



2024 Faculty Satisfaction Survey Results and Report

Prepared by the Faculty Senate Faculty Satisfaction Survey Committee

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4 June 2024

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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 2023–2024 Faculty Satisfaction Survey was developed over the fall semester of 2023. It was implemented in Qualtrics and made available to all instructional staff and librarians at the university from 9 through 26 February 2024. See page 10 in the “Overall Results and Recommendations” section for a discussion about issues that arose when implementing this survey.

Changes from the 2022–2023 Survey

The Faculty Satisfaction Survey Committee for the 2022–2023 academic year made a number of recommendations in their report. These included eliminating the “State of the Faculty” section, redistributing those questions to other sections of the survey including to newly-created “Administration” and “Grounds and Facilities” sections, and adding more targeted open-ended question. That committee recommended redesigning the survey and piloting that new design in the fall of 2023.

However, this year's committee decided that this recommended redesign and testing effort was not feasible this year. Erin Baker-Giese, the member with direct qualitative research training and experience, could not sit on the committee this year because she is in the same academic department as Mark Singer, something that is not allowed under the Faculty Senate bylaws. Moreover, the committee decided early-on to implement the survey earlier in the spring semester so that results could be shared with university administration at the end of that semester rather than the following fall. Consequently, the committee made only minor changes to the survey, including listing all of the survey sections in its introduction, using the same Likert scale in all sections of the survey, heading each section with a brief description of its focus, eliminating the question about teaching online (given how ubiquitous online teaching has become), and changing the demographic questions to offer the opportunity to identify either as cisgender or transgender.

2024 Survey Demographics

355 survey invitations sent,¹ 119 responses received.

Response rate: 33.5%

Respondents Population=280 (per Common Data Set)³

Gender

Male:	24 (21.2%)	89 (31.8%)
Female:	59 (52.2%)	191 (68.2%)
Choose not to respond:	30 (26.5%)	

Faculty Rank

Professor:	14 (12.3%)	29 (10.3%)
Associate Professor:	27 (23.7%)	24 (8.6%)
Assistant Professor:	46 (40.1%)	59 (21.1%) ⁴
Instructor/other ² :	27 (23.7%)	168 (60.0%)

Tenure Status

Tenured:	48 (42.1%)	72 (25.7%)
Tenure-track:	41 (36%)	56 (20.0%)
Non-tenure track:	25 (22%)	152 (54.3%)

Highest Degree Earned

Terminal degree:	69 (60.5%)	85 (30.3%)
Master's Degree:	40 (35.1%)	[Non-terminal degree: 195 (69.6%)] ⁵
Bachelor's Degree:	5 (4.4%)	

Full-time:	97 (85.1%)	134 (47.9%)
Part-time:	17 (14.9%)	146 (53.2%)

1. Recipients of the invitation for this survey included all full- and part-time faculty, all librarians, and all staff members who teach at least one course.

2. "Other" includes those who do not have an academic title but who teach at least one class.

3. Data sources: Fact Book 2023–2024 (Office of Institutional Research), Common Data Set 01/08/2024 (Office of Institutional Research), Office of the Vice President for Academic Affairs.

⁴ This was determined by reference to the CDS and information provided by Academic Affairs.

5. Differences in data recording and reporting among different data sets make it very difficult to distinguish between master's degree and bachelor's degree holders.

Survey Results: Summary of Qualitative 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 $\alpha=0.01$. See the appendix beginning on page 11 for the full qualitative analysis.

Job Satisfaction

When compared by faculty rank, professors had lower levels of satisfaction (2.46/4) than all other faculty ranks, and tenured faculty had lower levels of satisfaction (2.61/4) than either non-tenure-track or tenure-track faculty. However, these differences were not statistically significant, and additionally there were no significant differences in job satisfaction when compared by gender, highest degree earned, or full-time versus part-time status. The overall mean score for all faculty was 2.75/4 with a standard deviation = 0.06.

State of the Institution

Professors reported significantly less satisfaction with the state of the institution than did assistant professors or instructors, and individuals with bachelor's and master's degrees reported being more satisfied with the state of the institution than were those with terminal degrees (PhD, EdD, DBA, and MFA). Part-time faculty reported greater satisfaction with the state of the institution than did full-time faculty. The overall mean score for all faculty was 2.48/4 with a standard deviation = 0.15.

State of the Faculty

Instructors were the most satisfied with the state of the faculty and professors the least, with a mean for instructors of 2.94/4 and for professors of 2.46/4. Additionally, part-time faculty members indicated higher mean satisfaction with the state of the faculty (2.98/4)

than did full-time faculty (2.42/4). The overall mean score for all faculty was 2.79/4 with a standard deviation = 0.11.

Support from Offices and Programs across Campus

No statistically significant difference was reported regarding the support received from various offices across the campus when participants' responses were compared based on gender, faculty rank, tenure status, highest degree earned, or full-time/part-time status. The overall mean score for all faculty was 3.09/4 with a standard deviation = 0.1 and a satisfaction level above 70%.

Faculty Governance

Full-time faculty (2.65/4) were less satisfied with faculty governance than were part-time faculty (3.12/4). The overall mean score for all faculty was 2.68/4 with a standard deviation = 0.15.

Curriculum Development

There was no statistically significant difference in satisfaction with the curriculum development process when participants were compared based on gender, faculty rank, tenure status, highest degree earned, or full-time/part-time status.

Tenure and Promotion

Tenured faculty reported being much more satisfied with the tenure and promotion process than did tenure-track faculty. Tenured faculty reported a more than 75% satisfaction level with the tenure and promotion processes compared to 65% for tenure-track faculty. the mean of participants' overall satisfaction with the tenure and promotion processes was 2.79 with a standard deviation = 0.21.

Comparing 2024 and 2023 Quantitative Responses

Comparison by Gender

Last year's survey analysis revealed significant differences in levels of satisfaction with faculty support across gender groups, but not this year. In both years, the group that did not disclose their gender identities demonstrated the lowest degree of satisfaction. This group's satisfaction level has improved from the previous year, and as a result, the difference in satisfaction levels is not statistically significant when compared to the other gender groups that revealed their gender identities.

Comparison by Faculty Rank

Job satisfaction comparison based on faculty rank: While there was a statistically significant difference in job satisfaction by faculty rank last year, the difference is not statistically significant in this year's data. Professors were the least satisfied and instructors the most satisfied in both years.

State of the faculty comparison based on faculty rank: Although the previous year's comparison results were not significant, participants' responses this year about the state of the faculty are statistically significant when compared by faculty ranks.

Tenure and promotion processes comparison based on faculty rank: There were statistically significant differences in satisfaction with tenure and promotion procedures from different faculty ranks in 2023, but this year's responses do not reflect this. Professors were the most satisfied in this category in both years, with assistant professors being the least satisfied. However, the small variations in their responses and perception levels this year suggest that views about tenure and promotion are not statistically significant when compared to faculty ranks.

Comparison by Tenure Status

Job satisfaction based on tenure status: Job satisfaction responses from 2023 showed significant variations when compared to the tenure status. However, the 2024 survey did not reveal a significant difference. In both years, special contract professors were the most satisfied, while tenured faculty were the least satisfied.

State of the institution based on tenure status: Although the previous year's responses showed no significant variations in satisfaction with the institution's state when compared to tenure status, this year's data revealed a statistically significant difference. In both years, special contract faculty members were the most satisfied, while tenured faculty were the least satisfied with the state of the institution.

Tenure and promotion based on tenure status: This year's responses for the tenure and promotion process revealed significant variations in satisfaction compared to tenure status.

In both the 2023 and 2024 surveys, tenured faculty were the most satisfied, while tenure-track faculty were the least satisfied.

Comparison by Highest Degree Earned

There was no statistically significant difference from last year's responses in any category.

Comparison by Full-time/Part-time Status

State of the faculty based on full-time/part-time status: In contrast to previous years, this year's faculty responses on the state of the faculty revealed a statistically significant difference between full-time and part-time faculty. Part-time faculty reported the highest levels of satisfaction in both years, whilst full-time professors reported the lowest.

Faculty governance based on full-time/part-time status: In contrast to previous years, this year's faculty responses on the faculty governance revealed a statistically significant difference between full-time and part-time faculty responses. Part-time faculty reported the highest levels of satisfaction in both years while full-time professors reported the lowest.

Survey Results: Summary of Comments and Common Themes

Of the 119 surveys received, 88 respondents answered at least one open-ended question in one of the survey categories for a total of 182 open-ended responses associated with categories. Here are the number of those responses by category;

- satisfaction with their position as a faculty member: 37
- satisfaction with MSU as an institution: 38
- thoughts about MSU faculty: 28
- satisfaction with MSU's support services: 20
- satisfaction with faculty governance: 15
- satisfaction with the curriculum development process: 18
- satisfaction with the processes for tenure and promotion of faculty: 26

An additional 21 respondents answered one of the general open-ended questions at the end of the survey with a total of 109/119 (91.6%) giving at least one open-ended response. In all, the survey's 119 respondents made 360 comments.

Tenure and Promotion

34 of the 360 total comments (9.4%) related to tenure and promotion processes. 26 of those comments were made in the category that asks directly about respondents' satisfaction with the tenure and promotion process, while the remaining responses were made to the general questions at the end of the survey or in the areas of the survey that ask about satisfaction with the state of the faculty or the institution. Overall, 27 of the 119 respondents (22.7%) made at least one comment about tenure and promotion.

With only a few exceptions, these comments about the tenure and promotion processes were negative. Most characterized the process as biased or unfair to faculty in some program areas (when identified, in the respondent's own area), and respondents frequently stated that tenure and promotion committee members did not or could not fairly evaluate candidates in academic areas other than their own. Many of the comments related tenure and promotion to job security, and a few said that they felt they should only be evaluated by their direct supervisor rather than a faculty committee. While evaluation of scholarship was a primary area in which these respondents claimed bias occurred, some respondents additionally addressed perceived differences among programs in teaching workload and service obligations as another factor that they thought is being inadequately considered by the tenure and promotion committees.

This perception of unfairness or bias in tenure and promotion was a consistent theme in the two surveys prior to this one, and the perception appears to be independent of any

actual denial of candidate's tenure or promotion, given the rarity of such denial over the period.

University Administration: Overall

70 (19.4%) of 360 comments dealt with aspects of university administration, including academic restructuring and the relationship between faculty and administration, primarily in the areas of planning and communication.

University Administration: Restructuring

22 (31.4%) of the 70 overall comments on university administration directly addressed academic restructuring, with most of those comments criticizing how university administrators communicated the reasons for and progress of restructuring.

University Administration: Communication and Other Issues

Other comments about university administration cited various issues including lack of long-range planning, issues with transparency of and inclusion of faculty in decision making, lack of presence on campus, and and overall lack of communication with faculty. 49 (70%) of the 70 overall comments on administration addressed these issues (which represents some overlap with comments on restructuring). In addition, 15 of these 49 comments (30.6%) directly addressed administration and faculty governance, often stating a perception of administrative disregard for faculty governance.

Inequities (pay and otherwise)

A number of comments addressed perceived inequities not only in pay (something that is a perennial issue) but also in workload, the amount of service expected, and consideration of the needs of some academic areas over others in terms of support and workspace. 27 of the 360 total comments (7.5%) addressed these types of issues.

Other Issues

Other important issues arose from the survey comments. Several respondents expressed concern with the limited availability of a nurse practitioner at the Student Health Center. While only eight comments directly focused on general education, it seems likely that this remains an issue that may have been subsumed in comments about faculty governance.

Positives

Many respondents commented that working with their students and their colleagues is the best thing about being a faculty member at Minot State. Many singled out IT and OIT as among the best of the university's support departments, and in general comments about support departments were among the most positive given.

Overall Results and Recommendations

Areas of concern shown in this year's survey reflect to some extent what has been seen in the past: concerns about pay and pay equity; concerns about the tenure and promotion processes; dissatisfaction with communication between administration and faculty; and worries about the university's mission, long-range planning, and decision-making. Clearly the restructuring of academic departments—something that faculty had experienced immediately before this year's survey was released—affected survey responses, and both worry about and communication of the budget challenges faced by the university affected responses as well.

With all this, some issues identified by this survey present immediate concerns. The criteria established and the processes used to apply for and receive tenure and promotion must be addressed. For several years, some faculty consistently have seen these processes as unfair and onerous. The Faculty Senate and Academic Affairs need to work together to address both perception and process while supporting the validity of tenure and equity among our diverse faculty. The perception that expectations and workloads are not fair and consistent between and within academic units also needs to be examined and addressed to further ensure equity among our faculty.

Communication and transparency of planning and decision-making are areas of concern as well. Most of the comments made about academic restructuring characterized it as sudden and inadequately explained, and other comments linked dissatisfaction with restructuring to changes in faculty assignments and concerns about upcoming budget shortfalls. In short, many respondents expressed worry and even helplessness about the security of their positions and our ability to teach students in the face of these changes, and they felt blindsided by these changes and anxious about what else may come. Respondents also cited their perception that the university does not have clear plans for increasing enrollment and preparing students for a changing world.

In light of this, the Minot State University Faculty Senate should closely examine its *de jure* and *de facto* roles in shared governance and as a channel for communication between faculty and administration. The university's administration should consider those roles as well as we move forward with our new academic structure into the challenges of tight budgets and the possibility in the upcoming legislative year of renewed efforts to limit tenure and restrict academic freedom at state institutions of higher learning.

Regarding this survey, this year's committee does recommend that it be redesigned over the next several years to ensure that it is gathering the information Faculty Senate wants and needs. This committee also is concerned in retrospect that providing both cisgender and transgender options in the demographic section, which was introduced this year, might

have inhibited some responses rather than being inclusive as was intended. Additionally, feedback received from some faculty members about this survey was that making those demographic questions mandatory also may inhibit responses, especially given that we are a small enough population that some faculty members—possibly, the most vulnerable ones—may choose not to answer questions if they perceived any risk that their identity could be “figured out” from their responses. These are issues that the committee recommends when they begin their work in August 2024.

Survey implementation issues: Running this survey proved to be challenging. It was hard to obtain a list of the university email addresses of faculty members who should receive this survey. It is not certain if all of those who should have received this email did because some part-time faculty members may not have their university or system email addresses listed in the database used to generate that list. Once that list was obtained and the email invitation to complete the survey was distributed, around 30 of those invitations were not delivered because the owner of that email address had blocked all Qualtrics surveys.

Finally, while librarians are faculty members under our administrative structure and are represented on Faculty Senate, the committee received feedback from some librarians that many of the questions do not apply to them. Further, those librarians stated that they also receive the Staff Satisfaction Survey. Given those things, this committee recommends that those librarians who do not teach courses not be sent an invitation to complete subsequent Faculty Satisfaction Surveys.

Appendix: Descriptive Statistics and Quantitative Analysis

Descriptive Statistics (2023–2024)

Total Sample

Total $N = 119$ participants responded.

Gender

Male $n = 24$ (21.2%)

Female $n = 59$ (52.2 %)

Choose not to respond $n = 30$ (26.5%)

Faculty Rank

Professor $n = 14$ (12.3%)

Associate Professor $n = 27$ (23.7%)

Assistant Professor $n = 46$ (40.1%)

Instructor $n = 27$ (23.7%)

Tenure Status

Tenured $n = 48$ (42.1%)

Tenure-track $n = 41$ (36%)

Instructor (non-tenure track) $n = 25$ (22%)

Highest Degree Earned

PhD, EdD, DBA, MFA Degree $n = 69$ (60.5%)

Master's Degree $n = 40$ (35.1%)

Bachelor's Degree $n = 5$ (4.4%)

Full-time/Part-time Status

Full-time $n = 97$ (85.1%)

Part-time $n = 17$ (14.9%)

Quantitative Analysis

Quantitative Method

The responses were recorded using a Likert-type scale ranging from 1–5.

1 = Very satisfied

2 = Satisfied

3 = Marginally satisfied

4 = Not at all satisfied

5 = Does not apply to me

Scale Reliability

The Faculty Satisfaction Survey has a Cronbach's alpha coefficient of $\alpha = 0.974$, showing high internal reliability for all subtopics in each question. Despite having a higher Cronbach alpha, responses must be carefully reviewed because some items may be repetitive when testing the same topic.

Composite Scale 1: $\alpha = 0.913$ (Job Satisfaction)

Composite Scale 2: $\alpha = 0.913$ (State of the Institution)

Composite Scale 3: $\alpha = 0.725$ (State of the Faculty)

Composite Scale 4: $\alpha = 0.962$ (Faculty Support)

Composite Scale 5: $\alpha = 0.879$ (Faculty Governance)

Composite Scale 6: $\alpha = 0.910$ (Curriculum)

Composite Scale 7: $\alpha = 0.927$ (Tenure and Promotion)

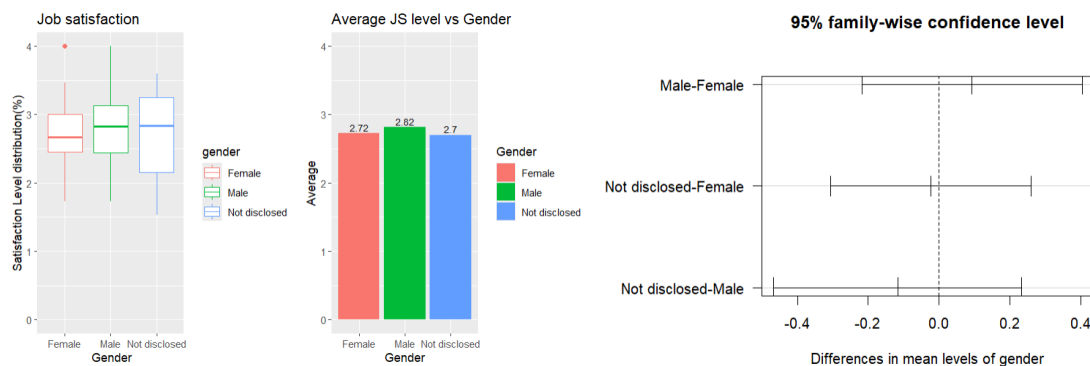
Significance

All analyses used a more conservative $\alpha = .01$ to reduce the likelihood of committing a Type I error. Tukey's HSD post-hoc tests were utilized if there was a significant difference between the groups to be further analyzed.

1. Quantitative Analysis Based on Gender

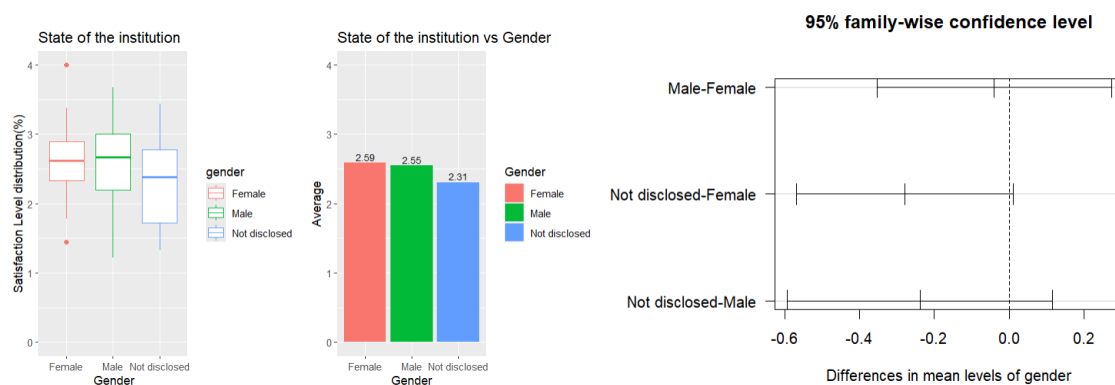
1.1 Job Satisfaction

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 that there were no statistically significant differences in job satisfaction when participants were compared by gender ($F [2, 109] = 0.352, p = 0.704$). The difference in distributions for each gender category was minimal according to the boxplot. The bar plot demonstrates that the average satisfaction levels were above 50% and that no significant differences existed between each gender category. The overall mean score for all faculty was $M = 2.75, SD = 0.06$.



1.2 State of the Institution

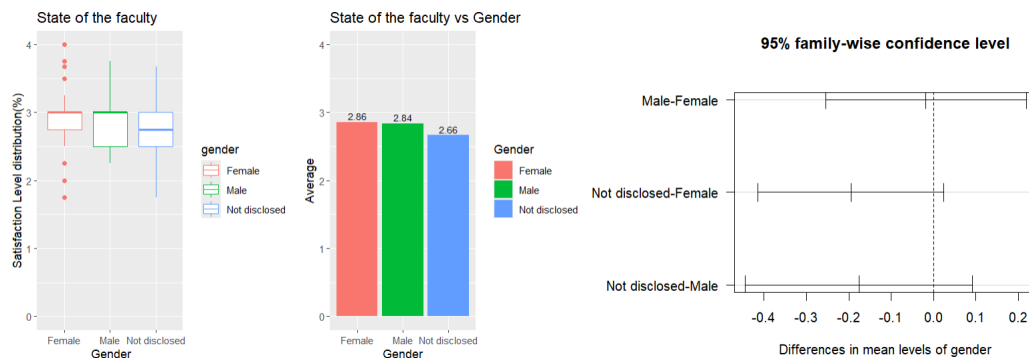
Faculty were asked to select the option that best described their level of agreement or disagreement with statements concerning the university as an institution. One-way, between-groups ANOVA testing does not show any statistically significant difference in participants' overall assessment of the state of the institution when participants were compared by gender ($F [2, 110] = 2.686$, $p\text{-value} = 0.073$). Although there were minor differences between groups, those differences were not statistically significant. The overall mean score for all faculty was $M = 2.48$, $SD = 0.15$. As shown by the bar plot, the overall satisfaction levels for those identifying as male or female exceeded 50% but were below 50% of those who did not disclose their gender identity.



1.3 State of the Faculty

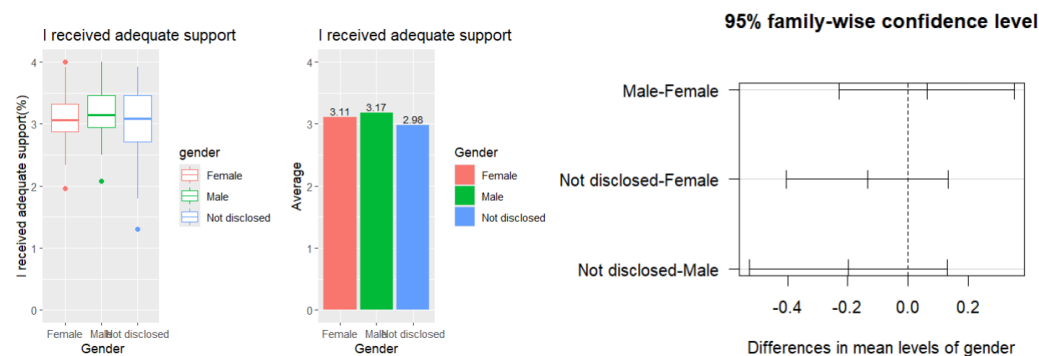
Faculty were asked to select the option that best described their level of agreement or disagreement with statements concerning the university's faculty. One-way, between-groups ANOVA testing revealed no significant differences in participants' overall assessment of the state of the faculty when participants were compared by gender ($F [2, 110] = 2.355$, $p = 0.099$). The overall mean score for all faculty was $M = 2.79$, $SD = 0.11$.

However, the satisfaction level among all gender groups exceeded 60% as shown in the bar plots.



1.4 Faculty Support

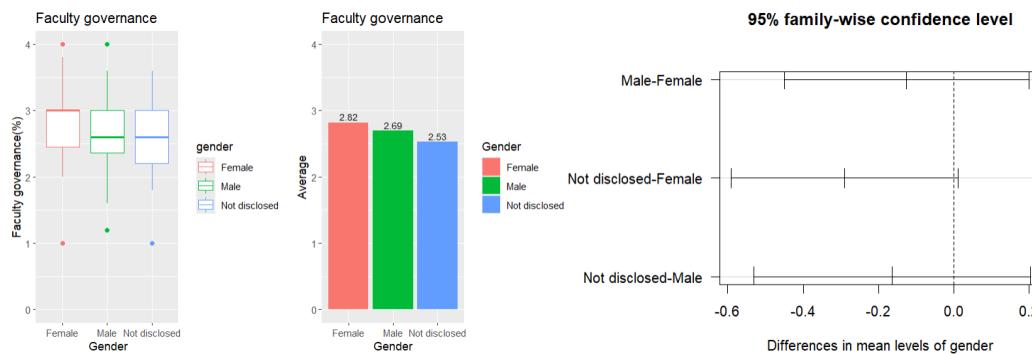
Faculty were asked to select whether they received adequate support from various offices and programs across campus. One-way, between-groups ANOVA testing revealed no statistically significant difference in participants' overall assessment of the support available to faculty when participants were compared by gender ($F [2, 110] = 1.134, p = 0.325$). In the responses received from each gender category regarding the support they received from the various branches of the university, the satisfaction level was above 70% as shown by the bar plot. The overall mean score for all faculty was $M = 3.09, SD = 0.1$.



1.5 Faculty Governance

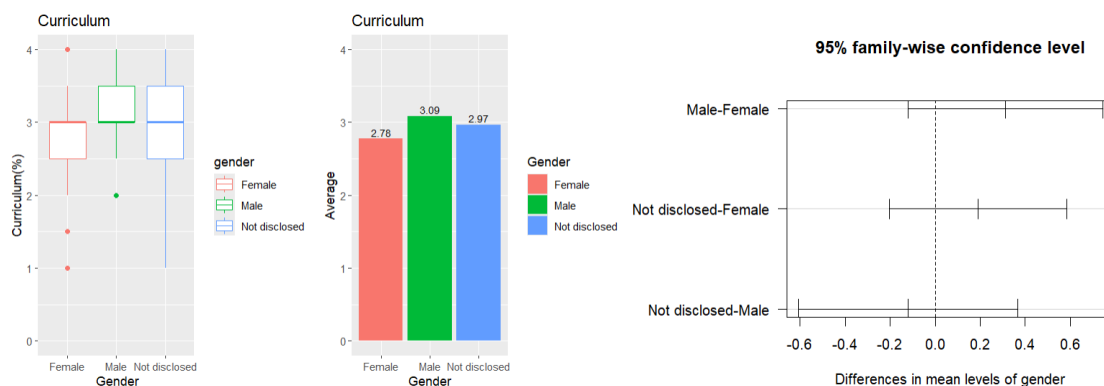
Faculty were asked to select the option that best described their level of agreement or disagreement with statements concerning faculty governance. One-way, between-groups ANOVA testing revealed no statistically significant difference in participants' overall satisfaction with the faculty governance when participants were compared by gender ($F [2, 109] = 2.624, p = 0.077$). The female gender group was the most satisfied (satisfaction level

is above 70%) about faculty governance. The overall mean score for all faculty was $M = 2.68$, $SD = 0.15$.



1.6 Curriculum

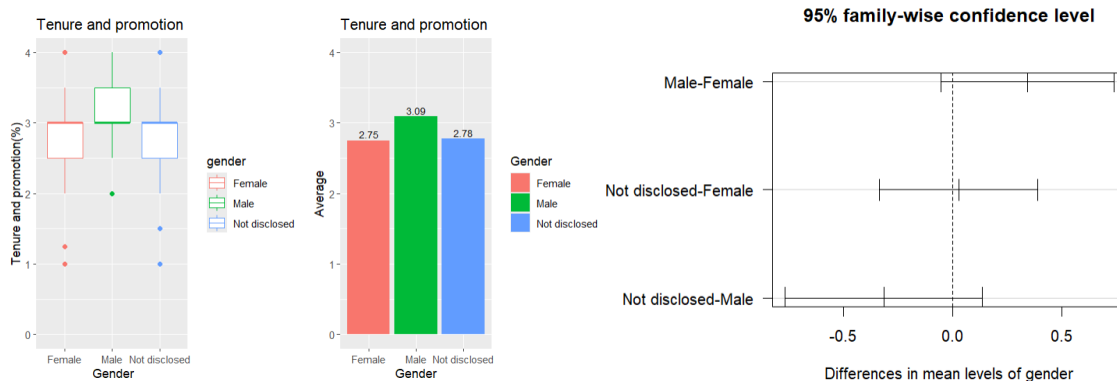
Faculty were asked to select the option that best described their level of agreement or disagreement with statements concerning curriculum development. One-way, between-groups ANOVA testing revealed that there were no statistically significant differences in participants' overall satisfaction with issues related to the curriculum development process at MSU when participants were compared by gender ($F [2, 108] = 1.673$, $p = 0.193$). When compared by gender, all participant groups were generally satisfied with the curriculum development process with the male gender group the most satisfied (satisfaction level above 75%). The overall mean score for all faculty was $M = 2.94$, $SD = 0.16$.



1.7 Tenure and Promotion

Faculty were asked to select the option that best described their level of agreement or disagreement with statements concerning the tenure and promotion processes. One-way, between-groups ANOVA testing revealed no statistically significant difference in participants' overall satisfaction with the tenure and promotion processes when participants were compared by gender ($F [2, 102] = 2.205$, $p = 0.115$). All groups show a

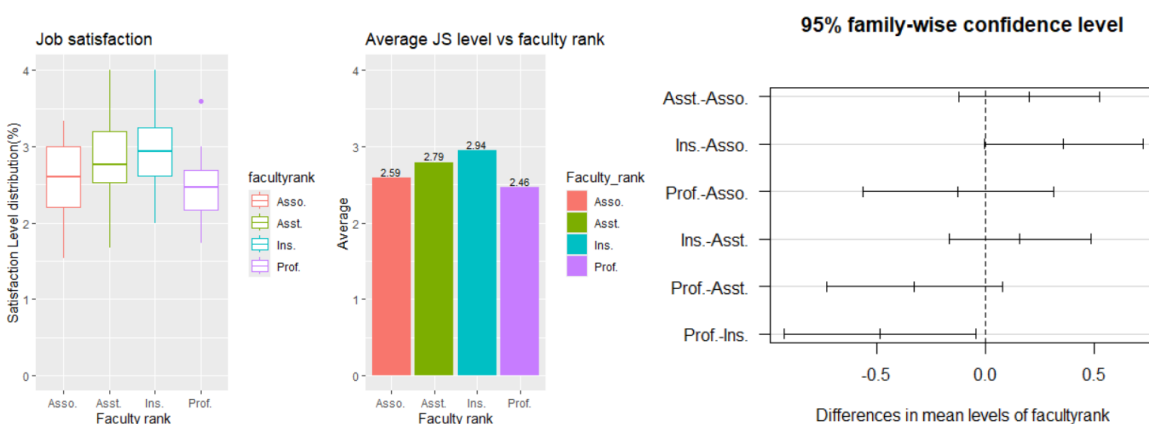
satisfaction level above 68% with the male gender group the most satisfied (satisfaction level $\approx 75\%$). The overall mean score for all faculty was $M = 2.87$, $SD = 0.19$.



2. Quantitative Analysis Based on Faculty Rank

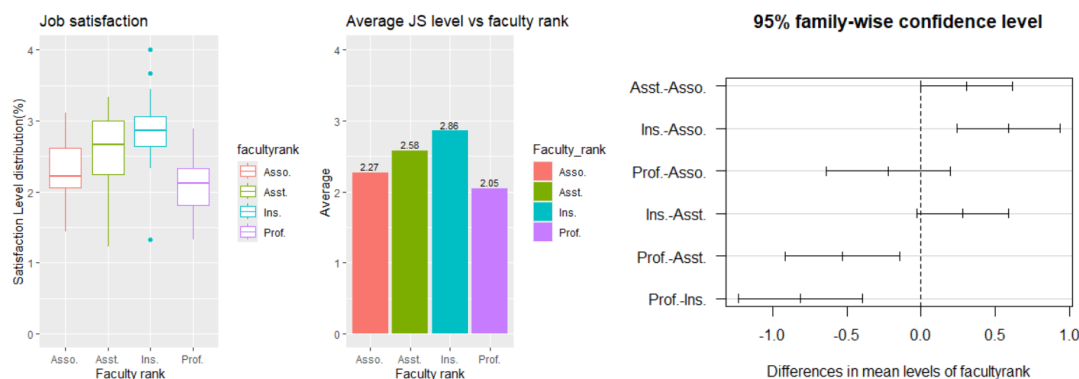
2.1 Job Satisfaction

One-way, between-groups ANOVA testing revealed no statistically significant differences in job satisfaction when participants were compared by faculty rank ($F [3, 109] = 3.772, p = 0.013$). 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 that there is substantial variation in job satisfaction levels between professors and instructors when compared to other groups. The overall mean score of the faculty was $M = 2.69, SD = 0.21$



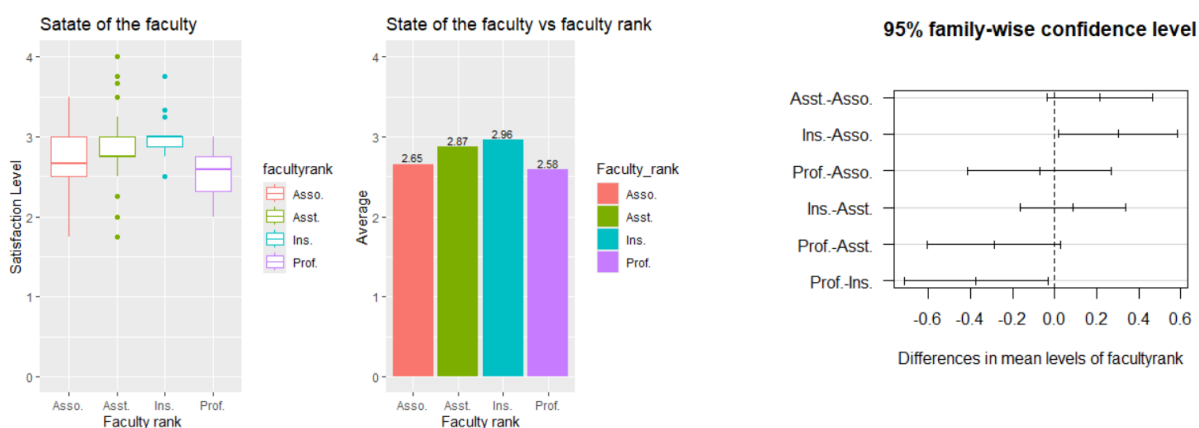
2.2 State of the Institution

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 ($F [3, 110] = 11.27, p < 0.01$). 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 professors reported significantly lower or less satisfied opinions regarding the state of the institution ($p < 0.01$) than assistant professors and instructors. The overall mean score for all faculty was $M = 2.44, SD = 0.35$.



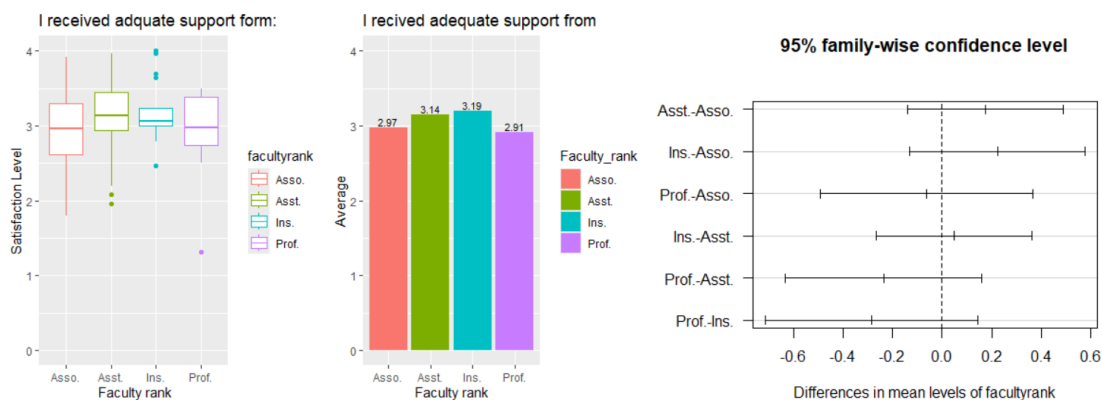
2.3 State of the Faculty

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 ($F [3, 110] = 4.493, p < 0.01$). 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, instructors are the most satisfied with the state of the institution, while professors are the least satisfied. The overall mean score for all faculty was $M = 2.77, SD = 0.18$.



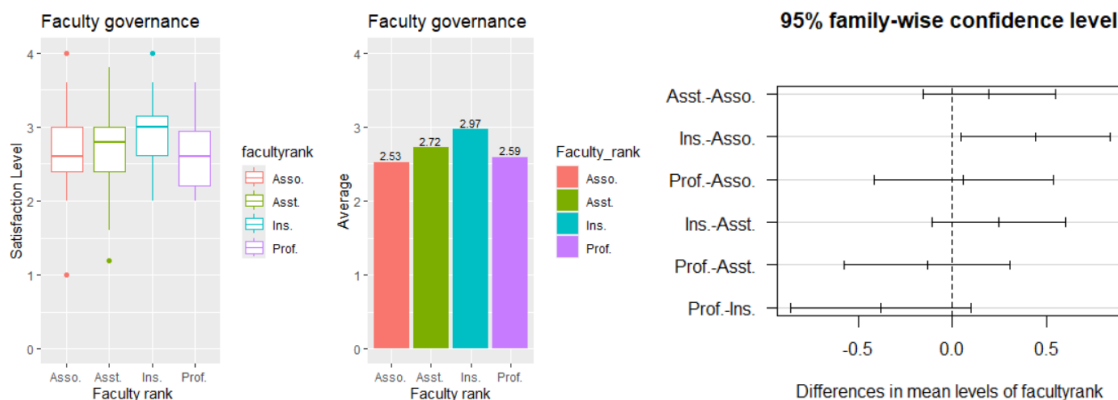
2.4 Faculty Support

One-way, between-groups ANOVA testing found no statistically significant differences in participants' overall assessment of the support available to faculty when participants were compared by faculty rank ($F [3, 110] = 1.709, p = 0.169$). Professors were more satisfied than other faculty ranks, but these differences did not reach statistical significance. It is worth noting that the general opinion of support received among the various faculty positions was close to 75. The overall mean score for all faculty was $M = 3.05, SD = 0.14$.



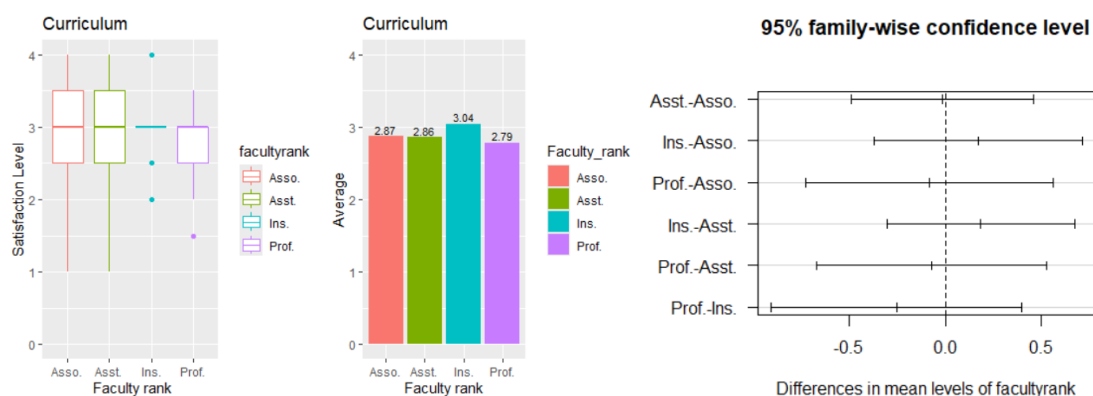
2.5 Faculty Governance

One-way, between-groups ANOVA testing found no statistically significant difference in participants' overall satisfaction with the faculty governance when participants were compared by faculty rank ($F [3, 109] = 3.081, p = 0.031$). Instructors were the most satisfied ($\approx 75\%$) regarding faculty governance, while associate professors were the least satisfied ($\approx 65\%$). The overall mean score for all faculty was $M = 2.70, SD = 0.20$.



2.6 Curriculum

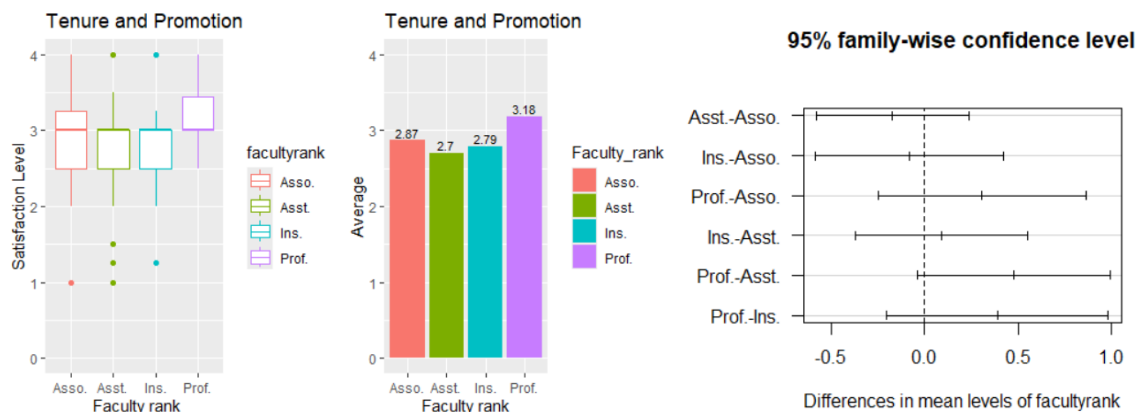
One-way, between-groups ANOVA testing revealed no statistically significant differences in participants' overall satisfaction with issues related to the curriculum development process when participants were compared by faculty rank ($F [3, 107] = 0.463, p = 0.709$). All participant groups were generally satisfied with the curriculum development process; the overall mean score for all faculty was $M = 2.89, SD = 0.11$.



2.7 Tenure and Promotion

One-way, between-groups ANOVA testing found that there were no statistically significant differences in participants' overall satisfaction with tenure and promotion processes when participants were compared by faculty rank ($F [3, 102] = 2.034, p=0.114$). Again, a

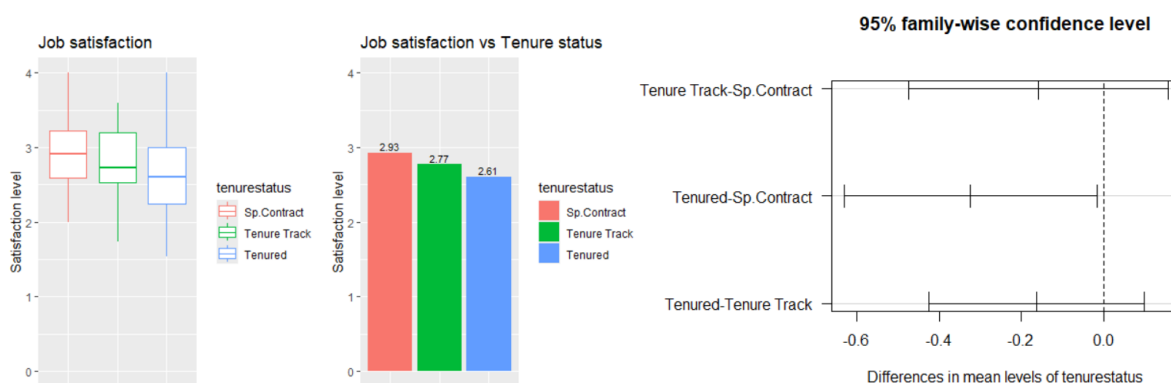
conservative $\alpha = .01$ was used to reduce the likelihood of committing a Type 1 error. However, in general, all participant groups were satisfied with MSU's tenure and promotion process, with professors being the most satisfied group (>75%) and assistant professors being the least satisfied. The overall mean score for all faculty was $M = 2.88$, $SD = 0.21$.



3. Quantitative Analysis Based on Tenure Status

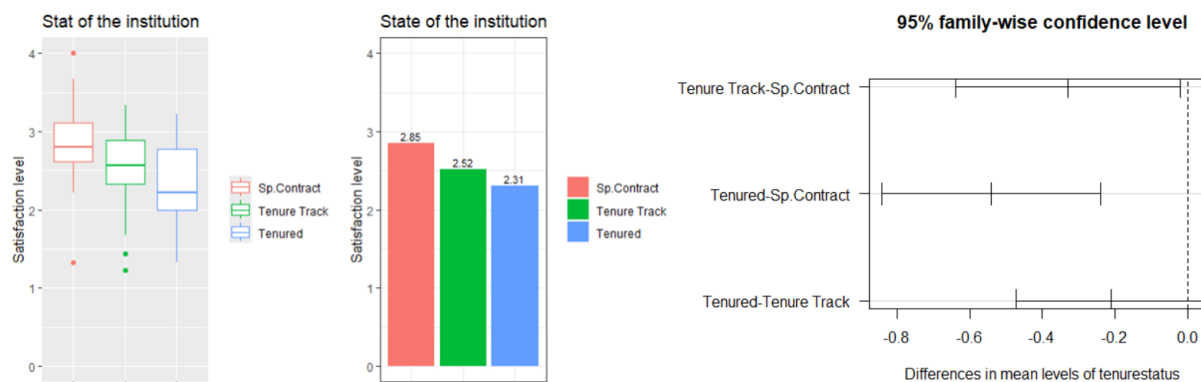
3.1 Job Satisfaction

One-way, between-groups ANOVA testing revealed no statistically significant differences in participants' overall job satisfaction ($F [2, 110] = 3.297, p = 0.041$). Tukey's HSD post-hoc testing revealed a considerable difference between Tenured and special contract faculty, but it is not significant to a more conservative alpha value of 0.01. The participants' overall satisfaction level was $M = 2.77, SD = 0.16$, indicating a general job satisfaction among all participants when compared using tenure status/classification.



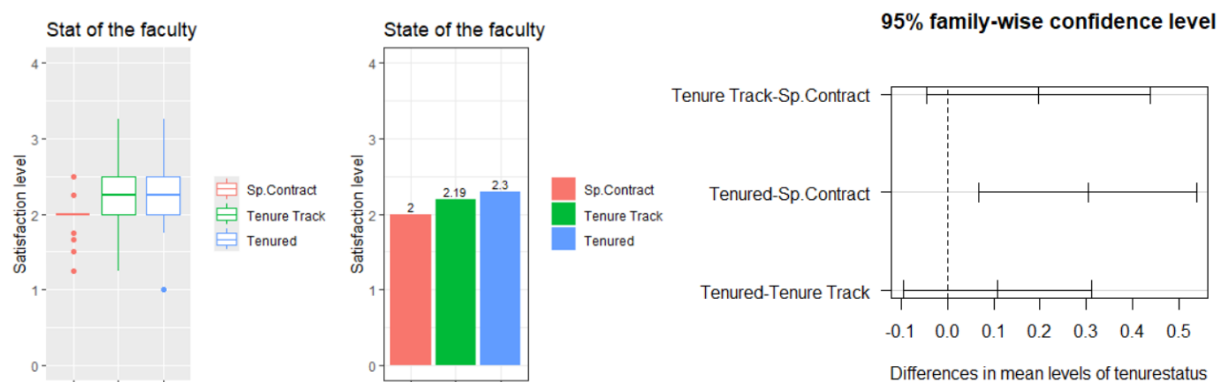
3.2 State of the Institution

When comparing participants' perceptions of the institution's state based on tenure classification, a one-way ANOVA test found a significant difference across groups ($F [2, 111] = 9.105, p < .01$). Further study using Tukey's HSD post-hoc test revealed a major distinction in their viewpoints between special contract and tenured faculty. Participants' overall satisfaction level with the state of the institution was $M = 2.56$ while $SD = 0.27$.



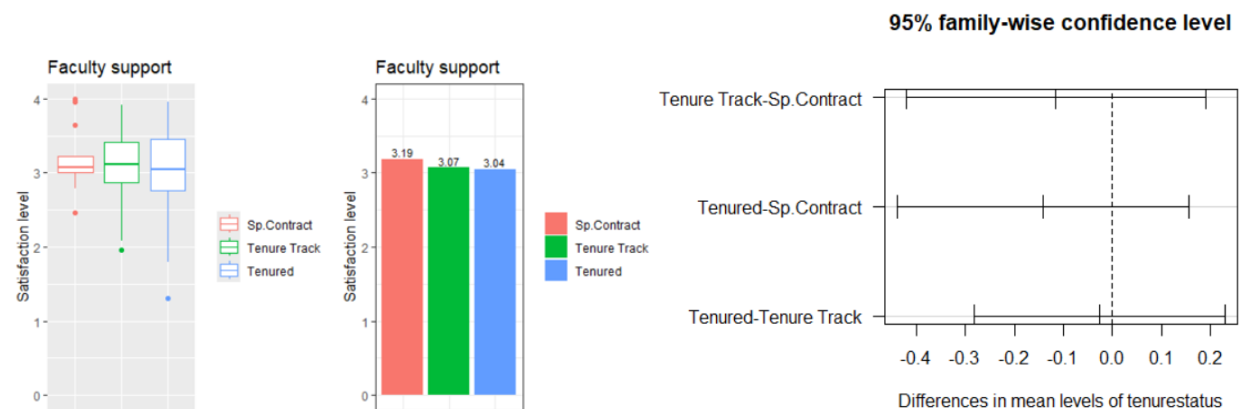
3.3 State of the Faculty

There is no significant difference when comparing participants with different tenure classifications within the state of the faculty category ($F [2, 111] = 4.684, p = 0.011$). The overall state of the faculty satisfaction level was $M = 2.68, SD = 0.08$. However, since this level is on the threshold because the p-value is almost close to 0.01 if rounded to two decimal values, Tucky's HSD post-hoc test was used to further analyze the disparities. This revealed a significant difference in tenured and special contract faculty views on the state of the faculty. Participants' overall satisfaction level with the state of the institution was $M = 2.16, SD = 0.15$.



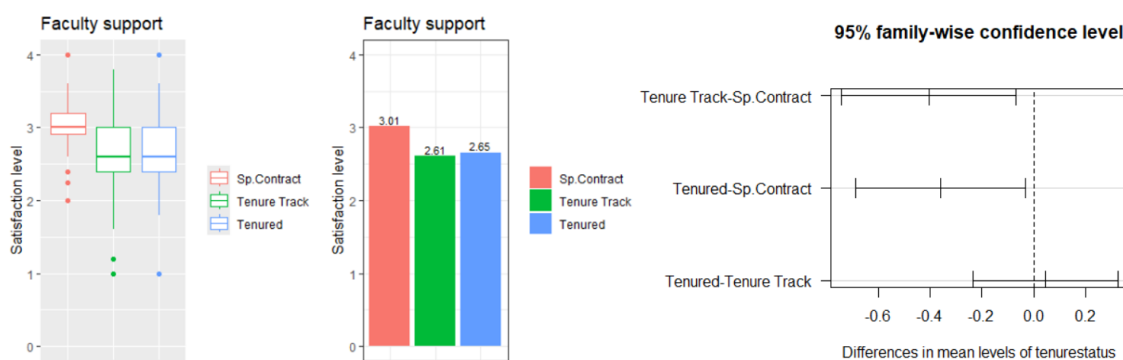
3.4 Faculty Support

One-way, between-groups ANOVA testing revealed no statistically significant differences in participants' overall satisfaction with the faculty support received from university groups and offices ($F [2,111] = 0.668, p = 0.515$). The overall satisfaction level exceeded 75%, and all faculty ranks had the same impression of faculty support. The overall level of satisfaction with faculty support services was $M = 3.10, SD = 0.08$.



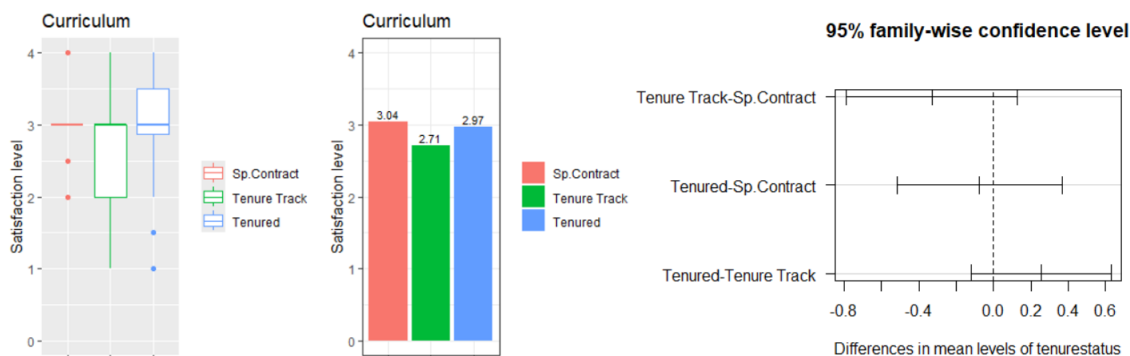
3.5 Faculty Governance

When comparing participants with different tenure classifications, no comparisons were found to be significantly different within the faculty governance category of variables ($F [2, 110] = 04.554, p = 0.013$). However, since this p-value is close to the threshold value, Tuckey's HSD post-hoc test was used to investigate the differences further. This revealed that tenure-track and special contract faculties' perspectives on faculty governance differed substantially. As shown in the bar plot, special contract faculty members have a satisfaction level of more than 75%, while tenure track faculty have a satisfaction level of around 65%. The overall level of satisfaction with faculty governance was $M = 2.76, SD = 0.22$.



3.6 Curriculum

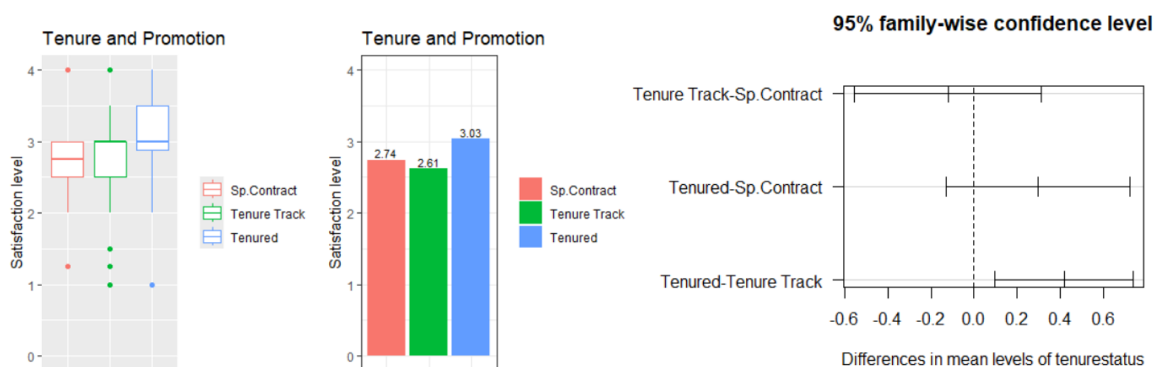
When comparing participants with different tenure classifications, no comparisons were found to be significantly different within the area of curriculum ($F [2, 108] = 1.934, p = 0.149$). The bar plot shows that all faculty ranks have a satisfaction rating of at least 65% with special contract faculty's satisfaction exceeding 75%. Participants' overall satisfaction with the curriculum Development process was $M = 2.91, SD = 0.17$.



3.7 Tenure and Promotion

A statistically significant difference was found when comparing participants with different tenure classifications with their responses to the tenure and promotion category of variables. ($F [2, 103] = 4.999, p < 0.01$). Tucky's HSD post hoc test found a substantial difference between the responses of tenure-track and tenured faculty. As seen in the bar plot, tenured faculty reported more than 75% satisfaction level with the tenure and promotion process while only 65% of tenure-track faculty reported satisfaction.

Participants' overall satisfaction with tenure and promotion processes at MSU was $M = 2.79, SD = 0.21$.

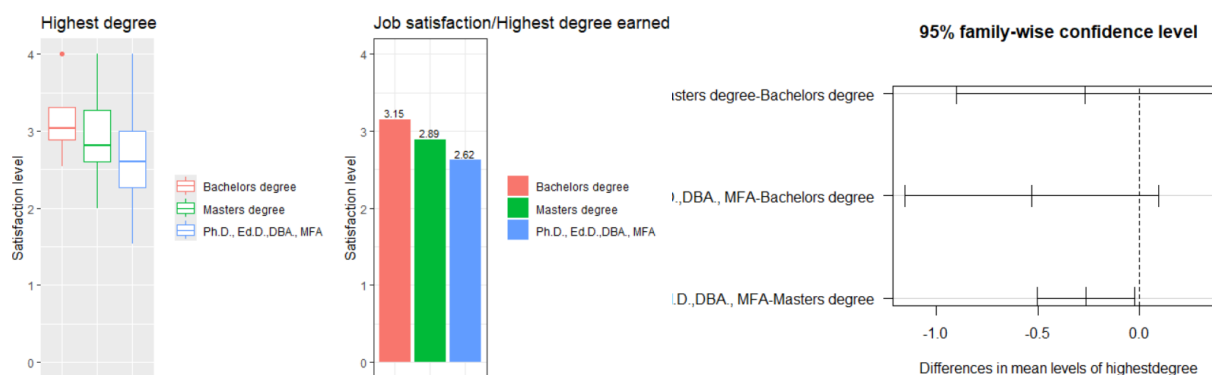


4. Quantitative Analysis Based on Highest Degree Earned

Participants' responses to questionnaire items were compared using their highest reported degree earned as an independent variable. We received $n = 69$ responses from participants whose highest degree was a doctoral level degree (PhD, EdD, DBA., MFA; $n = 40$ responses from participants whose highest degree was a master's degree; and $n = 5$ responses from participants whose highest reported earned degree was a bachelor's degree. Readers should exercise caution when considering the following comparisons due to the low sample size for bachelor's degree-holding faculty.

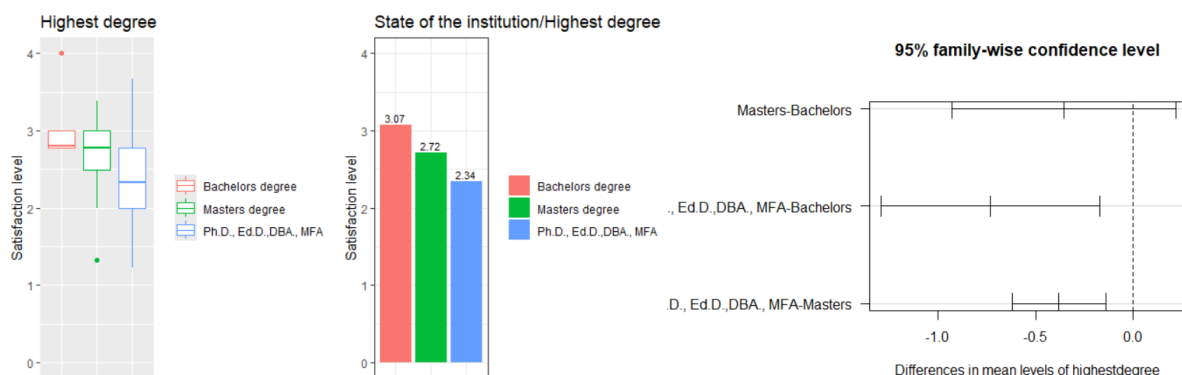
4.1 Job Satisfaction

One-way, between-groups ANOVA testing revealed that there were no statistically significant differences in participants' overall job satisfaction when using the highest degree earned as a measure for comparison ($F [2, 86] = 4.794, p = 0.01$). Although the p -value is small (at the threshold), the overall difference is not statistically significant at the alpha level we chose. However, it is worth looking into the differences shown by the HSD post hoc test. The difference in satisfaction levels between master's degrees and other higher degrees is more substantial than in the other comparisons, despite the bar plot indicating the largest gap between bachelor's and highest degree holders. The main cause for this result is the limited sample size of bachelor's degree holders. Participants' overall level of job satisfaction was $M = 2.89, SD = 0.27$.



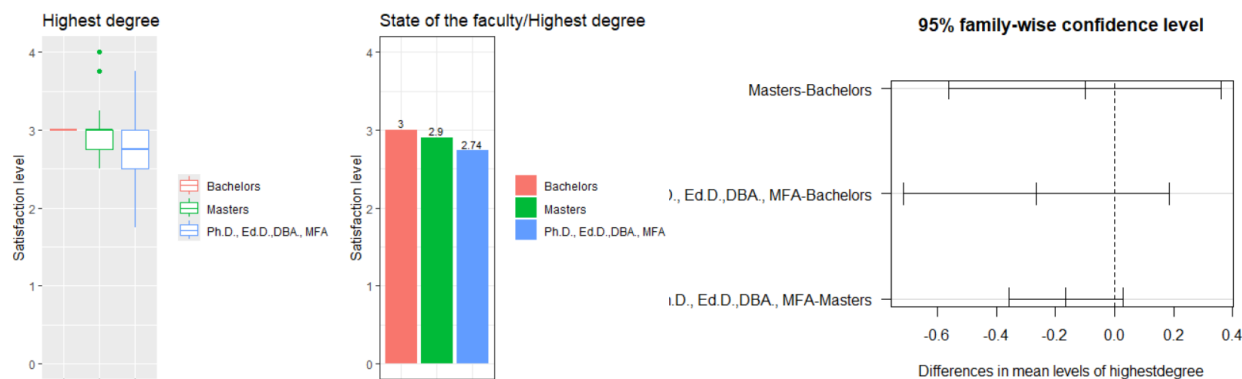
4.2 State of the Institution

One-way, between-groups ANOVA testing revealed statistically significant differences in participant's overall satisfaction regarding the state of the institution ($F [2, 111] = 10.22, p < 0.01$). Tukey's HSD post-hoc testing revealed that faculty with PhD, EdD, DBA, and MFA degrees reported significantly lower or less satisfied feelings regarding the state of the institution than the faculty with bachelor's degrees and master's degrees. The overall satisfaction level among all the groups is $M = 2.71, SD = 0.47$.



4.3 State of the Faculty

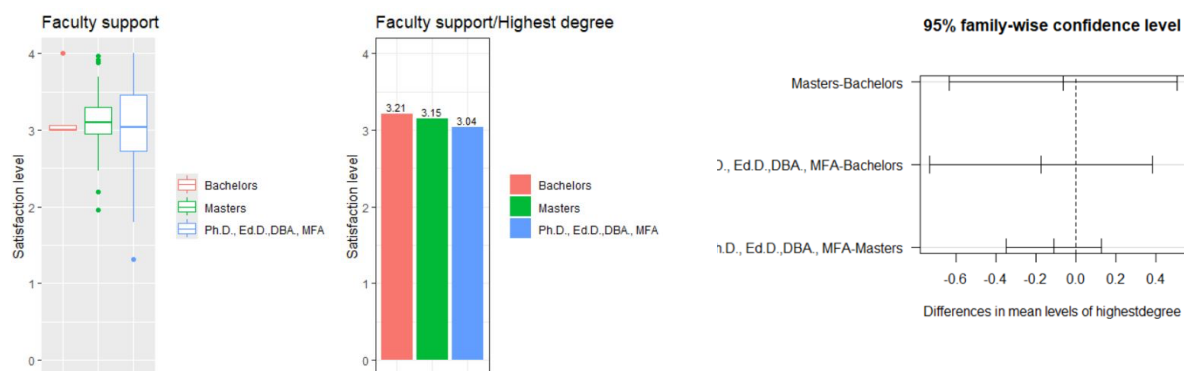
One-way, between-groups ANOVA testing found no statistically significant differences in participants' overall satisfaction regarding the state of the faculty ($F [2,111] = 2.64$, $p = 0.076$). Tukey's HSD post-hoc testing revealed that faculty with PhD, EdD, DBA, and MFA degrees reported lower or less satisfied feelings regarding the state of the faculty than participants with master's and bachelor's degrees. The overall satisfaction level among all the groups is $M = 2.88$, $SD = 0.13$.



4.4 Faculty Support

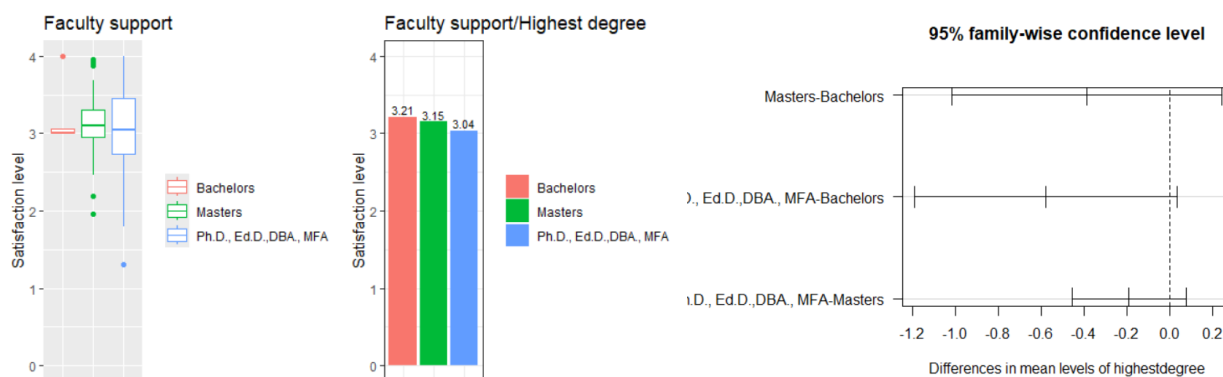
One-way, between-groups ANOVA testing revealed no statistically significant differences in participants' overall satisfaction with the support available to faculty ($F [2, 111] = 0.774$, $p = 0.464$) when using participants' highest degree earned as a means for comparison. The overall satisfaction score is greater than 75%, and the relatively small standard deviation of the satisfaction level ratings suggests that they all have similar opinions about the support

received from the various branches of the university. Participants' overall satisfaction level with faculty support was $M = 3.13$, $SD = 0.08$.



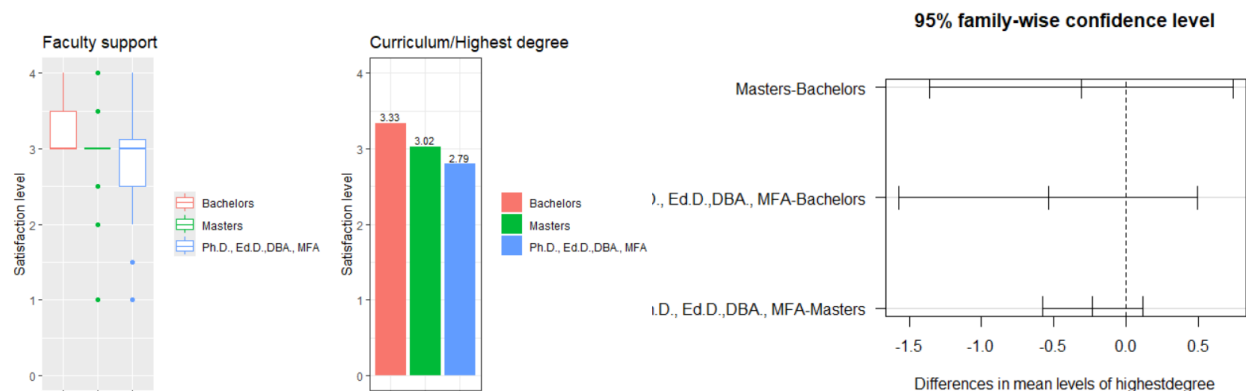
4.5 Faculty Governance

One-way, between-groups ANOVA testing revealed no statistically significant differences in participants' overall satisfaction with faculty governance ($F [2, 110] = 3.449$, $p = 0.04$) when using participants' highest degree earned as a means for comparison. Participants' overall satisfaction with faculty governance was $M = 2.88$, $SD = 0.29$.



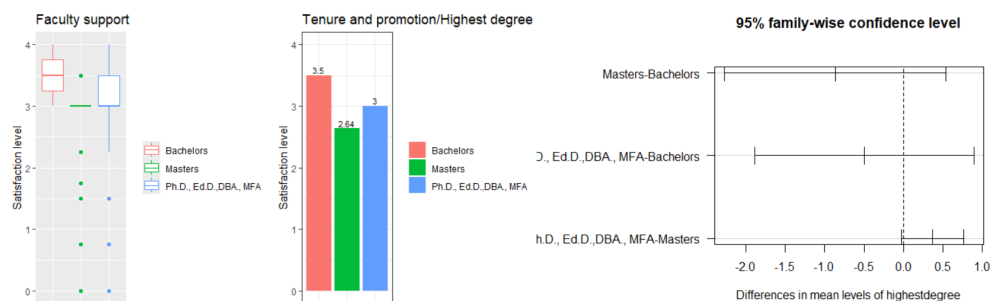
4.6 Curriculum

One-way, between-groups ANOVA testing revealed no statistically significant differences in participants' overall satisfaction with the curriculum development ($F [2, 108] = 1.786$, $p = 0.173$) when using participants' highest degree earned as a means for comparison. Participants' overall satisfaction with curriculum development was $M = 3.05$, $SD = 0.27$.



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 ($F [2, 103] = 3.026, p = 0.0528$) when using participants' highest degree earned as a means for comparison. Participants' overall satisfaction with tenure and promotion was $M = 3.05, SD = 0.43$.

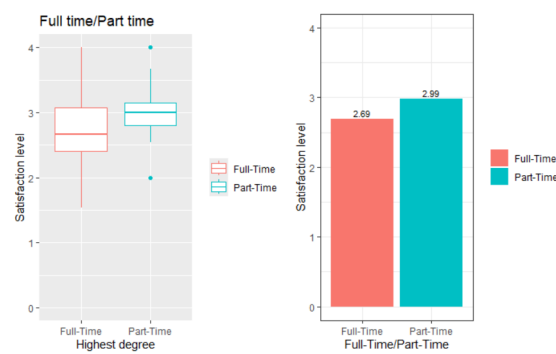


5. Quantitative Analysis based on Full-Time or Part-Time Status

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

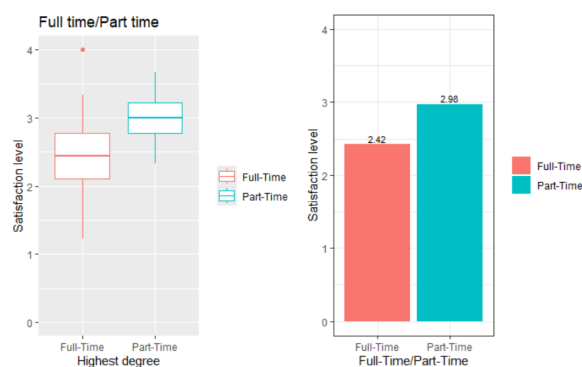
5.1 Job Satisfaction

When full-time and part-time faculty members' responses were compared, there were no significant differences in their overall job satisfaction ($F [1, 111] = 4.452, p = 0.037$). Both groups showed an over 65% satisfaction level, and their overall job satisfaction level was $M = 2.84, SD = 0.21$.



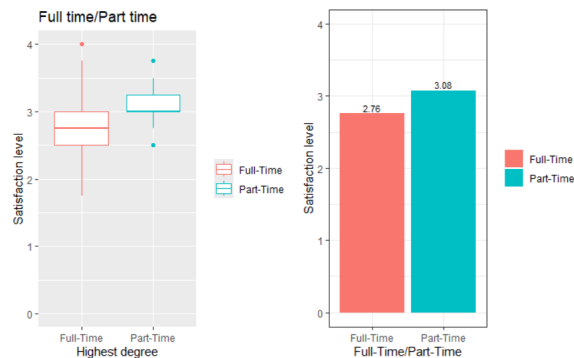
5.2 State of the Institution

Comparison revealed a significant difference between full-time and part-time faculty members' overall satisfaction with the state of the institution ($F [1, 112] = 16.73, p < 0.01$). 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 $M = 2.70, SD = 0.39$.



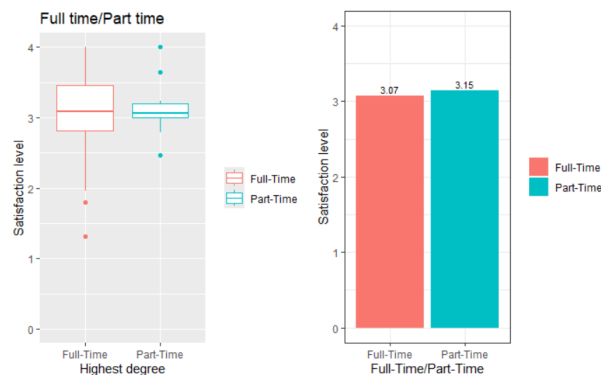
5.3 State of the Faculty

When full-time and part-time faculty members' responses were compared, there was a significant difference in their overall satisfaction related to the state of the faculty ($F [1, 112] = 9.31, p < 0.01$). Part-time faculty were more satisfied than the full-time faculty regarding the state of the faculty. Participants' overall average state of the faculty satisfaction level was $M = 2.92, SD = 0.23$.



5.4 Faculty Support

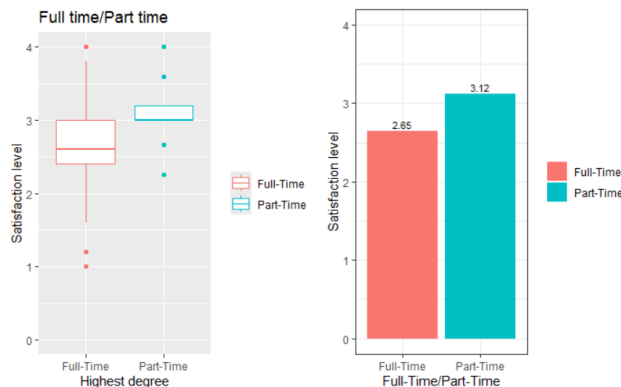
When full-time and part-time faculty members' responses were compared, there were no significant differences in their satisfaction with faculty support ($F [1, 112] = 0.313, p = 0.577$). Participants' overall average faculty support satisfaction level was $M = 3.11, SD = 0.05$.



5.5 Faculty Governance

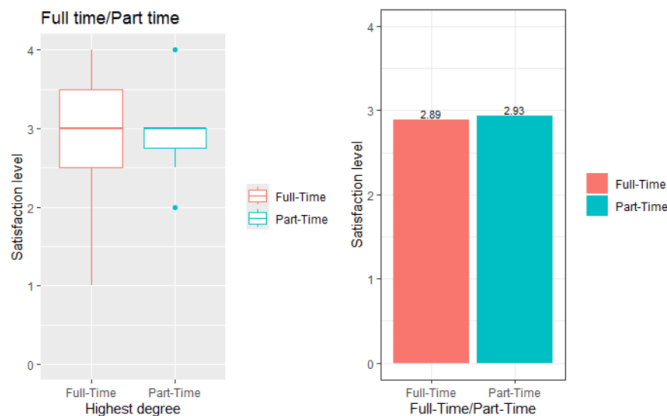
When full-time and part-time faculty members' responses were compared, there was a significant difference in their overall satisfaction related to the state of the faculty governance at MSU ($F [1, 111] = 10.26, p < 0.01$). Full-time faculty were less satisfied than

the part-time faculty. The participants' overall average faculty governance satisfaction level was $M = 2.88$, $SD = 0.33$.



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 ($F [1, 109] = 0.054$, $p = 0.817$). Participants' overall average curriculum development satisfaction level was $M = 2.91$, $SD = 0.03$.



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 ($F [1, 104] = 0.116, p = 0.734$). Participants' overall average tenure and promotion satisfaction level was $M = 2.85, SD = 0.05$.

