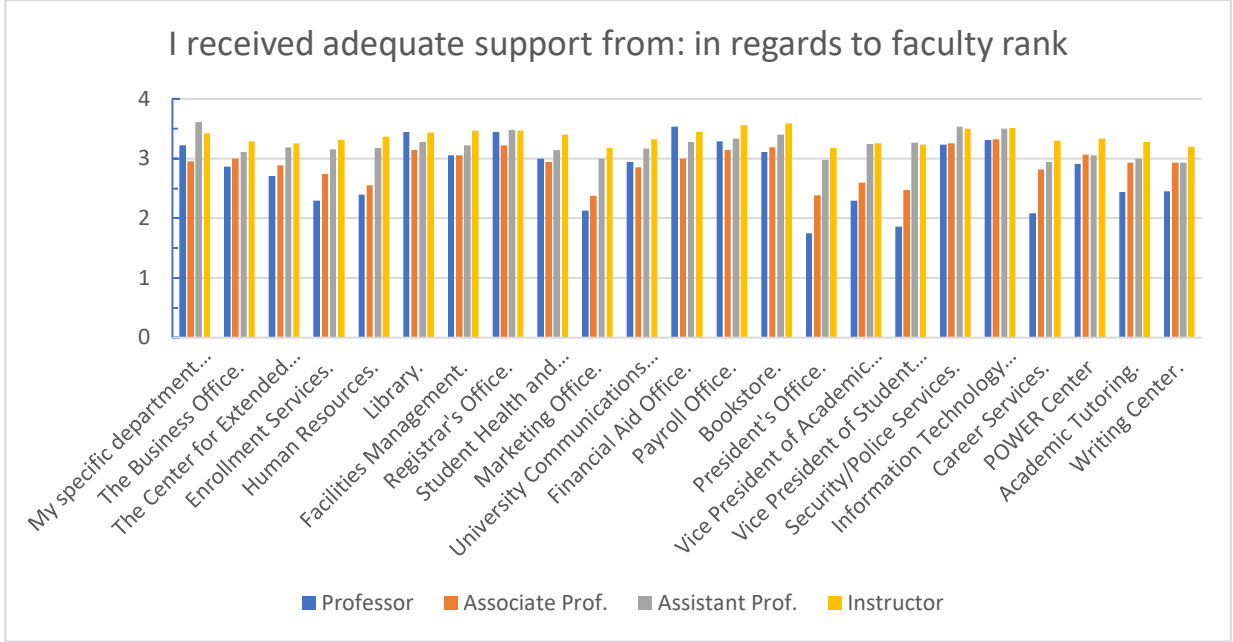
5. Faculty Governance

Faculty Governance (Criteria)	Professor	Associate Prof.	Assistant Prof.	Instructor
I am satisfied with the overall effectiveness of faculty governance at MSU.	2.00	2.19	2.72	3.08
The Faculty Senate's role at MSU is clear.	2.44	2.24	2.74	3.03
I am aware of Faculty Senate activities.	3.17	3.10	3.13	2.97
Faculty senators report and solicit information from colleagues in their respective area.	3.22	3.15	3.40	3.00
The administration takes Faculty Senate decisions seriously.	2.11	2.10	2.73	3.12

Faculty governance in regards to faculty rank
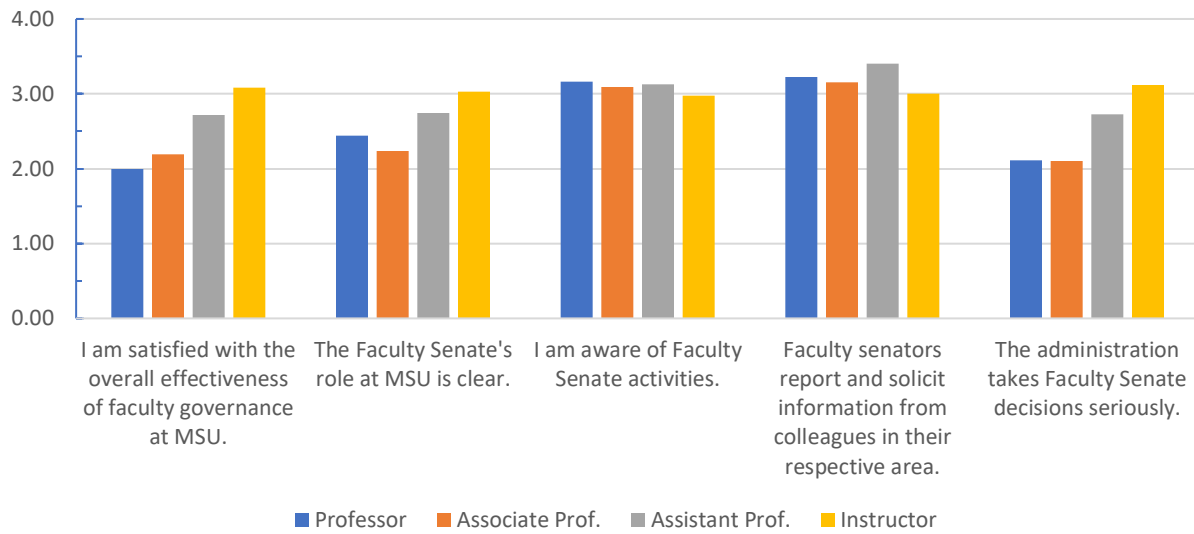
6. Curriculum

Curriculum	Professor	Associate Prof.	Assistant Prof.	Instructor
I understand the curriculum development process.	3.28	3.00	3.09	2.95
The curriculum development process at MSU is effective.	2.78	2.64	2.96	2.84
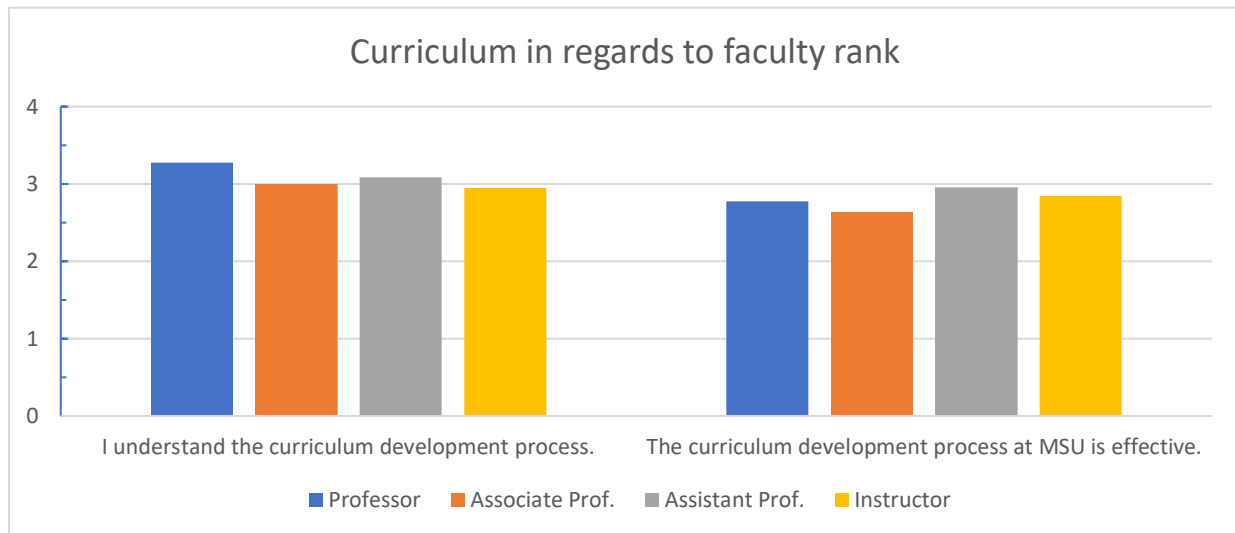
7. Tenure and Promotion

| Tenure and Promotion	Professor	Associate Prof.	Assistant Prof.	Instructor
I understand the tenure process.	3.56	3.18	3.17	2.88
The tenure process at MSU is effective.	2.89	2.41	2.75	2.82
I understand the promotion process.	3.61	3.10	3.07	2.96
The promotion process at MSU is effective.	2.94	2.55	2.91	3.00

Tenure and Promotion in regards to faculty rank
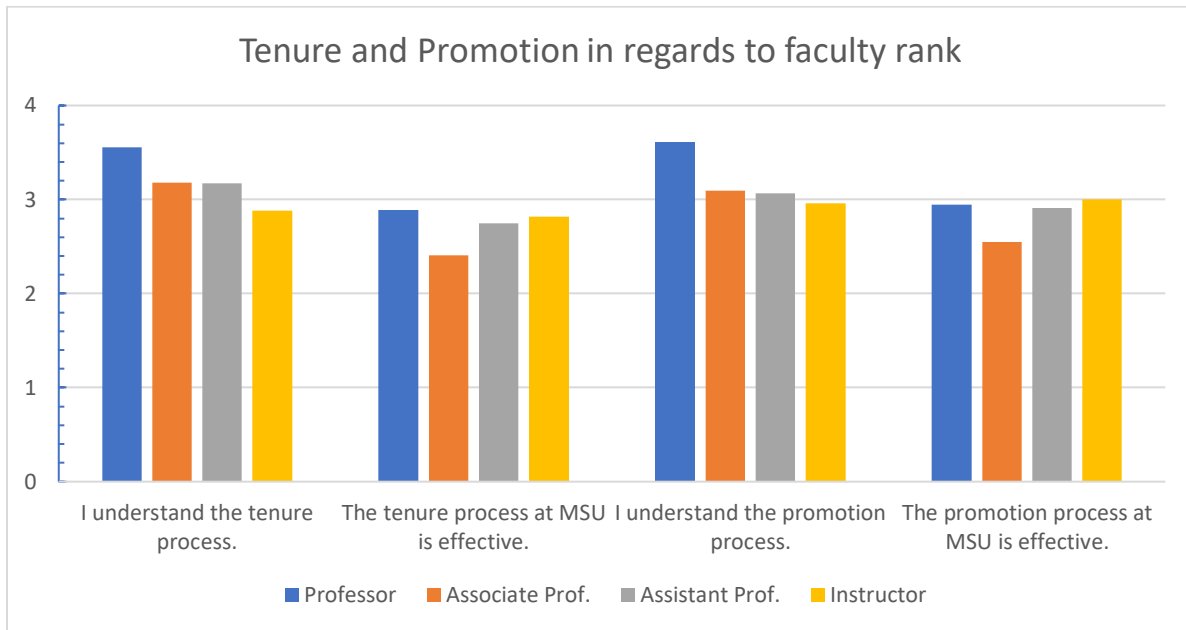
Appendix C
Comparison of Responses (by Tenure Status) to Each Faculty Satisfaction Survey Item

1. Job Satisfaction

Index	Job Satisfaction Criteria	Tenured	Tenure track	Special Contract
1	Opportunity to implement new ideas.	2.48	2.59	3.03
2	Teaching load.	2.67	2.89	3.17
3	Quality of students.	2.49	2.68	2.93
4	Opportunity to interact with students	2.63	2.57	3.00
5	outside of scheduled classes and advising.	2.96	3.08	3.03
6	Recruiting of students.	2.04	2.31	2.73
7	Scholarship opportunities for students.	2.67	2.62	3.06
8	Working conditions (hours, location, etc).	2.61	2.81	3.24
9	Autonomy and Independence.	2.94	3.24	3.48
10	Professional relationships with other faculty.	2.51	3.27	3.39
11	Social relationships with other faculty.	2.59	3.27	3.26
12	Competence of colleagues.	2.61	3.24	3.48
13	Relationship with administration.	2.30	2.94	3.05
14	Job Security.	2.70	2.86	2.98
15	Overall job satisfaction.	2.61	2.81	3.04

Job satisfaction in regards to tenure status
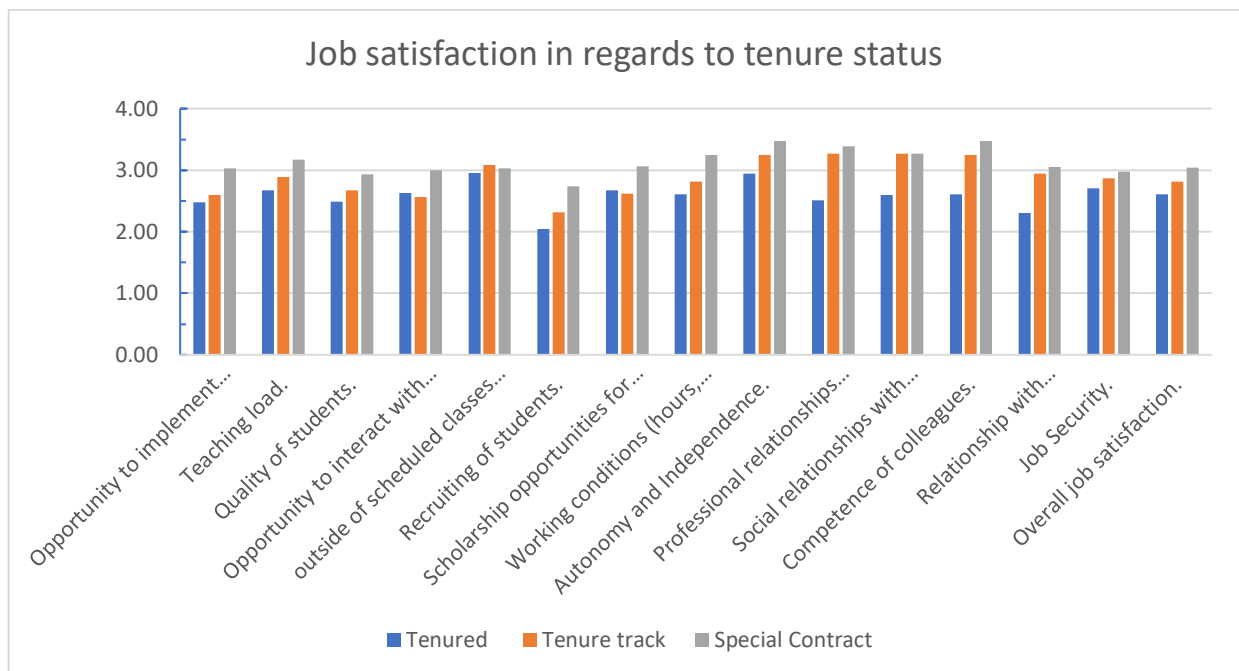
2. State of the Institution

Index	State of Institution Criteria	Tenured	Tenure track	Special Contract
1	MSU has clear long-range plans.	2.10	2.53	2.95
2	MSU has strategies in place addressing campus environmental sustainability.	2.20	2.71	3.00
3	MSU provides an engaging campus atmosphere.	2.51	3.11	3.23
4	At MSU grade inflation is a problem.	2.61	2.40	2.28
5	At MSU salaries and raises are equitable.	1.76	1.86	2.14
6	At MSU the role of general education is to foster…..	2.43	2.67	3.20
7	The MSU administration effectively works with the …..	1.94	2.81	3.00
8	The MSU administration promotes scholarship.	2.18	2.58	3.02
9	The MSU administration promotes academic excellence.	2.20	2.78	3.14

State of the institution in regards to tenure status
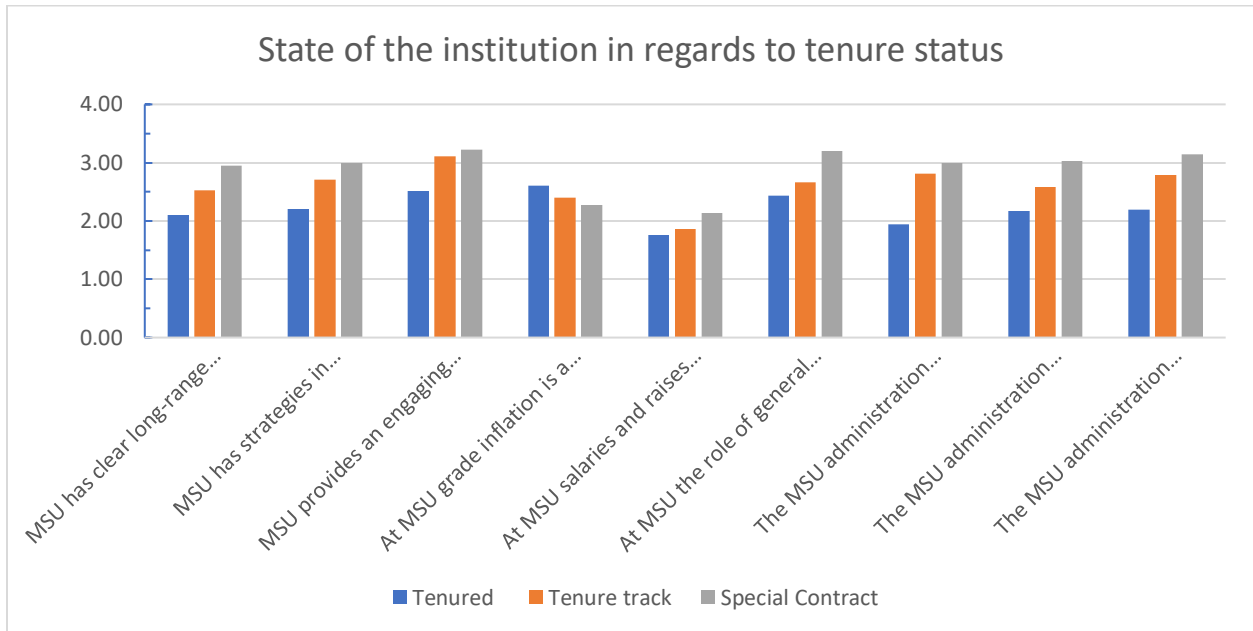
3. State of the Faculty

Index	State of the Faculty Criteria	Tenured	Tenure track	Special Contract
1	MSU faculty promote academic excellence.	2.75	3.17	3.24
2	I have a feeling of ownership and control when it comes to the future direction of MSU.	2.16	2.69	2.75
3	I am satisfied with the renovations made at MSU in the last year.	2.52	2.94	3.00
4	I am actively seeking employment at other institutions/organizations.	2.15	1.77	1.84
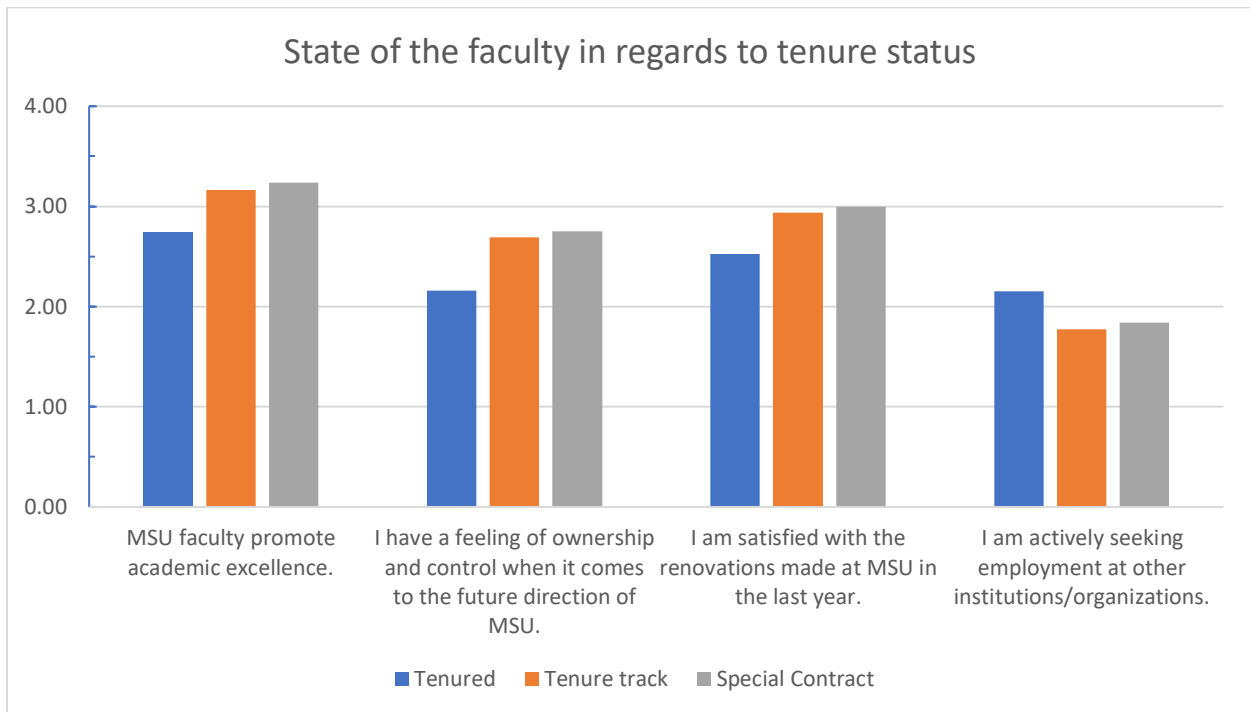
4. I received adequate support from:

| Index	I received adequate support from (Criteria)	Tenured	Tenure track	Special Contract
1	My specific department within my college.	3.20	3.54	3.46
2	The Business Office.	2.98	3.06	3.20
3	The Center for Extended Learning.	2.84	3.10	3.31
4	Enrollment Services.	2.62	3.23	3.21
5	Human Resources.	2.62	3.12	3.37
6	Library.	3.30	3.35	3.30
7	Facilities Management.	3.10	3.28	3.40
8	Registrar's Office.	3.37	3.44	3.47
9	Student Health and Counseling.	3.10	3.04	3.33
10	Marketing Office.	2.43	2.83	3.12
11	University Communications (Public Information Office).	2.96	3.07	3.25
12	Financial Aid Office.	3.31	3.15	3.46
13	Payroll Office.	3.25	3.37	3.49
14	Bookstore.	3.22	3.45	3.50
15	President's Office.	2.37	2.84	3.18
16	Vice President of Academic Affairs Office.	2.65	3.26	3.21
17	Vice President of Student Affairs Office.	2.46	3.19	3.23
18	Security/Police Services.	3.35	3.45	3.50
19	Information Technology Center. (ITC)	3.41	3.51	3.45
20	Career Services.	2.62	2.81	3.32
21	POWER Center	3.06	2.93	3.36
22	Academic Tutoring.	2.82	2.86	3.31
23	Writing Center.	2.75	2.84	3.21

# I received adequate support from: in regards to tenure status

Legend: ■ Tenured ■ Tenure track ■ Special Contract

Categories (x-axis):
- My specific department within my...
- The Business Office.
- The Center for Extended Learning.
- Enrollment Services.
- Human Resources.
- Library.
- Facilities Management.
- Registrar's Office.
- Student Health and Counseling.
- Marketing Office.
- University Communications (Public...
- Financial Aid Office.
- Payroll Office.
- Bookstore.
- President's Office.
- Vice President of Academic Affairs Office.
- Vice President of Student Affairs Office.
- Security/Police Services.
- Information Technology Center. (ITC)
- Career Services.
- POWER Center
- Academic Tutoring.
- Writing Center.

5. Faculty Governance

| Index	Faculty Governance (Criteria)	Tenured	Tenure track	Special Contract
1	I am satisfied with the overall effectiveness of faculty governance at MSU.	2.20	2.69	3.05
2	The Faculty Senate's role at MSU is clear.	2.46	2.68	3.05
3	I am aware of Faculty Senate activities.	3.18	3.11	2.93
4	Faculty senators report and solicit information from colleagues in their …	3.26	3.36	3.00
5	The administration takes Faculty Senate decisions seriously.	2.24	2.71	3.03

Faculty governance in regards to tenure status
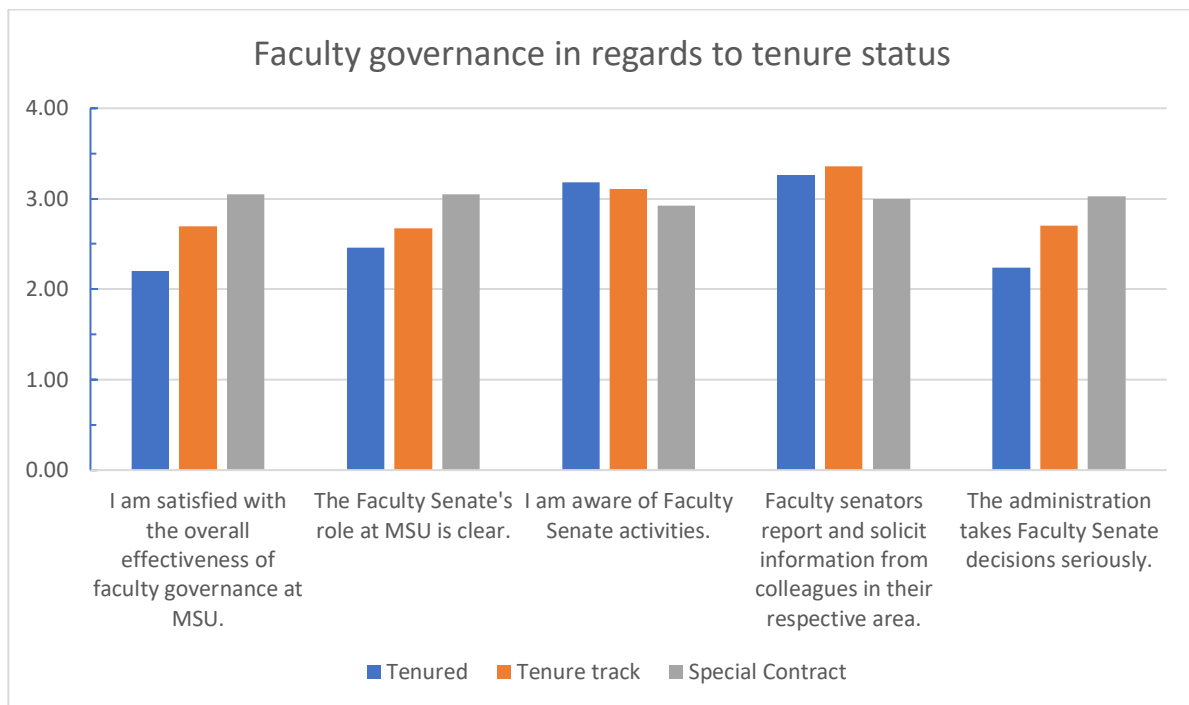
6. Curriculum

Index	Faculty Governance (Criteria)	Tenured	Tenure track	Special Contract
1	I understand the curriculum development process.	3.12	2.76	3.12
2	The curriculum development process at MSU is effective.	3.03	2.89	3.03
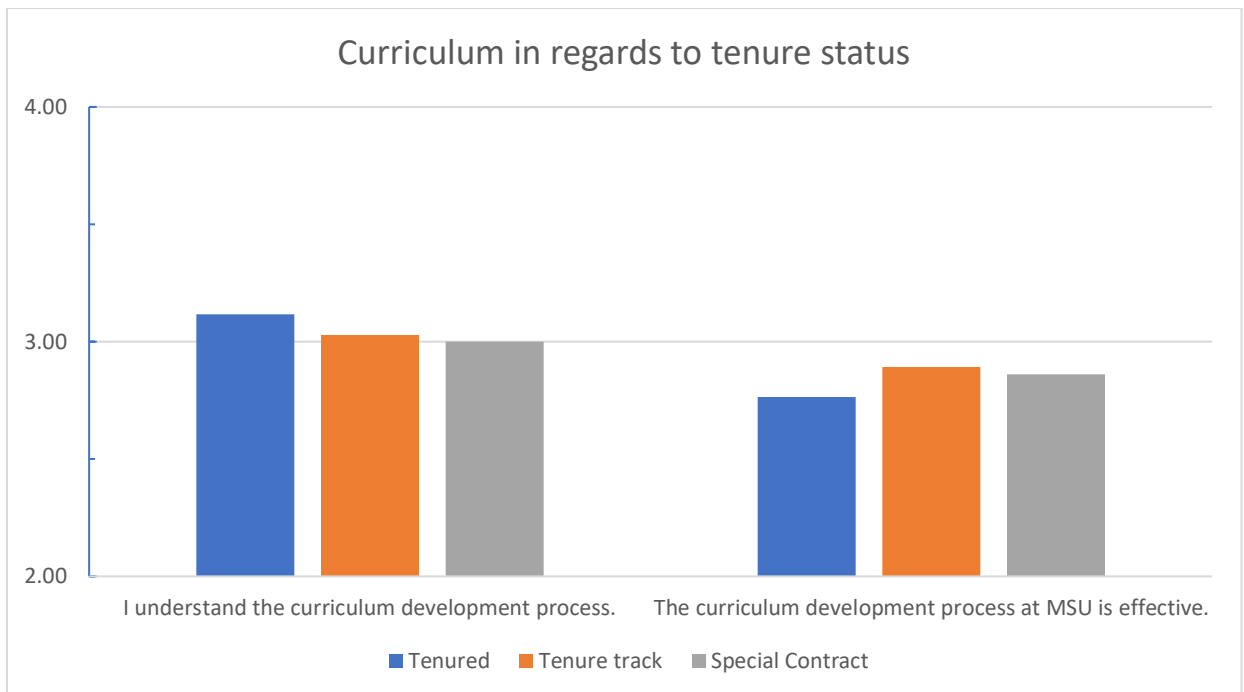
7. Tenure and Promotion

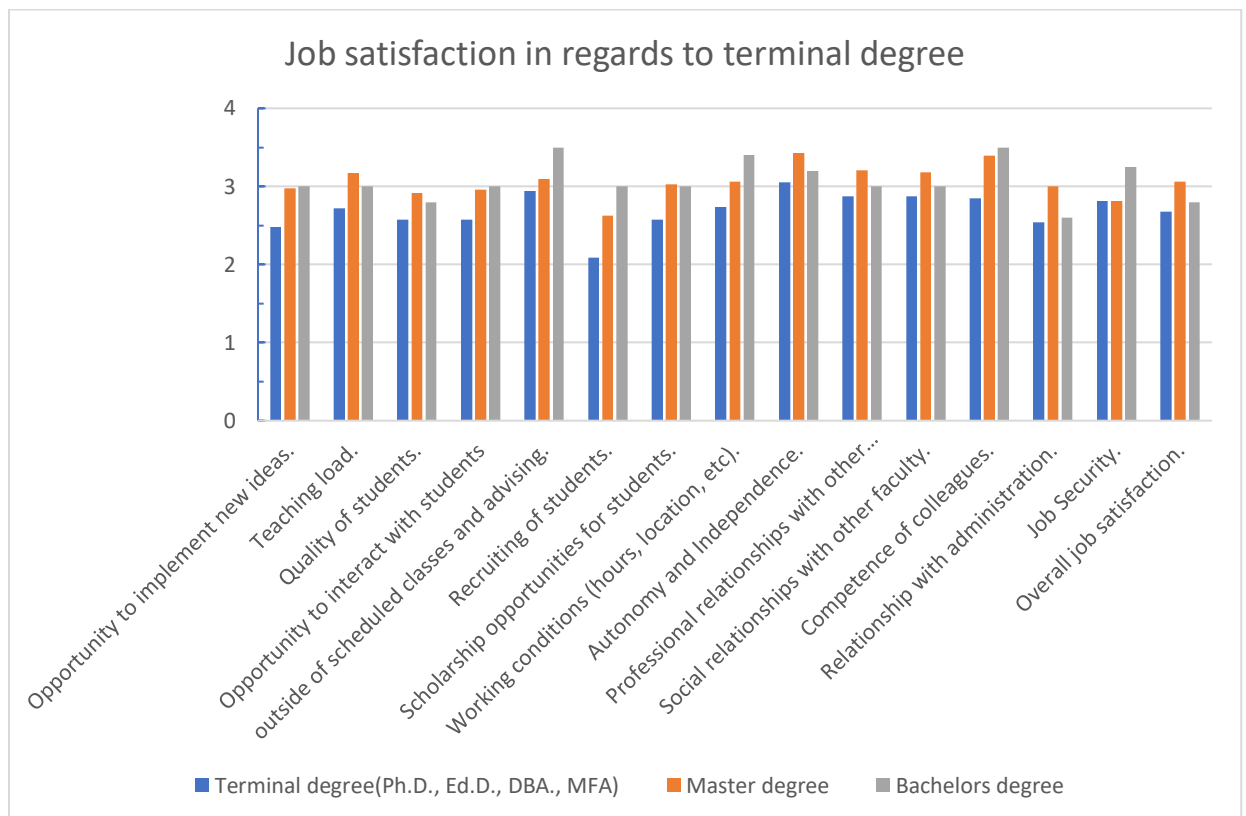| Index	Tenure and Promotion (Criteria)	Tenured	Tenure track	Special Contract
1	I understand the tenure process.	3.41	3.08	2.87
2	The tenure process at MSU is effective.	2.75	2.59	2.78
3	I understand the promotion process.	3.34	3.03	2.93
4	The promotion process at MSU is effective.	2.86	2.88	2.77

Tenure and promotion in regards to tenure status
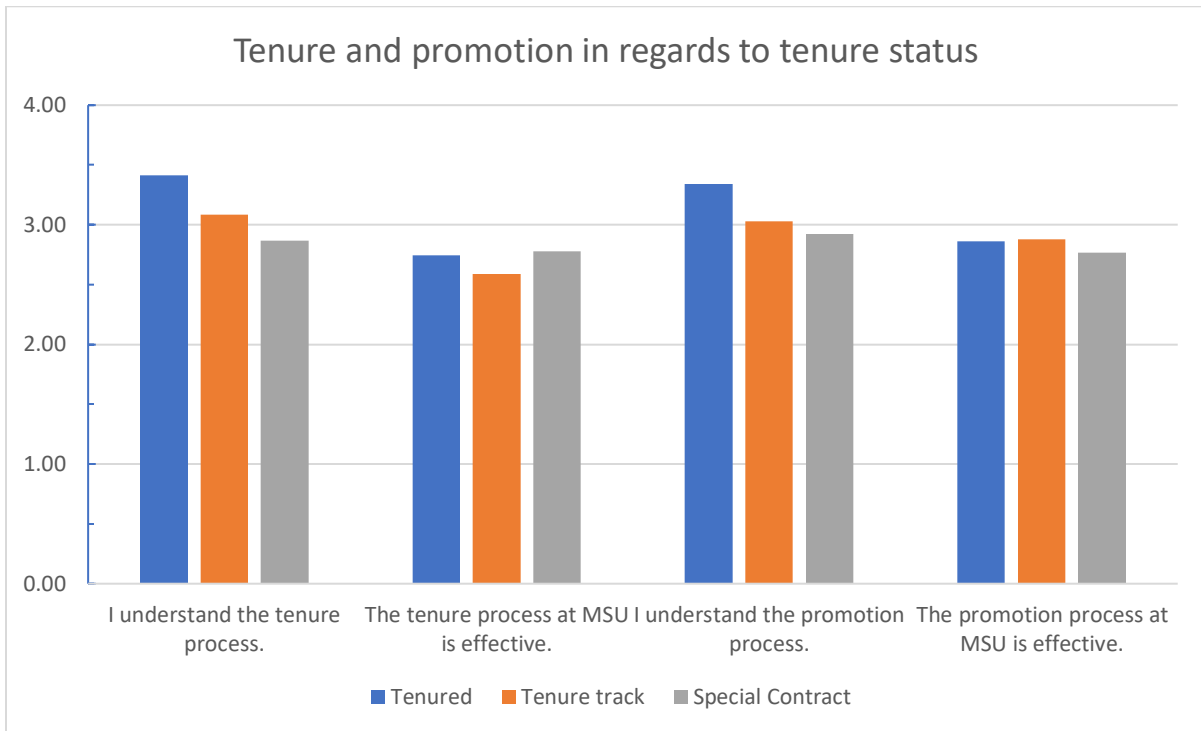
Appendix D
Comparison of Responses (by Highest Degree Earned) to Each Faculty Satisfaction Survey Item

1. Job Satisfaction

| Job Satisfaction Criteria	Terminal degree(Ph.D., Ed.D., DBA., MFA)	Master degree	Bachelors degree
Opportunity to implement new ideas.	2.48	2.98	3.00
Teaching load.	2.72	3.17	3.00
Quality of students.	2.57	2.91	2.80
Opportunity to interact with students outside of scheduled classes and advising.	2.57	2.96	3.00
	2.95	3.09	3.50
Recruiting of students.	2.09	2.63	3.00
Scholarship opportunities for students.	2.58	3.02	3.00
Working conditions (hours, location, etc).	2.74	3.06	3.40
Autonomy and Independence.	3.05	3.43	3.20
Professional relationships with other faculty.	2.87	3.21	3.00
Social relationships with other faculty.	2.87	3.18	3.00
Competence of colleagues.	2.84	3.40	3.50
Relationship with administration.	2.54	3.00	2.60
Job Security.	2.81	2.82	3.25
Overall job satisfaction.	2.68	3.06	2.80

Job satisfaction in regards to terminal degree

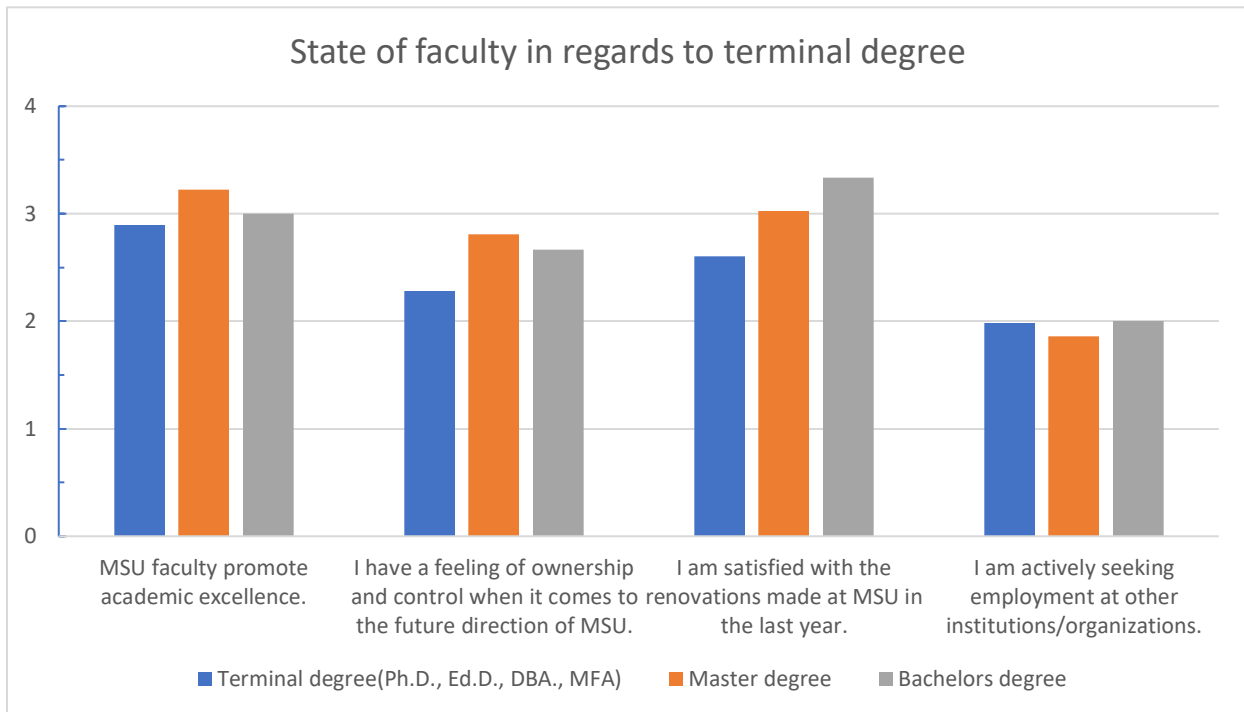Legend: ■ Terminal degree(Ph.D., Ed.D., DBA., MFA) ■ Master degree ■ Bachelors degree

2. State of the Institution

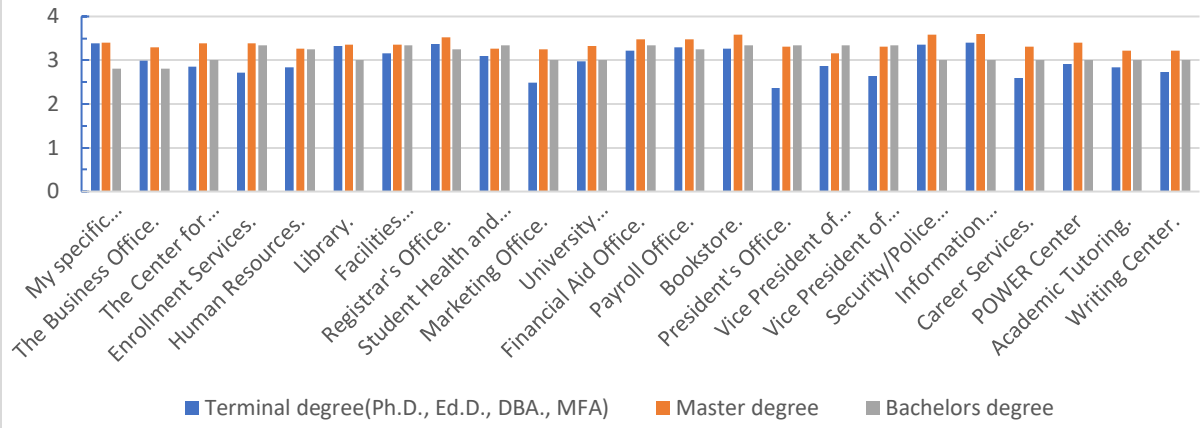| State of Institution Criteria	Terminal degree(Ph.D., Ed.D., DBA., MFA)	Master degree	Bachelors degree
MSU has clear long-range plans.	2.21	2.91	3.25
MSU has strategies in place addressing campus environmental sustainability.	2.38	2.91	3.00
MSU provides an engaging campus atmosphere.	2.67	3.28	3.25
At MSU grade inflation is a problem.	2.65	2.16	1.80
At MSU salaries and raises are equitable.	1.82	2.08	2.20
At MSU the role of general education is to foster…..	2.51	3.10	3.00
The MSU administration effectively works with the …..	2.27	2.89	3.25
The MSU administration promotes scholarship.	2.29	3.00	3.00
The MSU administration promotes academic excellence.	2.35	3.15	3.00

State of the institution in regards to terminal degree
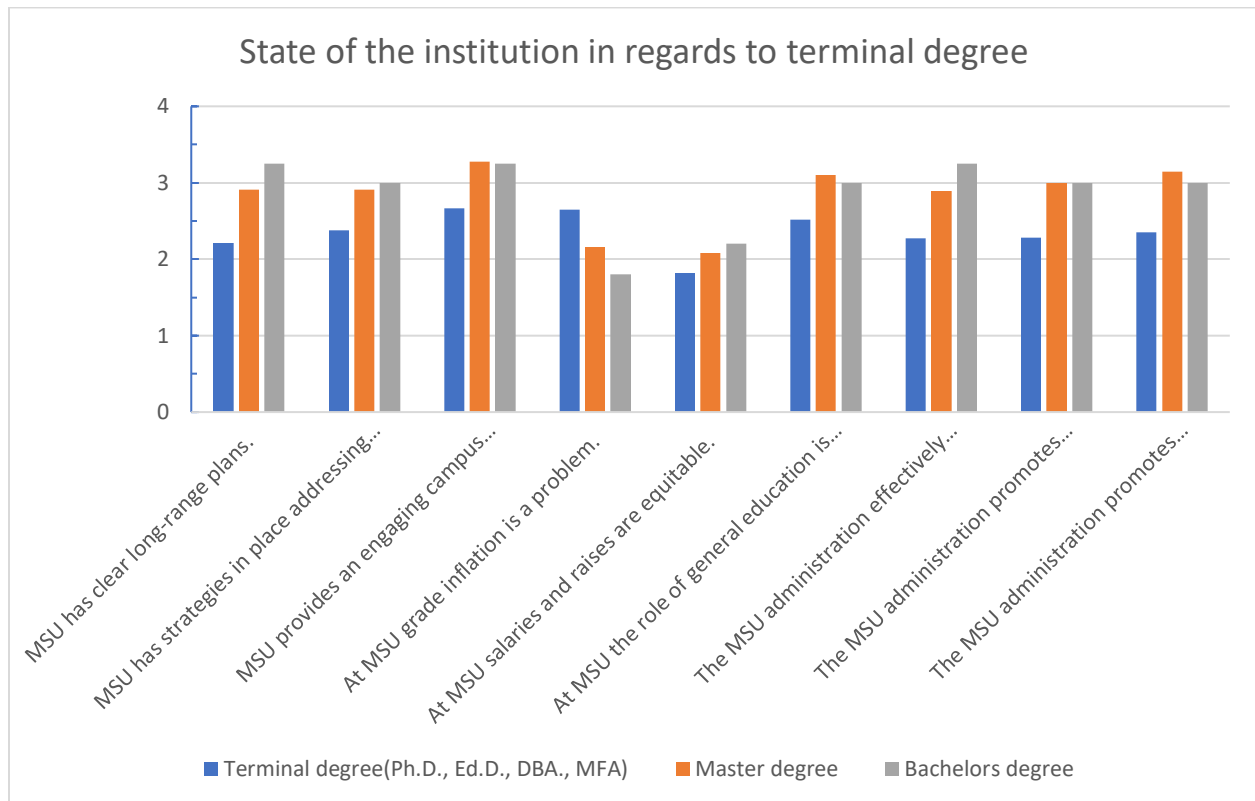
3. State of the Faculty

| State of the Faculty Criteria	Terminal degree(Ph.D., Ed.D., DBA., MFA)	Master degree	Bachelors degree
MSU faculty promote academic excellence.	2.89	3.22	3.00
I have a feeling of ownership and control when it comes to the future direction of MSU.	2.28	2.81	2.67
I am satisfied with the renovations made at MSU in the last year.	2.60	3.03	3.33
I am actively seeking employment at other institutions/organizations.	1.98	1.86	2.00

4. I received adequate support from:

I received adequate support from (Criteria)	Terminal degree(Ph.D., Ed.D., DBA., MFA)	Master degree	Bachelors degree
My specific department within my college.	3.39	3.41	2.80
The Business Office.	2.99	3.30	2.80
The Center for Extended Learning.	2.86	3.38	3.00
Enrollment Services.	2.71	3.38	3.33
Human Resources.	2.83	3.26	3.25
Library.	3.32	3.35	3.00
Facilities Management.	3.15	3.36	3.33
Registrar's Office.	3.36	3.52	3.25
Student Health and Counseling.	3.09	3.26	3.33
Marketing Office.	2.48	3.24	3.00
University Communications (Public Information Office).	2.97	3.32	3.00
Financial Aid Office.	3.21	3.47	3.33
Payroll Office.	3.30	3.48	3.25
Bookstore.	3.26	3.58	3.33
President's Office.	2.36	3.31	3.33
Vice President of Academic Affairs Office.	2.87	3.15	3.33
Vice President of Student Affairs Office.	2.65	3.31	3.33
Security/Police Services.	3.36	3.59	3.00
Information Technology Center. (ITC)	3.40	3.60	3.00
Career Services.	2.60	3.31	3.00
POWER Center	2.92	3.40	3.00
Academic Tutoring.	2.84	3.21	3.00
Writing Center.	2.73	3.22	3.00

# I received adequate support from: (in regards to terminal degree)

Legend: ■ Terminal degree(Ph.D., Ed.D., DBA., MFA) ■ Master degree ■ Bachelors degree

Categories (x-axis): My specific..., The Business Office., The Center for ..., Enrollment Services., Human Resources., Library., Facilities..., Registrar's Office., Student Health and..., Marketing Office., University ..., Financial Aid Office., Payroll Office., Bookstore., President's Office., Vice President of..., Vice President of..., Security/Police..., Information..., Career Services., POWER Center, Academic Tutoring., Writing Center.

5. Faculty Governance

| Faculty Governance (Criteria)	Terminal degree(Ph.D., Ed.D., DBA., MFA)	Master degree	Bachelors degree
I am satisfied with the overall effectiveness of faculty governance at MSU.	2.38	2.98	3.00
The Faculty Senate's role at MSU is clear.	2.49	2.98	3.00
I am aware of Faculty Senate activities.	3.12	3.02	3.00
Faculty senators report and solicit information from colleagues in their respective area.	3.27	3.16	3.00
The administration takes Faculty Senate decisions seriously.	2.29	3.12	3.33
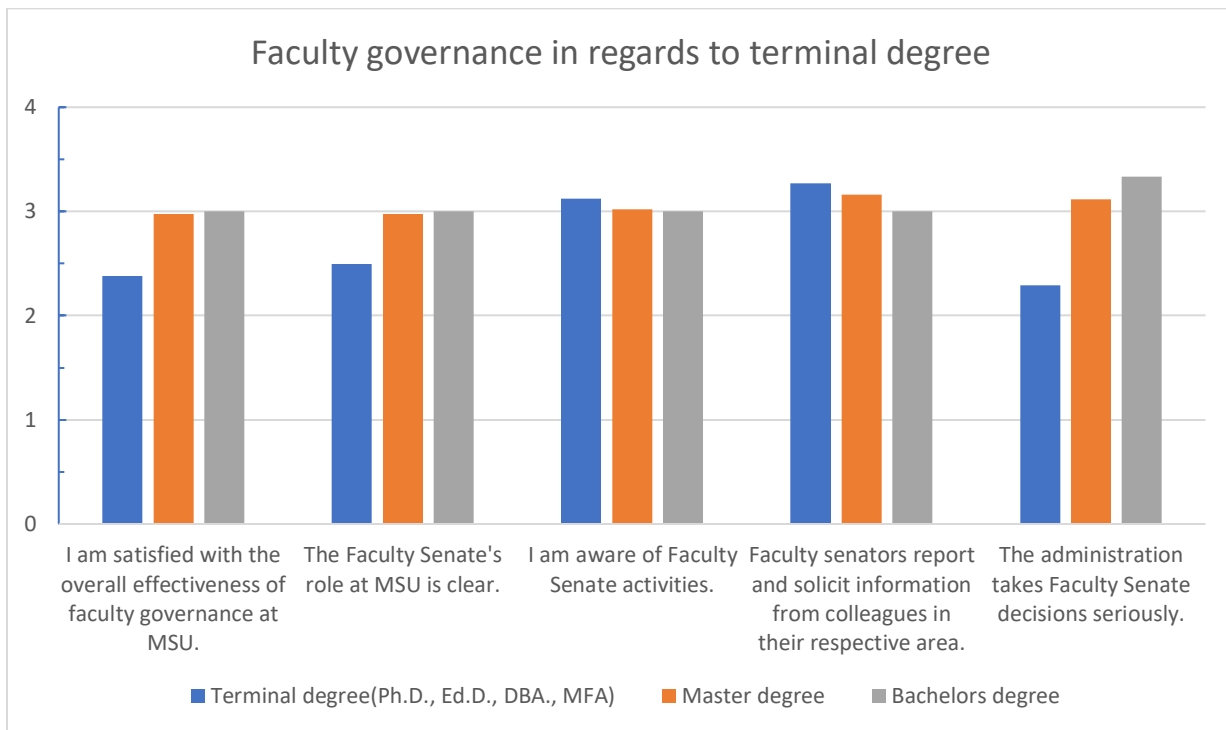
6. Curriculum

| Curriculum	Terminal degree(Ph.D., Ed.D., DBA., MFA)	Master degree	Bachelors degree
I understand the curriculum development process.	3.08	3.06	2.60
The curriculum development process at MSU is effective.	2.77	2.96	2.75

Curriculum in regards to terminal degree
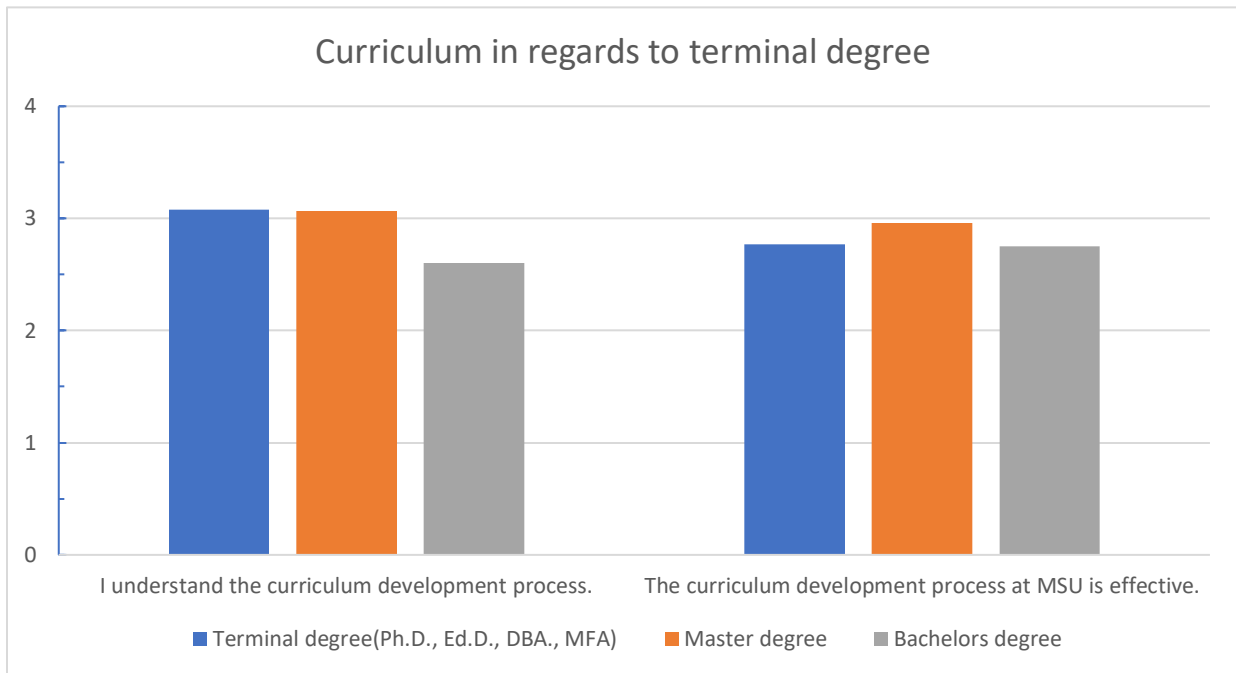
7. Tenure and Promotion

Tenure and Promotion	Terminal degree(Ph.D., Ed.D., DBA., MFA)	Master degree	Bachelor's degree
I understand the tenure process.	3.28	3.05	3.00
The tenure process at MSU is effective.	2.76	2.63	3.00
I understand the promotion process.	3.23	2.97	3.33
The promotion process at MSU is effective.	2.86	2.79	3.33
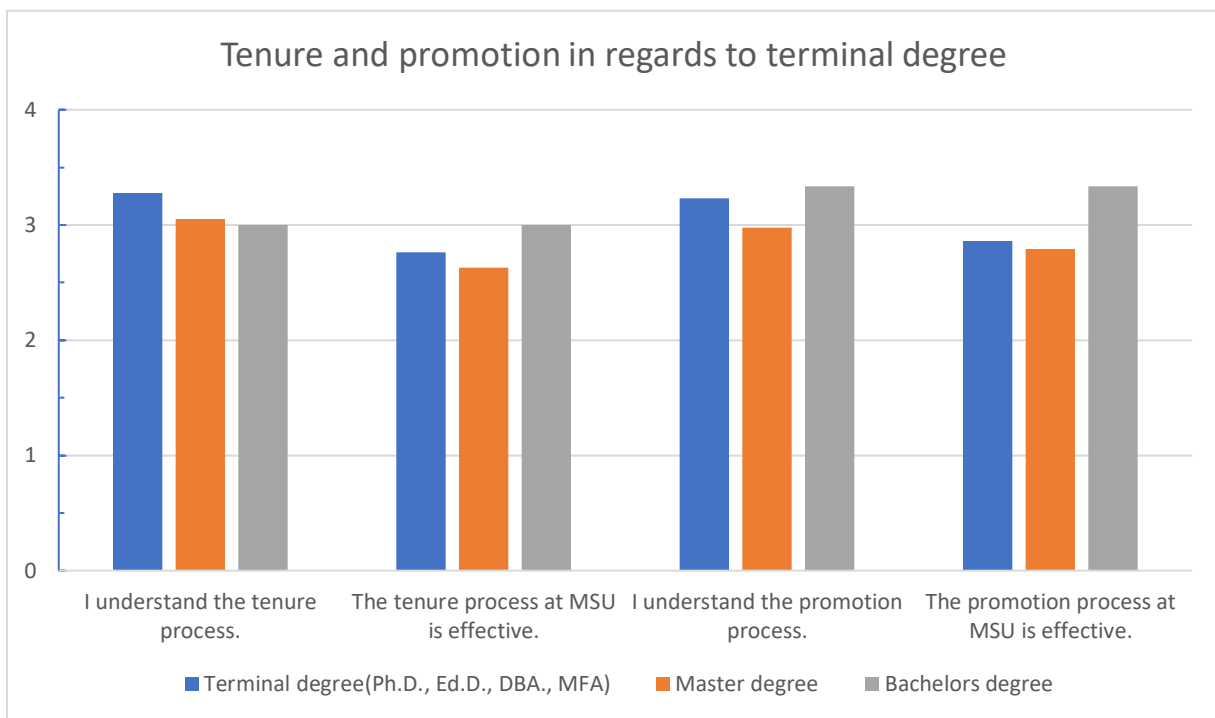
Appendix E
**Comparison of Responses (by Full-time/Part-time Employment Status) to Each Faculty Satisfaction Survey Item**

1. Job Satisfaction

Job Satisfaction Criteria	Full-Time	Part-Time
Opportunity to implement new ideas.	2.59	3.09
Teaching load.	2.82	3.27
Quality of students.	2.58	3.07
Opportunity to interact with students	2.67	2.94
outside of scheduled classes and advising.	3.05	2.90
Recruiting of students.	2.22	2.76
Scholarship opportunities for students.	2.73	3.05
Working conditions (hours, location, etc).	2.72	3.43
Autonomy and Independence.	3.09	3.61
Professional relationships with other faculty.	2.94	3.24
Social relationships with other faculty.	2.93	3.35
Competence of colleagues.	2.99	3.34
Relationship with administration.	2.59	3.18
Job Security.	2.75	3.14
Overall job satisfaction.	2.72	3.19

Job satisfaction in regards to teaching format
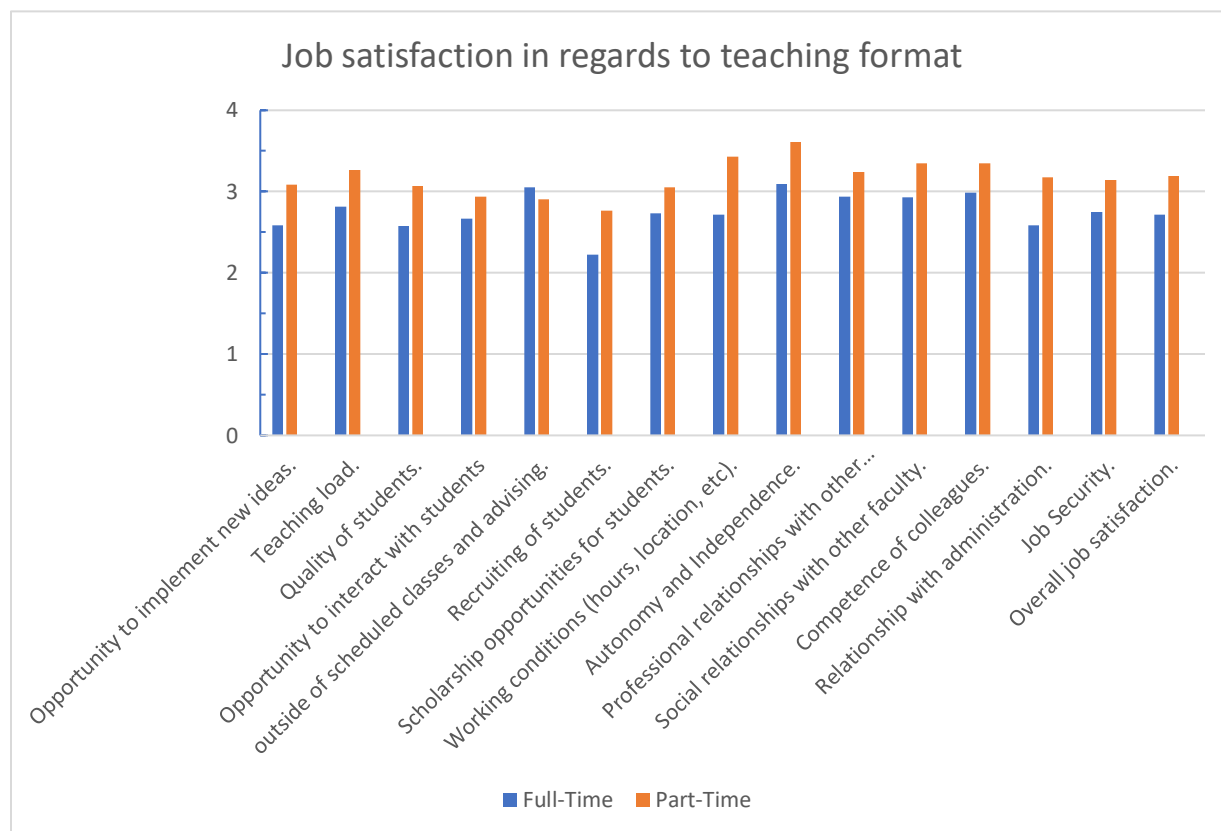
2. State of the Institution

| State of Institution Criteria	Full-Time	Part-Time
MSU has clear long-range plans.	2.33	3.15
MSU has strategies in place addressing campus environmental sustainability.	2.46	3.08
MSU provides an engaging campus atmosphere.	2.84	3.28
At MSU grade inflation is a problem.	2.47	2.25
At MSU salaries and raises are equitable.	1.76	2.52
At MSU the role of general education is to foster…..	2.63	3.17
The MSU administration effectively works with the …..	2.37	3.15
The MSU administration promotes scholarship.	2.43	3.11
The MSU administration promotes academic excellence.	2.54	3.14

State of the institution in regards teaching format
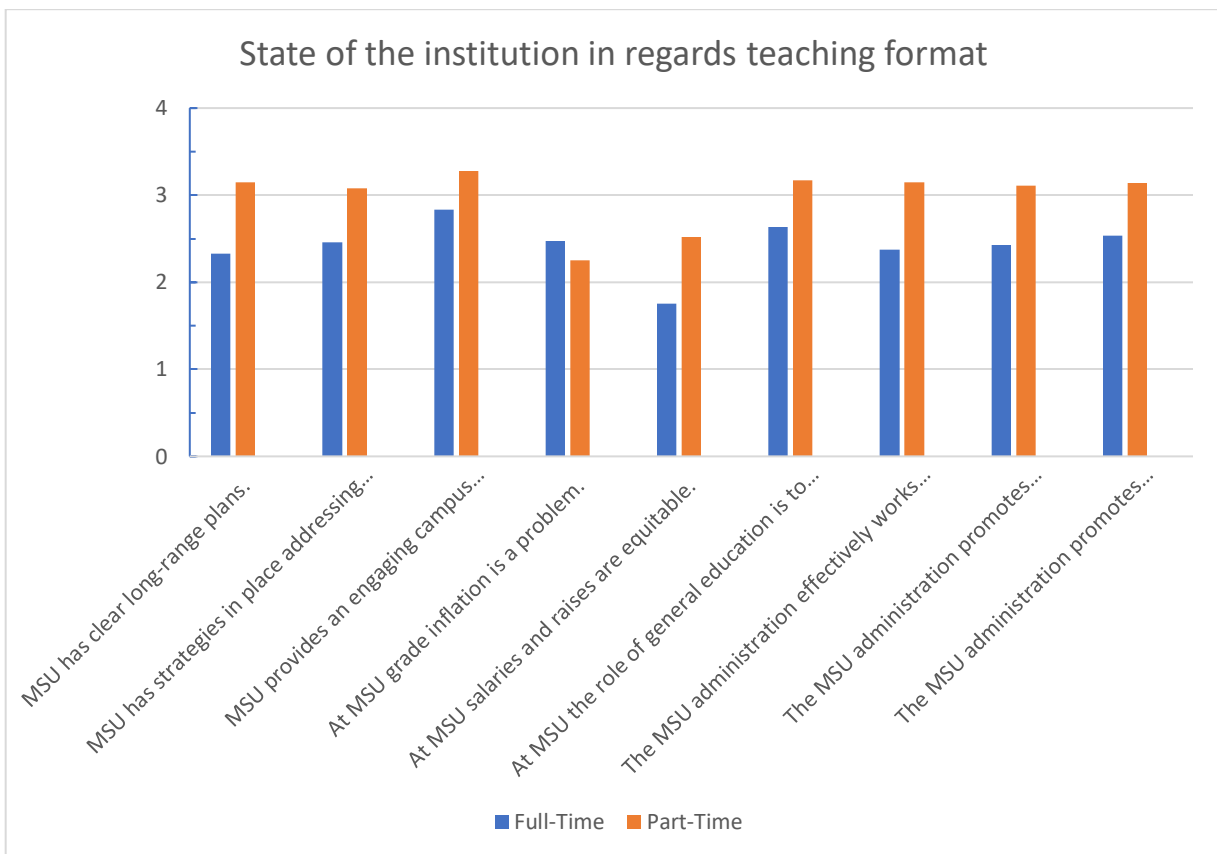
3. State of the Faculty

| State of the Faculty Criteria	Full-Time	Part-Time	
MSU faculty promote academic excellence.	2.99	3.13	
I have a feeling of ownership and control when it comes to the future direction of MSU.	2.43	2.78	
I am satisfied with the renovations made at MSU in the last year.	2.72	3.12	
I am actively seeking employment at other institutions/organizations.	2.03	1.65	
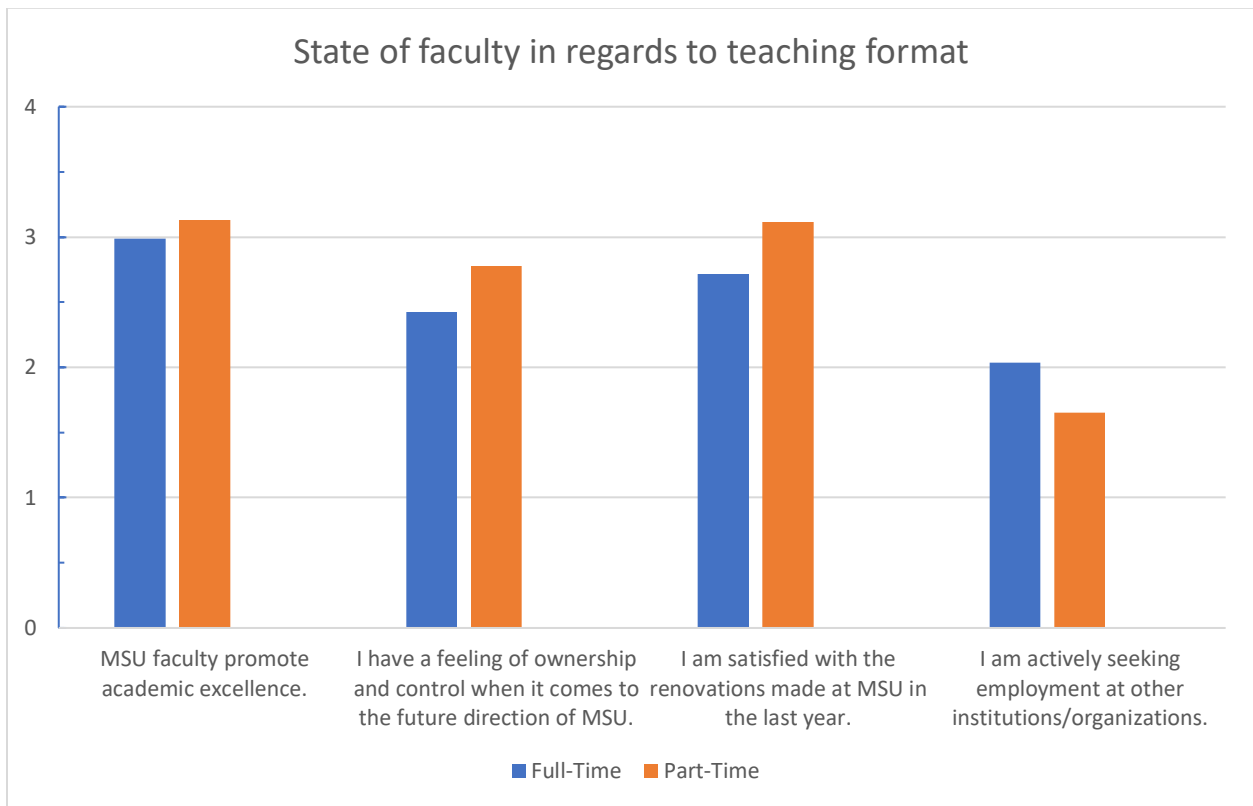
4. I received adequate support from:

I received adequate support from: (Criteria)	Full-Time	Part-Time
My specific department within my college.	3.38	3.39
The Business Office.	3.04	3.30
The Center for Extended Learning.	2.98	3.33
Enrollment Services.	2.86	3.44
Human Resources.	2.92	3.36
Library.	3.29	3.48
Facilities Management.	3.16	3.59
Registrar's Office.	3.44	3.46
Student Health and Counseling.	3.07	3.47
Marketing Office.	2.64	3.25
University Communications (Public Information Office).	3.04	3.33
Financial Aid Office.	3.30	3.31
Payroll Office.	3.29	3.56
Bookstore.	3.34	3.50
President's Office.	2.58	3.40
Vice President of Academic Affairs Office.	2.89	3.42
Vice President of Student Affairs Office.	2.80	3.35
Security/Police Services.	3.43	3.44
Information Technology Center. (ITC)	3.43	3.50
Career Services.	2.75	3.44
POWER Center	3.01	3.53
Academic Tutoring.	2.91	3.28
Writing Center.	2.86	3.17

I received adequate support from: (in regards to teaching format)
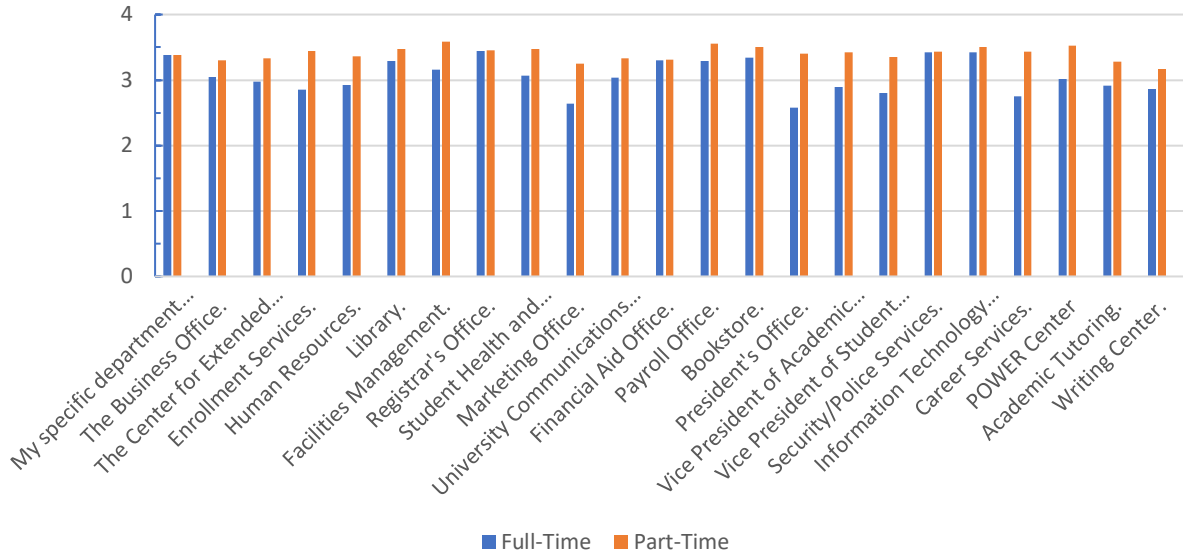
■ Full-Time   ■ Part-Time

5. Faculty Governance

| Faculty Governance (Criteria)	Full-Time	Part-Time
I am satisfied with the overall effectiveness of faculty governance at MSU.	2.52	3.00
The Faculty Senate's role at MSU is clear.	2.64	2.88
I am aware of Faculty Senate activities.	3.09	3.00
Faculty senators report and solicit information from colleagues in their respective area.	3.24	3.17
The administration takes Faculty Senate decisions seriously.	2.47	3.27

Faculty governance in regards to teaching format
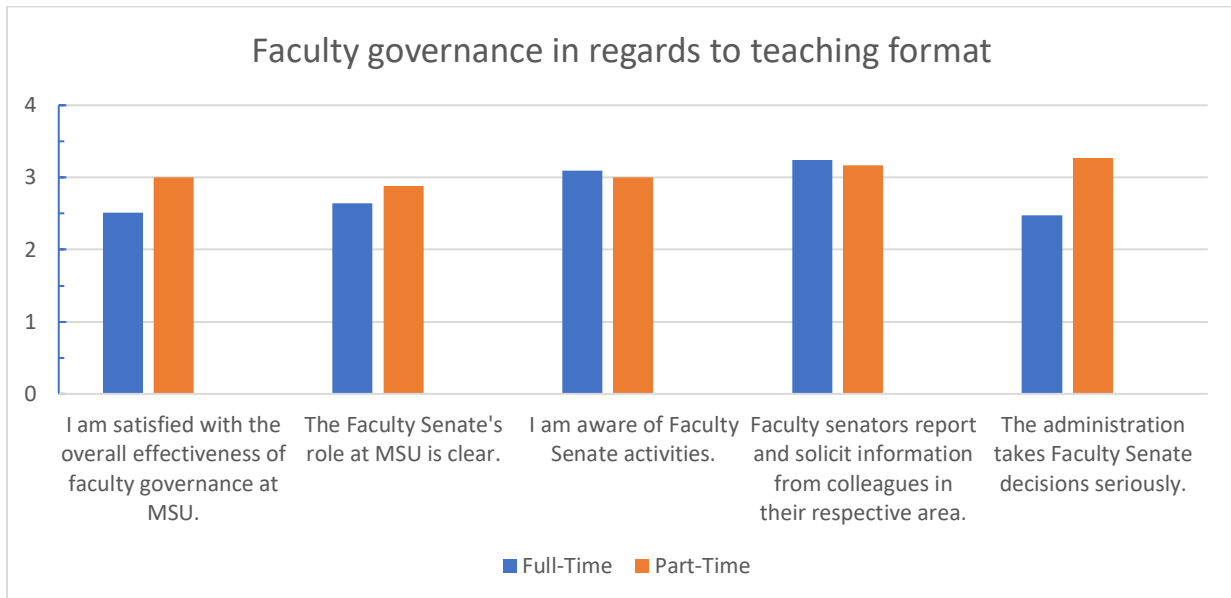
6. Curriculum

| Curriculum	Full-Time	Part-Time
I understand the curriculum development process.	3.02	3.10
The curriculum development process at MSU is effective.	2.81	2.90

Curriculum in regards to teaching format
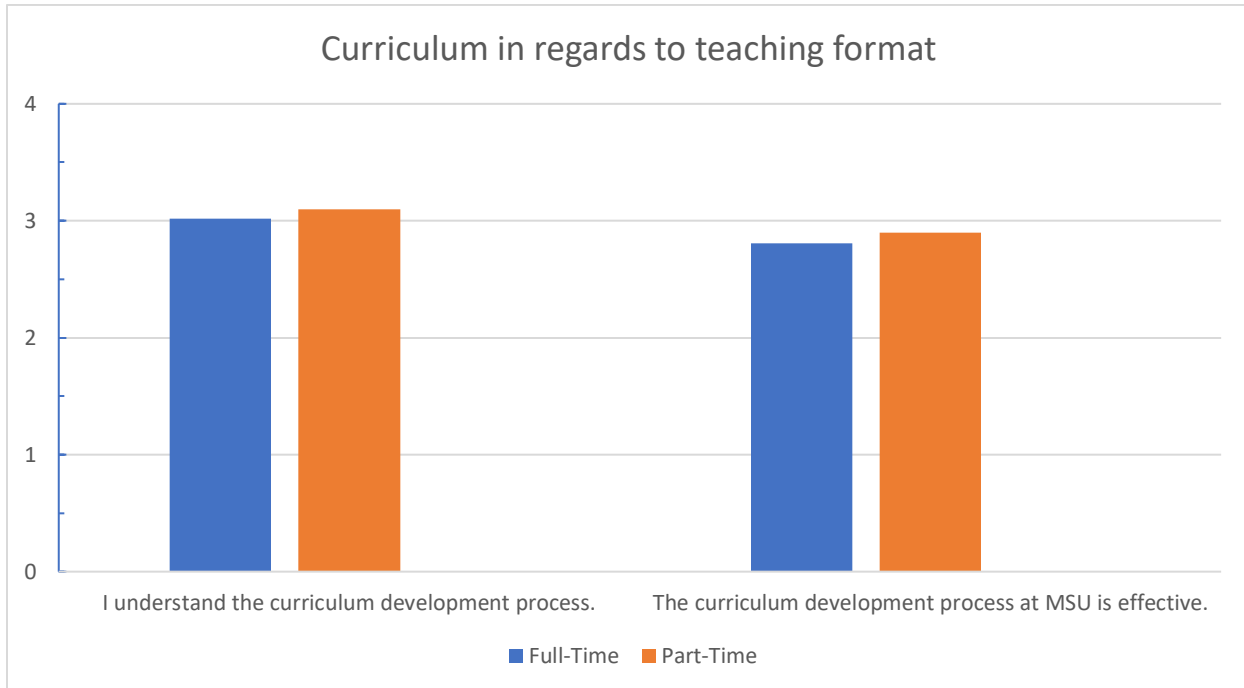
7. Tenure and Promotion

Tenure and Promotion	Full-Time	Part-Time
I understand the tenure process.	3.19	3.11
The tenure process at MSU is effective.	2.68	3.00
I understand the promotion process.	3.16	3.07
The promotion process at MSU is effective.	2.84	2.93
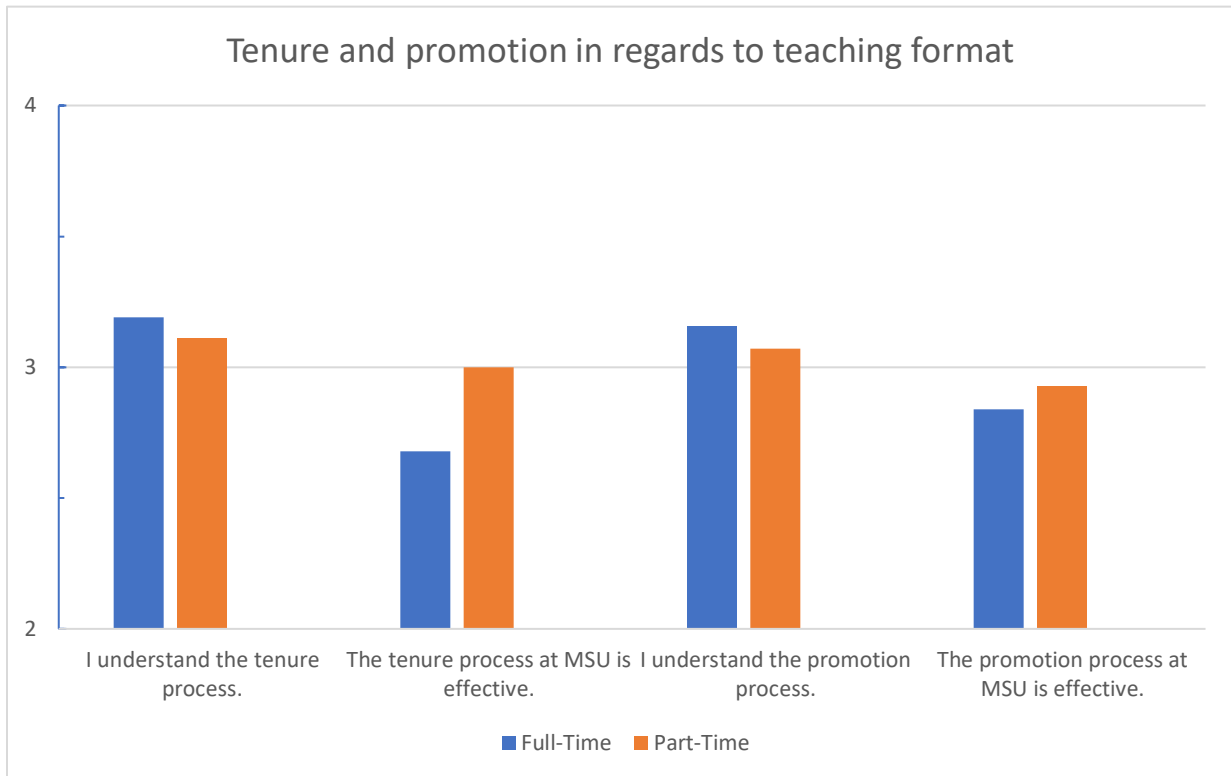
Appendix F
Comparison of Responses (by Online Teaching Status) to Each Faculty Satisfaction Survey Item

1. Job Satisfaction

Job Satisfaction Criteria	Yes	No
Opportunity to implement new ideas.	2.69	2.69
Teaching load.	2.90	2.91
Quality of students.	2.72	2.63
Opportunity to interact with students outside of scheduled classes and advising.	2.70 2.95	2.85 3.26
Recruiting of students.	2.22	2.55
Scholarship opportunities for students.	2.62	3.17
Working conditions (hours, location, etc).	2.92	2.79
Autonomy and Independence.	3.20	3.21
Professional relationships with other faculty.	3.09	2.82
Social relationships with other faculty.	3.04	2.90
Competence of colleagues.	3.04	3.15
Relationship with administration.	2.80	2.47
Job Security.	2.88	2.70
Overall job satisfaction.	2.86	2.70

Job satisfaction in regards to teaching online: Yes/No
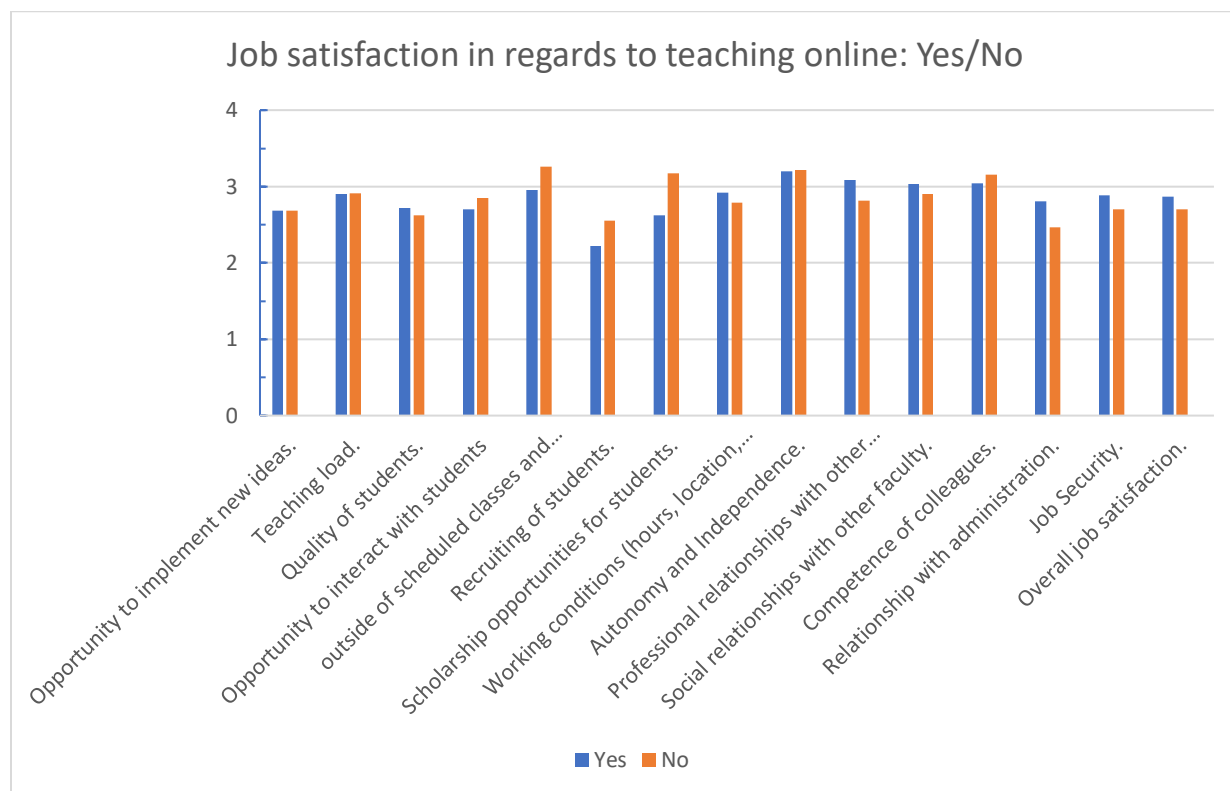
2. State of the Institution

State of Institution Criteria	Yes	No
MSU has clear long-range plans.	2.51	2.47
MSU has strategies in place addressing campus environmental sustainability.	2.61	2.57
MSU provides an engaging campus atmosphere.	2.87	3.09
At MSU grade inflation is a problem.	2.48	2.30
At MSU salaries and raises are equitable.	1.94	1.97
At MSU the role of general education is to foster…..	2.72	2.82
The MSU administration effectively works with the …..	2.59	2.38
The MSU administration promotes scholarship.	2.61	2.42
The MSU administration promotes academic excellence.	2.71	2.55
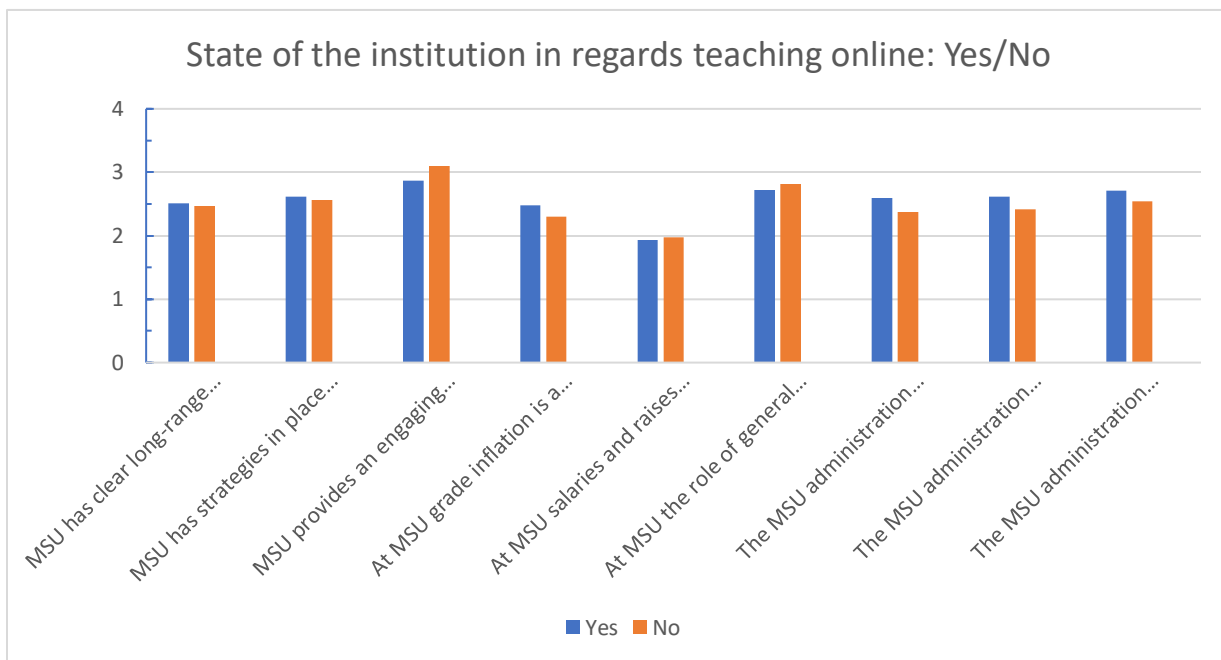
3. State of the Faculty

State of the Faculty Criteria	Yes	No
MSU faculty promote academic excellence.	3.00	3.06
I have a feeling of ownership and control when it comes to the future direction of MSU.	2.51	2.47
I am satisfied with the renovations made at MSU in the last year.	2.74	2.93
I am actively seeking employment at other institutions/organizations.	1.93	2.07
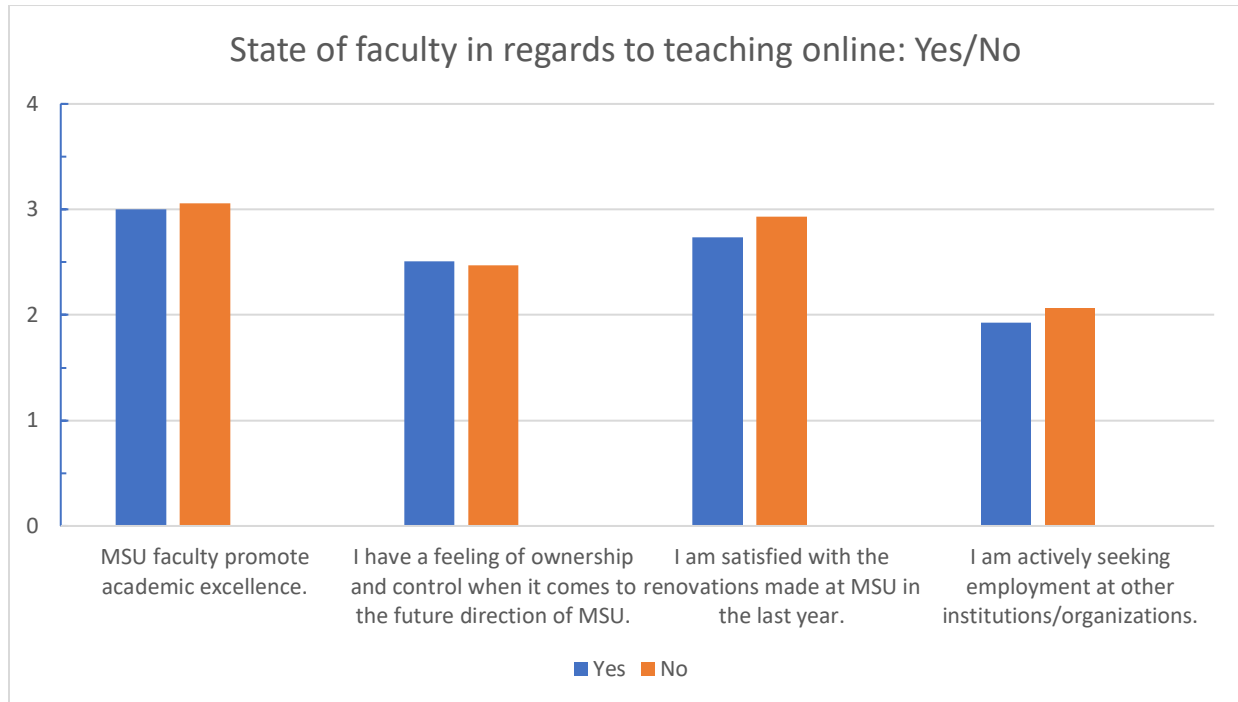
4. I received adequate support from:

I received adequate support from (Criteria)	Yes	No
My specific department within my college.	3.36	3.39
The Business Office.	3.13	3.00
The Center for Extended Learning.	3.14	2.84
Enrollment Services.	3.04	2.73
Human Resources.	3.06	2.88
Library.	3.35	3.25
Facilities Management.	3.27	3.10
Registrar's Office.	3.40	3.47
Student Health and Counseling.	3.15	3.17
Marketing Office.	2.74	2.75
University Communications (Public Information Office).	3.16	2.92
Financial Aid Office.	3.23	3.48
Payroll Office.	3.38	3.31
Bookstore.	3.43	3.23
President's Office.	2.78	2.62
Vice President of Academic Affairs Office.	3.07	2.70
Vice President of Student Affairs Office.	2.96	2.75
Security/Police Services.	3.41	3.43
Information Technology Center. (ITC)	3.45	3.41
Career Services.	2.89	2.86
POWER Center	3.15	2.95
Academic Tutoring.	3.03	2.90
Writing Center.	2.97	2.84

I received adequate support from: (in regards to teaching online: Yes/No)

Bar chart showing Yes (blue) and No (orange) responses with values ranging from 0 to 4 for the following categories: My specific..., The Business Office., The Center for ..., Enrollment Services., Human Resources., Library., Facilities..., Registrar's Office., Student Health and..., Marketing Office., University..., Financial Aid Office., Payroll Office., Bookstore., President's Office., Vice President of..., Vice President of..., Security/Police..., Information..., Career Services., POWER Center, Academic Tutoring., Writing Center.

Legend: Yes, No

5. Faculty Governance

Faculty Governance (Criteria)	Yes	No
I am satisfied with the overall effectiveness of faculty governance at MSU.	2.61	2.63
The Faculty Senate's role at MSU is clear.	2.64	2.81
I am aware of Faculty Senate activities.	3.02	3.16
Faculty senators report and solicit information from colleagues in their respective area.	3.18	3.26
The administration takes Faculty Senate decisions seriously.	2.65	2.53
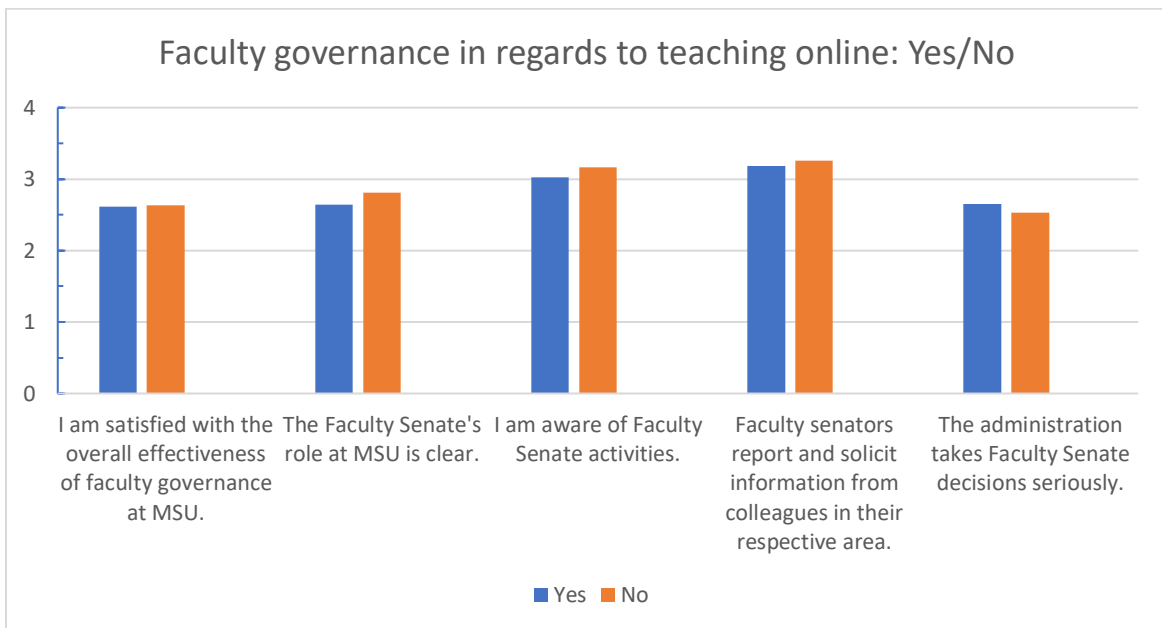
6. Curriculum

Curriculum	Yes	No
I understand the curriculum development process.	3.02	3.06
The curriculum development process at MSU is effective.	2.80	2.88

Curriculum in regards to teaching online: Yes/No
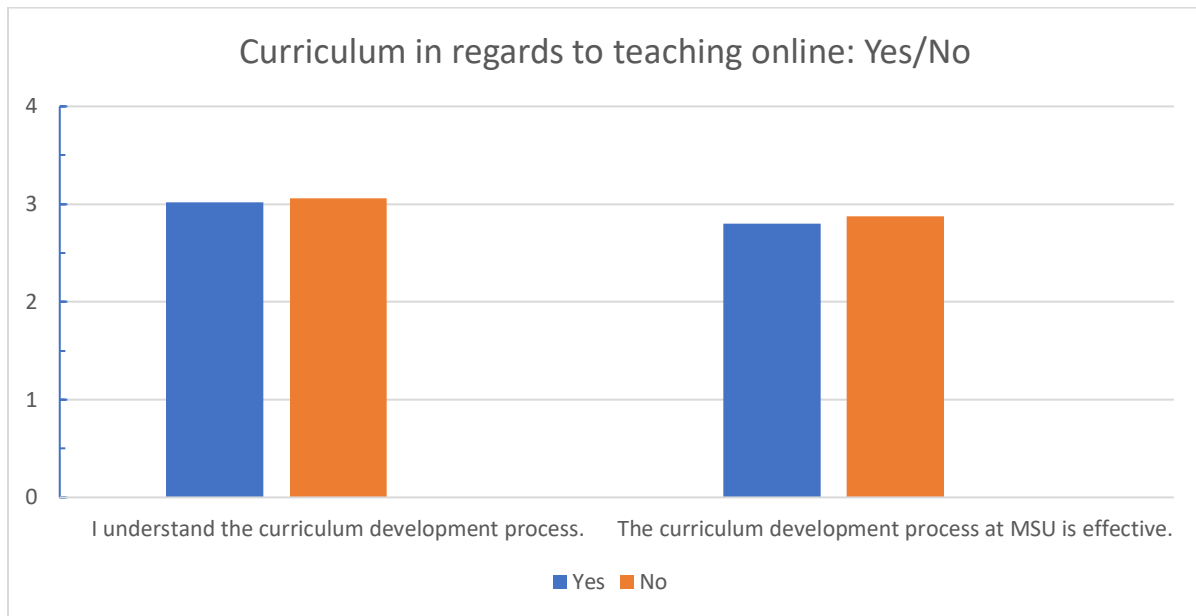
7. Tenure and Promotion

Tenure and Promotion	Yes	No
I understand the tenure process.	3.16	3.17
The tenure process at MSU is effective.	2.79	2.52
I understand the promotion process.	3.12	3.17
The promotion process at MSU is effective.	2.84	2.83