Prepared by the Faculty Senate Faculty Satisfaction Survey Committee:

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Faculty Satisfaction Survey Committee
Results and Report – 2025

Contents

Executive Summary

Participants in this year's survey expressed a variety of points of satisfaction with their role as faculty at the university. For one, many respondents noted satisfaction with the overall teaching environment. Others commented positively on the quality and character of students enrolled at the university as well as that of their colleagues. Responses such as these are applicable to the institution as learner-centered and built on the purpose of providing education and professional development to both students and faculty alike.

When quantified, mean satisfaction rates across participants in the current survey are as follows:

- Job satisfaction: 66%
- State of the institution was: 58%
- State of the faculty: 63%
- Support from various university offices: 74%
- Faculty governance: 67%
- Curriculum development process: 72%
- Tenure and promotion process: 70%

As the details outlined in this report underscore, many of the above rates vary significantly across demographic variables and these patterns may require additional reflection.

There are also several points of dissatisfaction expressed, however. Distilling these from the open-ended answers indicates concerns related to how and when faculty are engaged by the university's administration in the planning and execution of policies and procedures. Other areas of concern relate to faculty workload and compensation, a sense of faculty recognition for their efforts, and issues related to support offices not carrying forward work that otherwise falls on faculty.

The prevailing theme which appears to drive points of dissatisfaction is engagement. Based on the data collected in this survey, a key recommendation to the Office of the President is to use *convocation* to introduce a set of informal engagement workshops whereby faculty and members of administration might hold informal but meaningful 'town halls' to promote two-way discussions. The Faculty Senate is willing to coordinate and smooth these interactions as such fora may extend a deeper sense of engagement as well as an understanding of appreciation for our university's successful system of co-governance.

Introduction and Overview

Minot State University's Faculty Satisfaction Survey began as an employee satisfaction survey conducted annually by the North Dakota University System. When NDUS stopped conducting that survey during the tenure of university president David Fuller, the university itself took over its development and implementation as separate staff and faculty satisfaction surveys. The Faculty Satisfaction Survey has been run by the Faculty Senate since then. As established by the Faculty Senate bylaws, the Vice President of the Senate acts as the chair of the committee responsible for developing, implementing, and interpreting this survey. That committee consists of three faculty members appointed by the Faculty Senate president who have backgrounds in quantitative or qualitative research plus the Director of Institutional Research as an ex officio member. The 2024–2025 Faculty Satisfaction Survey was developed over the spring semester of 2025.

Changes from the 2023–2024 Survey

The Faculty Satisfaction Survey Committee for the 2024–2025 academic year made minimal changes to the survey distributed upon which the current report is based. One change the committee discussed and agreed to action was the simplification of demographic categories related to gender. Reverting from the expansive categories in the 2024 results, the survey was adjusted to collect the gender reported by participants as "Male" "Female" or "Prefer not to say." It was agreed by the committee this made analysis of gender demographics simpler and more reliable. Moreover, the simplification aligns well with the university's non-discrimination policy upholding the principle of equal opportunity for "gender identity and expression."

The Vice-President, who acts to coordinate the drafting, distribution, and analysis of the Faculty Satisfaction Survey was not appointed until well into the Fall 2024 semester. This prevented the committee from meeting prior to this date. All discussions relevant to the 2025 survey were conducted in the Spring 2025 semester. The survey was administered via Qualtrics and went 'live' on March 5, 2025. It remained open until March 26, 2025.

2024 Survey Demographics

Total Sample
Total *N* = 84 participants responded.

Gender
Male *n* = 21 (25%)
Female *n* = 44 (52.4 %)
Choose not to respond *n* = 19 (22.6%)

Faculty Rank
Professor *n* = 11 (13.1%)
Associate Professor *n* = 19 (22.6%)
Assistant Professor *n* = 43(51.2%)
Instructor *n* = 11 (13.1%)

Tenure Status
Tenured *n* = 42 (50%)
Tenure-track *n* = 31 (36.9%)
Special contract *n* = 11 (13.1%)

Highest Degree Earned
Post-Master's (Ph.D., Ed.D, DBA, MFA) Degree   *n* = 55 (65.5%)
Master's Degree *n* = 28 (33.3%)
Bachelor's Degree *n* = 1 (0.01%)

Full-time/Part-time Status
Full-time *n* = 76 (90.5%)
Part-time *n* = 8 (9.5%)

Survey Results: Summary of Quantitative Responses

The Faculty Satisfaction Survey collects responses in seven broad categories:

- respondents' satisfaction with their position as a faculty member
- satisfaction with MSU as an institution
- thoughts about MSU faculty
- satisfaction with MSU's support services
- satisfaction with faculty governance
- satisfaction with the curriculum development process
- satisfaction with the processes for tenure and promotion of faculty

From the information available, these categories were determined through factor analysis done when the survey was designed and tested. While previous survey reports and some survey respondents' comments have questioned the resulting categorization of questions, this committee thinks that reorganization of the survey will require the same kind of testing and analysis. The following summarizes survey responses for each of these categories, identifying those areas that are significant to a level of α=0.01. See the Appendix I for the full qualitative analysis.

Job Satisfaction

When comparing faculty by rank, professors reported the lowest level of job satisfaction, with 57% expressing satisfaction—lower than other faculty ranks. Similarly, when compared by tenure status, tenured faculty were the least satisfied, reporting a 65% satisfaction rate. However, these differences were not statistically significant. Additionally, there were no significant differences in job satisfaction based on gender, highest degree earned, or employment status (full-time vs. part-time). The overall mean job satisfaction score across all faculty was 66%.

State of the Institution

Professors reported significantly lower satisfaction (40%) with the state of the institution compared to assistant professors and instructors, and this difference was statistically significant. Faculty with bachelor's or master's degrees reported a 65% satisfaction rate, while those with terminal degrees (PhD, EdD, DBA, MFA) reported a lower satisfaction rate of 53%. Part-time faculty also expressed greater satisfaction (63%) with the state of the institution than full-time faculty, who reported only 56%. The overall mean satisfaction score regarding the state of the institution was 58%.

State of the Faculty

Assistant professors were the most satisfied with the state of the faculty, reporting a mean satisfaction level of 69%, while professors were the least satisfied, with a mean of 46%. This difference was statistically significant. Additionally, part-time and full-time faculty indicated nearly equal satisfaction with the state of the faculty, both reporting 64%. The overall mean satisfaction score regarding the state of the faculty across all faculty members was 63%.

Support from Offices and Programs across Campus

No statistically significant differences were found in perceptions of support received from various campus offices when responses were compared by gender, faculty rank, tenure status, highest degree earned, or employment status (full-time vs. part-time). The overall mean satisfaction score regarding support from various university offices was 74%.

Faculty Governance

No statistically significant differences were found in faculty perceptions of faculty governance when responses were compared by gender, tenure status, faculty rank, highest degree earned, or employment status (full-time vs. part-time). The overall satisfaction level regarding faculty governance across all faculty was 67%.

Curriculum Development

There were no statistically significant differences in satisfaction with the curriculum development process when responses were compared by gender, faculty rank, tenure status, highest degree earned, or employment status (full-time vs. part-time). The overall satisfaction level regarding the curriculum development process across all faculty was 72%.

Tenure and Promotion

Professors and associate professors were the most satisfied with the tenure and promotion process, reporting an 84% satisfaction rate, while instructors were the least satisfied. The differences in satisfaction based on faculty rank were statistically significant. Similarly, tenured faculty reported higher satisfaction (79%) with the tenure and promotion process compared to tenure-track faculty (73%) and special contract faculty, who reported the lowest satisfaction at 53%. This difference based on tenure status was also statistically significant.

Another statistically significant difference was observed when comparing satisfaction with highest degree earned. Faculty with post-master's degrees reported a higher satisfaction level (78%) than those with only a

master's degree (67%). The overall mean satisfaction level with the tenure and promotion process across all faculty was 70%.

Comparing 2025 and 2024 Quantitative Responses

A total of 268 invitations for participation in the 2025 survey were distributed via email. There were 84 responses received. This represents a response rate was 31.4% - compared to 33.5% in 2024. The following items summarize additional points of difference noted comparing mean responses captured in the current survey to the prior year.

Comparison by Gender

Last year's survey revealed significant differences in the levels of satisfaction across gender groups for Faculty Governance (with women reporting higher satisfaction) and Curriculum (with men reporting higher satisfaction); this year, no gender differences were found in levels of satisfaction for any of the categories.

Comparison by Faculty Rank

Last year's survey revealed significant differences in the level of satisfaction across faculty rank for State of the Institution (with professors reporting lower levels of satisfaction) and State of the Faculty (with professors reporting the lowest satisfaction and instructors reporting the highest satisfaction). This year, differences in satisfaction with the State of the Faculty are consistent with findings from last year, with instructors reporting the highest satisfaction and professors reporting the lowest satisfaction. Differences in satisfaction with the State of the Institution were no longer found across faculty rank. A new difference also emerged, with instructors reporting lower levels of satisfaction with the Tenure and Promotion process compared to other faculty ranks.

Comparison by Tenure Status

Last year's survey revealed significant differences in the level of satisfaction across tenure status for State of the Institution (with tenured faculty reporting lower levels of satisfaction than special contract faculty) and Tenure and Promotion (with tenured faculty reporting higher satisfaction than tenure-track faculty). This year, differences were not found for the State of the Institution. Reported satisfaction across tenure status also changed for Tenure and Promotion, with both tenured and tenure-track faculty reporting higher levels of satisfaction compared to special contract faculty.

Comparison by Highest Degree Earned

Last year's survey revealed significant differences in the level of satisfaction across highest degree earned for the State of the Institution (with faculty with bachelor's and master's degrees reporting higher satisfaction). While there were not enough faculty whose highest degree was a bachelor's degree in the current sample,

results indicated that faculty with a master's degree were still significantly more satisfied with the State of the Institution compared to those whose highest degree was a post-master's degree. A new trend also appeared this year with post-master's degree holding faculty reporting significantly higher levels of satisfaction with the Tenure and Promotion process.

Comparison by Full-time/Part-time Status

Last year's survey revealed significant differences in the level of satisfaction between full-time and part-time faculty for State of the Institution, State of the Faculty, and Faculty Governance (with part-time faculty reporting higher levels of satisfaction in each area). This year, full-time and part-time faculty reported similar levels of satisfaction in the State of the Institution, State of Faculty, and Faculty Governance. There was, however, a new trend with full-time faculty reporting higher levels of satisfaction with the Tenure and Promotion process compared to part-time faculty.

Survey Results: Summary of Qualitative Responses

Open-ended questions followed each of the survey categories noted above. A total of 287 open-ended responses associated with these categories were recorded. Responses were read and coded by two members of the committee to capture the major categories of themes apparent therein. When themes were reviewed, items recorded across thematic categories appeared to emerge.

The reporting of data in this survey is based on the themes generated and analyzed by the members of the committee assigned to handle them. This is a new process compared to the reporting of qualitative data in last year's survey. Rather than present select issues as they related to the quantitative categories, (i.e. *Job Satisfaction, State of the Institution, State of the Faculty, etc.) emergent themes* were consolidated to reflect issues observed across responses more generally. The choice to code and report data in this manner is explored in brief detail in Appendix III.

In general, comments expressed either satisfaction or dissatisfaction. Items on which comments express satisfaction include:

> *Comments about the general workplace (n=14),* quality or enjoyment of working with students *(n=15),* appreciation of and satisfaction with colleagues (n=21), and the overall teaching environment (n=18) were the most popular long-form answers across all survey categories.

The overall number of points of dissatisfaction were larger. High frequency themes expressing dissatisfaction include:

> *Issues about the general administrative environment* (n=45). When this theme was analyzed in further detail, issues related to strategic planning and faculty engagement, general engagement, and communication emerged. The theme of engagement arose from the multiple mentions from participants that interaction, consultation, or not being 'kept in the loop' were experiences which faculty reported as either not being included early or as being experienced in a meaningful way. While explicit mentions of the word "communication" appeared sparsely, the idea that engagement is made through communication holds this theme together and marks it as one that many faculty noted as a source for improvement across the issues sampled by the survey. Lastly, a few comments elaborated on the issue of *presidential vision* and this, too, may indicate a need for that office to engage faculty more meaningfully to keep them up-to-date on what is planned and actioned.

> *Concerns about faculty workload and compensation* (n=27). This theme is not new and appears to populate several prior surveys. While faculty appear satisfied with the *general* environment of the

university above, comparative issues of pay – with reference to institutions of a similar nature – predominated comments about workload and compensation. The theme of workload captured dissatisfaction with both teaching load and additional issues regarding service and advisement.

The feeling of recognition for work performed by faculty and the associated means of evaluation (n=19). Tenure is noted commonly across this theme. Specifically, comments about how scholarship is or is not measured in disciplinary contexts appeared numerous times. Also, the issue of how teaching loads were recognized across both non tenure-track and tenure-track faculty vis-a-vis respective service obligations or professional development was noted.

Support offices - mission and output (n=22). This theme was split out from workload and compensation during analysis. This stemmed from multiple references to issues about faculty reporting increased work to carry forward the institution's recruitment efforts. Enrollment Management and Marketing were offices cited by faculty who expressed a desire that more of the basics of recruitment be carried forward by these offices – rather than by faculty. Access services and general tutorial support were also noted as not meeting the needs of faculty for timely and clear provision of student-relevant services. HR, particularly regarding payroll, was also noted as needing improvement.

Institutional best practice. This theme arose from the coding of written comments that captured a diversity of issues impacting faculty (n=13). A desire for more consistent offerings of online classes, the creation of shared grading policies across disciplines, and a more formal institutional assessment of incoming student skills was expressed.

The above data represent instances both of alignment with and contrast to the numerical data summarized in prior sections of this report. For example, while general satisfaction with various university offices was 74%, participants who elected to comment on these offices in the long-form answers indicate concern with specific offices they feel negatively impact their roles as faculty.

Recommendations

Results reported in this year's survey appear to reflect issues seen in prior years: concerns about the tenure and promotion processes – especially regarding the recognition of scholarship; concerns about pay and pay equity. As summarized in the executive summary, however, dissatisfaction with overall engagement between the faculty and the administration appears particularly acute this year.

However, some meaningful progress has already been made. Issues related to tenure and promotion processes, for example, have at least partially been addressed by recent revisions to the bylaws of the Faculty Senate. There now is a more clearly outlined definition of scholarship and how it is recognized more equitably across the disciplines. These changes have been incorporated after data were captured for the present survey, so it is recommended that the Faculty Senate commence a campaign to inform faculty across the university of this change. Next year's survey should recognize any change in the concerns and perceptions noted if socialization of our new bylaws successfully addresses such perceptions.

Issues related to pay appear related to the legislative and state structuring of university financing and at this point no concrete recommendations arising from this continued pain-point appear available for resolution. Perceptions about expectations and workloads between and within academic units also need to be examined.

Dissatisfaction with communication and engagement between the administration and faculty, however, requires immediate attention. While many participants express general satisfaction with the overall work environment, interaction with colleagues, and students, a sense of meaningful interaction amongst and between various levels of the institution appears lacking. On balance, the 2025 survey suggests there are grounds for improvement to facilitate understanding and dialogue between faculty and the administration going forward. As noted in last year's survey, the Faculty Senate might revisit its de jure role in shared governance to more fully embrace its role as institutional channel for communication between faculty and the administration. This year's survey committee supports the idea of regular 'town hall' open fora between the President and members of the faculty (say, twice each academic year) in this regard. The incoming Faculty Senate President is particularly interested in brokering such structured interactions.

This year's survey committee also recommends next year's committee discuss whether the instrument be maintained, redesigned, or replaced by another instrument to ensure that it is gathering the information Faculty Senate wants and needs. Finally, next year's committee should resolve whether it is appropriate for members not defined as faculty in our constitution to be included as participants in the survey (especially as they are also included in the Staff Satisfaction Survey).

Appendix I: Descriptive Statistics and Quantitative Analysis

Descriptive Statistics (2024–2025)
The following summarizes survey responses for each of these categories, identifying those areas that are significant to a level of of α=0.01. See the appendix beginning on page 11 for the full qualitative analysis.

Quantitative Method
The following weighting scale is used for the responses received for each question.
4 = Very satisfied/Strongly Agree (100% satisfied or agreed)
3 = Satisfied/Tend to agree (75% satisfied or agreed)
2 = Marginally satisfied/ Tend to disagree (50% satisfied or agreed)
0 = Not at all satisfied/ Strongly disagree (0% satisfied or agreed)
Responses marked as "Does not apply to me" were removed from the analysis.

Scale Reliability
With a Cronbach's alpha of 0.85, the Faculty Satisfaction Survey demonstrates a strong level of internal consistency, indicating that the items within each subtopic reliably measure the same construct. Although this alpha value suggests good reliability, it is still important to examine the responses closely, as overlapping or repetitive items may exist within certain sections of the survey.

Composite Scale 1: α = 0.84 (Job Satisfaction)
Composite Scale 2: α = 0.65 (State of the Institution)
Composite Scale 3: α = 0.44 (State of the Faculty)
Composite Scale 4: α = 0.90 (Faculty Support)
Composite Scale 5: α = 0.70 (Faculty Governance)
Composite Scale 6: α = 0.71 (Curriculum)
Composite Scale 7: α = 0.91(Tenure and Promotion)

1. Quantitative Analysis Based on Gender

The quantitative analysis of faculty satisfaction across multiple domains—Job Satisfaction, State of the Institution, State of the Faculty, Faculty Support, Faculty Governance, Curriculum, and Tenure and Promotion—revealed no statistically significant differences based on gender. Across all areas assessed, one-way ANOVA results consistently indicated that gender did not play a significant role in shaping faculty perceptions or levels of satisfaction.
While minor variations were observed in satisfaction levels among gender groups, these differences were not statistically meaningful. Importantly, overall satisfaction levels were generally positive across the board, with most categories reporting satisfaction rates above 60%, and several—such as Faculty Support, Curriculum, and Tenure and Promotion—exceeding 70%. These findings suggest a broadly consistent and equitable experience among faculty members, regardless of gender, in relation to institutional functions and support systems.

2. Quantitative Analysis Based on Faculty Rank

The quantitative analysis by faculty rank showed that satisfaction levels were generally moderate to high across areas, but some significant differences emerged. Faculty rank had a statistically significant effect on perceptions of the State of the Faculty and Tenure and Promotion, with Professors reporting the lowest satisfaction and Assistant Professors the highest in some areas. Instructors showed the least satisfaction with Tenure and Promotion processes.
Other areas—including Job Satisfaction, State of the Institution, Faculty Support, Governance, and Curriculum—did not show statistically significant differences by rank, although Professors consistently reported lower satisfaction across several domains. These findings suggest that while experiences are broadly consistent, rank-specific concerns, especially among senior faculty, warrant further attention.

3. Quantitative Analysis Based on Tenure Status

The analysis by tenure status showed that Tenure and Promotion was the only category with a statistically significant difference ($p < 0.01$), with tenured and tenure-track faculty reporting much higher satisfaction than special contract faculty. In all other areas—including Job Satisfaction, State of the Institution, State of the Faculty, Faculty Support, Governance, and Curriculum—no statistically significant differences were found.

Overall, satisfaction levels were fairly consistent across tenure groups, generally ranging from 60–74%, with tenured faculty often expressing slightly higher satisfaction. These results suggest that tenure status does not significantly influence most areas of faculty experience, but disparities around tenure and promotion processes may need attention, particularly for non-tenure-track faculty.

4. Quantitative Analysis Based on Highest Degree Earned

The analysis based on highest degree earned revealed statistically significant differences in satisfaction levels for two key areas: State of the Institution and Tenure and Promotion (both $p < 0.01$). Faculty with post-master's degrees (e.g., Ph.D., Ed.D., DBA, MFA) reported lower satisfaction with the institution's state but higher satisfaction with tenure and promotion processes compared to those holding only a master's degree.
Other categories, including Job Satisfaction, State of the Faculty, and Faculty Support, showed near-significant differences but did not meet the conservative alpha threshold. Across all categories, satisfaction levels ranged from 59% to 74%, indicating generally moderate to high satisfaction, with Curriculum and Faculty Support receiving the highest average ratings.

5. Quantitative Analysis based on Full-Time or Part-Time Status

No statistically significant differences were found between full-time and part-time faculty in most areas, including Job Satisfaction, State of the Institution, State of the Faculty, Faculty Support, Faculty Governance, and Curriculum. Both groups reported similar satisfaction levels, with averages generally ranging between 64% and 75%.

However, a statistically significant difference emerged in the Tenure and Promotion category (F [1, 76] = 8.382, $p < 0.01$), with full-time faculty expressing notably higher satisfaction than their part-time counterparts. This result should be interpreted with caution due to the low number of part-time responses for that item.

Overall, employment status (full-time vs. part-time) showed limited influence on faculty satisfaction, except in areas directly tied to institutional advancement.

Appendix II: Boxplots, Data Summary for Analyses Conducted

Results of the quantitative analysis

1. Quantitative analysis based on gender.

1.1 Job Satisfaction

Faculty members were asked to select the option that most accurately reflected their satisfaction or dissatisfaction with various aspects of their role. A one-way, between-groups ANOVA was conducted to compare Job Satisfaction across genders, and the results indicated no statistically significant differences ($F_{[2, 81]} = 0.603$, $p = 0.55$). Boxplot analysis showed minimal differences in satisfaction distributions across gender categories. Additionally, the bar plot illustrated that average satisfaction levels were consistently above 50%, with no significant variations between gender groups. The overall mean satisfaction score for all faculty was $M = 2.67$, $SD = 0.11$.
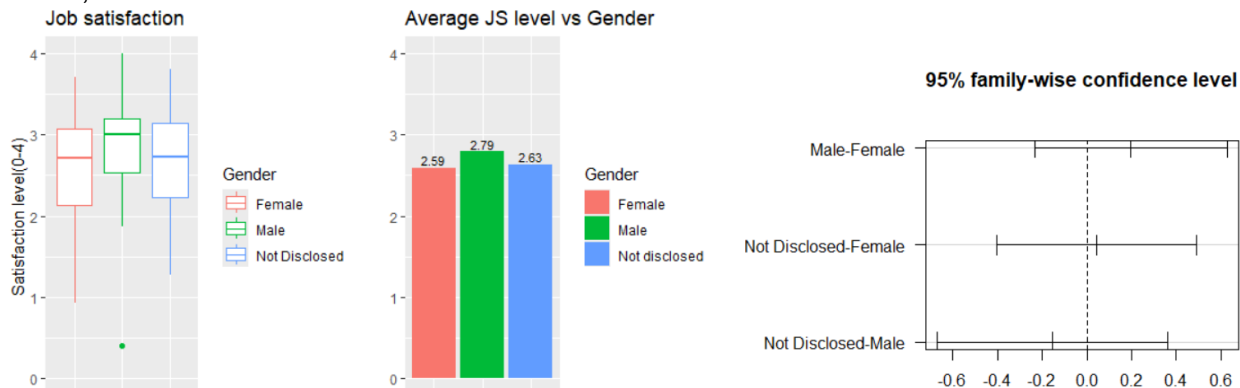
1.2 State of the Institution

Faculty were asked to indicate their level of agreement or disagreement with statements regarding the institution. A one-way, between-groups ANOVA revealed no statistically significant differences in participants' overall evaluation of the State of the Institution based on gender ($F_{[2, 81]} = 0.88$, $p = 0.419$). While there were slight differences between groups, these were not statistically significant. The overall mean score for all faculty was $M = 2.29$, $SD = 0.16$. As illustrated by the bar plot, both male and female participants reported overall satisfaction levels with the institution exceeding 55%.
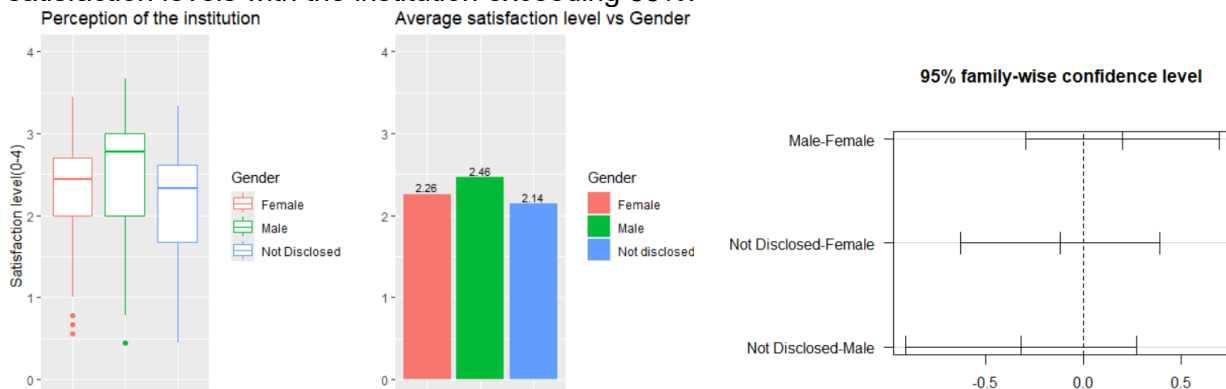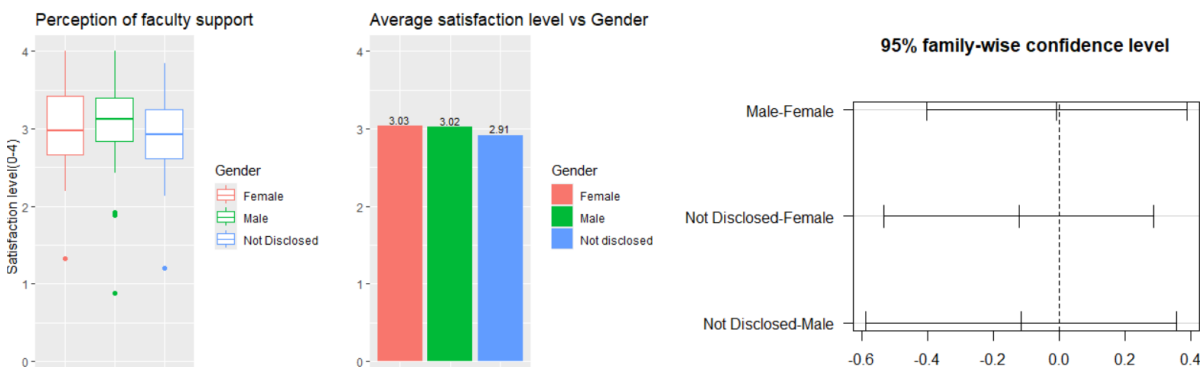

1.3 State of the Faculty

Faculty were asked to indicate their level of agreement or disagreement with statements regarding faculty-related matters. A one-way, between-groups ANOVA showed no significant differences in participants' overall evaluation of the State of the Faculty when compared by gender ($F_{[2, 81]} = 1.412$, $p = 0.25$). The overall mean score for all faculty was $M = 2.53$, $SD = 0.21$. However, the satisfaction levels for both male and female groups exceeded 63%, as illustrated in the bar plots.
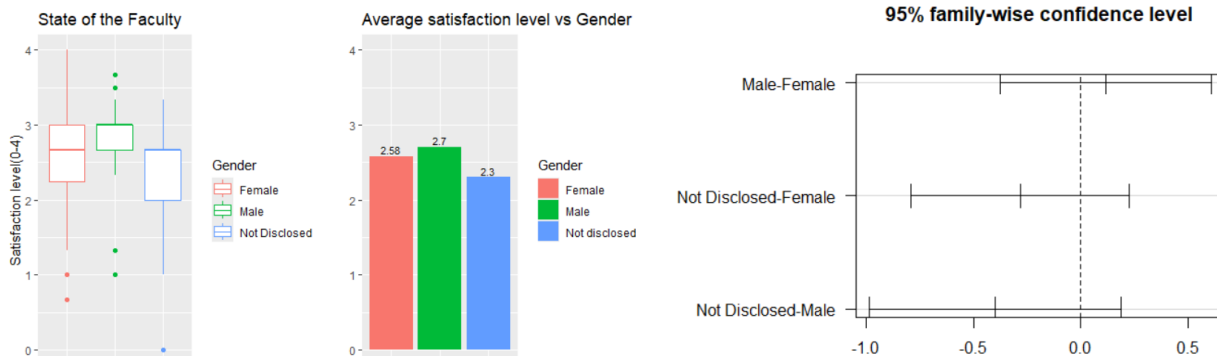
1.4 Faculty Support:

Faculty were asked to indicate whether they felt they received adequate support from various offices and programs across campus. A one-way, between-groups ANOVA found no statistically significant differences in participants' overall evaluation of faculty support based on gender ($F_{[2, 81]} = 0.27$, $p = 0.764$). However, satisfaction levels regarding support from various university branches exceeded 70% for both male and female faculty, with satisfaction levels in the other category closely approaching this threshold, as shown in the bar plot. The overall mean score for all faculty was $M = 2.99$, $SD = 0.07$.
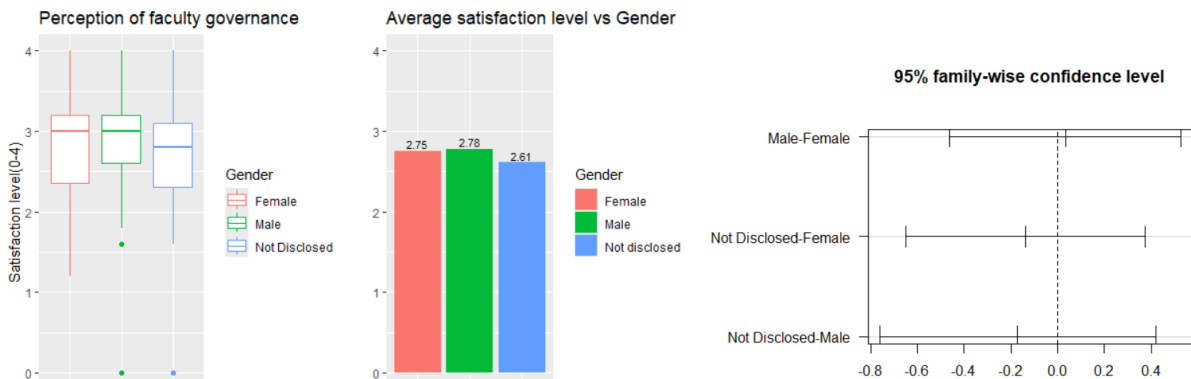

1.5 Faculty Governance

Faculty were asked to indicate their level of agreement or disagreement with statements regarding faculty governance. A one-way, between-groups ANOVA revealed no statistically significant differences in participants' overall satisfaction with faculty governance at MSU when compared by gender ($F_{[2, 81]} = 0.277$, $p = 0.759$). All gender groups showed a higher level of satisfaction, close to 67%, with faculty governance. The overall mean satisfaction score for all faculty was $M = 2.71$, $SD = 0.09$.

Perception of faculty governance | **Average satisfaction level vs Gender** | **95% family-wise confidence level**

1.6 Curriculum

A one-way, between-groups ANOVA revealed no statistically significant differences in participants' overall satisfaction with issues related to the curriculum development and adoption process at MSU when compared by gender ($F_{[2, 80]} = 0.288$, $p = 0.75$). All gender groups expressed general satisfaction with the curriculum development process, with satisfaction levels exceeding 70%. The overall mean satisfaction score for all faculty was M = 2.92, SD = 0.09

Perception about curriculum | **Average satisfaction level vs Gender** | **95% family-wise confidence level**
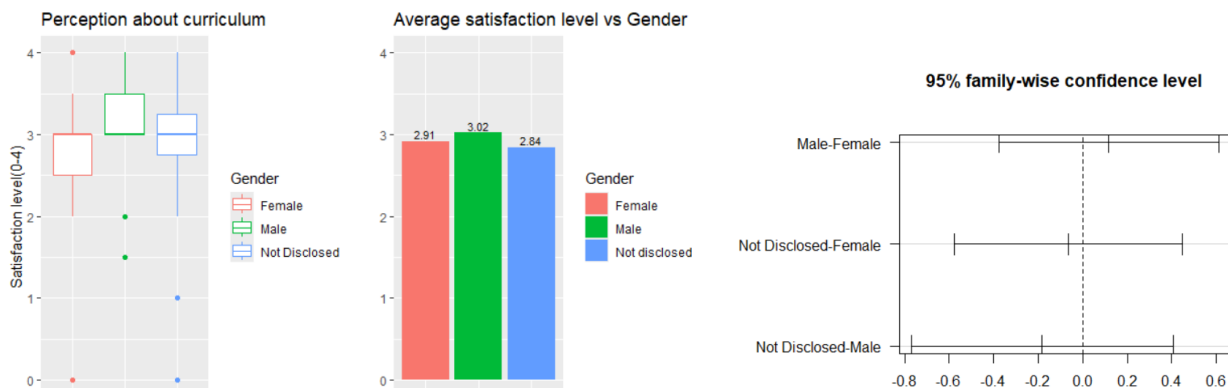
1.7 Tenure and Promotion

A one-way, between-groups ANOVA revealed no statistically significant differences in participants' overall satisfaction with the Tenure and Promotion processes when compared by gender ($F_{[2, 76]} = 0.729$, $p = 0.486$). All groups reported satisfaction levels above 70%, with males showing the highest satisfaction level (approximately 80%). Despite some differences, all gender groups expressed general satisfaction with the Tenure and Promotion processes at MSU. The overall mean satisfaction score for all faculty was M = 3.01, SD = 0.14.

Tenure and Promotion Process | Average satisfaction level vs Gender | 95% family-wise confidence level
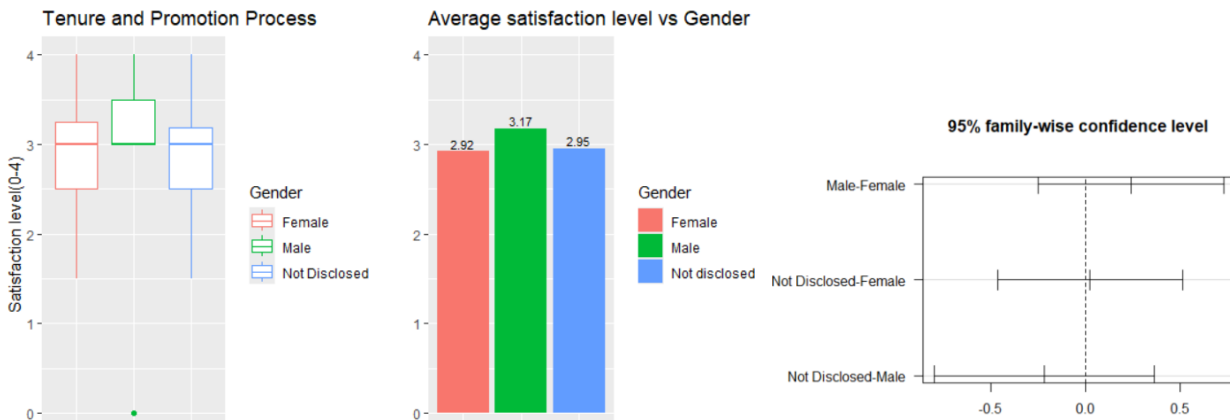
2. Faculty Rank (Quantitative analysis based on the faculty rank)

Faculty responses to questionnaire items were compared using Tenure Status (i.e., Tenured, Tenure-track, Special contract) as an independent variable for comparison.

2.1 Job Satisfaction

Faculty were asked to select the option that best described their satisfaction or dissatisfaction level with aspects of their role as faculty members. One-way, between-groups ANOVA testing revealed no statistically significant differences in job satisfaction when participants were compared by faculty rank ($F_{[3, 80]} = 1.459$, $p = 0.232$). A more conservative $\alpha = .01$ was used to reduce the likelihood of committing a Type 1 error. The bar plot shows that professors had lower levels of satisfaction than other faculty members. Furthermore, Tukey's HSD post-hoc testing demonstrated substantial variation in job satisfaction levels between professors and instructors compared to other groups. The overall satisfaction is 65%, with a mean score of the faculty being $M = 2.58$, and standard deviation $SD = 0.20$.

Job satisfaction | Average JS level vs Faculty Rank | 95% family-wise confidence level
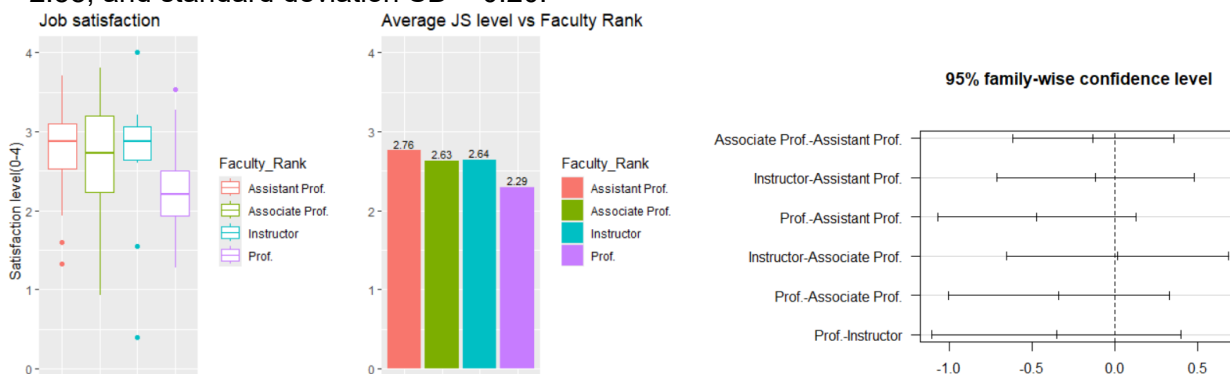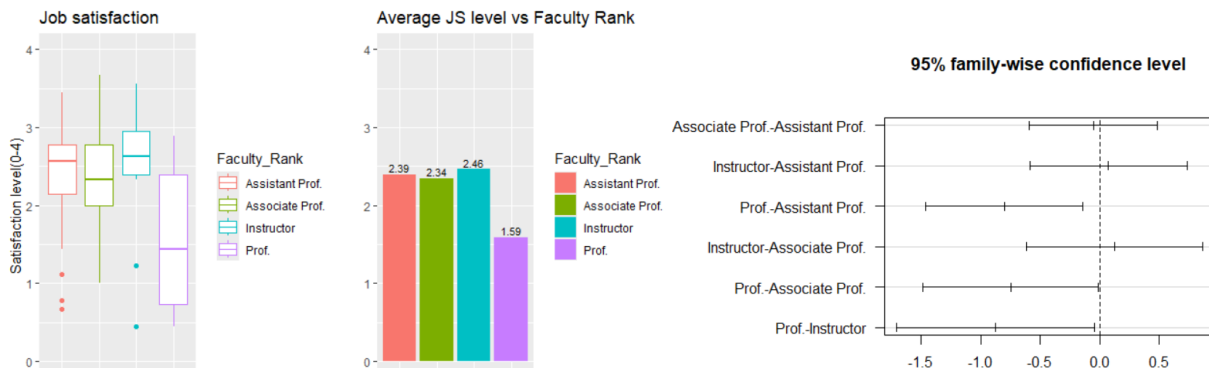
2.2 State of the Institution

Faculty were asked to indicate their level of agreement or disagreement with statements related to the State of the Institution. A one-way, between-groups ANOVA did not reveal a statistically significant difference in overall perceptions by faculty rank when applying a very conservative significance level of $\alpha=0.01$, despite the ANOVA result being $F_{(3,80)}=3.742$, $p=0.0143$. This stricter alpha was chosen to reduce the risk of a Type I error. Although the result would have been considered significant at the traditional alpha = 0.05 level, it did not meet the adjusted threshold. Tukey's HSD post-hoc analysis suggested that Professors reported notably lower satisfaction with the State of the Institution compared to other faculty ranks. The overall satisfaction, 55%, with a mean score across all faculty was $M=2.19$, $SD = 0.41$.

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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 found a statistically significant difference in participants' overall assessment of the State of the Faculty when participants were compared by faculty rank (F [3, 80] = 4.815, p = 0.0039<0.01). The 95% pairwise confidence level chart provides additional information on the pairwise comparison of groups using Tukey's HSD post-hoc test. As shown in the bar plot, assistant professors are the most satisfied with the state of the institution, while professors are the least satisfied. The overall mean score for all faculty was M = 2.39, SD = 0.39.
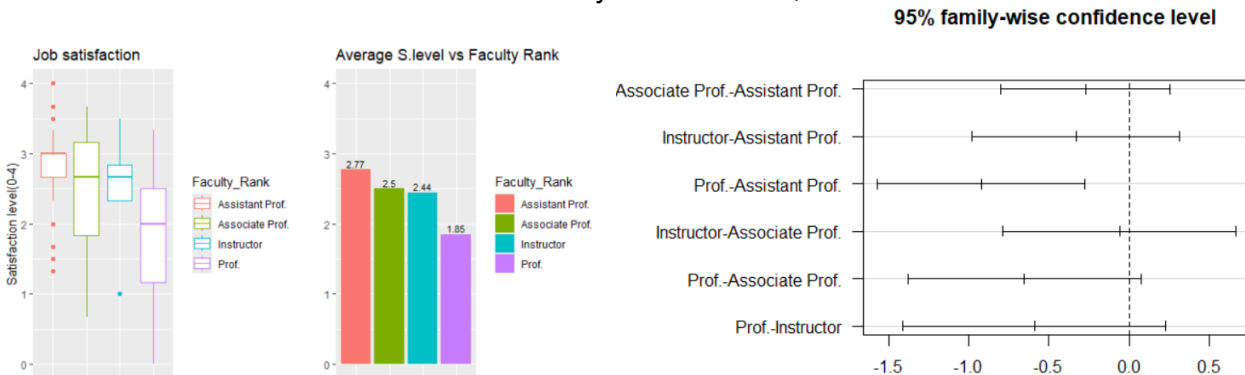
2.4 Faculty Support

Faculty were asked to indicate whether they felt they received adequate support from various offices and programs across campus. A one-way, between-groups ANOVA found no statistically significant differences in participants' overall evaluation of faculty support when compared by faculty rank, F(3,80)=1.66, p=0.182. It is worth noting, however, that the average satisfaction level regarding faculty support was approximately 67% for Instructors and Professors, while it exceeded 75% for Assistant and Associate Professors. The average satisfaction level was ~73%, with a mean score across all faculty was M=2.92, SD=0.20.

Perception about the support | Average S.level vs Faculty Rank | 95% family-wise confidence level
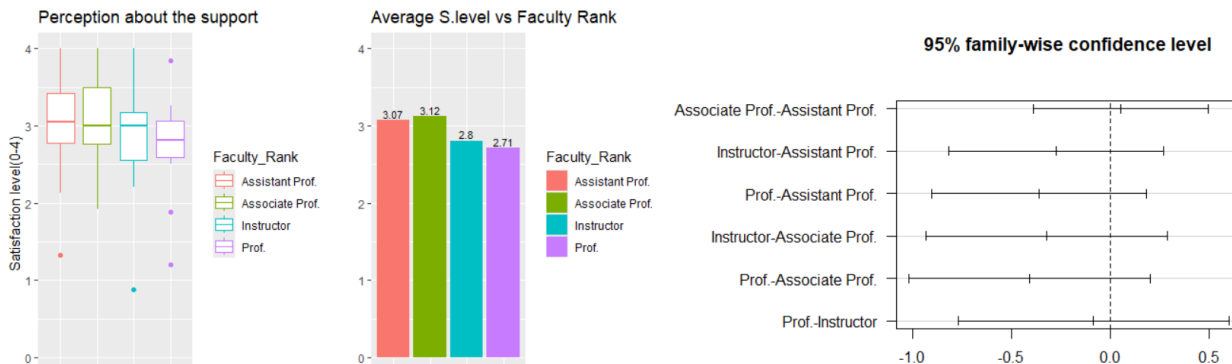
2.5 Faculty Governance

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 found no statistically significant difference in participants' overall satisfaction with the Faculty Governance at MSU when participants were compared by faculty rank (F [3, 80] = 2.349, p = 0.0787). Associated Professors are the most satisfied category ($\approx 75\%$) regarding faculty governance, while professors are the least satisfied ($\approx 58\%$). The overall mean score for all faculty was M = 2.66, SD = 0.30).

Faculty Governance | Perception about Faculty Governance | 95% family-wise confidence level
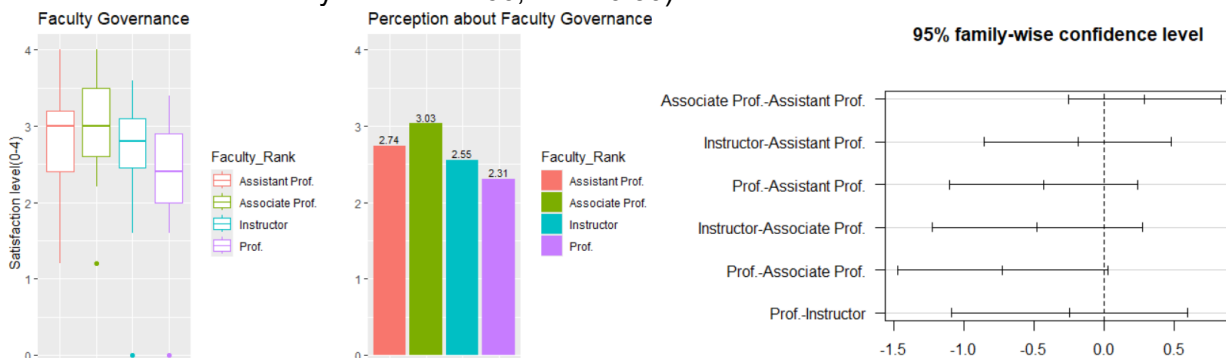
2.6 Curriculum

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, 79] = 0.673, p = 0.571). When compared by faculty rank, all participant groups were generally satisfied with the curriculum development process at MSU. The overall satisfaction was ~71%, with a mean score for all faculty was M = 2.86, SD = 0.16.

Perception about Curriculum
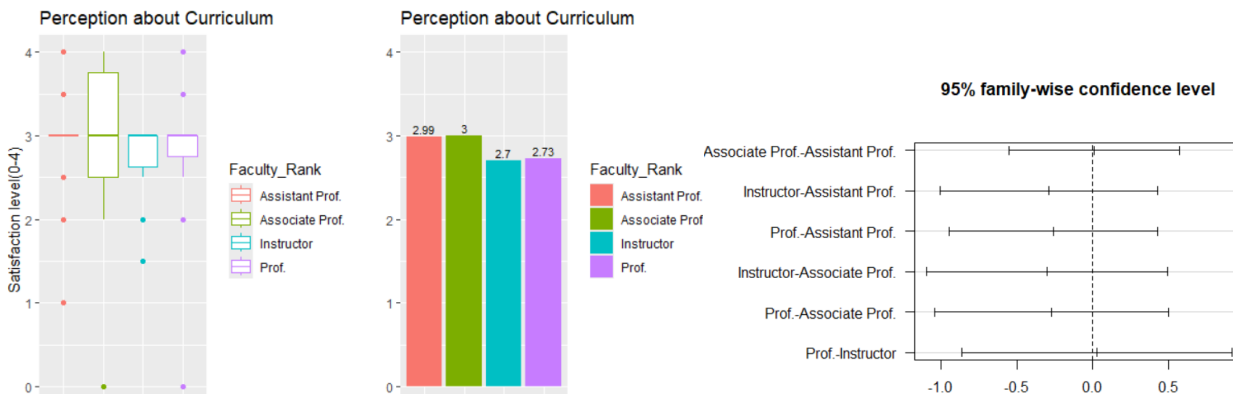
2.7 Tenure and Promotion

Faculty were asked to share their perceptions of the Tenure and Promotion procedures at MSU. A one-way, between-groups ANOVA revealed statistically significant differences in overall satisfaction with these processes when faculty were compared by rank ($F_{[3, 75]} = 8.684$, $p < 0.001$). A conservative alpha level of 0.01 was used to minimize the risk of a Type I error. Post-hoc analysis showed that the most notable difference in satisfaction was between Instructors and other faculty ranks. The overall satisfaction was ~72%, with a mean satisfaction score was M = 2.88, SD = 0.65.

Perception about Tenure and Promotio
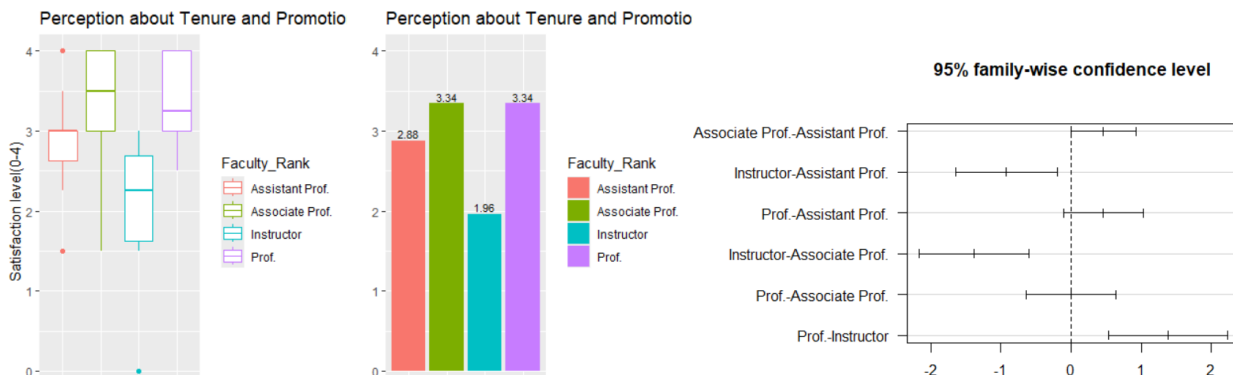
3. Tenure Status/Classification (Quantitative analysis based on the tenure status)

Faculty responses to questionnaire items were compared using Tenure Status (i.e., Tenured, Tenure-track, Sp. contract) as an independent variable for comparison.
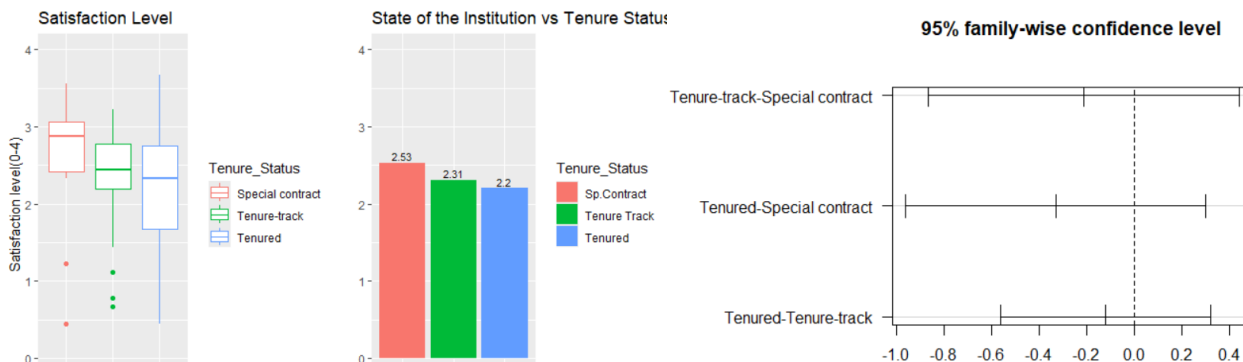
3.1 Job Satisfaction

A one-way, between-groups ANOVA revealed no statistically significant differences in overall job satisfaction when participants were grouped by tenure status ($F_{[2, 81]} = 0.132$, $p = 0.877$). The findings indicate that faculty members across all groups reported similar levels of job satisfaction, with an average satisfaction level of approximately 65%. The overall mean score was M = 2.58, SD = 0.04.
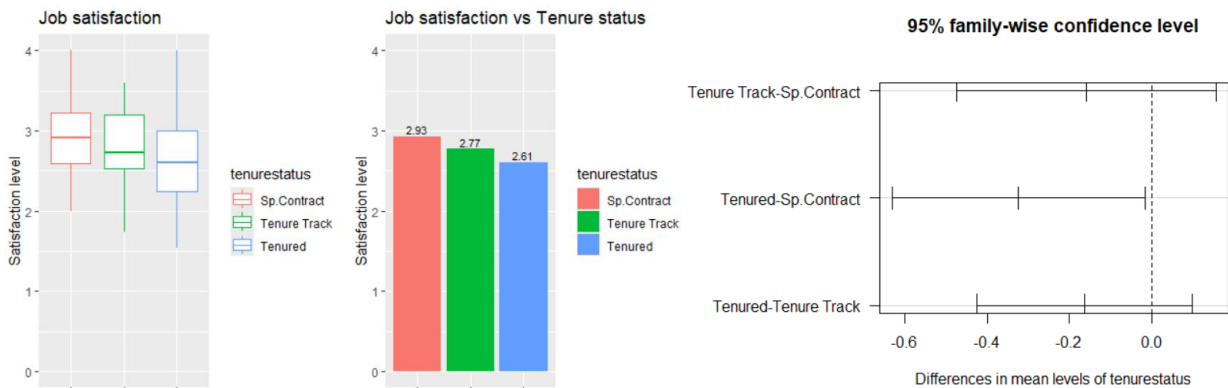
3.2 State of the Institution

When comparing participants' perceptions of the institution's state by tenure classification, a one-way ANOVA revealed no statistically significant differences among the groups ($F_{(2, 81)} = 0.132$, $p = 0.877$). Follow-up analysis using Tukey's HSD post-hoc test also showed no notable distinctions in viewpoints across the three tenure categories. Although the differences were not statistically significant, faculty on special contracts expressed slightly higher levels of agreement regarding the state of the institution compared to the other tenure groups. The overall satisfaction level was ~59%, with a mean satisfaction score was M = 2.35, with a standard deviation of SD = 0.17.


3.3 State of the Faculty

There was no statistically significant difference in perceptions of the State of the Faculty when comparing participants across different tenure classifications ($F_{(2, 81)} = 1.067$, $p = 0.349$). All groups reported satisfaction levels slightly above 60%, with an overall mean score of M = 2.56 and a standard deviation of SD = 0.14.
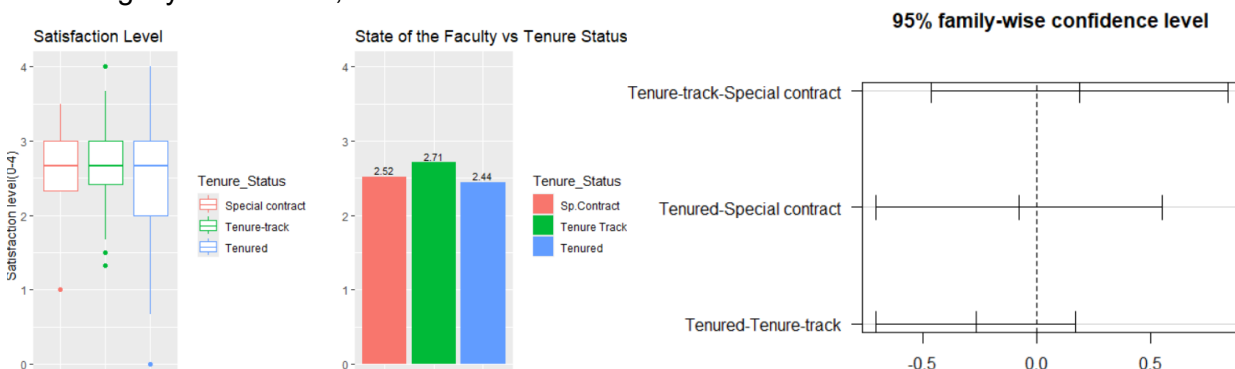
3.4 Faculty Support

A one-way, between-groups ANOVA revealed no statistically significant differences in participants' overall satisfaction with faculty support provided by the institution ($F_{[2, 81]} = 0.893$, $p = 0.413$). Among the groups, tenured faculty reported the highest levels of satisfaction, while special contract faculty expressed slightly lower satisfaction. Despite these differences, the overall perception of support received from various university departments was generally positive, with satisfaction levels approaching 74%. The mean satisfaction score for faculty support services was $M = 2.95$, $SD = 0.14$.
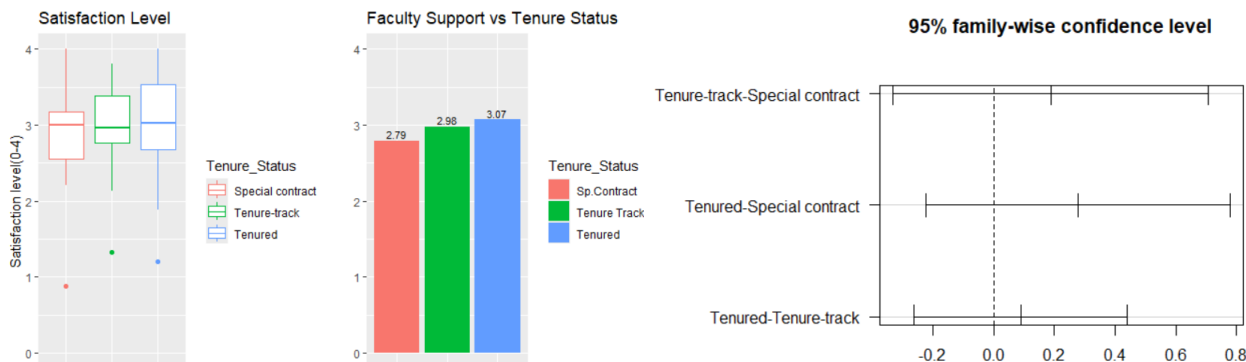

3.5 Faculty Governance

A one-way ANOVA revealed no statistically significant differences in perceptions of faculty governance across tenure classifications ($F_{[2, 81]} = 0.466$, $p = 0.629$). As illustrated in the bar plot, tenured faculty reported the highest satisfaction with faculty governance, while special contract faculty showed the lowest. Overall, satisfaction levels close to 63%, with a mean score of $M = 2.68$ and a standard deviation of $SD = 0.13$.
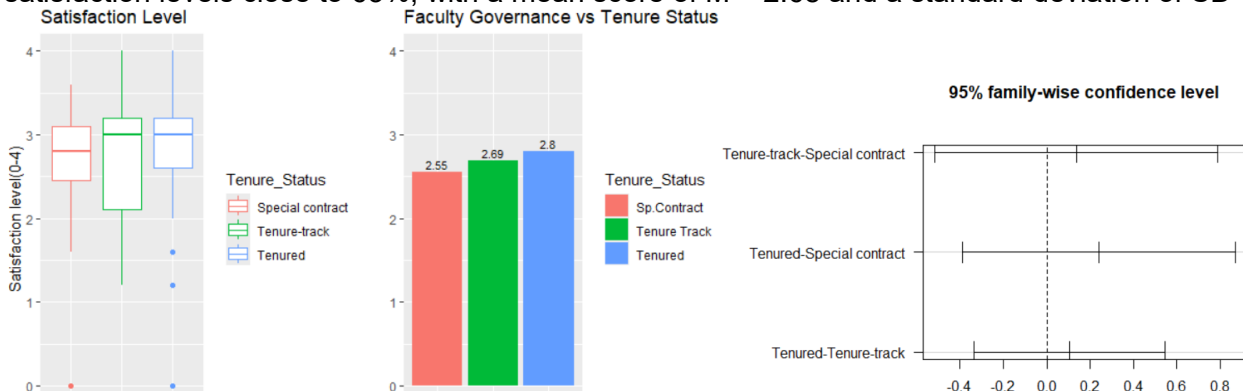

3.6 Curriculum

A one-way ANOVA revealed no statistically significant differences in perceptions of the curriculum development process across tenure classifications ($F_{[2, 80]} = 0.843$, $p = 0.434$). As shown in the bar plot, faculty across all tenure groups reported relatively high satisfaction levels, averaging around 71%. The overall mean satisfaction score was $M = 2.85$ with a standard deviation of $SD = 0.18$.
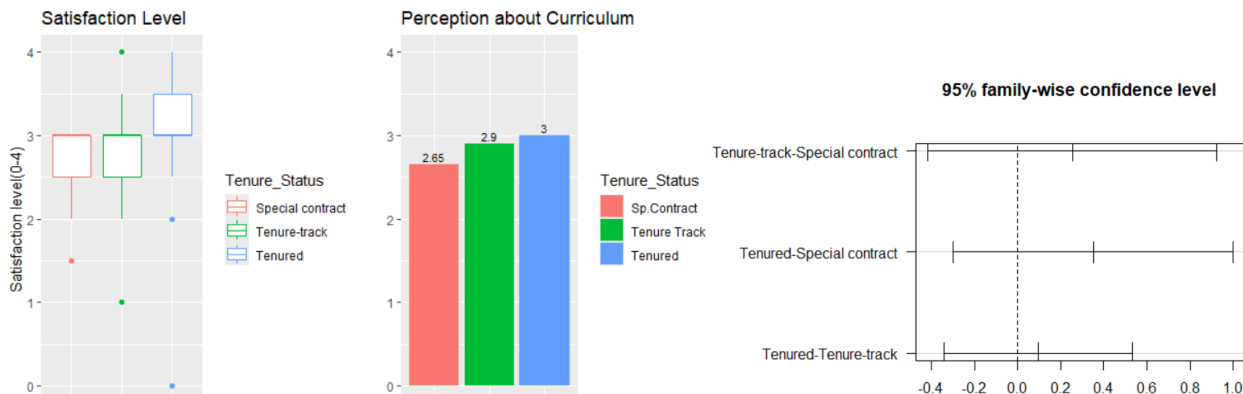
3.7 Tenure and Promotion

A statistically significant difference was observed when comparing faculty responses by tenure classification in relation to the Tenure and Promotion category (F[2, 76] = 6.504, p < 0.01). Tukey's HSD post-hoc analysis indicated a notable difference between special contract faculty and those with other tenure statuses. As illustrated in the bar plot, tenure-track faculty reported satisfaction levels exceeding 75%, while tenured faculty showed even higher satisfaction at around 79%. The overall mean satisfaction score for all participants was M = 2.73, with a standard deviation of SD = 0.55.
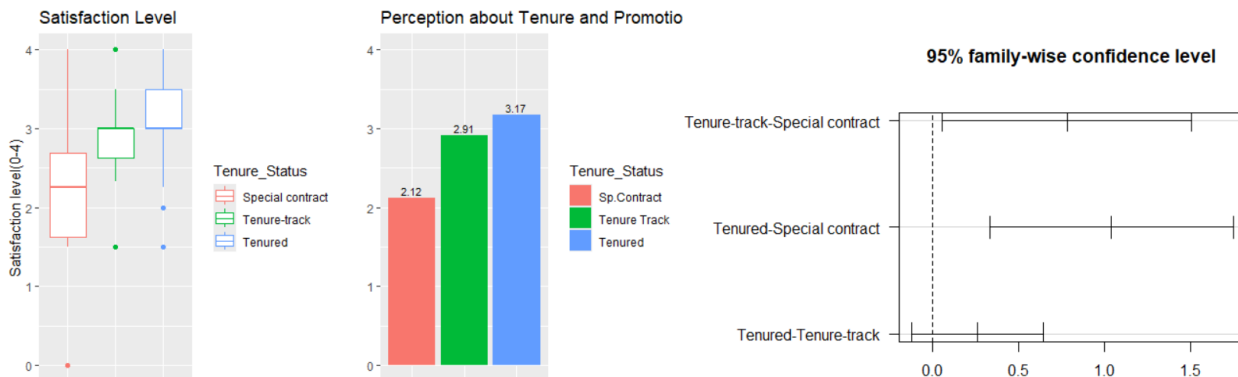
4. Highest Degree Earned (Quantitative analysis based on highest degree earned)

Participants' responses to the questionnaire items were compared based on their highest reported degree earned, which was used as the independent variable. We received responses from n = 55 participants with a post-master's degree (Ph.D., Ed.D., DBA, MFA) and n = 28 participants with a master's degree. Only one response was received from a faculty member holding a bachelor's degree; this response was excluded from the analysis to avoid potential bias due to the extremely small sample size. Post-hoc analysis was not conducted, as only two groups were included in the comparison.

4.1 Job satisfaction

One-way, between-groups ANOVA testing indicated no statistically significant differences in overall job satisfaction when participants were grouped by the highest degree earned (F[1, 81] = 5.296, p = 0.0239). Although the p-value is relatively small, it does not meet the more conservative alpha level set for this analysis. Faculty members holding a terminal degree above the master's level appeared to report higher satisfaction

than those with only a master's degree. The overall satisfaction level was ~67%, with a mean job satisfaction score M = 2.7, and a standard deviation of SD = 0.25.

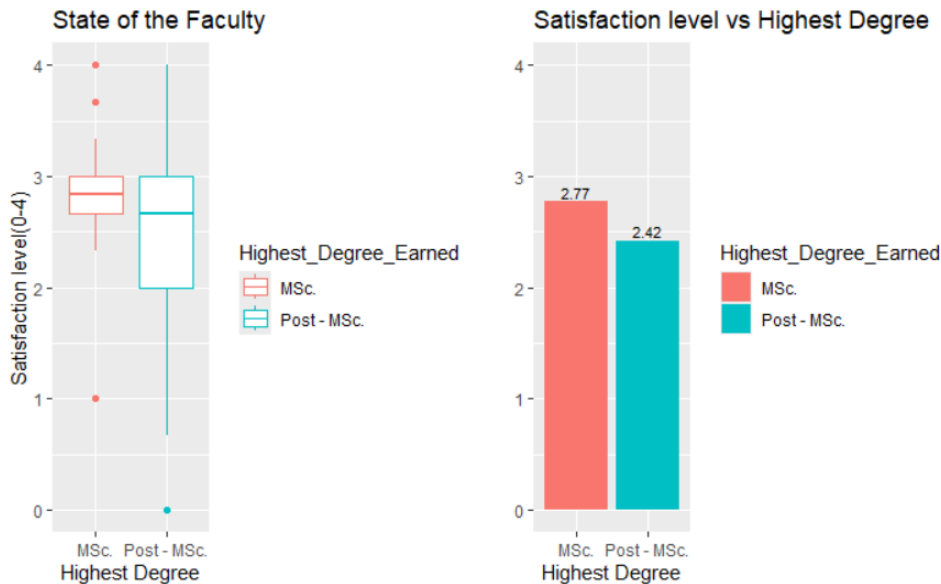### 4.2 State of the Institution

One-way, between-groups ANOVA testing revealed a statistically significant difference in participants' overall satisfaction with the State of the Institution based on their highest degree earned (F[1, 81] = 7.966, p < 0.01). Faculty members holding post-master's degrees (such as Ph.D., Ed.D., DBA, and MFA) reported notably lower satisfaction compared to those whose terminal degree is a master's. On average, satisfaction across both groups was approximately 59%. The overall mean satisfaction score was M = 2.36, with a standard deviation of SD = 0.35.
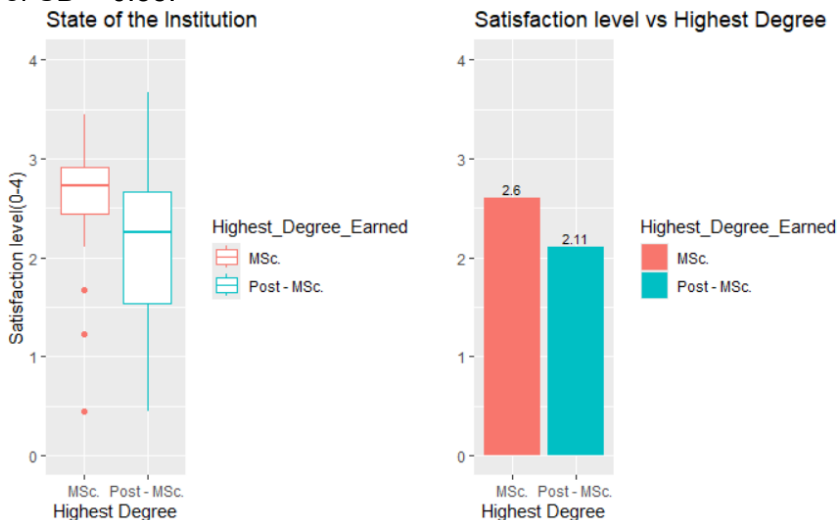
4.3 State of the Faculty

One-way, between-groups ANOVA testing found no statistically significant differences in participants' overall satisfaction with the State of the Faculty based on their highest degree earned (F[1, 81] = 3.964, p = 0.0499), given the conservative alpha level used. The results indicate that faculty holding post-master's degrees (Ph.D., Ed.D., DBA, and MFA) reported lower levels of satisfaction compared to those with a master's or bachelor's degree. Overall, satisfaction across all groups was approximately 65%, with a mean score of M = 2.59 and a standard deviation of SD = 0.25.

4.4 Faculty Support

One-way, between-groups ANOVA testing revealed no statistically significant differences in participants' overall satisfaction with the Support Available to Faculty when grouped by highest degree earned ($F_{[1, 81]}$ = 4.105, p = 0.0461), based on the conservative significance level applied. Overall, satisfaction levels were relatively high, exceeding 72%, with a mean satisfaction score of M = 3.04 and a standard deviation of SD = 0.21.
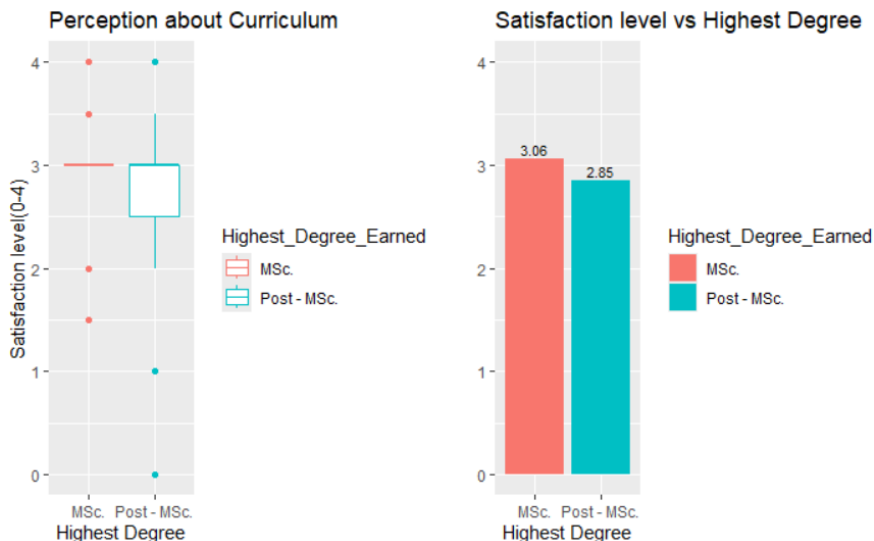

4.5 Faculty Governance

One-way, between-groups ANOVA testing revealed no statistically significant differences in participants' overall satisfaction with MSU Faculty Governance based on their highest degree earned ($F_{[1, 81]}$ = 2.054, p = 0.156). The overall average satisfaction level was approximately 69%, with a mean score of M = 2.76 and a standard deviation of SD = 0.18.

Faculty Governance / **Satisfaction level vs Highest Degree**

4.6 Curriculum

One-way, between-groups ANOVA testing showed no statistically significant differences in participants' overall satisfaction with Curriculum Development at MSU based on their highest degree earned ($F[1, 80]$ = 1.219, p = 0.273). The average satisfaction level across all participants was approximately 74%, with a mean score of M = 2.96 and a standard deviation of SD = 0.15.

Perception about Curriculum / **Satisfaction level vs Highest Degree**

4.7 Tenure and Promotion

One-way, between-groups ANOVA testing revealed statistically significant differences in participants' overall satisfaction with the Tenure and Promotion processes at MSU based on the highest degree earned ($F[1, 76]$ = 7.606, $p < 0.01$). Faculty members holding only master's degrees reported significantly lower satisfaction compared to those with post-master's degrees (e.g., Ph.D., Ed.D., DBA, MFA). Despite this difference, the overall average satisfaction level across all groups was slightly above 72%, with a mean satisfaction score of M = 2.90 and a standard deviation of SD = 0.33.

Tenure and Promotion | Satisfaction level vs Highest Degree
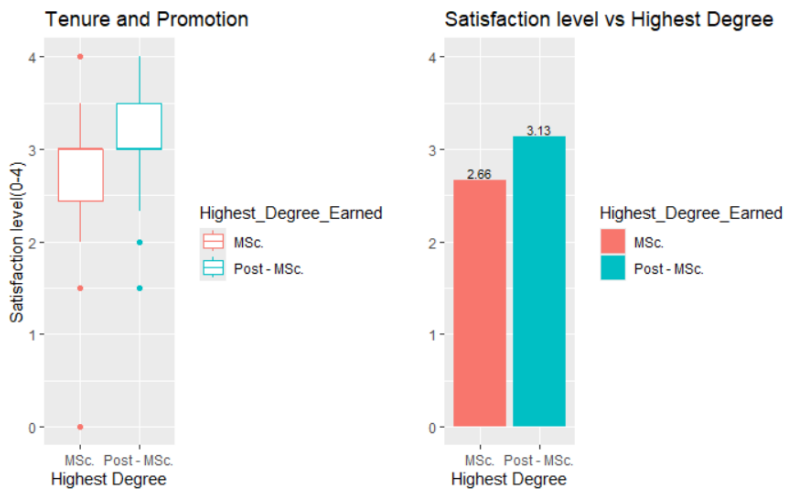
5. Do you teach Full-Time or Part-Time?

Although there were only two groups to compare (i.e., full-time and part-time faculty), a one-way ANOVA was used instead of a two-sample t-test, as both methods produce equivalent results when comparing means between two groups. A total of 76 full-time and 8 part-time faculty members responded to the survey.
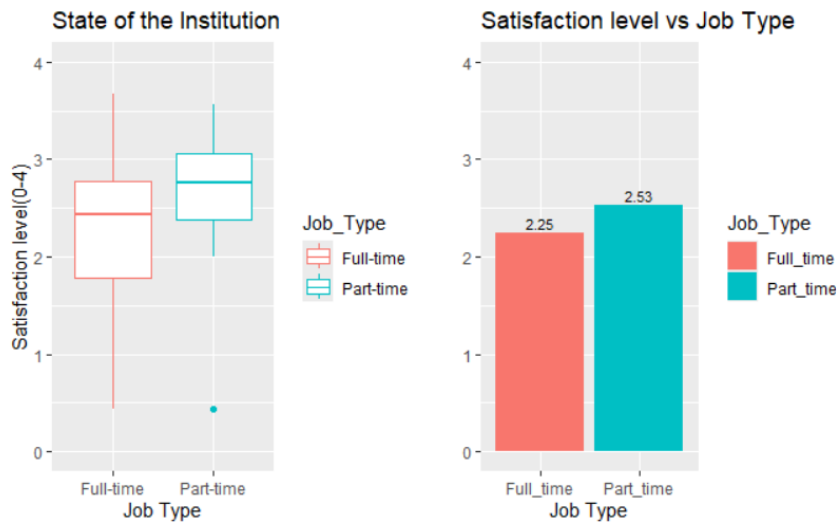
5.1 Job Satisfaction

When full-time and part-time faculty members' responses were compared, no significant differences were found in their overall job satisfaction ($F_{[1, 81]} = 0.419$, $p = 0.519$). Both groups reported similar levels of satisfaction, with an overall average above 64%. The mean job satisfaction score was M = 2.58, with a standard deviation (SD) of 0.11.

Job satisfaction | Satisfaction level vs Job Type
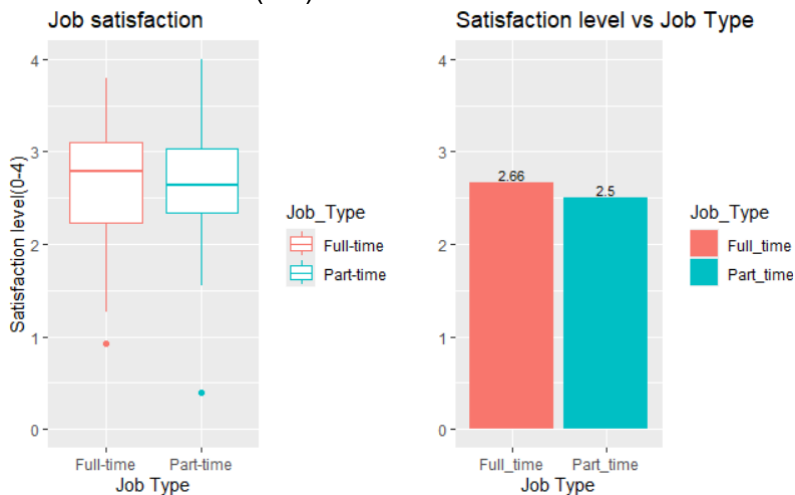
5.2 State of the Institution

When full-time and part-time faculty members' responses were compared, no significant difference was found in their overall satisfaction regarding the State of the Institution ($F_{[1, 81]} = 0.928$, $p = 0.338$). Although the difference was not statistically significant, part-time faculty members reported slightly higher satisfaction levels than their full-time counterparts. Overall, participants' average satisfaction level was close to 60%, with a mean score of M = 2.39 and a standard deviation (SD) of 0.20.

28

State of the Institution | Satisfaction level vs Job Type

5.3 State of the Faculty

When full-time and part-time faculty members' responses were compared, no significant difference was found in their overall satisfaction regarding the State of the Faculty (F [1, 81] = 0.011, p = 0.916). Both groups reported nearly equal satisfaction levels, averaging around 64%. The overall mean satisfaction score for the State of the Faculty was M = 2.54, with a standard deviation (SD) of 0.02.

State of the Faculty | Satisfaction level vs Job Type
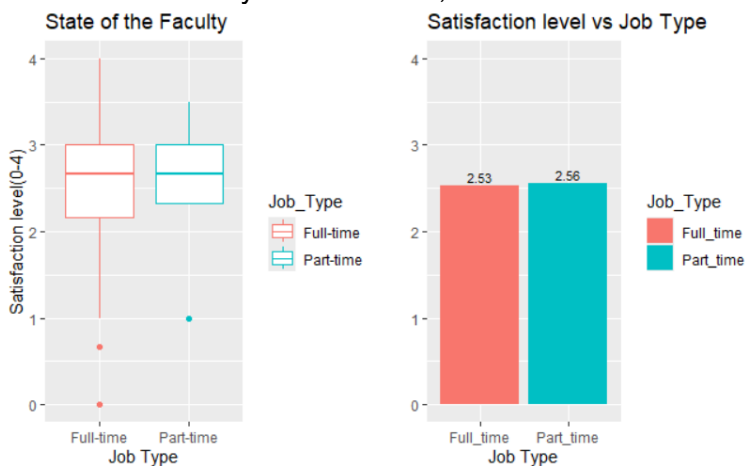
5.4 Faculty Support

When full-time and part-time faculty members' responses were compared, differences in satisfaction with Faculty Support were not statistically significant (F [1, 81] = 0.829, p = 0.18). Full-time faculty reported the highest satisfaction with the support received from various branches of the university (close to 75%), while part-time faculty showed a slightly lower, but still relatively high, satisfaction level at around 67%. The overall mean satisfaction score for Faculty Support was M = 2.87, with a standard deviation (SD) of 0.23.

Faculty Support / **Satisfaction level vs Job Type**

5.5 Faculty Governance

When full-time and part-time faculty members' responses were compared, there was no significant difference in their overall satisfaction related to the State of Faculty Governance at MSU (F [1, 81] = 0.788, p = 0.377). Full-time faculty reported relatively higher satisfaction levels than part-time faculty. However, the overall average satisfaction level was close to 65%. Participants' mean satisfaction score for Faculty Governance was M = 2.62, with a standard deviation (SD) of 0.18.

Faculty Governance / **Satisfaction level vs Job Type**

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, 80] = 1.563, p = 0.215). Full-time faculty reported higher satisfaction levels compared to part-time faculty. The overall average satisfaction level regarding the curriculum development process was approximately 69%. Participants' mean satisfaction score was M = 2.76, with a standard deviation (SD) of 0.27.
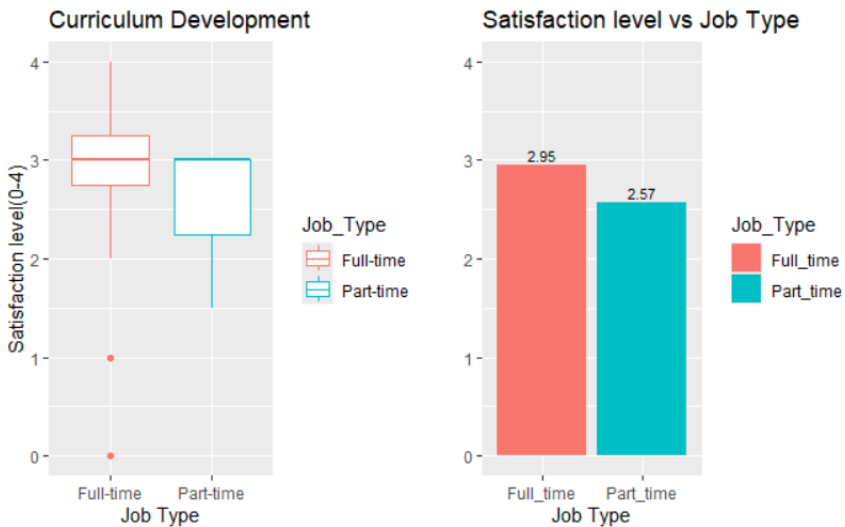
5.7 Tenure and Promotion

This comparison should be interpreted with caution due to the low response rate. Only three part-time faculty members responded to this item, while five others skipped the question, indicating it may not have been relevant to them. Despite the small sample size, an ANOVA was conducted to compare the two groups. The results revealed a statistically significant difference between full-time and part-time faculty ($F_{[1, 76]} = 8.382$, $p < 0.01$), with full-time faculty reporting higher satisfaction levels regarding the Tenure and Promotion processes at MSU. The overall average satisfaction score for all participants was $M = 2.52$, with a standard deviation (SD) of 0.74.

Appendix III: Quantitative Analysis

Both the generation of themes and how themes were analyzed in the current report reflect contemporary practice in the handling of qualitative data. Specifically, members of the committee wanted to utilize methods which permitted themes to emerge as indexed more directly as captured in the data themselves (rather than simply summarize groups of text as captured via the lead established by the seven quantitative groupings structured by the survey). The two citations below articulate the rationale for employing emergent methods and also how to process the materials they produce.

Cloutier, C. (2024). Strategies for generating deliberately emergent qualitative research designs. *The Journal of Applied Behavioral Science*, 60(2), 358- 380. https://doi.org/10.1177/00218863241235417

Naeem, M., Ozuem, W., Howell, K., & Ranfagni, S. (2023). A step-by-step process of thematic analysis to develop a conceptual model in qualitative research. *International Journal of Qualitative Methods*, *22*. https://doi.org/10.1177/16094069231205789