

Faculty Satisfaction Survey Report

A Comparative Analysis

AY 2001-2003

Introduction

The Office of Institutional Effectiveness administers a survey to the faculty of Texas Southern University (TSU) annually. The survey is designed to assess the faculty's perceptions of the budgeting process, resource availability, administration and political factors relative to the governance of the University. Also evaluated is the faculty's satisfaction with various services and services areas at the University and their involvement in new initiatives.

This report provides a three-year comparative analysis of the faculty's responses to the survey's statements and questions. The years included in the analysis are 2001 to 2003. The survey begins with a series of general statements designed to elicit rank, tenure status, length of teaching and TSU service and the school or college in which the faculty member is employed.

Demographic Analysis

Figure 1 displays the percentage of faculty respondents as a proportion of the total faculty population. Thirty-one percent of the faculty responds to the survey in Spring 2001, 40% in Spring 2002, and 33% in Spring 2003.

Figure 1: Proportion of Faculty Respondents

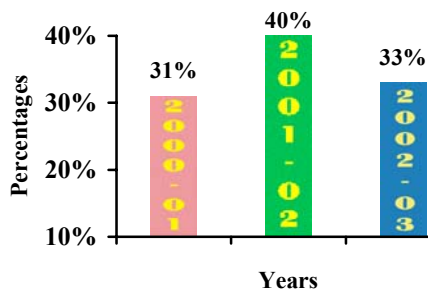


Table 1 displays demographic characteristics for the samples selected and the corresponding populations. Approximately 57% of the samples are male while 54% of the University's faculty members are male.

Table 1: Demographic Characteristics

	2001		2002		2003	
	Percent Sample	Percent Population	Percent Sample	Percent Population	Percent Sample	Percent Population
Gender:						
Male	56.8	55.0	57.7	54.8	57.4	53.0
Female	41.5	45.5	42.3	45.2	42.6	47.0
Unknown	1.6	0.0	0	0	0	0
Total N	183	384	152	409	155	473
Current Rank:						
Prof.	29.5	19.5	25.9	18.3	27.4	15.0
Assoc. Prof.	27.9	17.7	28.8	17.1	26.0	14.5
Asst. Prof.	17.5	15.6	20.9	12.8	20.5	10.9
Other	25.1	47.1	24.4	51.8	6.2	59.4
Total N	183	384	152	409	155	473
Tenure Status:						
Tenured	52.5	42.9	60.6	39.6	56.1	33.4
Track-track	14.8	11.2	18.9	10.3	20.3	8.8
Non-tenure Track	32.7	45.8	20.5	50.1	23.6	57.7
Total N	183	384	152	409	155	473

Noteworthy is the decreasing proportion of the faculty population that are ranked as full, associate or assistant professors and the increasing proportion of "other" faculty members. The "other" category includes instructors as well as adjunct faculty members. Twenty percent of faculty members are full professors in 2001 while 15% are full professors in 2003. Eighteen percent of faculty members are associate professors in 2001 while 15% are associate professors in 2003. Sixteen percent of faculty members are

assistant professors in 2001 while 11% are assistant professors in 2003. Twenty-five percent are instructors or adjunct faculty members in 2001 while 59% are instructors or adjunct faculty members in 2003.

This trend towards a larger proportion of “other” faculty is accompanied by corresponding decreases in the proportions of tenured and tenure-track faculty and an increase in the proportion of non-tenure track faculty. The proportion of tenured faculty in the faculty populations decreases from 53% in 2002 to 33% in 2003. The proportion of tenure-track faculty decreases from 11% in 2002 to 9% in 2003. The proportion of non-tenure track faculty in the faculty populations increases from 46% in 2002 to 58% in 2003.

Table 2 displays additional faculty characteristics for the samples selected. Approximately 60% of the faculty sampled has at least ten years of collegiate teaching experience. Approximately 60% of the faculty sampled has also taught at TSU for at least ten years. The proportion of graduate faculty has decreased from 62 % in 2001 to 42% in 2003. The proportion of full-time faculty has decreased from 95% to 87%.

The proportions of Liberal Arts and Behavioral Sciences and Business faculty have increased over the three-year period. The proportion of Science and Technology faculty is relatively unchanged and the proportions of Law and Pharmacy and Health Science faculty have decreased slightly over the three-year period.

TSU Processes and Services

This portion of the survey addresses faculty perceptions of various processes and functions here at the University. The survey items in this section are grouped into two

general categories. The first category relates to university processes and governance and includes items concerning the budgeting process, the adequacy of communication of pertinent university information, planning and policy formation.

Table 2: Faculty Characteristics

	<u>2001</u>	<u>2002</u>	<u>2003</u>
	Percentages		
Years Teaching Experience:			
Greater than 20	40.9	40.8	41.3
11 to 20	26.5	27.0	17.4
6 to 10	21.5	17.8	20.6
5 or Less	11.0	14.4	20.6
Total N	183	152	155
Service at TSU:			
Greater than 20	32.8	34.4	31.6
11 to 20	28.9	27.8	18.1
6 to 10	18.9	15.9	17.4
5 or Less	19.4	21.9	32.9
Total N	183	152	155
Percent Indicating:			
Graduate Faculty Status	61.8	48.3	42.4
Full-time Faculty Status	95.1	91.4	87.2
School or College:			
Liberal Arts & Behavioral Sciences	30.1	31.3	36.1
Business	9.3	6.7	12.9
Education	16.4	19.3	11.6
Science & Technology	19.7	22.7	20.4
Law	10.4	7.3	8.2
Pharmacy & Health Science	12.6	12.7	10.9
Total N	183	152	155

TSU Processes and Governance

Table 3 indicates that approximately 70% of the faculty sampled believe that the annual budget is primarily determined by student enrollment, for each year sampled. Twelve percent believe that budget allocations for equipment and instructional supplies are adequate in 2001 while 24% agree in 2003.

Table 3: Perceptions of General University Processes			
	2001	2002	2003
	Percent Indicating Yes^o		
Budgeting:			
Budget Primarily Enrollment Driven	68.8	72.5	71.9
Budget Allocations Adequate	11.9	19.5	23.8
Communication:			
Faculty Informed About Major Issues	44.6	47.6	62.5
Consistently Informed About Institutional Policy	46.9	46.2	58.3
Familiarity with President's 5 Vision Points ¹	68.8	60.7	77.7
Planning and Policy Formation:			
Planning Process Encourages Participation	56.4	59.4	60.4
Faculty Input Important at Board Level	48.0	64.2	77.0
Faculty Input Important at Executive Level	62.5	64.6	82.3
Faculty Input Important at Provost/Dean Level ²	69.7	69.8/	85.4/
		85.4	93.9
Faculty Input Important at Departmental Level	85.5	87.5	93.9
Faculty Assembly Influential In Institutional Policy	52.0	39.8	57.9

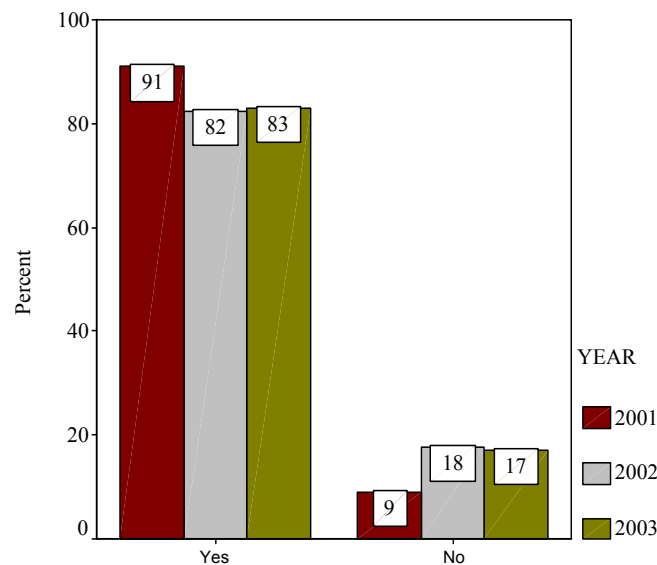
^o The response categories were: very familiar, familiar, and unfamiliar. Percents reported here represent the combined responses to "very familiar" and "familiar". ² This item has been separated into two questions. One question asks about faculty input being important on the Provost Level and the other asks about the faculty input being important on the Dean's Level.

The proportions of faculty who feel more informed about major university issues, consistently informed about institutional policy and are familiar with the President's Five Points of Vision have increased during the three-year period. Forty-five percent of the

Faculty believes that they are informed about major issues in 2001 compared to 62% in 2003. Sixty-nine percent of the Faculty believe that they are more familiar with the President's points of vision in 2001 compared to 78% in 2003.

Regarding the faculty's views of planning and policy formation, faculty members increasingly believe that their input is important at all levels of the policy formulation process, and particularly so at the board level (Table 3). Forty-eight percent of the faculty believes that their input is important at the board level in 2001 compared to 77% in 2003. Sixty-three percent of the faculty believes that their input is important at the executive level in 2001 compared to 82% in 2003. Seventy percent of the faculty believes that their input is important at the provost level in 2001 compared to 85% in 2003. Eighty-five percent of the faculty believes that their input is important at the dean level in 2001 compared to 94% in 2003.

Figure 2: Willing to Learn More About Five Points of Vision



In 2001, 52% of the faculty believes that the faculty assembly is influential in setting institutional policy. This percentage increases to 58% in 2003. Faculty members clearly believe that they input is important in determining institutional policies. Of the faculty who are unfamiliar with the President’s Five Points of Vision, more than 80% indicate a willingness to learn more (Figure 2).

Approximately 30% of the faculty is active in the Faculty Assembly (Table 4). The proportion of faculty that votes in the assembly elections, participates in selecting a faculty council representative or has ever participated in the Faculty Assembly has been on the decline since 2001. While 49% of the faculty attends meetings of the Board of Regents in 2001, only 37% attends these meetings in 2003.


Table 4: Involvement with Faculty Assembly

	2001	2002	2003
	Percent Indicating Yes		
Presently Active with Faculty Assembly	33.1	31.4	28.1
Ever Participated with Faculty Assembly	66.2	45.4	53.7
Voted in Last Election	53.5	35.4	43.0
Participated in Selection of Faculty Council Representative	72.9	66.0	55.1
Ever Attended a Regents Meeting	49.0	39.4	36.9
Total N	183	152	155

TSU Services

This portion of the survey attempts to evaluate faculty satisfaction with various services offered by the University. These services range from technology availability and library resources to components of enrollment management.

Table 5: Satisfaction Ratings of Services Provided by TSU¹

Level of Satisfaction			
			
1-Very Dissatisfied 2-Dissatisfied 3-Neutral 4-Satisfied 5-Very Satisfied			
Survey Items	2001	2002	2003
Mean Scores			
Departmental Administration Satisfaction	3.58	3.73	3.84
Departmental Curriculum Planning Satisfaction	3.35	3.62	3.61
School or College Administration Satisfaction	3.42	3.67	3.58
Library Services Satisfaction: Hours of Operation-Staff-etc.	3.44	3.54	3.55
Central Administration Satisfaction	3.22	3.10	3.34
Services Provided During: Registration	2.94	3.10	3.31
Services Provided By: Admission	3.09	3.25	3.29
Services Provided By: Records Maintenance Functions	2.95	3.13	3.26
Services Provided By: Recruitment	2.85	3.14	3.26
Library Resources Satisfaction: ERIC-Journals-etc.	3.01	3.03	3.16
Overall Maintenance of Buildings & Grounds Satisfaction	2.83	2.79	3.01
Maintenance of Classrooms & Labs Satisfaction	2.70	2.81	2.88
Availability of State of The Art Technology Satisfaction	2.36	2.43	2.57

¹ Services are ranked according to their 2003 sample rating.

Table 5 illustrates the satisfaction levels with these services ranked by their 2003 ratings. Departmental Administration and Availability of Technology are consistently ranked most satisfactory and least satisfactory respectively.

Services and resources that are ranked in the top five in 2001 and 2003 are Departmental Administration, Departmental Curriculum Planning, Library Services, School/College Administration, and Central Administration. The 2002 top five ranking differs slightly with Admissions completing its top five rather than Central Administration. Faculty members appear to be more satisfied with the service areas in which they are more closely involved. These areas are Departmental Administration, Curriculum Planning, and School or College Administration, which are ranked neutral to

somewhat satisfied. Faculty members have more direct involvement and contact with functions of their respective departments and school or college, which may explain their satisfaction with these services.

Faculty satisfaction with the service areas mentioned in Table 5 has consistently improved over the three-year period. Although Maintenance of Classrooms and Labs and the Availability of State of the Art Technology continues to be ranked as “somewhat dissatisfied” by the faculty, faculty satisfaction with both areas has consistently improved throughout the years.

Current Issues and Challenges

Faculty members are also asked to select from a list of issues, the issue that they believe provides the greatest current challenge to the University. Initially, this question was designed to solicit a single response. Since the faculty appears to feel strongly about a number of issues, the issues and their rankings are compiled in Table 6. In 2001 and 2002, approximately 30% of the faculty believes that all of the listed issues are current challenges that face the University. This percentage increases to 36% in 2003. *Maintaining High Quality Programs and Services* is viewed as a challenge by 20% of the faculty for the years sampled. In 2000-01 and 2001-02, *Retention* is ranked as the third most challenging issues confronting TSU by 15% and 13% of the faculty in 2001 and 2002 respectively. Only 9% of believe that retention is a challenging issue in 2003. *Graduation Rates and Regaining Public Trust* are perceived as more challenging issues in 2003. Faculty appears to view *Losing Independent Status and Financial Aid* as less challenging issues facing the University.

Table 6
Faculty Ranking of TSU's Challenges

	2001		2002		2003	
	<u>Rank</u>	<u>Select as an Issue^o</u>	<u>Rank</u>	<u>Select as an Issue^o</u>	<u>Rank</u>	<u>Select as an Issue^o</u>
		Percent		Percent		Percent
All Listed Issues	1	30	1	31	1	36
Maintaining High Quality Programs & Services	2	19	2	20	2	22
Graduation Rates	6	8	4	11	3	11
Regaining Public Trust	4	10	5	9	4	10
Retention	3	15	3	13	5	9
Fiscal Integrity	5	8	6	8	6	6
Other	8	4	7	5	7	3
Losing Independent Status	9	2	9	2	8	3
Financial Aid	7	5	8	2	9	2

^o Total number of responses to this item is 248 in 2001, 187 in 2002, and 312 in 2003.

Table 7: Faculty Use of Technology

	2001	2002	2003
	Percentages		
Access to Internet in Office	87.7	86.6	87.6
Total N	179	152	137
PC in Office	97.1	92.6	92.3
Total N	175	100	143
Age of PC:			
Less than one year	24.1	15.6	23.7
More than one but less than 3	57.8	46.7	34.7
More than 3 but less than 5	15.1	24.4	23.7
More than 5	3.0	13.3	17.8
Total N	166	152	118
(Table 7 Continued)			
Use PC as Teaching Aid	74.3	77.9	78.1
Total N	183	152	137
Use Library CD-ROM database	26.8	24.3	25.4
Total N	183	152	138

Faculty Use of Technology

Table 7 displays the percentage of faculty indicating their use of computer technology, in various capacities, and the number of years their computers have been utilized. Approximately 87% of faculty members possess Internet access in their offices. In excess of 92% have a personal computer in their offices. A large majority of these computers are less than three years old. In excess of 75% of faculty utilizes a personal computer as a teaching aid. Approximately 25% uses the library's CD-ROM database.

Summary

The Faculty generally believes that the annual budget is primarily driven by the enrollment levels of our students. Less than 25% believe budget allocations for equipment and instruction are adequate. This lack of adequate funding appears to be perceived as a hindrance to producing desired academic and institutional outcomes.

Communications between faculty and administrators has improved over the three-year period. This is apparent in the increasing percentage of faculty indicating that they are informed about major issues and consistently informed about institutional policy.

In reference to the President's Five Points of Vision, more faculty members (78%) are familiar with the Points of Vision than in previous years. Of those who indicate that they are not familiar with the Points of Vision, in excess of 80% express a willingness to learn more.

Of concern is the decreasing proportions of the faculty populations that are ranked as full, associate or assistant professors and the increasing proportion of non-tenure track

instructors and adjunct faculty. While 25% of faculty members are instructors or adjunct faculty members in 2001, 59% are instructors or adjunct faculty members in 2003.

Faculty satisfaction with various services offered by the University has improved since 2001. Departmental Administration and Availability of Technology are consistently ranked most satisfactory and least satisfactory respectively by the faculty. Although the improvement in the satisfaction levels of our faculty with these services is commendable, opportunities for further improvements still exist since these satisfaction scores tend to fall in the neutral to somewhat satisfied range.

Faculty members believe that there are a number of challenges facing the University. The maintenance of high quality programs and services, improving student retention and graduation rates, and regaining public trust are all challenges that are mentioned by the faculty. These are also issues that the University's administration continues diligently to work on improving.

The faculty increasingly believes that their input is important at all levels of the policy formulation process and particularly so at the Board of Regents level. There has been a decrease in faculty participation in the functioning of the Faculty Assembly. While 30% of the faculty continues to be active in the Faculty Assembly, the proportion of faculty that votes in the assembly elections, participates in selecting a faculty council representative, has ever participated in the Faculty Assembly or attends board meetings has been on the decline since 2001.

The vast majority of faculty members have personal computers in their offices. Most have Internet access and are using computers that are relatively up to date. An encouraging trend that seems to be emerging is the increase in the percentage of faculty

that utilizes computer technology as a teaching aid. When examined with the faculty's concerns about the inadequacy of budget allocations and their rating of the availability of technology as least satisfactory each year, it is evident that opportunities still exist for improvements in instructional technology.