



FACULTY SATISFACTION SURVEY

2022-2023

Faculty Satisfaction Committee

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Quantitative Analysis

Descriptive Statistics (2022- 2023)

Total Sample

Total $N = 104$ participants provided responses.

Gender

Male $n = 24$ (23.1%)

Female $n = 50$ (48.1 %) $n = 50$ (48.1%)

Choose not to respond $n = 15$ (14.4%)

Faculty Rank

Professor $n = 14$ (15.7%)

Associate Professor $n = 15$ (16.9%)

Assistant Professor $n = 39$ (43.8 %)

Instructor $n = 21$ (23.6%)

Tenure Status

Tenured $n = 41$ (46.1%)

Tenure-track $n = 29$ (32.6%)

Instructor (non-tenure track) $n = 19$ (21.3%)

Highest Degree Earned

Terminal Degree $n = 53$ (59.6%)

Master's Degree $n = 35$ (39.3%)

Bachelor's Degree $n = 1$ (0.1%)

Full-time/Part-time Status

Full-time $n = 79$ (88.8%)

Part-time $n = 10$ (11.2%)

Do you teach online courses?

Yes $n = 59$ (66.3%)

No $n = 30$ (33.7%)

Method

Quantitative Method

We calculated a composite score for each component of the Faculty Satisfaction Survey (FSS) by averaging all of the responses to the Likert-type scale items within each specified category. These components were the dependent variables that were compared to a number of independent variables (i.e., gender, faculty rank, tenure status, highest degree attained, full- or part-time employment status, and whether faculty taught online courses). Analysis of Variance (ANOVA) testing and Tukey's HSD post-hoc analyses were used to compare how different groups responded to the FSS. To reduce the possibility of making a Type 1 error, we chose a more conservative $\alpha = 0.01$ throughout the analysis to determine the significance of observed differences.

Since ANOVA testing is sensitive to missing data, participant responses that contained missing data were removed before each test run. When comparing more than two groups, the post hoc test results and p values are graphically shown for the reader's convenience. Box plots and bar plots were utilized to further illustrate the numerical results. The quantitative analysis was completed using the statistical software R/R Studio.

The responses were recorded using a Likert-type scale ranging from 1-4.

- 1 = Not at all satisfied
- 2 = Marginally satisfied
- 3 = Satisfied
- 4 = Very satisfied

Scale reliability

Cronbach's alpha coefficient for the Faculty Satisfaction Survey, when viewed as a single scale, was $\alpha = 0.917$. The reported reliability should be viewed with some caution due to the number of N/A responses throughout the dataset.

Category 1: $\alpha = 0.861$ (Job Satisfaction)

Category 2: $\alpha = 0.767$ (State of the Institution)

Category 3: $\alpha = \mathbf{0.517}$ (State of the Faculty)

*The small, unreliable Cronbach's alpha coefficient could be due to the low number of items, although other small scales on the FSS demonstrated acceptable reliability. This could also be that these items aren't strongly related and shouldn't be grouped in a category together. Item 3.4 "I am actively seeking employment at other institutions/ organizations" was negatively worded and the scoring scale was reversed exclusively for this item.

Category 4: $\alpha = 0.940$ (Faculty Support)

Category 5: $\alpha = 0.804$ (Faculty Governance)

Category 6: $\alpha = \mathbf{0.691}$ (Curriculum)

*Due to the low reliability, results related to Category 6 should be viewed with caution.

Category 7: $\alpha = 0.850$ (Tenure and Promotion)

Quantitative Results Summary

***All of the results on this summary page exclusively reference differences found to be statistically significant ($\alpha = .01$).**

Job Satisfaction

- Associate Professors reported lower levels of *Job Satisfaction* compared to both Assistant Professors and Instructors.
- Instructors reported higher levels of *Job Satisfaction* compared to Tenured faculty.

State of the Institution

- Professors reported being less satisfied regarding the *State of the Institution* compared to both Assistant Professors and Instructors.
- Associate Professors reported being less satisfied regarding the *State of the Institution* compared to both Assistant Professors and Instructors.
- Individuals with a Masters' Degree reported being more satisfied regarding the *State of the Institution* compared to individuals with a Ph.D., Ed.D., DBA, and MFA.
- Part-Time Faculty reported being more satisfied regarding the *State of the Institution* compared to Full-Time Faculty.

State of the Faculty

- Individuals with a Masters' Degree reported being more satisfied regarding the *State of the Faculty* when compared to individuals with a Ph.D., Ed.D., DBA, and MFA.

Support from Offices/Programs Across Campus

- Males reported feeling more supported from various offices and programs across campus than participants who did not disclose their gender identity.

Faculty Governance

- None of the results regarding feelings of *Faculty Governance* were statistically significant.

Curriculum

- None of the results regarding *Curriculum Development Process* were statistically significant.

Tenure and Promotion

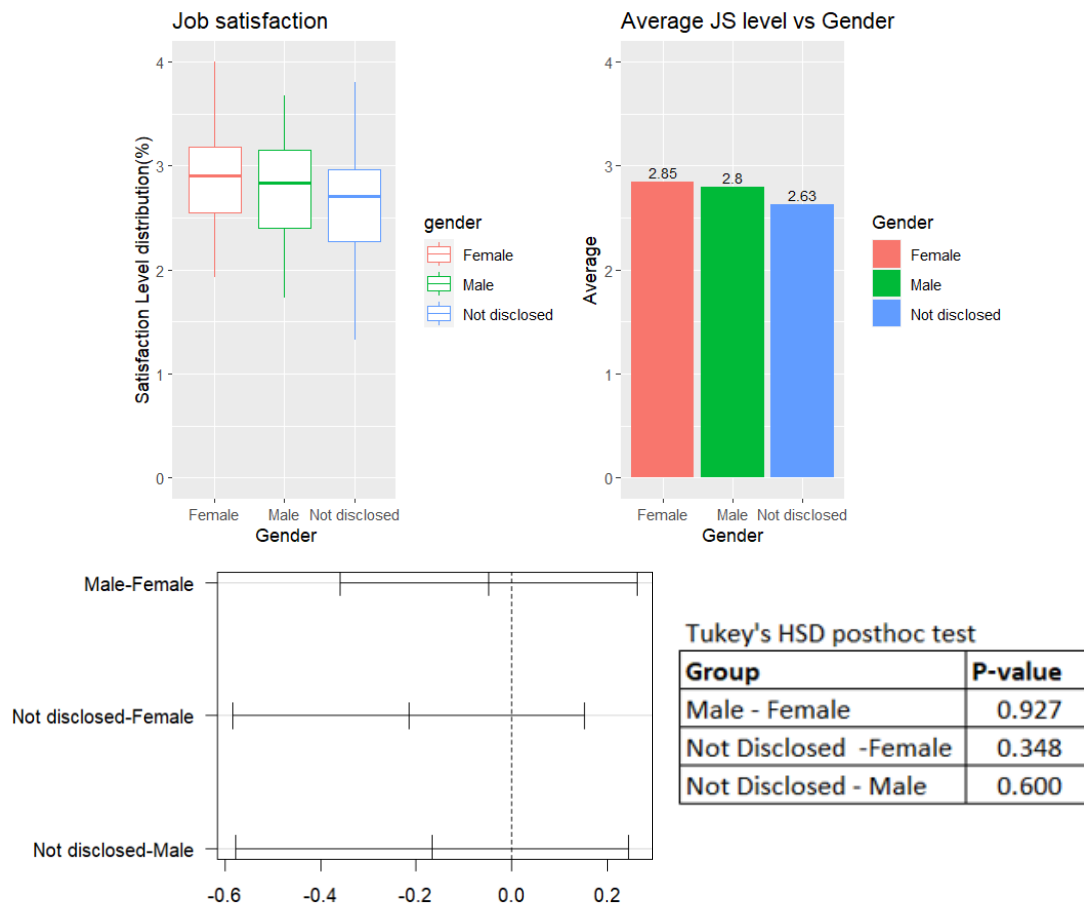
- Professors were more satisfied with the *Tenure and Promotion* processes than Assistant Professors.

Results

Gender

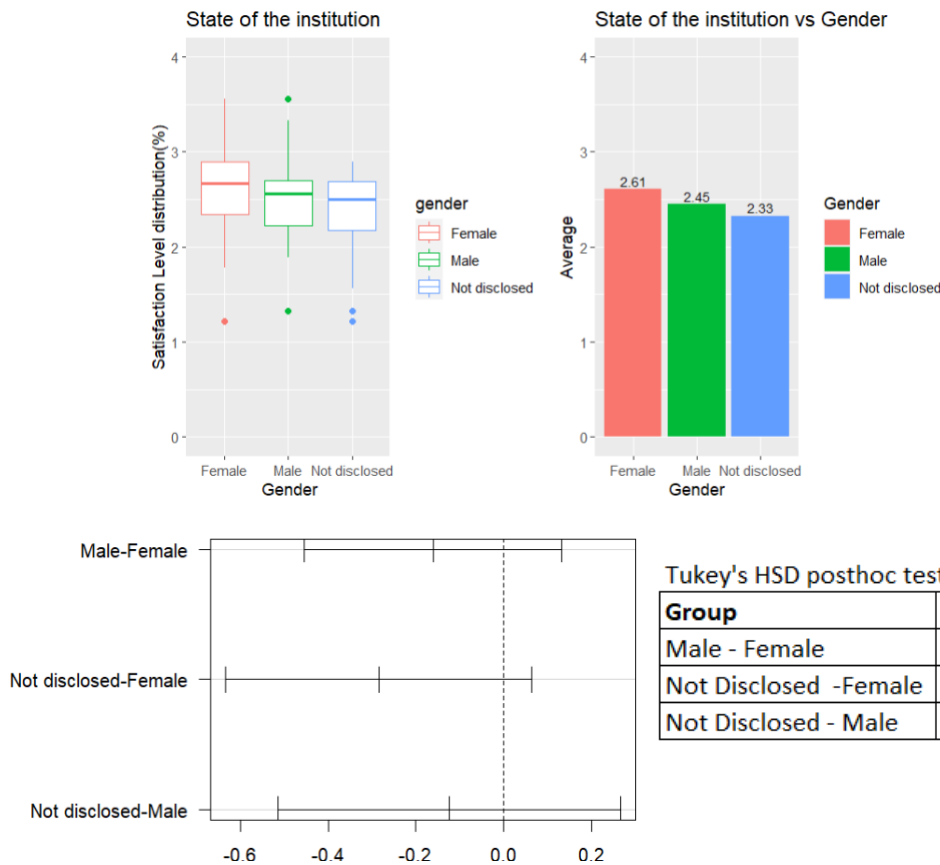
1.1 Job Satisfaction

Faculty were asked to select the option that best described their level of satisfaction or dissatisfaction with aspects of their role as faculty members. One-way, between-groups ANOVA testing revealed that there were no statistically significant differences in *Job Satisfaction* when participants are compared by gender ($F [2, 86] = 0.974, p = 0.382$). The difference in distributions for each gender category was minimal, according to the boxplot. The histogram demonstrates that the average satisfaction levels were above 2.5 and that there were no significant differences between each gender category. The overall mean score for all faculty was $M = 2.84, SD = 0.17$.



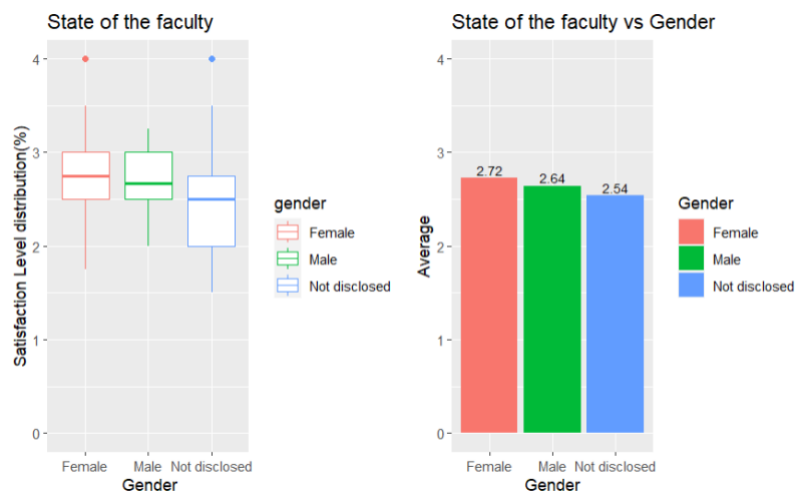
1.2 State of the Institution

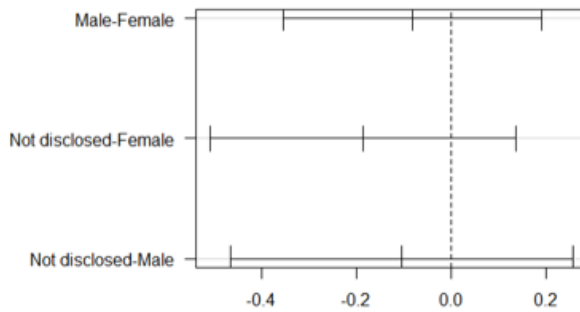
Faculty were asked to *select the option that best described their level of agreement or disagreement with statements concerning the institution*. One-way, between-groups ANOVA testing does not show any statistically significant difference in participants' overall assessment of the *State of the Institution* when participants were compared by gender ($F [2, 86] = 2.217, p - \text{value} = 0.115$). Although there are minor differences between groups, that differences were not statistically significant. The overall mean score for all faculty was $M = 2.61, SD = 0.32$.



1.3 State of the Faculty

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 no significant differences in participants' overall assessment of the *State of the Faculty* when participants were compared by gender ($F [2, 86] = 1.01, p = 0.368$). The overall mean score for all faculty was $M = 2.74, SD = 0.22$. **All results related to the *State of the Faculty* throughout this report should be viewed with caution due to the low reliability of the *State of the Faculty* measurement scale ($\alpha = 0.517$).**



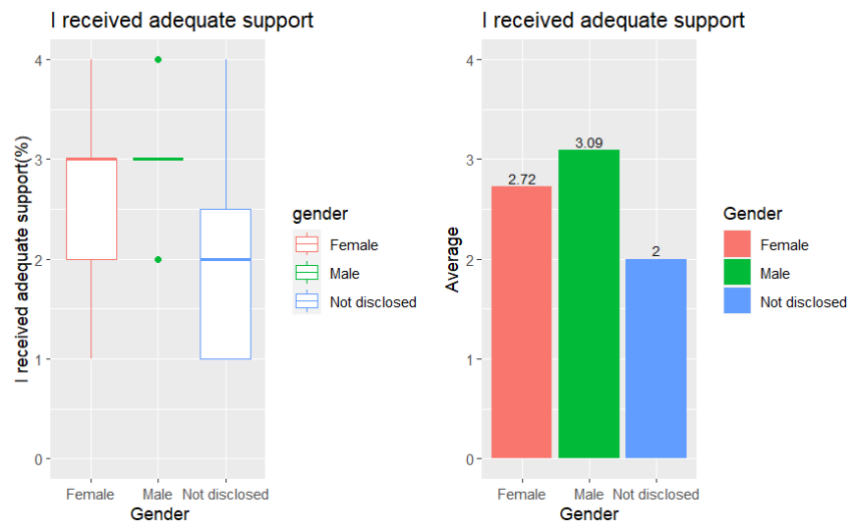


Tukey's HSD posthoc test

Group	P-value
Male - Female	0.805
Not Disclosed -Female	0.986
Not Disclosed - Male	0.941

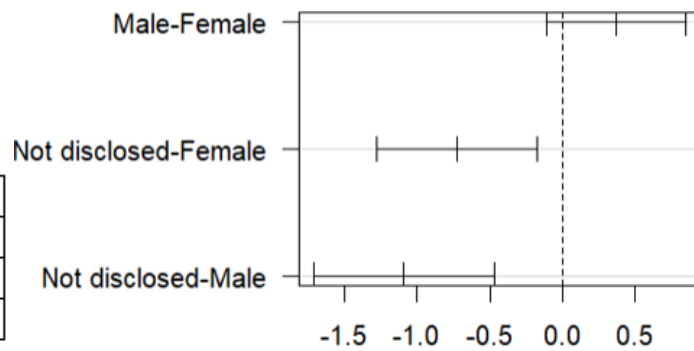
1.4 Faculty Support:

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 ($F [2, 81] = 8.829, p < 0.001$). Again, a more conservative $\alpha = .01$ was used to reduce the likelihood of committing a Type 1 error. Tukey's HSD post-hoc testing revealed that male participants ($n = 24$) reported **significantly higher or more satisfied feelings regarding the support faculty to receive from various offices and programs across campus** than participants who chose not to disclose or identify their gender ($n = 15$). It should be noted that although this difference was statistically significant, both male and female participant groups were satisfied, overall, with the support offered to faculty across campus. No other gender comparisons related to *Faculty Support* were statistically significant. The overall mean score for all faculty was $M = 2.72, SD = 0.51$.



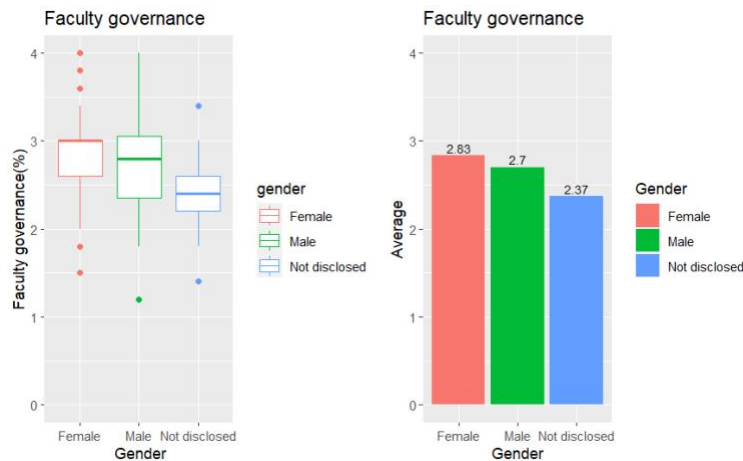
Tukey's HSD post-hoc

Group	p - value
Male - Female	0.16793
Not disclosed - Female	0.00681
Not disclosed - Male	0.00022

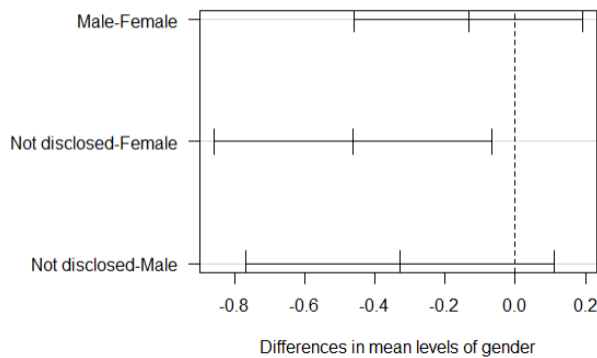


1.5 Faculty Governance

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 no differences in participants' overall satisfaction with the faculty governance at MSU reached statistical significance when they were compared by gender ($F [2, 84] = 3.901, p = 0.023$). A more conservative $\alpha = .01$ was used to reduce the likelihood of committing a Type 1 error. The overall mean score for all faculty was $M = 2.74, SD = 0.29$.



95% family-wise confidence level

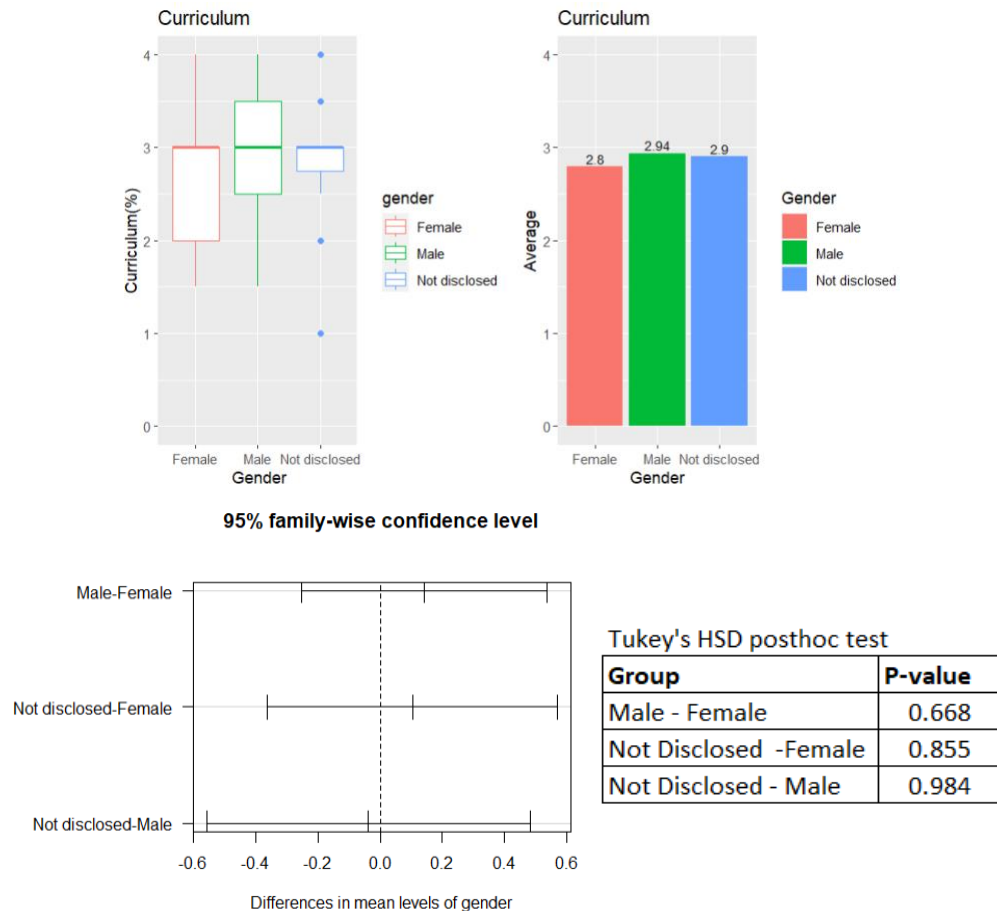


Tukey's HSD posthoc test

Group	P-value
Male - Female	0.592
Not Disclosed -Female	0.018
Not Disclosed - Male	0.181

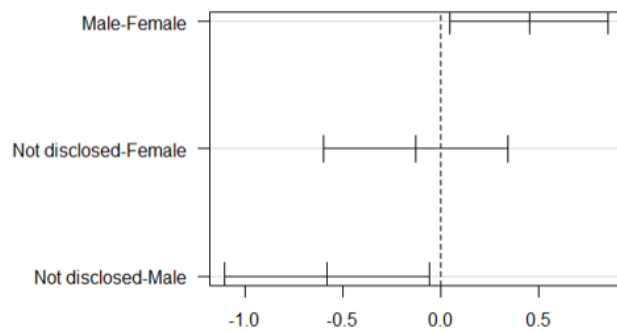
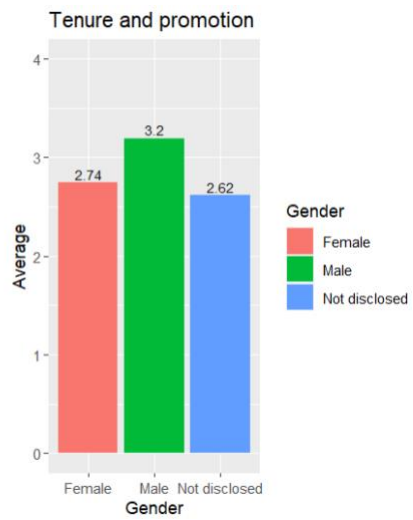
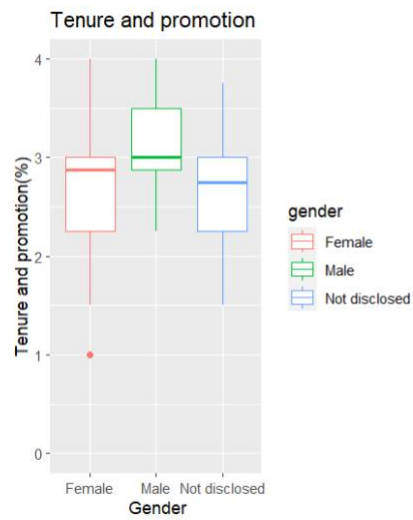
1.6 Curriculum

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 ($F [2, 85] = 0.416, p = 0.661$). When compared by gender, all participant groups were generally **satisfied** with the curriculum development process at MSU. The overall mean score for all faculty was $M = 2.92, SD = 0.11$.



1.7 Tenure and Promotion

Faculty were not given specific instructions regarding statements related to the *Tenure and Promotion* processes 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 no differences in participants' overall satisfaction with the *Tenure and Promotion* processes at MSU reached a statistical significance when participants were compared by gender ($F [2, 81] = 4.676, p = 0.012$). Despite any differences, all participants groups (when compared by gender) were generally **satisfied with the Tenure and Promotion processes at MSU**. The overall mean score for all faculty was $M = 2.90, SD = 0.27$.



Tukey's HSD posthoc test

Group	P-value
Male - Female	0.024
Not Disclosed -Female	0.792
Not Disclosed - Male	0.026

Faculty Rank

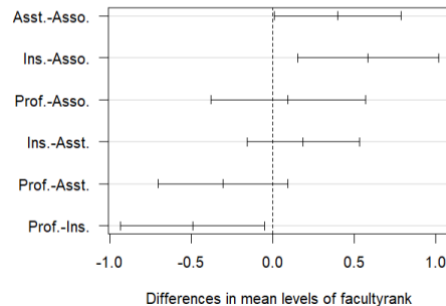
2.1 Job Satisfaction

Faculty were asked to *select the option that best described their level of satisfaction or dissatisfaction with aspects of their role as faculty members*. One-way, between-groups ANOVA testing revealed statistically significant differences in job satisfaction when participants were compared by faculty rank ($F [3, 85] = 5.578, p < 0.01$). A more conservative $\alpha = .01$ was used to reduce the likelihood of committing a Type 1 error. Tukey's HSD post-hoc testing revealed that Associate Professors reported significantly **lower feelings of job satisfaction** than Instructors ($p = 0.003$). The overall mean score of the faculty was $M = 2.74, SD = 0.27$



95% family-wise confidence level

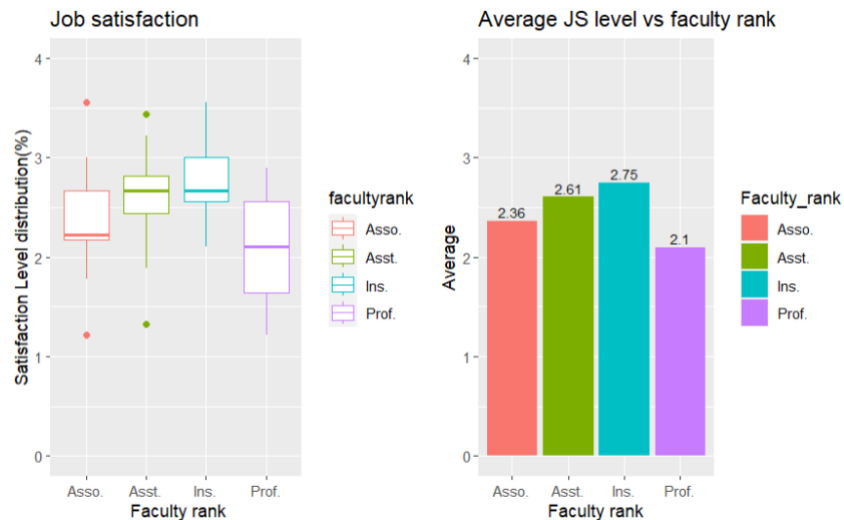
Tukey's HSD post-hoc	p- value
Asst. - Asso.	0.0417
Ins. - Asso.	0.0034
Prof. - Asso.	0.9539
Ins. - Asst.	0.4886
Prof. - Asst.	0.1945
Prof. - Ins.	0.0224



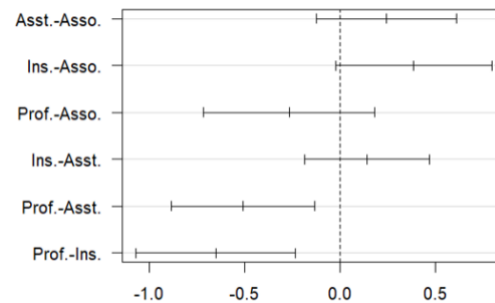
2.2 State of the Institution

Faculty were asked to *select the option that best described their level of agreement or disagreement with statements concerning the State of 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 ($F [3, 85] = 6.671, p < 0.001$). A more conservative $\alpha = .01$ was used to reduce the likelihood of committing a Type 1 error. Tukey's HSD post-hoc testing revealed that Professors ($n = 14$) **reported significantly lower or less satisfied feelings** regarding the *State of the Institution* ($p < 0.01$) than Assistant Professors ($n = 39$) and Instructors ($n = 21$). No other faculty rank comparisons related to the *State of the Institution* were statistically significant, but it is important to note that Senior Faculty participants'

(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*. The overall mean score for all faculty was $M = 2.45$, $SD = 0.29$.

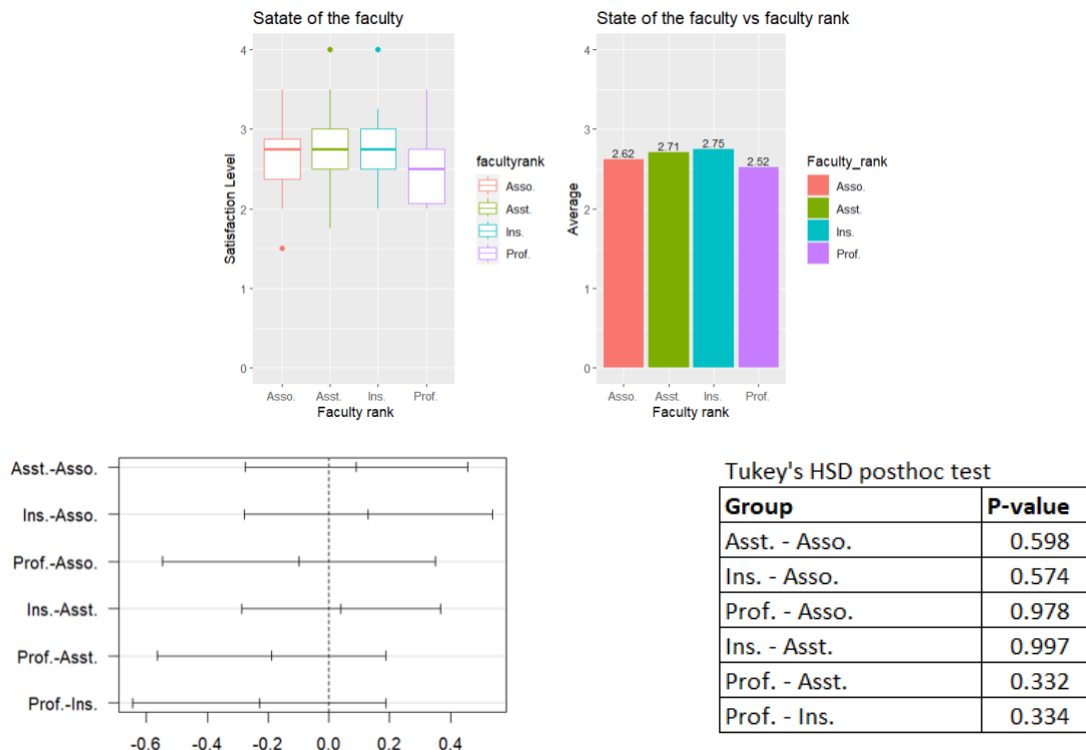


Tukey's HSD post-hoc	p- value
Asst. - Asso.	0.3143
Ins. - Asso.	0.0719
Prof. - Asso.	0.4106
Ins. - Asst.	0.664
Prof. - Asst.	0.0036
Prof. - Ins.	0.0005



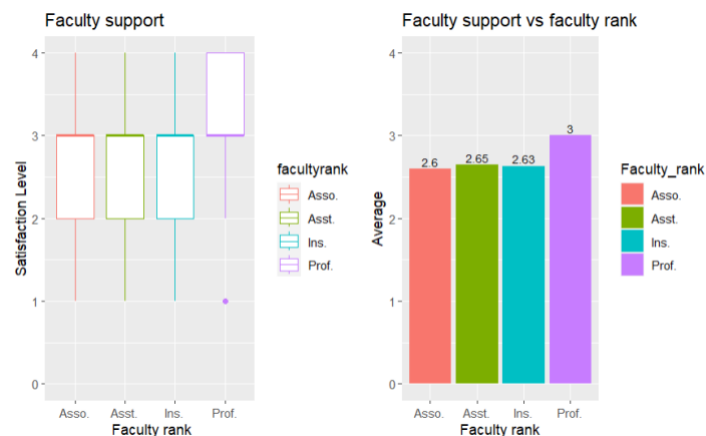
2.3 State of the Faculty

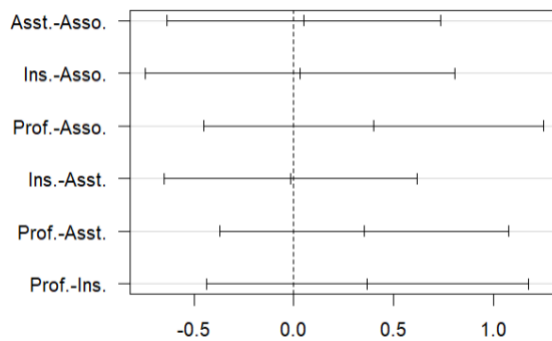
Faculty were asked to *select the option that best described their level of agreement or disagreement with statements concerning the faculty*. One-way, between-groups ANOVA testing revealed no differences in participants’ overall assessment of the *State of the Faculty* reached statistical significance when participants were compared by faculty rank ($F [3, 85] = 1.512$, $p = 0.217$). **As a reminder, all results related to the *State of the Faculty* throughout this report should be viewed with caution due to the low reliability of the *State of the Faculty* measurement scale ($\alpha = 0.517$).**



2.4 Faculty Support

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 ($F [3, 80] = 0.684, p = 0.565$). Professors were more satisfied than other faculty ranks, but these differences did not reach statistical significance. The overall mean score for the all faculty was $M = 2.72, SD = 0.19$.



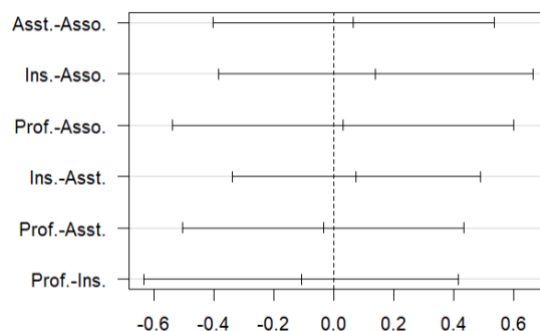
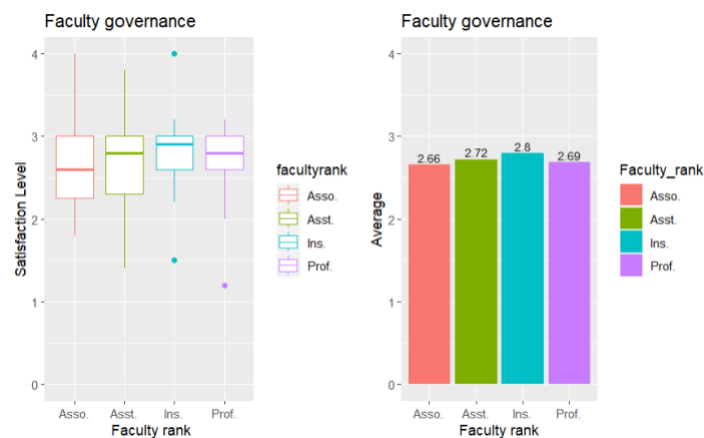


Tukey's HSD posthoc test

Group	P-value
Asst. - Asso.	0.998
Ins. - Asso.	0.100
Prof. - Asso.	0.607
Ins. - Asst.	0.100
Prof. - Asst.	0.581
Prof. - Ins.	0.630

2.5 Faculty Governance

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 no significant differences in participants' overall satisfaction with the *Faculty Governance* at MSU when they were compared by faculty rank ($F [3, 83] = 0.186, p = 0.906$). The overall mean score for all faculty was $M = 2.71, SD = 0.06$).

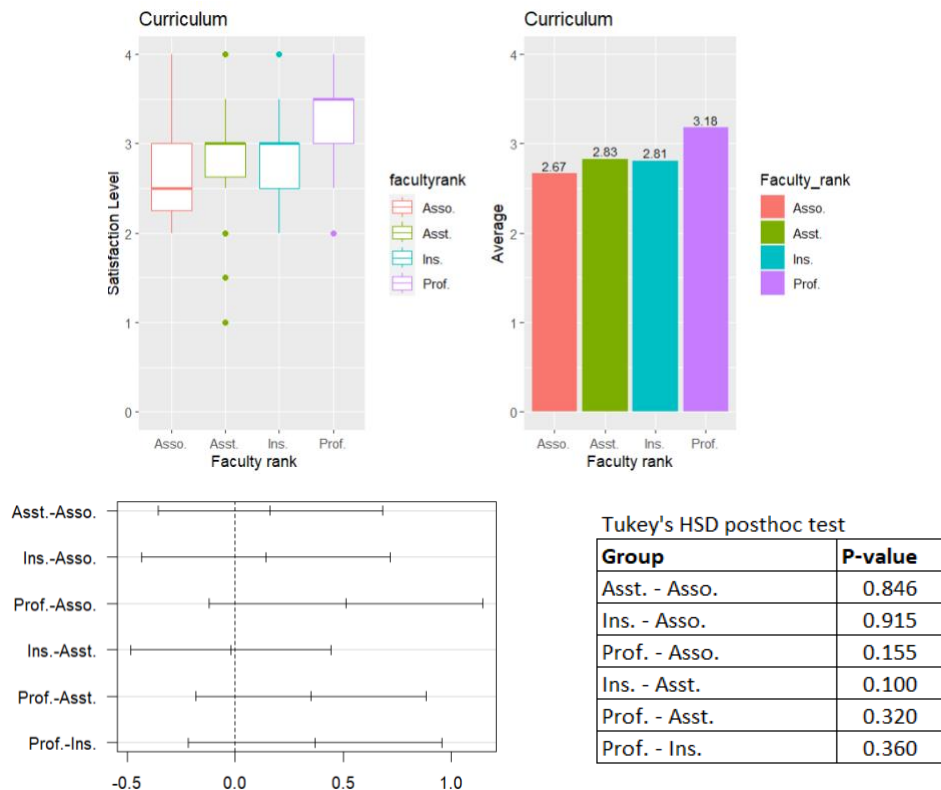


Tukey's HSD posthoc test

Group	P-value
Asst. - Asso.	0.984
Ins. - Asso.	0.901
Prof. - Asso.	0.100
Ins. - Asst.	0.967
Prof. - Asst.	0.997
Prof. - Ins.	0.947

2.6 Curriculum

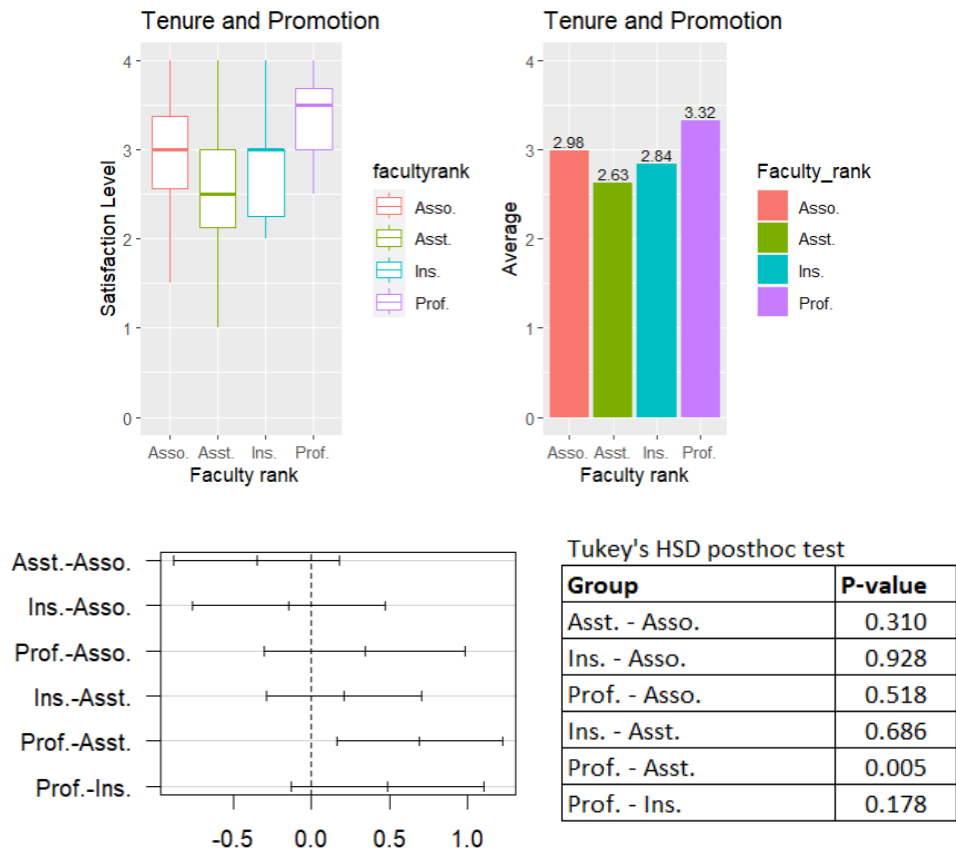
Faculty were not given specific instructions regarding statements related to the *Curriculum Development* process on campus. They were just provided with statements and a 4-point, Likert-type scale ranging from *strongly agree* to *strongly disagree*. One-way, between-groups ANOVA testing revealed that 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 ($F [3, 84] = 1.629$ $p = 0.189$). 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 $M = 2.87$, $SD = 0.21$.



2.7 Tenure and Promotion

Faculty were not given specific instructions regarding statements related to the *tenure and promotion* processes 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 statistically significant differences in participants' overall satisfaction with the *Tenure and Promotion* processes at MSU when participants were compared by faculty rank ($F [3, 80] = 4.126$, $p < 0.01$). Again, a conservative $\alpha = .01$ was used to reduce the likelihood of committing a Type 1 error. Tukey's HSD post-hoc testing revealed, that the difference between Professors and Assistant professors was statistically significant. No other differences reached significance when participants were compared by *Faculty Rank*. However, in general, **all**

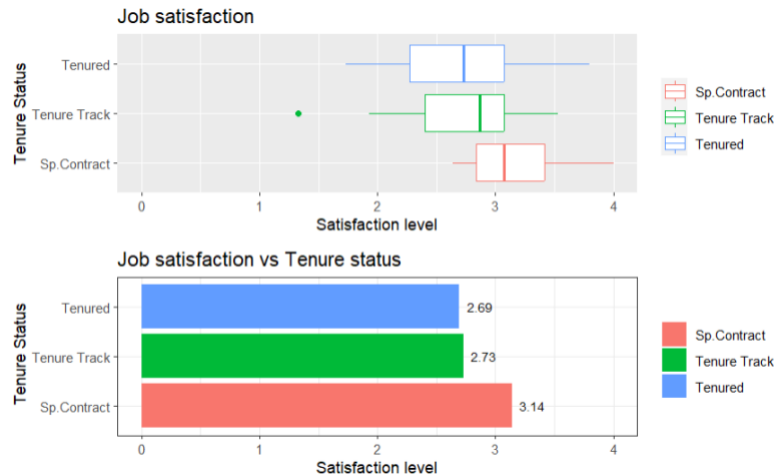
participant groups were generally *satisfied* with the tenure and promotion process at MSU. The overall mean score for all faculty was $M = 2.94$, $SD = 2.91$.



Tenure Status/Classification

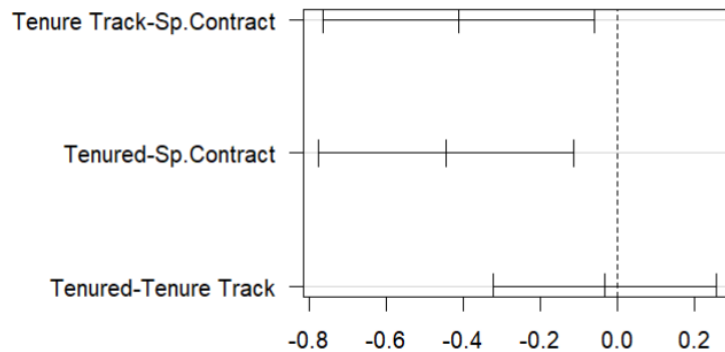
3.1 Job Satisfaction

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 was a statistically significant differences in participants' overall *Job Satisfaction* ($F [2, 86] = 5.614, p < 0.01$). Tukey's HSD post-hoc testing revealed that Tenured faculty reported significantly lower or less satisfied feelings regarding the *Job Satisfaction* than Instructors. The participants' overall satisfaction level was $M = 2.85, SD = 0.25$, indicating a general **job satisfaction among all participants** when compared using tenure status/classification.



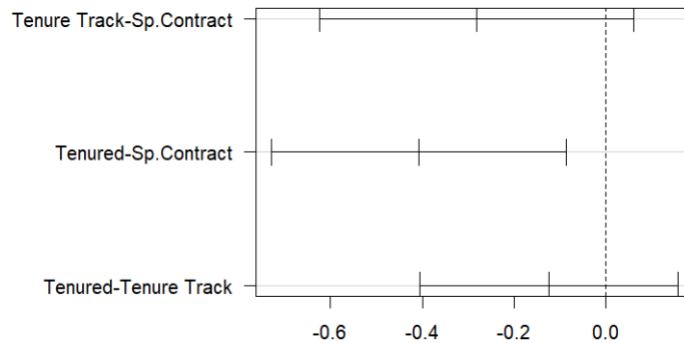
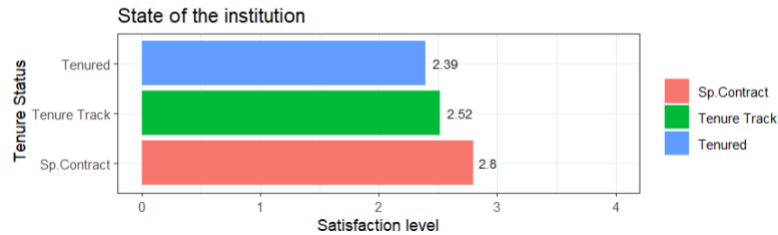
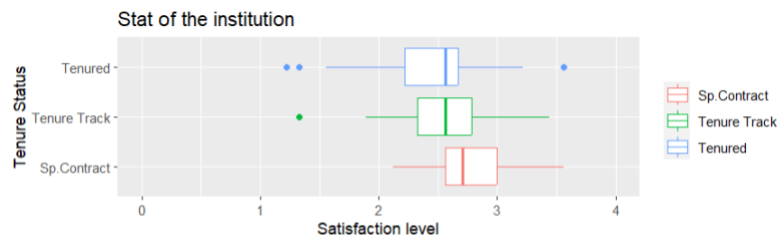
Tukey's HSD posthoc test

Group	P-value
Tenure Track-Sp.Contract	0.310
Tenured-Sp.Contract	0.928
Tenured-Tenure Track	0.518



3.2 State of the Institution

When comparing participants with different tenure classifications, no comparisons were found to be significantly different within the *State of the Institution* category of variables ($F [2, 86] = 4.58, p = .013$). Participants' overall satisfaction level with the *State of the Institution* was $M = 2.57$ while $SD = 0.21$.



Tukey's HSD posthoc test

Group	P-value
Tenure Track-Sp.Contract	0.125
Tenured-Sp.Contract	0.009
Tenured-Tenure Track	0.539

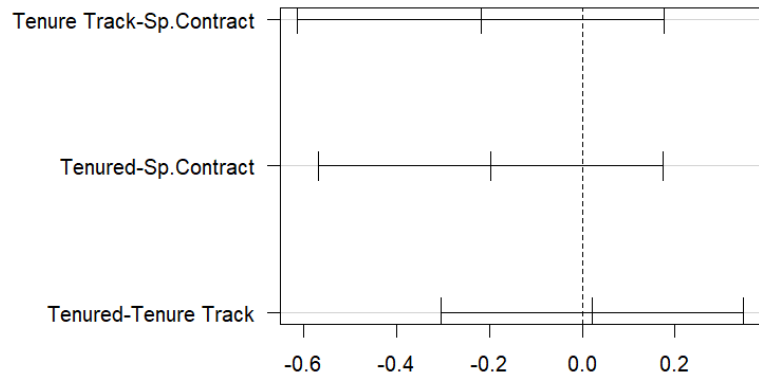
3.3 State of the Faculty

When comparing participants with different tenure classifications, no comparisons were found to be significantly different within the *State of the Faculty* category of variables ($F [2, 86] = 1.015$, $p = 0.367$). The overall State of the Faculty satisfaction level was $M = 2.68$, $SD = 0.08$.



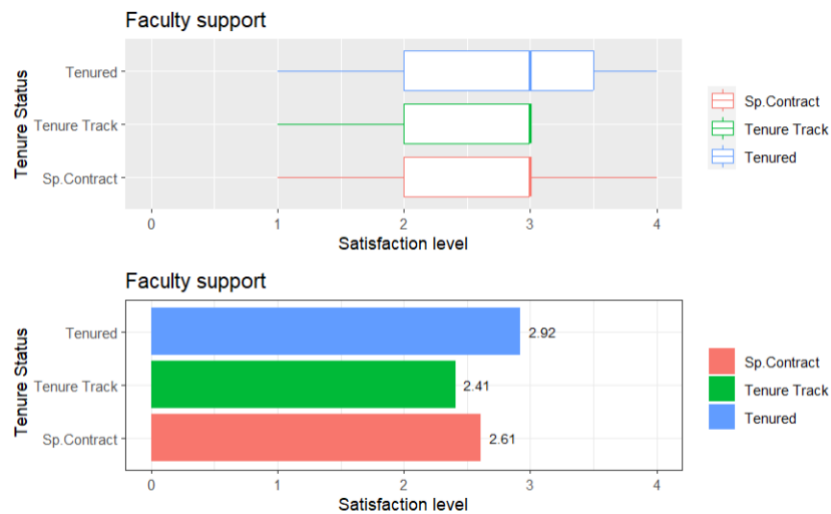
Tukey's HSD posthoc test

Group	P-value
Tenure Track-Sp.Contract	0.309
Tenured-Sp.Contract	0.420
Tenured-Tenure Track	0.987



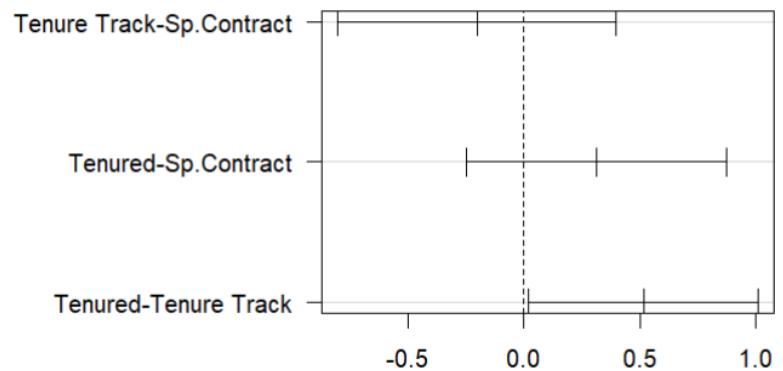
3.4 Faculty Support

When comparing participants with different tenure classifications, no comparisons were found to be significantly different within the *Faculty Support* category of variables ($F [2,81] = 3.197, p = 0.046$). The overall level of satisfaction with faculty Support Services was $M = 2.65, SD = 0.26$.



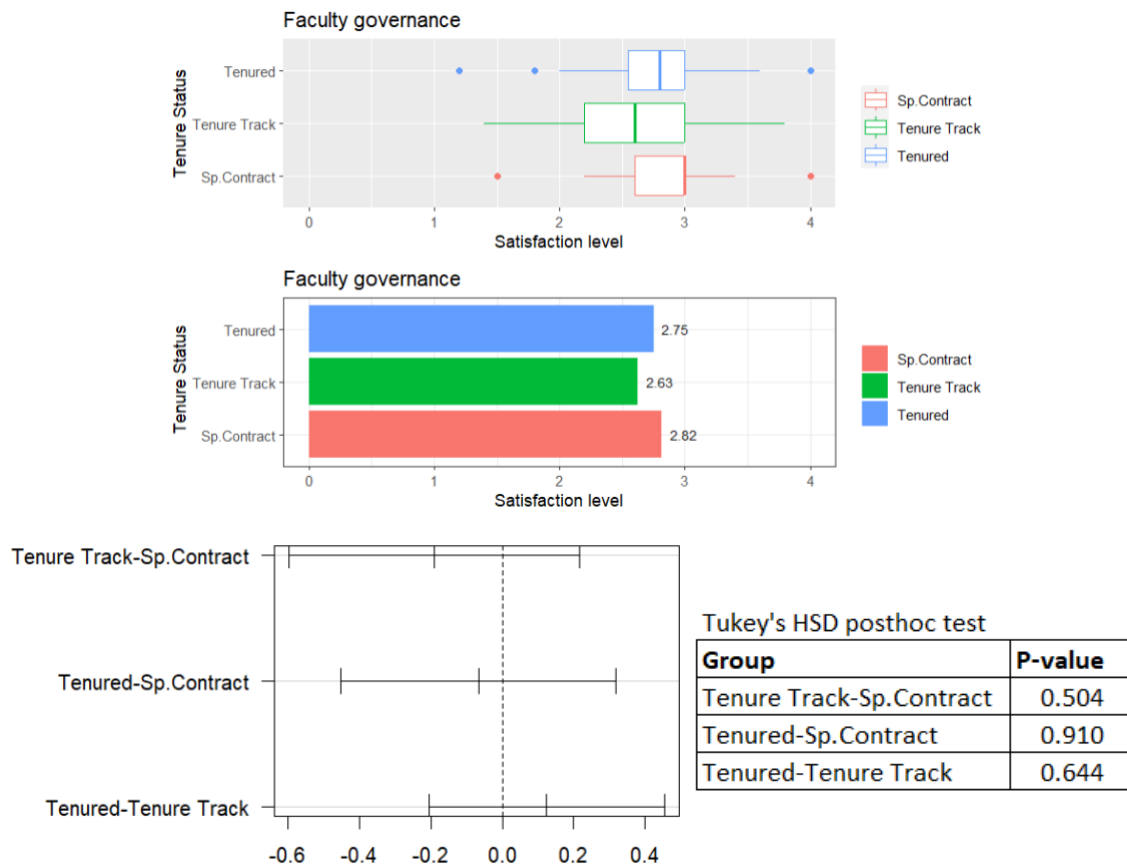
Tukey's HSD posthoc test

Group	P-value
Tenure Track-Sp.Contract	0.700
Tenured-Sp.Contract	0.387
Tenured-Tenure Track	0.040



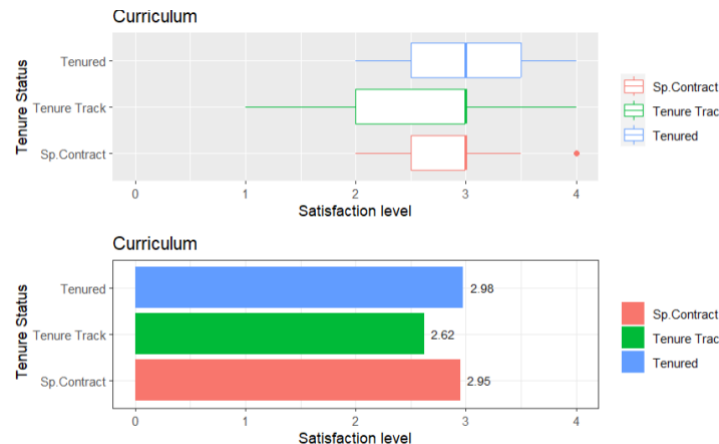
3.5 Faculty Governance

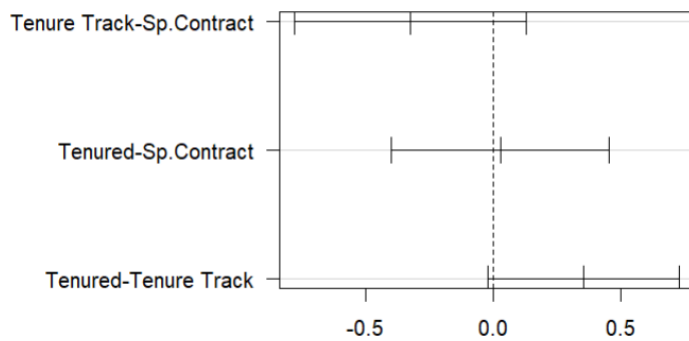
When comparing participants with different tenure classifications, no comparisons were found to be significantly different within the *Faculty Governance* category of variables ($F [2, 84] = 0.715, p = 0.492$). The overall level of satisfaction with faculty governance was $M = 2.73, SD = 0.10$.



3.6 Curriculum

When comparing participants with different tenure classifications, no comparisons were found to be significantly different within the *Curriculum* ($F [2, 85] = 2.809, p = 0.066$). Participants' overall satisfaction with the *Curriculum Development* process at MSU was $M = 2.85, SD = 0.20$.



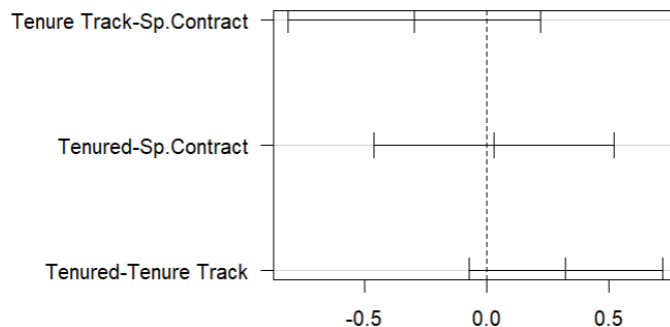
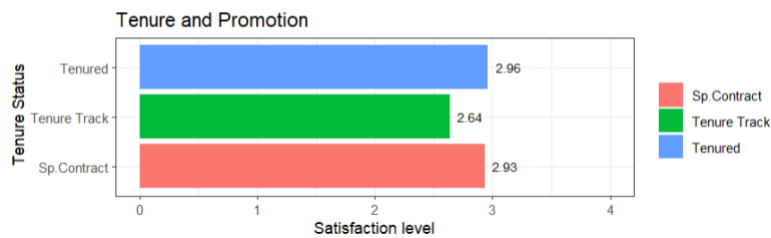
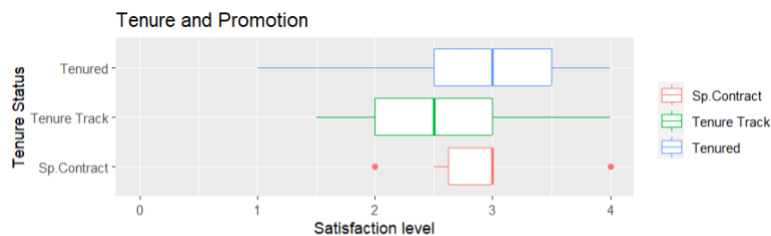


Tukey's HSD posthoc test

Group	P-value
Tenure Track-Sp.Contract	0.204
Tenured-Sp.Contract	0.987
Tenured-Tenure Track	0.068

3.7 Tenure and Promotion

When comparing participants with different tenure classifications, no comparisons were found to be significantly different within the *Tenure and Promotion* category of variables ($F [2, 81] = 2.068$, $p = 0.133$). Participants' overall satisfaction with *Tenure and Promotion* processes at MSU was $M = 2.84$, $SD = 0.18$.



Tukey's HSD posthoc test

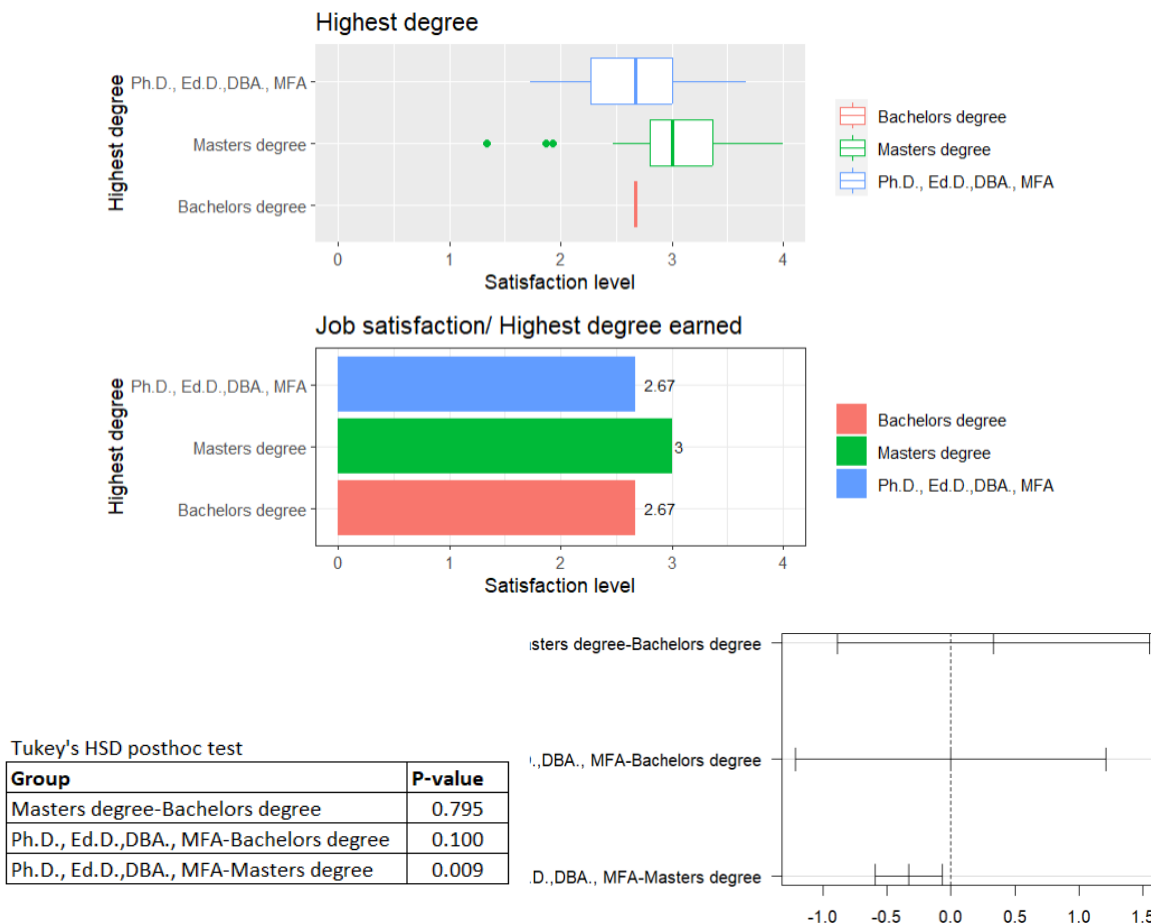
Group	P-value
Tenure Track-Sp.Contract	0.363
Tenured-Sp.Contract	0.990
Tenured-Tenure Track	0.130

Highest Degree Earned

Participants' responses to questionnaire items were compared using their highest reported degree earned as an independent variable. We receive $n = 35$ responses from participants whose highest degree was Master's Degree; $n = 53$ responses from participants whose highest degree was a Doctoral Degree. We received $n = 1$ response from a participant whose highest reported earned degree was a Bachelor's Degree, and therefore, readers should use caution when viewing the results from the following comparisons due to insufficient sample size.

4.1 Job satisfaction

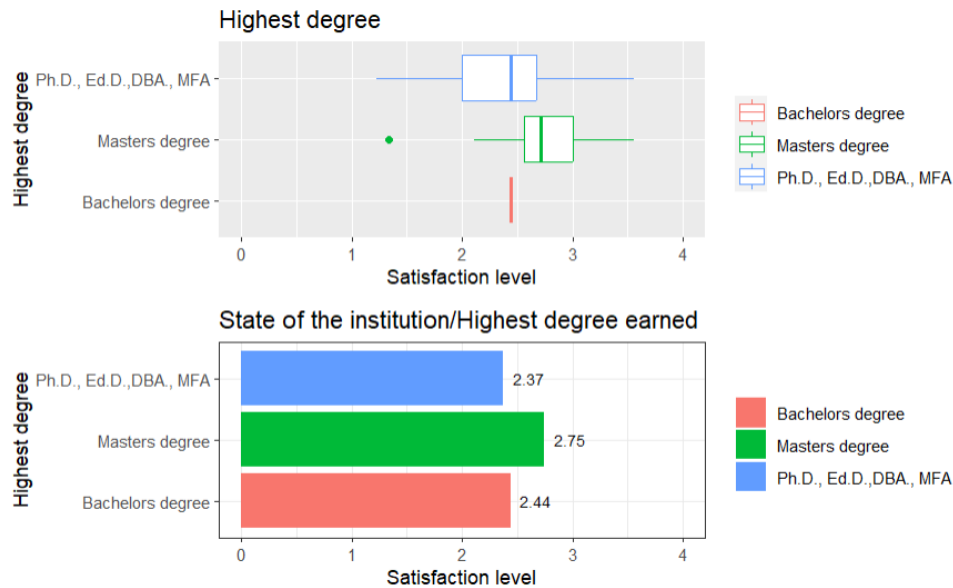
One-way, between-groups ANOVA testing revealed that there were no statistically significant differences in participants' overall *Job Satisfaction* when using *Highest Degree Earned* as a measure for comparison ($F [2, 86] = 4.576, p = 0.013$). Participants' overall level of *Job Satisfaction* was $M = 2.78, SD = 0.19$.



4.2 State of the Institution

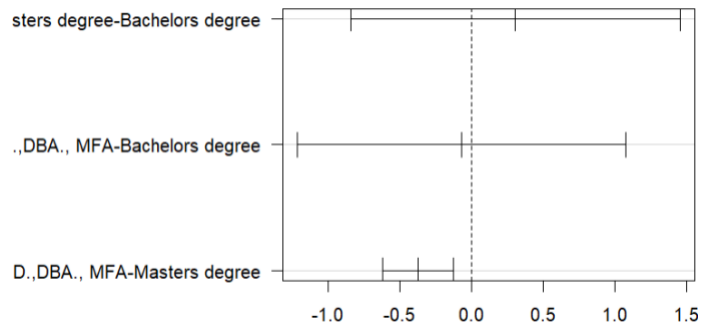
One-way, between-groups ANOVA testing revealed statistically significant differences in participant's overall satisfaction regarding the *State of the Institution* ($F [2,86] = 6.548, p < 0.01$).

Tukey's HSD post-hoc testing revealed that faculty with Ph.D., Ed.D., DBA, and MFA reported significantly lower or less satisfied feelings regarding the *State of the Institution* than the faculty with Terminal Degrees. The overall satisfaction level among all the groups is $M = 2.52$, $SD = 0.2$.



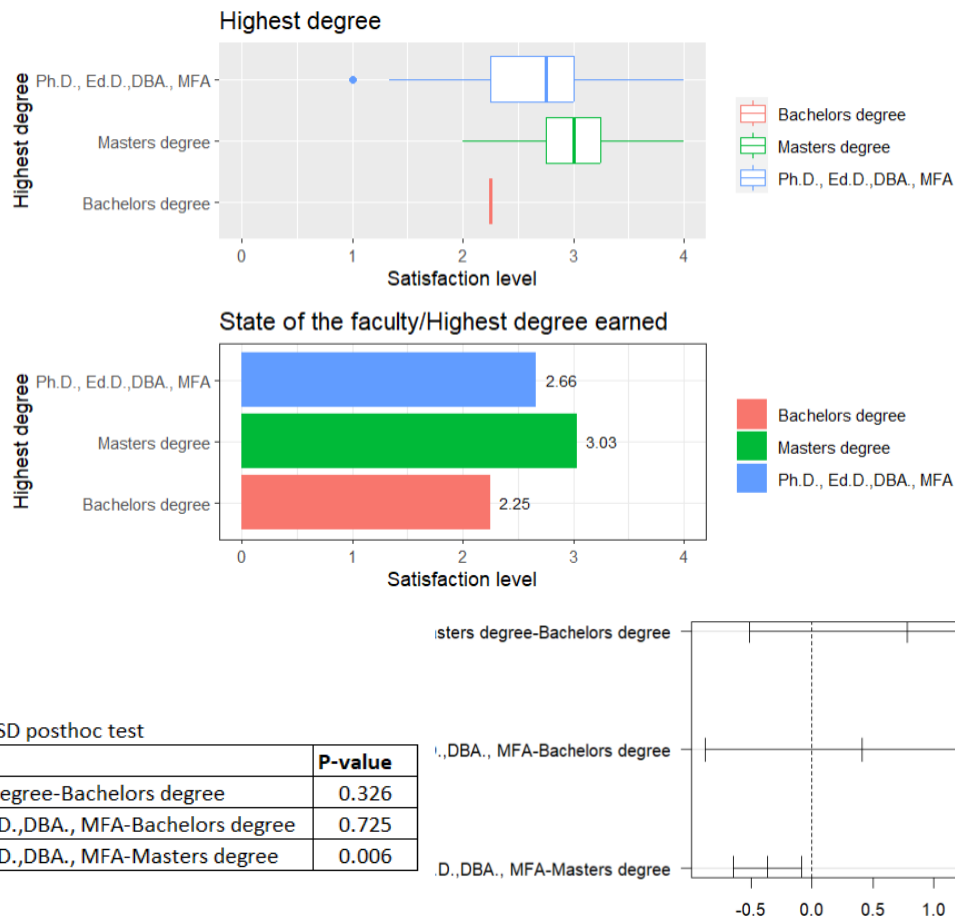
Tukey's HSD posthoc test

Group	P-value
Masters degree-Bachelors degree	0.802
Ph.D., Ed.D.,DBA., MFA-Bachelors degree	0.989
Ph.D., Ed.D.,DBA., MFA-Masters degree	0.001



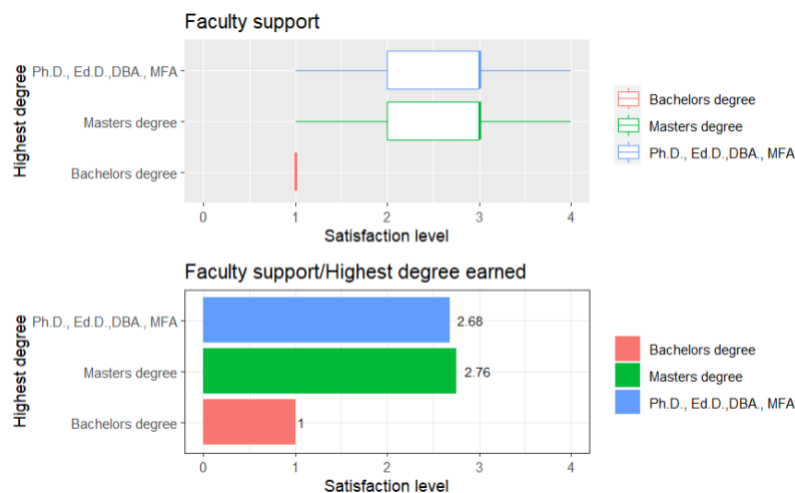
4.3 State of the Faculty

One-way, between-groups ANOVA testing revealed statistically significant differences in participant's overall satisfaction regarding the *State of the Faculty* ($F [2,86] = 4.733$, $p < 0.01$). Tukey's HSD post-hoc testing revealed that faculty with Ph.D., Ed.D., DBA, and MFA reported significantly lower or less satisfied feelings regarding the *State of the Faculty* than participants with Terminal Degrees. The overall satisfaction level among all the groups is $M = 2.65$, $SD = 0.39$.



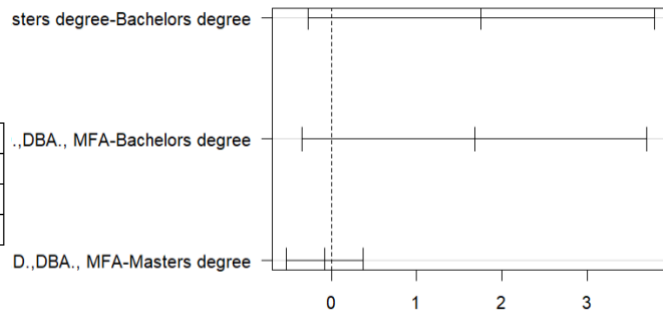
4.4 Faculty Support

One-way, between-groups ANOVA testing revealed no statistically significant differences in participant's overall satisfaction with the *Support Available to Faculty* ($F [2, 81] = 2.142, p = 0.124$) when using participants' highest degree earned as a means for comparison. Participants' overall satisfaction level with Faculty Support was $M = 2.15, SD = 0.99$.



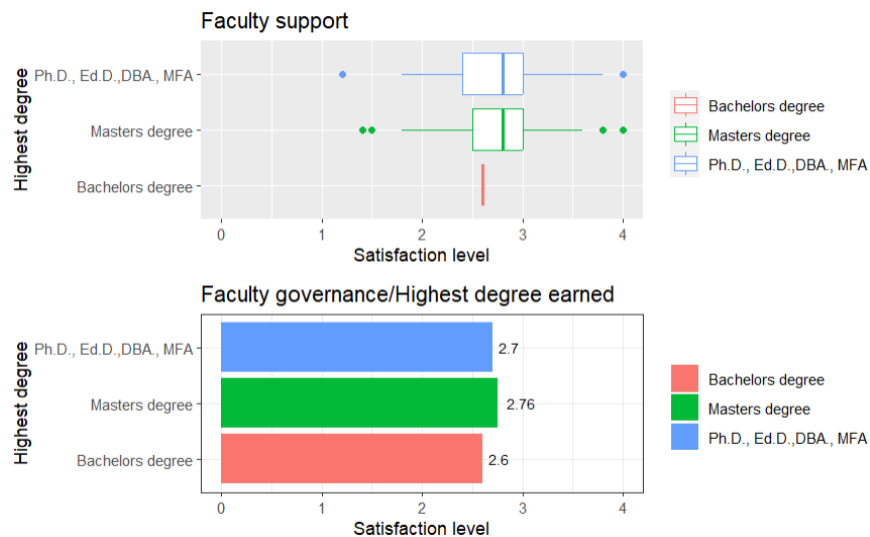
Tukey's HSD posthoc test

Group	P-value
Masters degree-Bachelors degree	0.104
Ph.D., Ed.D.,DBA., MFA-Bachelors degree	0.123
Ph.D., Ed.D.,DBA., MFA-Masters degree	0.911



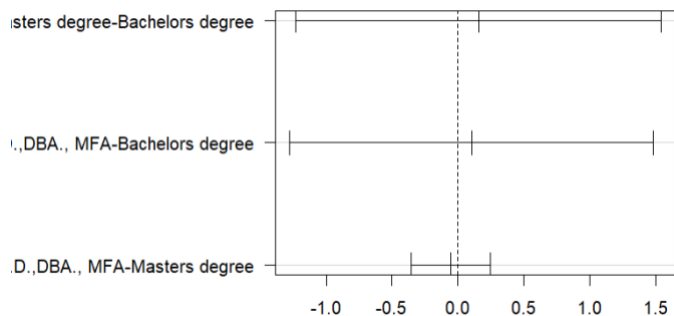
4.5 Faculty Governance

One-way, between-groups ANOVA testing revealed no statistically significant differences in participant's overall satisfaction with the MSU *Faculty Governance* ($F [2, 84] = 0.115, p = 0.892$) when using participants' highest degree earned as a means for comparison. Participants' overall satisfaction with *Faculty Governance* was $M = 2.69, SD = 0.08$.



Tukey's HSD posthoc test

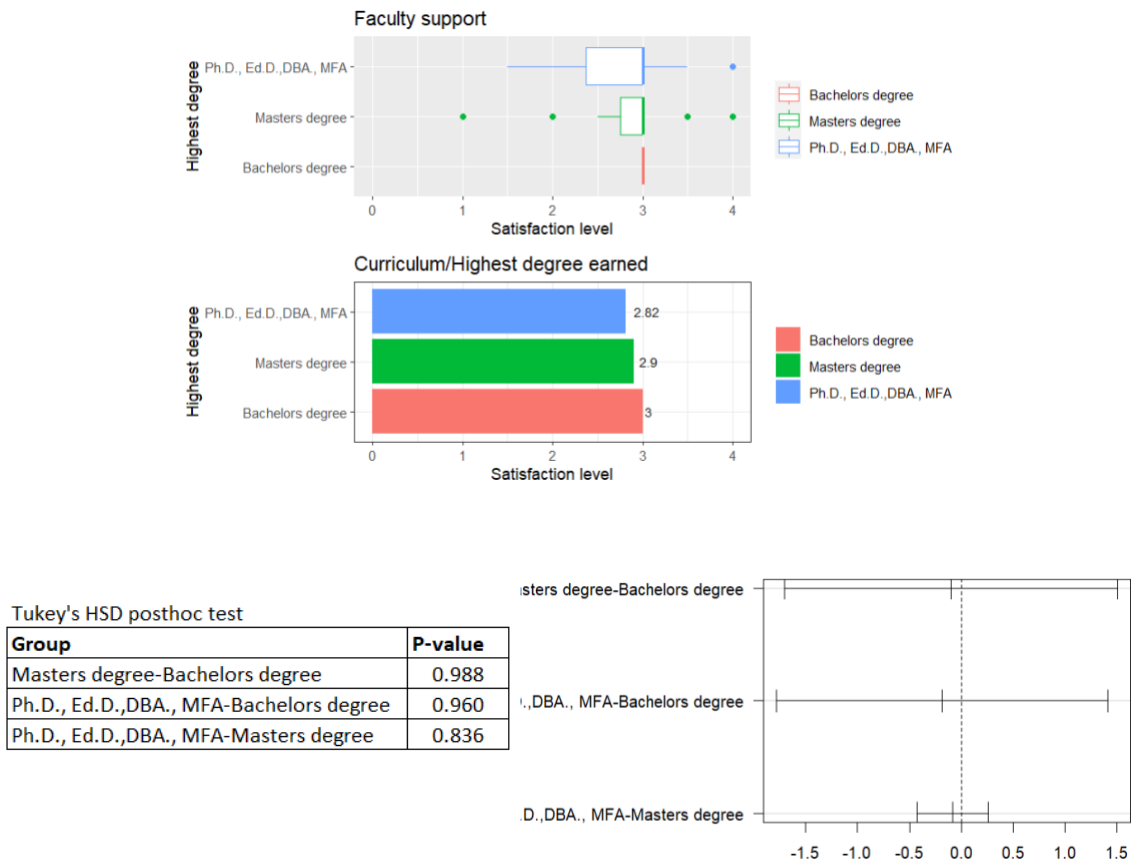
Group	P-value
Masters degree-Bachelors degree	0.961
Ph.D., Ed.D.,DBA., MFA-Bachelors degree	0.983
Ph.D., Ed.D.,DBA., MFA-Masters degree	0.904



4.6 Curriculum

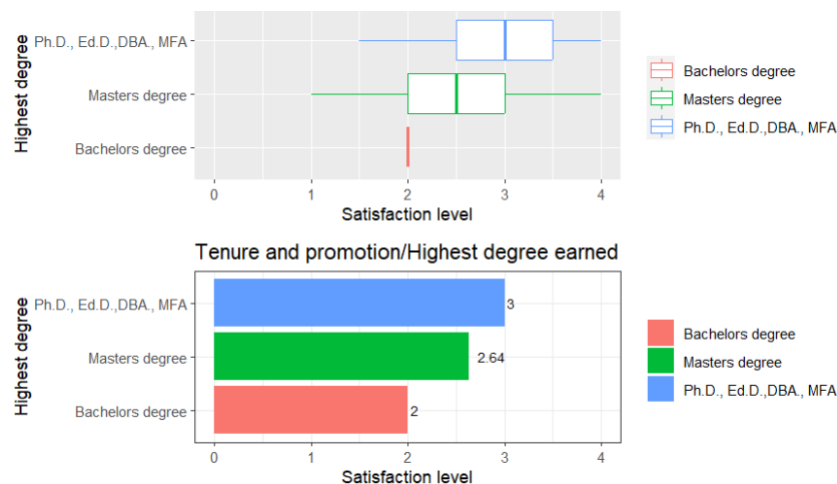
One-way, between-groups ANOVA testing revealed no statistically significant differences in participant's overall satisfaction with the *Curriculum Development* at MSU ($F [2, 84] = 0.115, p =$

0.892) when using participants' highest degree earned as a means for comparison. Participants' overall satisfaction with *Curriculum Development* was $M = 2.69$, $SD = 0.08$.



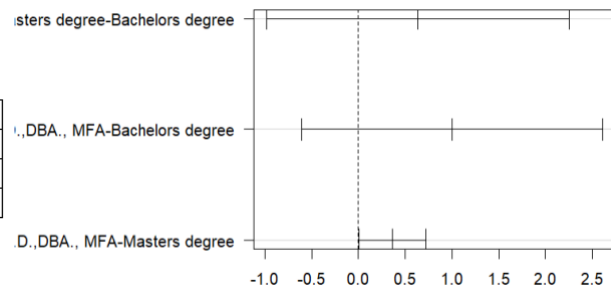
4.7 Tenure and Promotion

One-way, between-groups ANOVA testing revealed no statistically significant differences in participants' overall satisfaction with the *Tenure and Promotion* processes at MSU ($F [2, 81] = 3.77$, $p = 0.027$) when using participants' highest degree earned as a means for comparison. Participants' overall satisfaction with *Tenure and Promotion* was $M = 2.55$, $SD = 0.51$.



Tukey's HSD posthoc test

Group	P-value
Masters degree-Bachelors degree	0.617
Ph.D., Ed.D.,DBA., MFA-Bachelors degree	0.303
Ph.D., Ed.D.,DBA., MFA-Masters degree	0.045

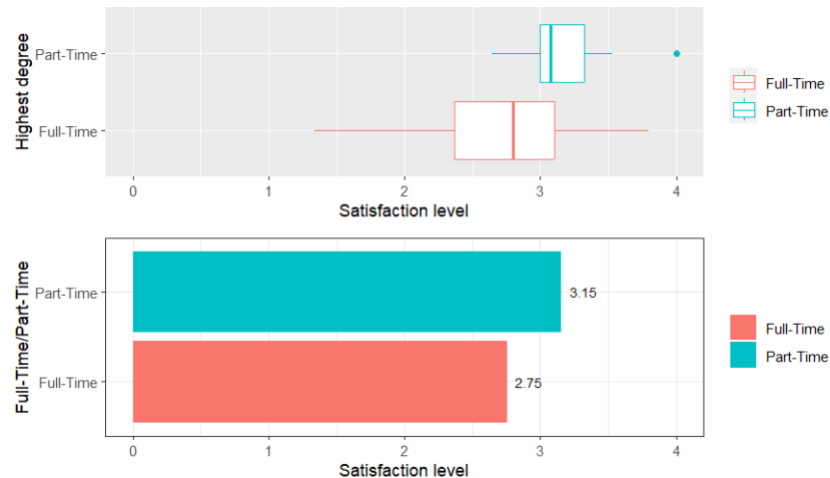


Do you teach Full-Time or Part-Time?

Although we had two groups to compare (i.e., full-time faculty, part-time faculty), we used the ANOVA instead of two sample t-test, because both methods yield the same conclusions in terms of comparing the differences.

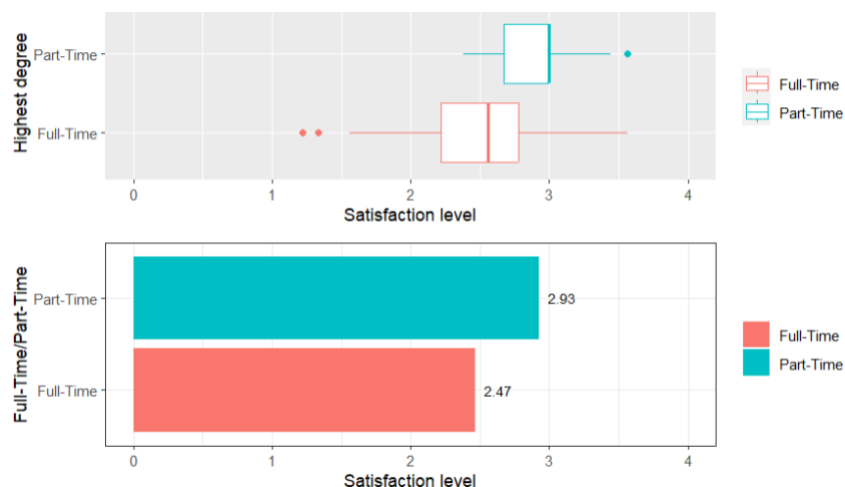
5.1 Job Satisfaction

When full-time and part-time faculty members' responses were compared, there were no significant differences with their overall *Job Satisfaction* ($F [2, 81] = 3.77, p = 0.027$). Their overall *Job Satisfaction* level was $M = 2.55, SD = 0.51$.



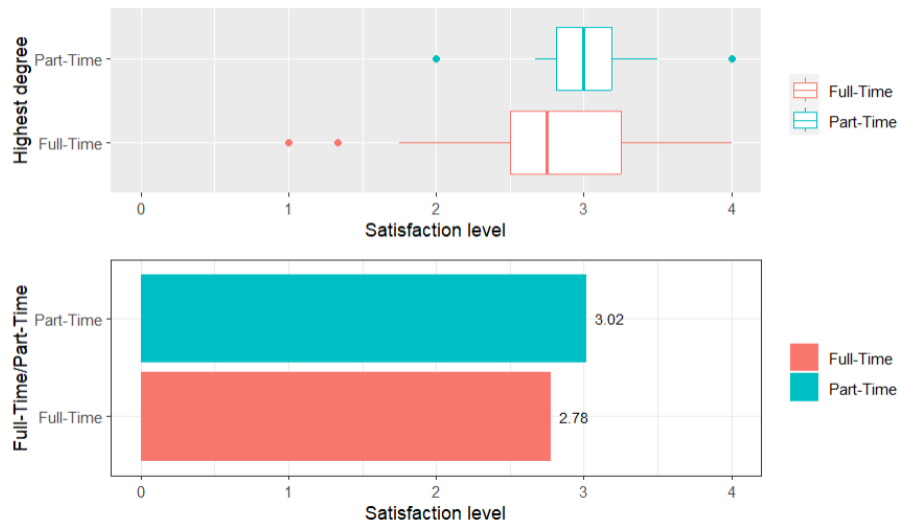
5.2 State of the Institution

When full-time and part-time faculty members' responses were compared, there was a significant difference with their overall satisfaction related to the *State of the Institution* ($F [1, 87] = 8.016, p = 0.006$) ratings were statistically significant. **Part-time faculty were significantly more satisfied with the *State of the Institution* than full-time faculty members.** Participants' overall satisfaction level with the *State of the Institution* was $M = 2.70, SD = 0.33$.



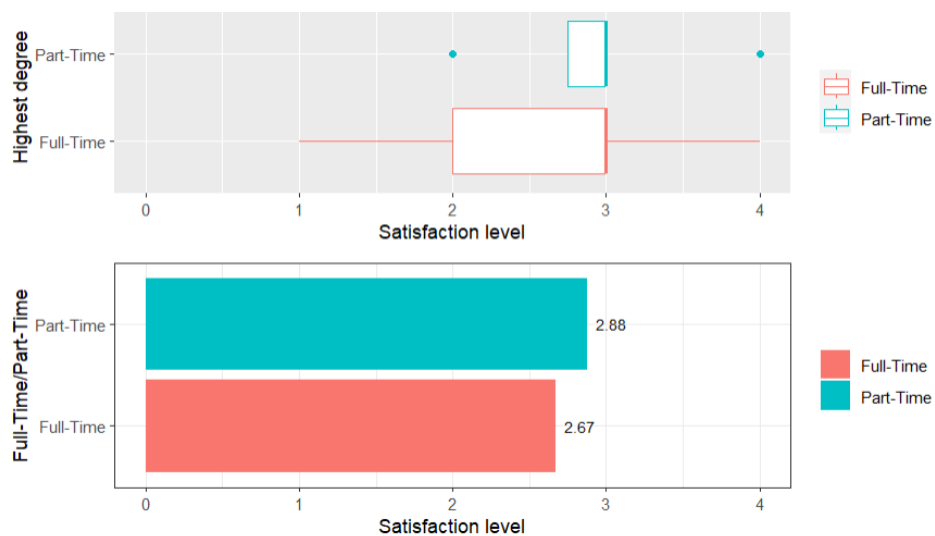
5.3 State of the Faculty

When full-time and part-time faculty members' responses were compared, there were no significant differences with their satisfaction related to the *State of the Faculty* ($F [1, 87] = 1.64, p = 0.204$). Participants' overall, average *State of the Faculty* satisfaction level was $M = 2.90, SD = 0.17$.



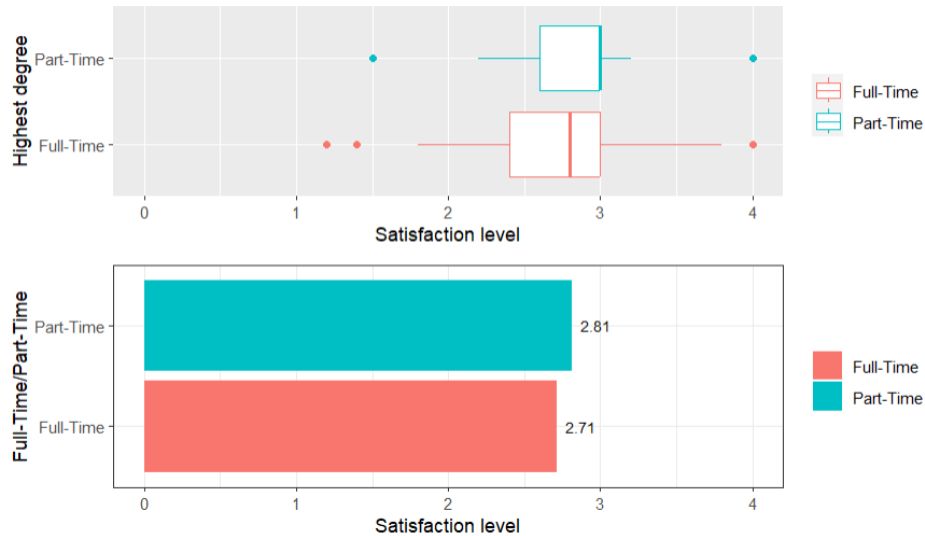
5.4 Faculty Support

When full-time and part-time faculty members' responses were compared, there were no significant differences with their satisfaction with *Faculty Support* ($F [1, 87] = 1.64, p = 0.204$) were not statistically significant. Participants' overall, average *Faculty Support* satisfaction level was $M = 2.90, SD = 0.17$.



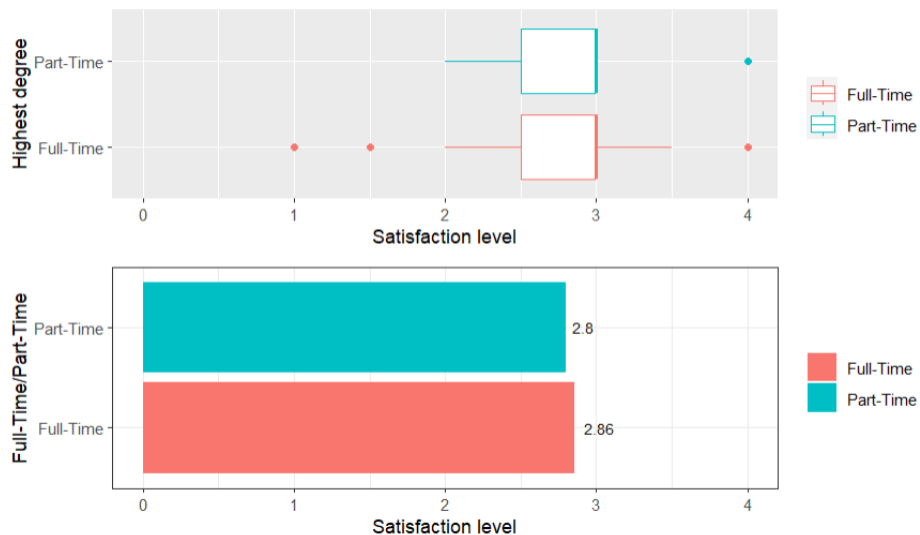
5.5 Faculty Governance

When full-time and part-time faculty members' responses were compared, there were no significant differences with their satisfaction with the *Faculty Governance* at MSU ($F [1, 85] = 0.245, p = 0.622$) ratings were not statistically significant. Participants' overall, average *Faculty Governance* satisfaction level was $M = 2.76, SD = 0.07$.



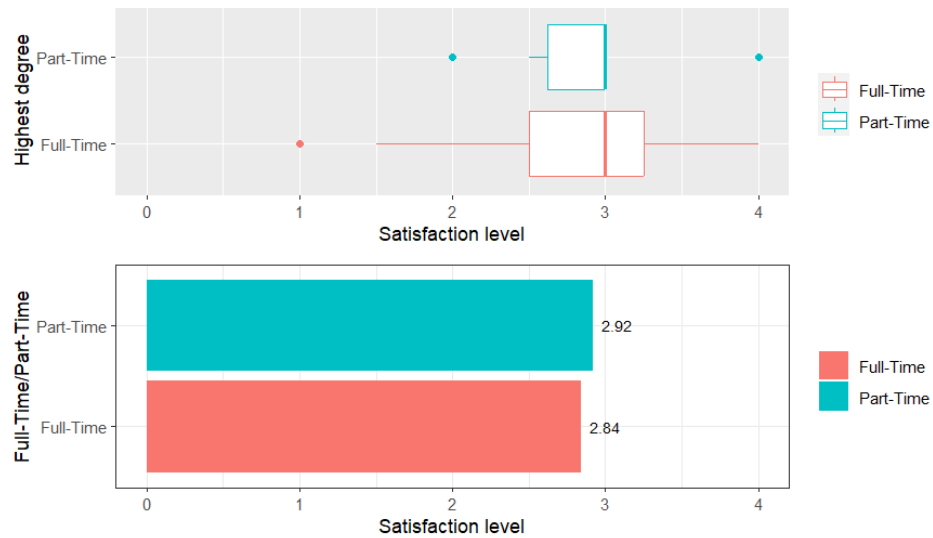
5.6 Curriculum

When full-time and part-time faculty members' responses were compared, there were no significant differences in their satisfaction with the *Curriculum Development* process at MSU ($F [1, 86] = 0.071, p = 0.791$). Participants' overall, average *Curriculum Development* satisfaction level was $M = 2.83, SD = 0.04$.



5.7 Tenure and Promotion

When full-time and part-time faculty members' responses were compared, there were no significant differences in their satisfaction with the *Tenure and Promotion* processes at MSU ($F [1, 82] = 0.069, p = 0.794$). Participants' overall, average *Tenure and Promotion* satisfaction level was $M = 2.88, SD = 0.05$.

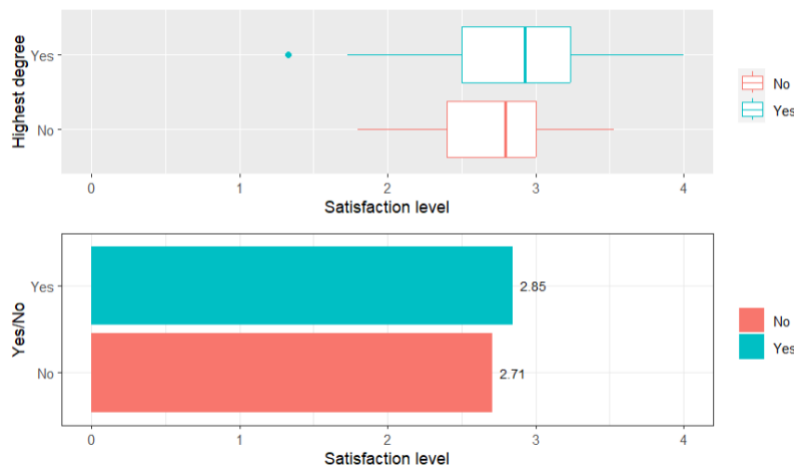


Do you teach online courses?

Although we had two groups to compare (i.e., teaches online courses, does not teach online courses), we used the ANOVA instead of two sample t-test, because both methods yield the same conclusions in terms of comparing the differences.

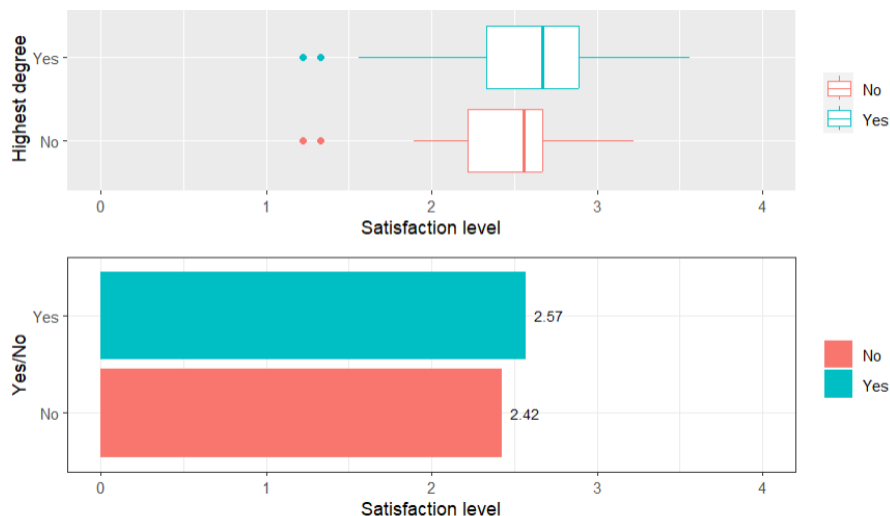
6.1 Job Satisfaction

When faculty who taught online courses were compared with faculty who don't teach online, there were no significant differences in their overall *Job Satisfaction* ($F [1, 87] = 1.403, p = 0.240$). Participants' overall, average *Job Satisfaction* level was $M = 2.77, SD = 0.098$.



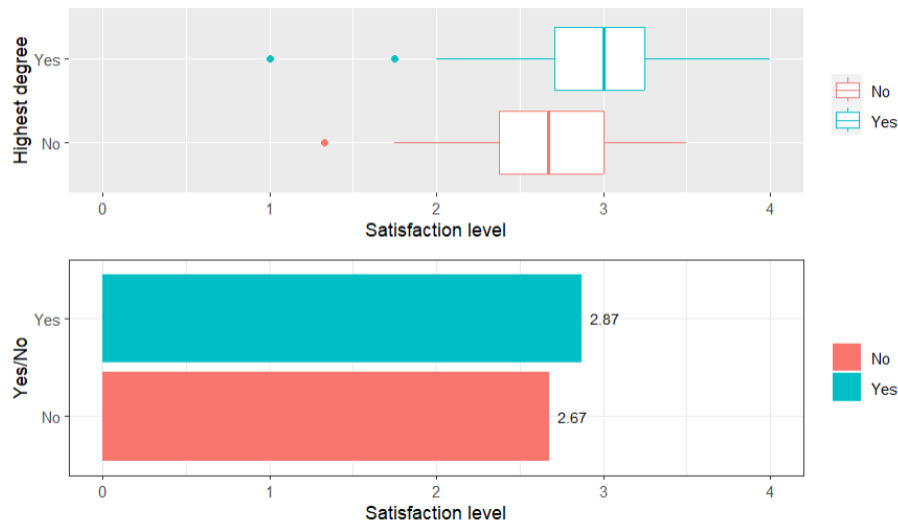
6.2 State of the Institution

When faculty who taught online courses were compared with faculty who don't teach online, there were no significant differences in their satisfaction with the *State of the Institution* ($F [1, 87] = 1.664, p = 0.200$). Participants' overall, average *State of the Institution* satisfaction level was $M = 2.50, SD = 0.103$.



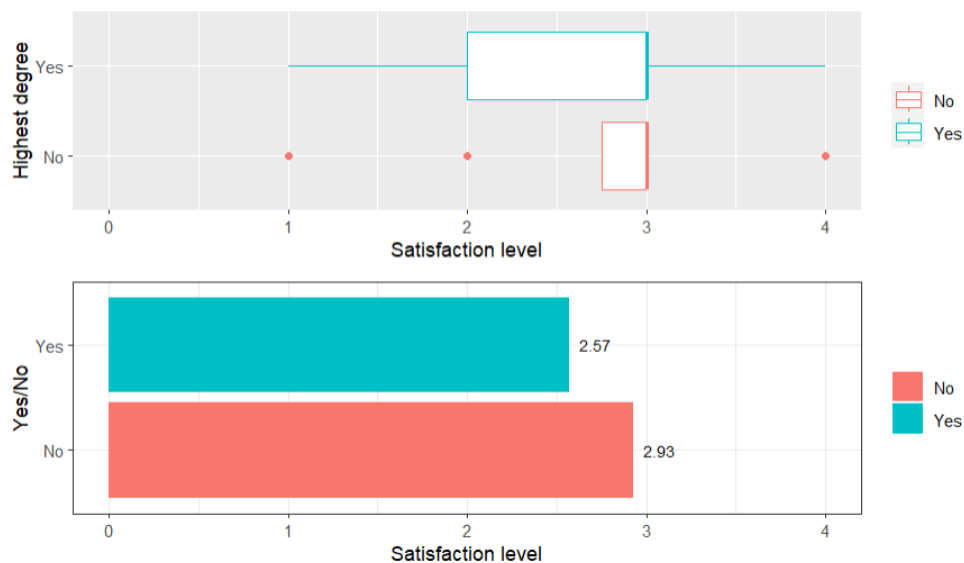
6.3 State of the Faculty

When faculty who taught online courses were compared with faculty who don't teach online, there were no significant differences in their satisfaction with the *State of the Faculty* variables ($F [1, 87] = 2.399, p = 0.125$). Participants' overall, average *State of the Faculty* satisfaction level was $M = 2.77, SD = 0.14$.



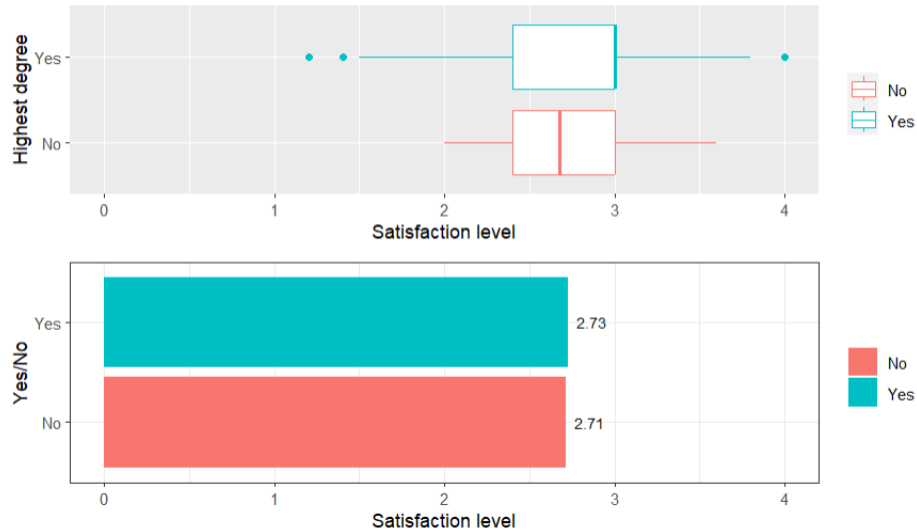
6.4 Faculty Support

When faculty who taught online courses were compared with faculty who don't teach online, there were no significant differences in their satisfaction with the *Support Services* on campus ($F [1, 82] = 3.391, p = 0.069$). Participants' overall, average *Faculty Support* satisfaction level was $M = 2.75, SD = 0.25$.



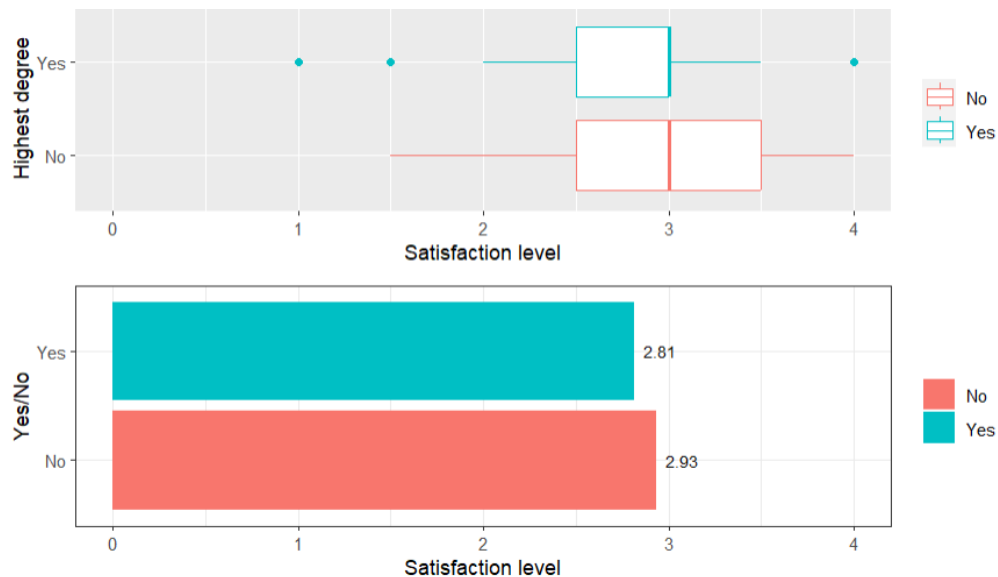
6.5 Faculty Governance

When faculty who taught online courses were compared with faculty who don't teach online, there were no significant differences in their satisfaction with the *Faculty Governance* at MSU ($F [1, 82] = 3.391, p = 0.069$). Participants' overall, average *Faculty Governance* satisfaction level was $M = 2.75, SD = 0.25$.



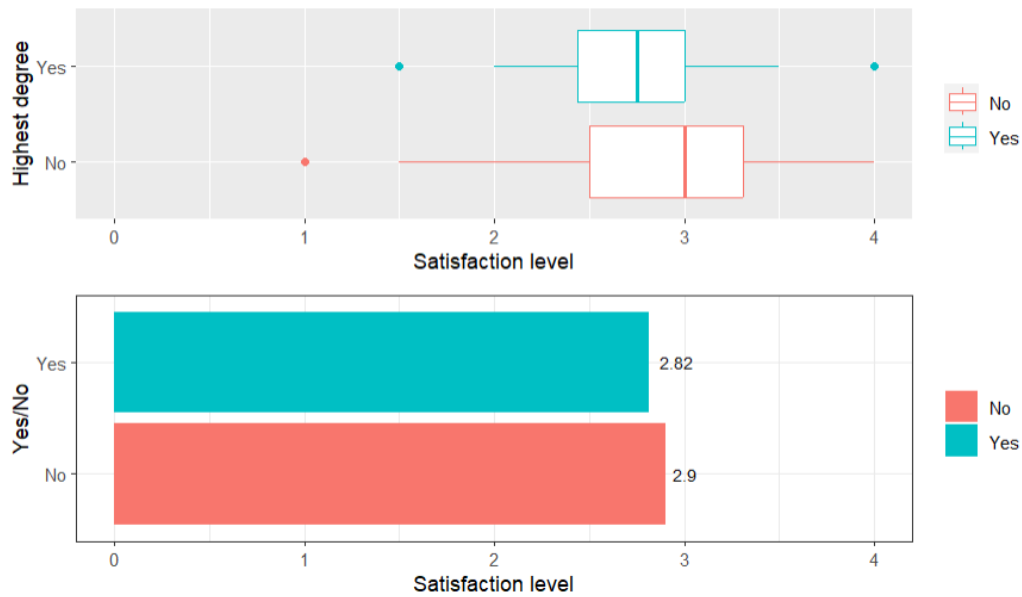
6.6 Curriculum

When faculty who taught online courses were compared with faculty who don't teach online, there were no significant differences in their satisfaction with the *Curriculum Development* process at MSU ($F [1, 86] = 0.618, p = 0.434$). Participants' overall, average *Curriculum Development* satisfaction level was $M = 2.87, SD = 0.08$.



6.7 Tenure and Promotion

When faculty who taught online courses were compared with faculty who don't teach online, there were no significant differences in their satisfaction with the *Tenure and Promotion* processes at MSU ($F [1, 82] = 0.281, p = 0.598$). Participants' overall, average *Faculty and Promotion* satisfaction level was $M = 2.86, SD = 0.06$.



Qualitative Analysis

Method

We utilized a collaborative coding approach throughout data analysis where two of our committee members first coded all data independently and then compared and discussed coded data to established intercoder agreement (Saldaña, 2013). Through multiple coding cycles including in vivo coding, pattern coding, and analytic memo writing, we identified emergent themes within the data.

Additional Comments Related to Job Satisfaction (Themes from Q1.16)

When asked to provide additional comments related to job satisfaction, five themes emerged from faculty members' responses.

- A number of faculty expressed satisfaction with their job describing MSU as a “great place to work.”
- Several faculty described their assigned teaching load as too large. While this was, at times, in reference to the number of classes (especially when faculty are asked to teach an overload), some faculty described the number of different preps or different courses they had to teach. Some faculty described the teaching expectations as causing them to feel “stretched thin.”
- Multiple faculty also described not having enough time for scholarly and creative activities.
 - These statements were usually coupled with the mention of heavy workloads or teaching loads
- Faculty believed that pay at MSU is both “low” and “not competitive.”
 - A related, independent thread of comments were related to adjunct faculty pay. The low adjunct pay didn't account for the amount of time traveling/days on campus, etc.
- Some faculty expressed feelings that senior faculty were contributing to a “stagnant campus.” Respondents did comment that some senior faculty contribute little beyond the very basic contract expectations, and they were most resistant to, and vocal against, any substantive changes on campus.

Additional Comments Related to the State of the Institution (Themes from Q2.10)

When asked to provide additional comments related to the State of the Institution, four themes emerged from faculty members' responses.

- Again, participants described faculty salaries as both “too low” and “not equitable” across campus.
- Some participants described problems with the General Education Program at MSU.
 - Opinions on this topic are diverse. Some faculty want to diversify the offerings. Other faculty are worried about the proposed changes already being considered. Even others are in favor of the proposed changes currently being considered.
 - Regardless of individual feelings towards the current and proposed general education models, there was a belief that some faculty and divisions/departments were concerned with change because it would likely impact some of their highest enrolled courses.
- Some faculty described MSU as having a lack of direction as institution. Specifically, faculty described this as both a leadership and institutional problem. Several participants described MSU as an institution “adrift” with no clear goals or direction forward.
- Some participants also expressed concerned with the “quality of students” at MSU. They felt that the students attend MSU are often unprepared for the rigors of college and lack motivation to excel in the classroom.

Additional Comments Related to the State of the Faculty (Themes from Q3.5)

When asked to provide additional comments related to the State of the Faculty, two themes emerged from faculty members' responses.

- Several faculty took the opportunity to provide written comments describing whether they were seeking employment elsewhere. In the majority of these comments, faculty described that they were either actively looking for other work, or at the very least, they were staying aware of job opportunities and open positions within their field. There were a few respondents who conversely to the opportunity to emphasize that they were not looking for employment outside of MSU.
- Second, there was again a stream of comments related to a “lack-of-vision” for the campus and an embedded resistance to change, especially by senior faculty and departments who perceive changes as a threat to their operation/enrollment/staffing etc.
 - Faculty seek more buy-in to decisions that have wide-reaching implications.

Additional Comments Related to Support Services (Themes from Q4.24)

When asked to provide additional comments related to the Support Services, two themes emerged from faculty members' responses.

- There were two separate strands of comments. Some respondents spoke favorably about services/offices across campus, specifically OIT and the Library. Others were dissatisfied with certain services/offices across campus. The following comments were made:
 - Marketing Department, Enrollment Services, and the VP of Enrollment & Marketing were not effective as evidenced by decline in student enrollment.
 - Multiple Faculty described the Writing Center as ineffective stating that students often get wrong information or that sending students to the writing center is a waste of their (students') time.

Additional Comments Related to Faculty Governance (Themes from Q5.6)

When asked to provide additional comments related to the MSU Faculty Governance, three themes emerged from faculty members' responses.

- The most prominent theme that emerged from participants' responses was the belief that only a few voices are heard on faculty senate (mostly senior faculty who have been here a long time).
 - Related to this theme, multiple faculty mentioned the noticeable lack of adjunct instructors sitting on Faculty Senate.
- Several participants also mentioned that some faculty senators don't report back to their academic units (either enough or not at all).
- Multiple faculty also described the MSU Faculty Senate as "ineffective" for multiple reasons including:
 - "Not making decisions"
 - Taking on too many initiatives
 - Only a few senators having a say (loudest voices) in the decisions

Additional Comments Related to the Curriculum Development/Approval Process (Themes from Q6.3)

Note: Some participants reported that they do not understand what the question is asking.

When asked to provide additional comments related to the Curriculum Development/Approval Process, now consistent/evident themes emerged from faculty members' responses.

- A few participants described the curriculum process as ineffective or as a "rubber stamp" given the large number of curriculum items cycling through the system. Other participants described the curriculum process as "clear" and "good."

Additional Comments Related to the Tenure and Promotion Process (Themes from Q7.5)

When asked to provide additional comments related to the Tenure and Promotion Process, three themes emerged from faculty members' responses.

- Most of the feedback regarding the tenure and promotion process was negative in nature. Several themes did emerge from the data.
- Several faculty described the pre-tenure evaluation and feedback as unclear, harsh, and discouraging. At least one faculty member added that the pre-tenure process should be supportive and encouraging instead.
- Faculty also believed that the tenure and promotion committees were biased and subjective. Put differently, the tenure and promotion committees made recommendations using biases, relationships, and other subjective criteria instead of assessing all candidates using the same, objective criteria.
- Faculty also believed that the standards for tenure and promotion outlined in the bylaws were inequitable and didn't account for the unique nature of the various disciplines across campus (especially in terms of scholarly activity).

Additional Responses to the Prompt: *What do you like most about MSU?* (Themes from Q8.1)

- When asked what faculty like most about MSU, again they unanimously listed the people as being the factor they appreciate most. "People" included their students, colleagues, the faculty, and the staff at MSU. Several participants also mentioned the "relationships" they have with these various groups on campus which creates a "positive environment/atmosphere."
- A separate strand of comments described favoring the "small class sizes" at MSU. This is of course interesting because faculty appreciate small classes, but as a campus, we want to see more students, more enrollment, and "full classes."
- A final theme that emerged in multiple faculty members' responses was that they enjoyed the "autonomy" and "independence" given to faculty at MSU.

Additional Responses to the Prompt: *What would you most like to change about MSU?* (Themes from Q8.2)

- A major theme to emerge from the data was surrounding faculty pay. Many faculty described the pay as "too low" and "not competitive" in general. Several others explicitly mentioned the inequity in salaries between different Divisions/Departments across campus.
- Another theme that emerged among responses was that faculty workload was too heavy. Faculty believed that although our faculty numbers have decreased, the workload hasn't decreased. In fact, fewer faculty are now having to cover the same or more committee obligations and teach overload classes to account from fewer faculty on campus. Even

among the faculty on campus, survey participants noted that service expectations and work isn't equally distributed.

- Again, faculty described the tenure process as confusing/subjective. They felt that scholarship needed to more clearly defined and account more broadly for the variety of scholarly and creative activities in the different disciplines.
- Enrollment is low and faculty would like to see increased/improved recruiting efforts and strategies.

Additional Responses to the Prompt: *What else do you want to add about your experiences as a faculty member at MSU?* (Themes from Q8.3)

Four themes mentioned throughout the survey were again strongly present in participants responses to item 8.3

- Again, multiple participants described being dissatisfied with the low pay at MSU. Some even described actively trying to leave or were leaving due to the pay which doesn't account for the cost of living and inflation experienced in Minot.
- Many participants used this opportunity to describe MSU as a great place to work (in general), although the political climate in the state make working in higher education difficult.
- Faculty again described the workload as too heavy, specifically the teaching and service loads when needing to find adequate time for scholarly and creative activity.
- Finally, there was a belief that young "junior" faculty needed additional support, guidance, and mentorship.

Data Analysis Summary and Conclusions

Overall Satisfaction

In general, MSU Associate Professors remain the “least satisfied” group of faculty on campus. The qualitative data analysis revealed that faculty believe their workload is too heavy and their salaries are too low to justify the workload assigned. In addition, because of the heavy workloads, many faculty feel that they do not have the time to conduct research or engage in scholarly/creative activities. Therefore, it was not surprising that the most satisfied faculty were those who worked part-time and who didn’t have added service expectations associated with their teaching load. Additionally, there was a feeling that the most senior/longest-tenured faculty on campus contribute to a “stagnant campus environment” that is not conducive to meaningful change or progress.

Although certain aspects of MSU contribute to faculty feeling dissatisfied, there is a consistent belief among survey participants that “the people” (students, colleagues, etc.) are generally the very best aspect of working at MSU.

State of the Institution

The ***State of the Institution*** is a relatively broad category containing a large number of variables including: Long-term institutional planning, campus climate, salary equity, and the MSU Administration’s contribution toward promoting scholarship and academic excellence across campus. In general, faculty who had been working at MSU for longer periods of time (Professors, Associate Professors), were less satisfied than Assistant Professors with the *State of the Institution*. They were also less-satisfied than Part-time Faculty at MSU.

Similar themes emerged from the qualitative data that help explain Faculty member’s dissatisfaction with the *State of the Institution*. Faculty tend to perceive disparities in both salaries and salary adjustments across campus. Additionally, the longer faculty work at MSU, the more they perceive a lack of long-term planning for the institution, and believe that administration could better promote scholarship and academic excellence across campus. The perceived lack of long-term planning/vision could also help to support the view that MSU has a “stagnant campus environment,” that is resistant to change.

Tenure and Promotion

Finally, it was not necessarily surprising that MSU Professors, who had successfully earned tenure and who earned multiple promotions, were more satisfied with the tenure and promotion processes than Assistant Professors. Themes did emerge from the written responses that helped to better explain Assistant Professors’ dissatisfaction with tenure and promotion. First, multiple participants described the tenure and promotion processes at MSU as confusing, and they also perceived the committees that award tenure and promotion to be biased in-favor-of/against certain candidates.

Perhaps the most significant comments coming from Assistant Professors were related to the current ***MSU Pre-tenure Review Process***, which is still a relatively new addition to MSU, and certainly wasn’t an active process when current Professors navigated the tenure process in the

past. Some Assistant Professors described that the feedback they received during their Pre-tenure Review as excessively harsh, unclear, and not generally helpful, overall. Because these comments regarding Pre-tenure Review are unique to this year's survey participants, it is unclear whether the perceived problems with the Pre-tenure Review process existed in previous years, whether they are related to the current Tenure-committee's evaluation, the interpretation of the feedback by candidates who went through the Pre-tenure Review this year, or some combination of these scenarios/factors.

References

Saldaña, J. (2013). *The coding manual for qualitative researchers* (2nd ed.). SAGE.