

UNIVERSITY OF ILLINOIS AT SPRINGFIELD

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Campus Planning and Budget Committee

UIS FACULTY  
SATISFACTION SURVEY  
REPORT

Survey Taken Spring 2004  
Final Report Spring 2006

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# Summary of Report

## **Introduction**

The Campus Planning and Budget Committee (CPBC), which provides planning and budgetary suggestions to the administration and campus through the Faculty Senate, believed it was important to assess faculty satisfaction and morale on campus. This report summarizes the results of a faculty survey conducted in Spring 2004. It is not the intent of the CPBC to translate these results into policy recommendations or actionable items. The goal is to present results that allow for faculty and administration discourse, especially within the yearly deliberations of the CPBC responsibilities.

The survey was created by the CPBC's Academic Subcommittee and approved by members of the CPBC. Survey questions covered 6 areas: sample demographic information, UIS quality, work environment, faculty voice, campus climate, and resource allocation. The final section of the survey included room for comments, these are reported in an appendix. Of the 149 surveys mailed, 68 were returned with usable answers, which represents a response rate of 45.6 percent. The composition of the survey respondents by gender, tenure-status, and college were compared to the Academic Year 2004 faculty census. The respondent sample is quite similar to the faculty census. The sample of respondents has a slightly lower percentage of male respondents, and a higher percentage of tenured faculty than the faculty census. There are no differences in the composition of the sample and census by college.

## **UIS Quality**

Dimensions of "quality of UIS" were measured on a 5 point scale with "1" representing "very poor" and 5 representing "very good."

- **Quality of Teaching, Scholarship, and Service:** Teaching and service were ranked the highest with average scores of 4.40 and 4.35, respectively. Over 91 percent of the respondents ranked quality of teaching in their department as good or very good. Scholarship received a lower average quality score, 3.77 and only 57 percent perceived scholarship in their department as good or very good.

- Quality of Students: The perception of graduate students was rated, on average 3.46 and over 58 percent of the responses were “good” or “very good.” For undergraduate students, the average response was slightly lower, 3.33 and just fewer than 47 percent of the respondents rated the quality of undergraduates as “good” or “very good.”
- Quality of Newer Programs: The respondents, on average, rated the capital scholars program at 3.69, with almost 65 percent of the responses rated as “good” or “very good.” The online program was perceived to be a good quality, with an average rating of 3.92 and over 67 percent of the respondents giving it a favorable rating.
- Quality of Administrative Leadership: The survey asked respondents to rate administrative leadership at all levels. Campus administrative leadership was rated the lowest with an average score well below 3 and just over 46 percent of the sample rating campus leadership “very poor” or “poor.” Favorable ratings for campus leadership were given by 34 percent of the respondents.

### **Work Environment**

Dimensions of work environment were measured on a 5 point scale with “1” representing “very poor” and 5 representing “very good.” The average score for the question concerning “overall job satisfaction at UIS” was 3.03, which is only slightly above “neutral.” The percentage of respondents with an overall job satisfaction of “good” or “very good” was 40 percent; 18 faculty (28.2 percent) responded to this question as “neutral;” and 21 faculty (31.8 percent) responded to this question as “poor” or “very poor.” To summarize the survey responses for the four work environment themes:

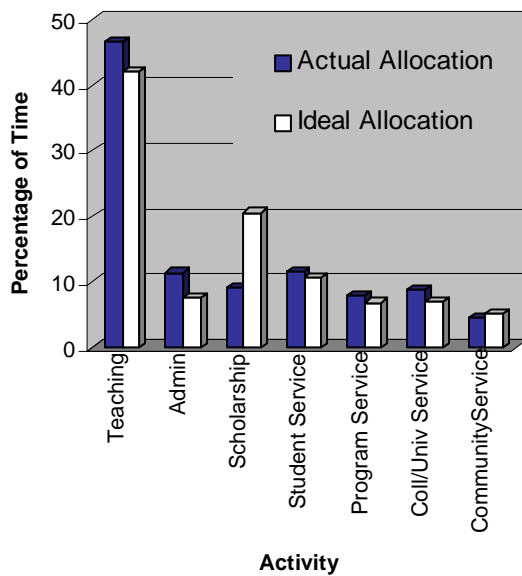
1. Morale: On average, perceptions of campus morale at the college level (average score is 2.55) and UIS level (average score is 2.38) are poor. Whereas, department morale is perceived to be better but still below “neutral”, the average score is 2.81 for the faculty respondents.
2. Job Evaluation: The questions concerning perception of evaluation of job performance were detailed by level of evaluation (department, college, dean) and by teaching, research and service. In general, department-level evaluation was rated close to good with average responses over 3.62 (for department evaluation of scholarship). College and dean level evaluation was lower, with averages ranging from 3.22 (for evaluation of service by the college) to under 3.45 (college evaluation of teaching).

The student evaluation of teaching instrument was rated poorly; receiving an average score of 2.28. Over 44 percent of the faculty respondents rated the questionnaire as “very poor” and 23 percent rated it “poor.” Only 11 faculty respondents (16.2 percent of the respondents) perceived the questionnaire as “good” or “very good.”

3. Workload Issues: The survey required respondents to compare their individual workload levels to department, college and UIS campus colleagues. The average responses for these three questions were 2.99 for department, 2.80 for UIS campus, and 2.81 for college colleagues.

Respondents were asked “how many hours per week do you spend on school-related work?” Sixty-two percent of the respondents work over 50 hours per week; where 41 percent of respondents reported working 50 to 60 hours per week.

The bar chart summarizes the respondents reported allocation of “actual” and “ideal” division of time among 7 activities. In terms of the actual allocation of



time, faculty respondents, on average spend almost 47 percent of their time teaching. Administration (11 percent) and student services (11 percent) are next, followed by scholarship (9 percent), college/university service (9 percent) and program service (8 percent). The respondents, on average spend just under 5 percent of their time on community service. Comparing the actual average time, it seems that in the ideal, there would be, on

average, slightly less teaching (from actual 47 percent to ideal 42 percent) and campus service with additional time spent on research (10 percent more) and slightly more time on community service from 4.6 percent to 5.2 percent.

4. Institutional Support: Faculty perceptions of support differ. Technical support for teaching has the highest rating of the working environment questions, with an average response of almost 3.9. The average response for technical support for scholarship was 3.38. This is contrasted with the poorer perception of the following areas of support: funding for scholarship activities, funding for scholarship projects, administrator responsiveness to faculty and the three levels

(department, college, UIS campus) of development opportunities. This support had average responses ranging from an average score 1.96 for funding scholarship to 2.76 for department development opportunities.

Respondents gave opinions on faculty salary levels. The average score for this question was 2.16. Only 7 faculty respondents perceived salaries at UIS as “good” and there were no “very good” responses to this question. There were 14 respondents that were neutral and over two-thirds (67.6 percent) responded with “poor” or “very poor.” Fringe benefits are perceived to be “better” than salaries with an average response rate of 3.44 and 41 percent of the sample responding with a “good” or “very good” to the benefits question.

### **Faculty Voice**

Faculty were asked their opinion on the amount of influence in various decisions by responding based on a 5-point scale, 1 meaning “very poor” and 5 meaning “very good.” The highest average scores, ranging from 3.70 to 4.16 mainly concerned decisions at the department level. For these questions, the percentage responding “good” or “very good” was at least over 69 percent. The lowest scoring was campus planning, the average score was 2.38, just above a score of poor. For this question, only 15.2 percent of the sample responded with “good” or “very good.” Also scoring low was the amount of influence on merit pay. The average score was over 2.5, with 28 percent of the respondents indicated either “good” or “very good.”

### **Campus Climate**

Faculty respondents were asked their opinion on campus climate factors and required to respond based on a 5-point scale, 1 meaning, “strongly disagree” and 5 meaning, “strongly agree.” Positive aspects of campus climate include: agreement that faculty feel valued for their teaching, service and research and that there is a reasonable expectation by the department of output. On average, faculty feel that preferred teaching requests can be made and that there is little “politics” at the department level. The more negative aspects of campus climate include: agreement that faculty feel “burned-out,” and agreement that there are “too many politics” at the college level. Faculty are neutral or slightly disagree, on average, that “salary is appropriate

compared to others in department” and that there is “same time available for scholarship as others.”

### **Resource Allocation**

The CPBC was interested in faculty perceptions of how resource allocation decisions are made, these questions were asked based on a 5-point scale with 1 indicating “strongly disagree” and 5 indicating “strongly agree.” The average score for these questions range from 3.58 to 4.21, a value of 4 indicates, “agree.” The issue of department resource control, question F6: “Departments should have control over how resources for their department are spent,” had the most agreement with the highest average score, 4.21, and almost 88 percent of the respondents indicating, “agree” or “strongly agree.”

# 1. Introduction

## **Purpose of Survey**

UIS has experienced many changes over the last few years and proposed changes continue. Given the magnitude and scope of these changes, the Campus Planning and Budget Committee, which provides planning and budgetary suggestions to the administration and campus through the Faculty Senate, believed it was important to assess faculty satisfaction and morale on campus. The Academic Subcommittee of the CPBC was responsible for conducting the survey, analyzing the results and writing the report.

## **Survey Methods**

The survey questionnaire was designed and approved by the Academic Subcommittee of the CPBC and sent to the 149 full-time faculty members at the end of the spring semester 2004. It was sent via campus mail and could be returned (anonymously) to the Campus Senate office. Two email reminders to return the survey were sent via campus email. Copies of the survey are available in appendix A.

The survey guaranteed confidentiality by including the following statement on the survey:

“All answers are guaranteed to be **confidential** and **anonymous**. To assure individual anonymity in the analysis of survey responses, the amount of demographic information requested will be kept to a minimum. Demographic data will be used to analyze the following group differences: males versus females, tenured versus tenure track and a comparison of the colleges. You will not see results for more specific groups, such as “tenure track females from the College of Business and Management who have been here two years.”

Patricia Byrnes and Carrier Switzer input the survey results into the computer. Patricia Byrnes conducted all statistical analysis in SPSS.

There are seven parts to the survey. Faculty perceptions are gauged using a 5-point Likert-scale. The meaning of the scale differs slightly and is described below. *Part A* asked for demographic information including, college/unit, gender, tenure status and length of service. The committee limited the demographic information because of the small number of faculty on the campus and the risk of identifying specific individuals. For example, there are no results by race/ethnicity requested or reported as the number would be too small to provide analysis. This is not to say that the committee does not think that examining differences in faculty satisfaction by race is not important but that this issue cannot be studied using this type of survey.

The second part of the survey (*part B*) tried to determine faculty perceptions of the “quality of UIS.” Dimensions of quality that were examined included: campus reputation, teaching, scholarship, professional service, students, administrative leadership and the quality of two newer programs, capital scholars and online teaching. Satisfaction was measured on a 5 point scale with “1” representing “very poor” and 5 representing “very good.” On each of the questions in the survey the respondent could also choose “no basis for judgment. The focus on perceptions of quality have been shown in the literature to impact faculty morale and hence satisfaction (Hagedorn, 2000).

*Part C* of the survey focused on the factors in the “work environment,” which the literature suggests affect faculty satisfaction.<sup>1</sup> The list of factors include institutional practices ranging from resource support, reward and recognition, fair and consistent evaluation, responsiveness and level of technical support. This section also attempted to evaluate faculty perceptions of the workload and including asking for information on work effort and actual versus ideal composition of activities. This section also included one question on “overall job satisfaction.” All of the questions in this section were measured on a 5 point scale with “1” representing “very poor” and 5 representing “very good.”

*Part D* of the survey focused on perceptions of the level of faculty voice on campus. Questions regarding the role of faculty in decisions at the department, college and campus

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<sup>1</sup> See for example Pollicino, 1996 or Hagedorn, 2000.

levels were included. All of the questions in this section were measured on a 5 point scale with “1” representing “very poor” and 5 representing “very good.”

*Part E* focused on specific aspects of “campus climate,” including an assessment of the pace of work and the impact of work on personal life. *Part F* asks whether the respondent agrees or disagrees with certain resource decision-making policies on campus. For example, one question in section F focuses on decisions about how salaries are determined. All of the questions in these two sections were measured on a 5-point scale with “1” representing “strongly disagree” and 5 representing “strongly agree.”

The last part of the survey (*part G*) provides an opportunity for the respondents to comment on some general open-ended questions regarding likes and dislikes about UIS. These responses were coded and content analysis was conducted to identify themes. The results of this analysis are presented in appendix B.

### Characteristics of Faculty Respondents

Of the 149 surveys mailed, 68 were returned, which represents a response rate of 45.6 percent. Table 1.1 summarizes the characteristics of the respondents and compares the

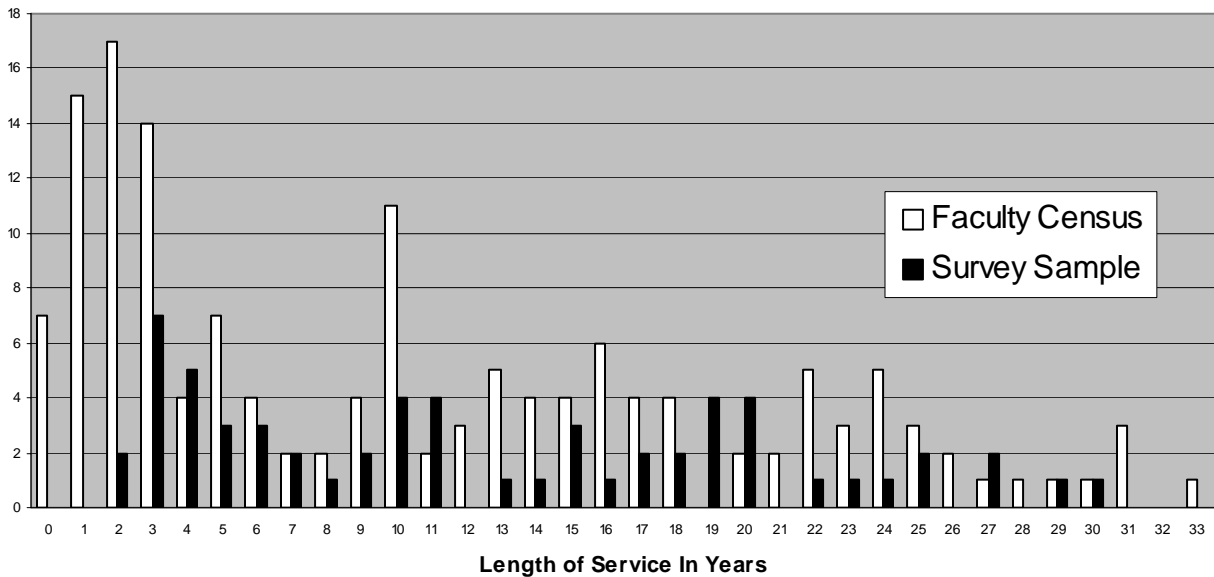
Characteristic	Respondent Sample	2003 Faculty Census
Percent Male	52.9	57.7
Percent Tenured	64.7	60.4
Percent in Business and Management (CBM)	17.6	19.5
Percent in Education and Human Services (EHS)	13.2	12.8
Percent in Liberal Arts and Sciences (LAS)	42.6	43.6
Percent in Library (LIB)	2.9	3.4
Percent in Public Affairs and Administration (PAA)	17.6	20.8
Average Length of Service	12.5	10.5

respondents to the faculty census. The respondent sample is quite similar to the faculty census (Academic Year 2004). There are a slightly lower percentage of male respondents relative to the census. There are no differences in the composition of the sample by

college/unit compared to the actual composition of faculty. The sample was more likely to be tenured than the campus faculty census. The percent of faculty on campus that were

tenured was just over 60 percent, whereas the percent of respondents tenured was 64.7 percent. The average length of service (years at UIS) for campus faculty was 10.5 years, which is two years shorter than the average length of service for the survey respondents. This may suggest untenured, junior faculty members are less likely to respond to the survey.

To examine this further, figure 1 compares the frequency distribution of length of service for the sample of respondents with the faculty census. The figure illustrates that the distribution of length of service is more to the left (younger) for the faculty census than the survey respondents. The lowest quartile (25 percent) is two years for the census and five years for the sample of respondents. The median (50<sup>th</sup> percentile) is nine for the census and 11 for the sample. Also, there were 22 faculty members that were in their first year of service (length of service equal zero) or second year of service (length of service equal one), but did not completed the survey.



**Figure 1: Comparison of Length of Service:  
Survey Sample and Faculty Census**

## **Guide to the Reader**

This report is designed to provide an overview of the responses to the survey questions in summary format. There are several guidelines that may facilitate reading the report:

- The report is organized by section of the survey, where, for example section 2 summarizes the results of Part B of survey. The results from the last part of the survey—the open-ended responses, are summarized in appendix B.
- The answers to most survey questions are based on a 5-point Likert-scale. The responses to these questions are summarized using two types of statistics. The average response, indicating average response that was given on a scale of 1 to 5. The other statistic is the percentage that responded in different categories. This statistics is reported where additional insight can be gained.
- Differences in average responses for alternative groups of faculty were examined to investigate differences in response by tenure-status, gender and college. This report summarizes only significant differences (at the 0.01 level, or 99 percent level of confidence) in averages across groups. This implies that differences are conservatively reported based on the sample size and the variation in responses across the relevant groups.
- It is not the intent of the CPBC to translate these results into policy recommendations or actionable items. The goal is to present results that allow for faculty and administration discourse, especially within the yearly deliberations of the CPBC responsibilities.

## 2. Perceptions of UIS Quality

The survey asked 16 questions about the quality of different aspects of UIS. Figure 2 summarizes the respondents' perceptions of quality by providing the average score for each of the 16 questions. The dimensions are ranked first with the dimension perceived to be highest quality (5 representing "very good") and 1 representing "very poor." The quality of teaching, department service, and professional service are ranked the highest, with average scores, ranging from 4.4 to 4.28. Ranked the lowest were: campus administrative leadership, receiving a 2.69, on average. This indicates a response between "poor" and "neutral." The item receiving the second lowest score was "the reputation of UIS nationally," with an average score of 2.99.

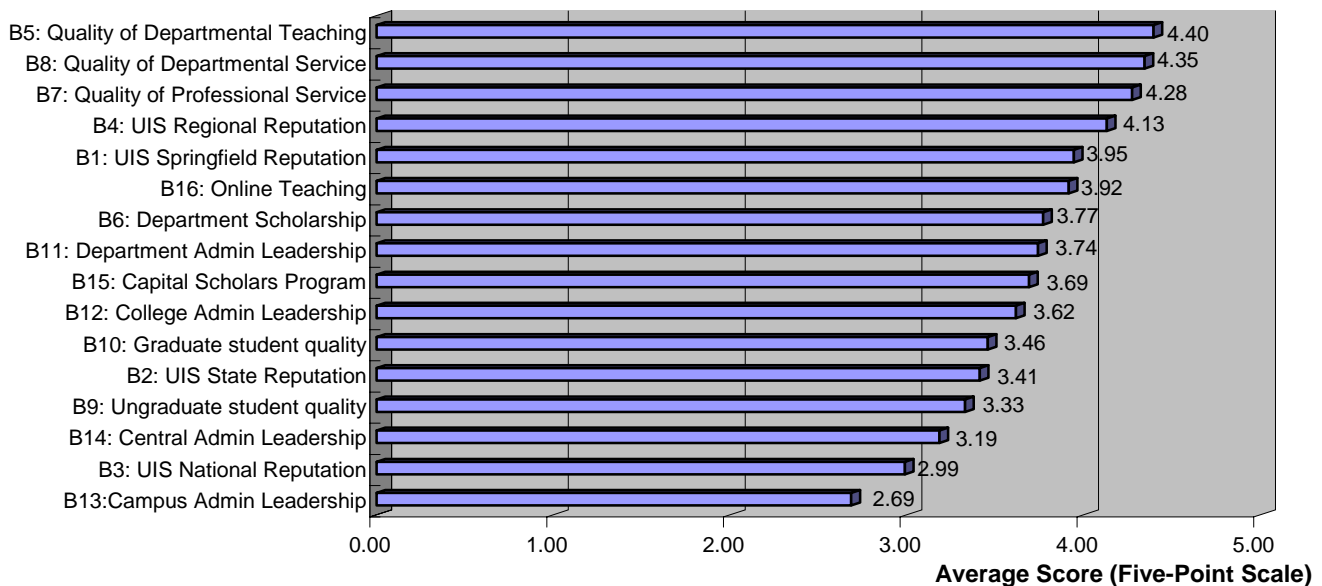


Figure 2: Perceptions of UIS Quality

The average score may hide some differences in perception of quality that can be analyzed using a comparison of the percentage of respondents that rated an item with good/very good quality versus the percentage who rated an item with poor/very poor quality. Table 2 gives these percentages for each of the sixteen items. The category with the highest percentage rating coincides with the item with the highest campus percentage rating it very good or good, namely the quality of departmental teaching had over 91 percent of the respondents rating it very good or good. Department service had almost 90

<b>Question</b>	<b>Percentage Very Poor/Poor</b>	<b>Percentage Good/Very Good</b>
B13: Campus Admin Leadership	46.3	34.4
B3: UIS National Reputation	19.6	19.6
B14: Central Admin Leadership	18.5	37.0
B9: Undergraduate student quality	51.6	46.8
B2: UIS State Reputation	10.3	50.3
B10: Graduate student quality	18.3	58.4
B12: College Admin Leadership	20.6	69.1
B15: Capital Scholars Program	33.3	64.9
B11: Department Admin Leadership	20.6	69.1
B6: Department Scholarship	13.2	57.3
B16: Online Teaching	6.3	67.2
B1: UIS Springfield Reputation	4.6	81.6
B4: UIS Regional Reputation	21.9	76.7
B7: Quality of Professional Service	4.5	50.2
B8: Quality of Departmental Service	7.4	89.7
B5: Quality of Departmental Teaching	2.9	91.2
Note: These two category percentages do not add to 100 because the other category, response 3 or "neutral" is not provided.		

percent of the respondents with very good or good ratings. The item with the lowest average score, UIS campus administrative leadership, does not have the lowest percentage of respondents rating very good or good or the highest percentage rating it very poor or poor. These differences between the mean and percentage ranking of items can be explained by the fact that for some items the sample is split

on their perception of quality. For example, the item that received the most very poor/poor responses was "undergraduate student quality," over 51 percent of the sample gave it either a very poor or poor rating. On the other hand almost 47 percent rate undergraduate student quality as good or very good. Thus, their average score of 3.33 indicates a more neutral perception.

The survey focused on several areas of quality, the following summarizes the survey results for these areas:

- **Quality of Teaching, Scholarship, and Service:** The survey respondents were asked to rank the quality of teaching, service (including professional service) and

scholarship in their department. Teaching and service were ranked the highest with means scores of 4.40 and 4.35, respectively. Over 91 percent of the respondents ranked quality of teaching in their department as good or very good. The percentage that ranked quality of service as good or very good was 89.7 percent. Professional service received a quality of score 4.28 on average with 50.2 percent of the respondents giving it a good or very good rating. Scholarship received a lower average quality score, 3.77; with 57.3 percent of the survey respondents gave perceived scholarship in their department as good or very good.

- Quality of Students: The survey asked respondents their perception of, “the quality of students at UIS” in two separate questions referring to graduate and undergraduate students. The perception of graduate students was rated, on average 3.46 and over 58 percent of the responses were “good” or “very good.” For undergraduate students, the average response was slightly lower, 3.33 and just fewer than 47 percent of the respondents rated the quality of undergraduates as “good” or “very good.”
- Quality of Newer Programs: The survey asked for perceptions of two newer programs at UIS: capital scholars and online teaching. The respondents, on average, rated the capital scholars program at 3.69, with almost 65 percent of the responses rated as “good” or “very good.” The online program is perceived to be a good quality, with an average rating of 3.92 and over 67 percent of the respondents giving it a favorable rating.
- Quality of Administrative Leadership: The survey asked respondents to rate administrative leadership at all levels. For each administrative level, the corresponding average score, percentage that rated “very poor” or “poor,” and percentage rated “good” or “very good” are summarized in table 3. Campus administrative leadership is rated the lowest with an average score well below 3 and just over 46 percent of the sample rating campus leadership “very poor” or “poor.”

Favorable ratings for campus leadership were given by 34 percent of the respondents.

<b>Table 3: Administrative Quality Responses By Administrative Level</b>			
<b>Administrative Level</b>	<b>Average Response</b>	<b>Percent Rating Very Poor/Poor</b>	<b>Percent Rating Good/Very Good</b>
Departmental Leadership	3.74	20.6	69.1
College Leadership	3.62	20.6	69.1
Campus Leadership	2.69	46.3	34.4
U of I Central Leadership	3.19	18.5	37.0

### **Differences by Tenure Status**

On the UIS quality survey questions, two questions had a significant difference in average responses by tenure:

- Question 9: “The quality of undergraduate students at UIS.” The average response was lower for non-tenure faculty respondents, 3.00, compared to 3.40 for tenured faculty respondents.
- Question 10: “The quality of graduate students at UIS.” The average response was lower for non-tenure faculty respondents, 2.94, compared to 3.66 for tenured faculty respondents.

### **Differences by Gender**

On the UIS quality survey questions, only one question had a significant differences in average responses by gender, question B15: “The quality of the capital scholars program is.” The average response was lower for males, 3.65, compared to 3.86 for females.

## Differences by College

On the UIS quality survey questions, one question had a significant difference in average responses by college: question 13: “The quality of UIS campus administrative leadership is.” The average response by college for this question is summarized in table 4.

<b>Table 4: Question 13—Administrative Leadership: Average Responses by College</b>		
<b>College</b>	<b>Number of Responses</b>	<b>Q13 Average Response</b>
CBM	12	3.09
EHS	9	3.67
LAS	28	2.17
LIB	2	1.50
PAA	10	3.17
Total	61	2.71

### 3. Work Environment

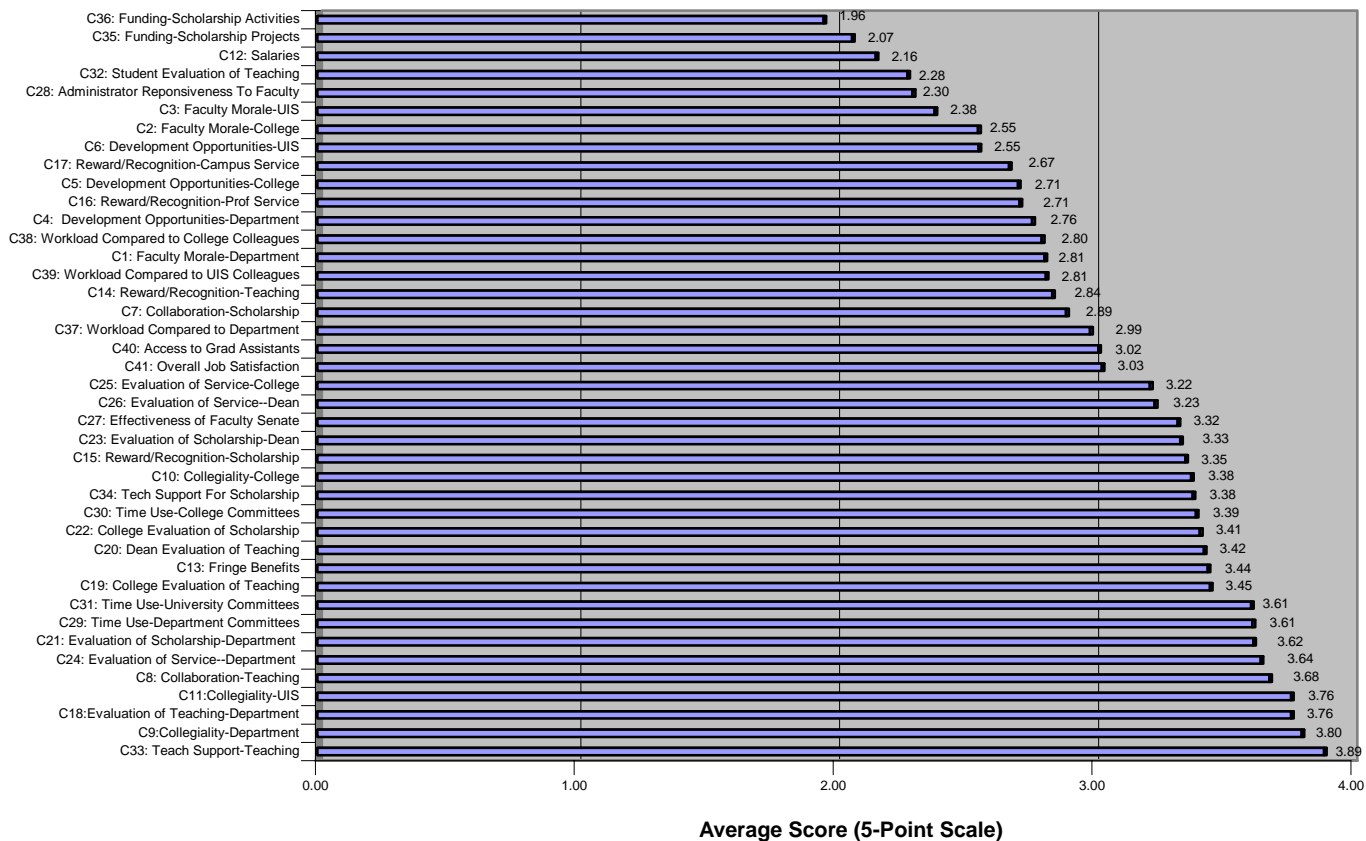
Part C of the survey asked 41 questions concerning work environment factors. The factors could be grouped along four themes: morale, job evaluation, institutional support, and workload issues. Faculty were asked their opinion on each question and required to respond based on a 5-point scale, 1 meaning “very poor” and 5 meaning “very good.”

Figure 3 compares all components of work environment asked on the survey, using the average score on each question. The components are ranked from those perceived the poorest to best. There is considerable variation in the average score, a range of 1.96 to 3.89. Recall that a 2 would indicate "poor" and a 4 would indicate "good". For example, the average rating for the component ranked the lowest is 1.96, which indicates that, on average, the respondents rated “funding support for scholarship activities” just below poor. The respondents rated “technical support for teaching highest, on average, 3.89 which is close to a rating of 4.

Question 41 asked the respondents what is your “overall job satisfaction at UIS? The average score for this question was 3.03, which is only slightly above “neutral.” The percentage of the sample faculty who responded with an overall job satisfaction of “good” or “very good” was 40 percent; 18 faculty (28.2 percent) responded to this question as “neutral;” and 21 faculty (31.8 percent) responded to this question as “poor” or “very poor.”

To summarize the survey responses for the four work environment themes:

1. Morale: There are three campus-morale questions dealing with perceptions of morale at department level (question C1), college level (question C2) and UIS campus level (question C3). On average, perceptions at the college level (average score is 2.55) and UIS level (average score is 2.38) are poor. Whereas, department morale is perceived to be better but still below “neutral”, the average score is 2.81 for the faculty respondents.



**Figure 3: Perceptions of Work Environment**

2. Job Evaluation: There are nine questions that asked for respondent’s perceptions of evaluation of job performance. The questions were detailed by level of evaluation (department, college, dean) and by teaching, research and service. In general, department-level evaluation was rated close to good with average responses over 3.62 (for department evaluation of scholarship). College and dean level evaluation was lower, with averages ranging from 3.22 (for evaluation of service by the college) to under 3.45 (college evaluation of teaching).

The survey question (C32) that asked about the student evaluation of teaching questionnaire was rated poorly; receiving an average score of 2.28. Over 44 percent of the faculty respondents rated the questionnaire as “very poor” and 23 percent

rated it “poor.” Only 11 faculty respondents (16.2 percent of the respondents) perceived the questionnaire as “good” or “very good.”

3. Institutional Support: There is considerable variation in the faculty perceptions of different types of institutional support. As indicated in figure 3, “technical support for teaching” (question C33) has the highest rating of the working environment questions, with an average response of almost 3.89 for the faculty respondents. The average response for technical support for scholarship was 3.38. This is contrasted with the poorer perception of the following areas of support: funding for scholarship activities (question C36), funding for scholarship projects (question C35), administrator responsiveness to faculty (question C28) and the three levels (department, college, UIS campus) of development opportunities. This support had average responses ranging from an average score 1.96 for funding scholarship to 2.76 for department development opportunities.

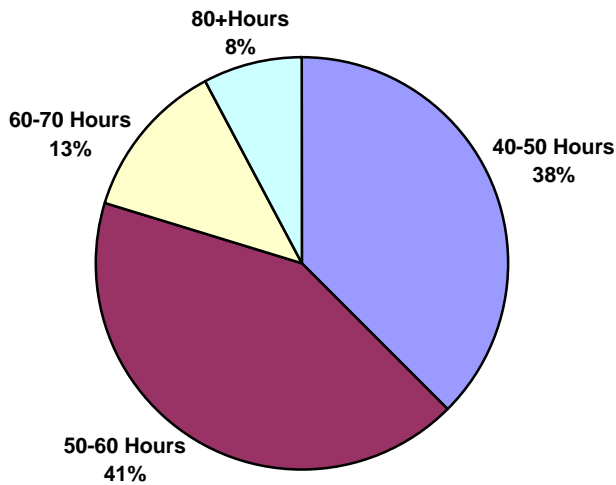
Survey question C12, asked the respondents to give opinions on faculty salary levels. The average score for this question was 2.16. Only 7 faculty respondents perceived salaries at UIS as “good” and there were no “very good” responses to this question. There were 14 respondents that were neutral and over two-thirds (67.6 percent) responded with “poor” or “very poor.” Fringe benefits are perceived to be “better” than salaries with an average response rate of 3.44 and 41 percent of the sample responding with a “good” or “very good” to the benefits question.

4. Workload Issues: The workload issue questions reported in figure 3 required respondents to compare their individual workload levels to department (question C37), college (question 38) and UIS campus (question 39) colleagues. The average responses for these three questions were 2.99 for department, 2.80 for UIS campus, and 2.81 for college colleagues.

Also reported in figure 3 are the average responses regarding perceptions of time use on department (question C29), college (question C30) and campus committees

(question 31). Time use on department and campus committees (average response for both is 3.61) is perceived better than on college committees (average response is 3.39).

Part C asked additional questions on workload. Question C42 asked respondents “how many hours per week do you spend on school-related work?” The pie chart (figure 4)



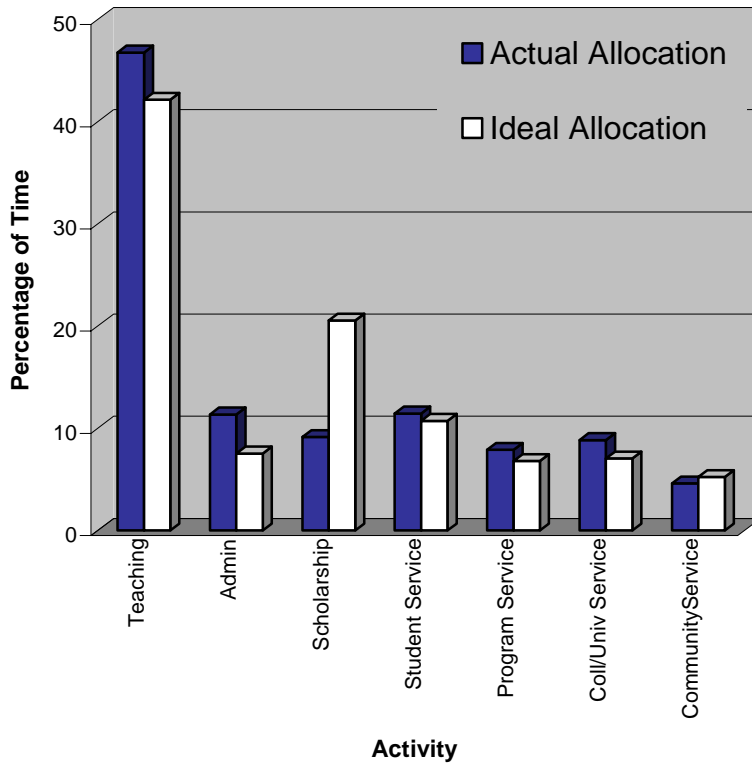
gives the percentage responses on hours worked. Sixty-two percent of the respondents work over 50 hours per week; with 41 percent of respondents reporting working 50 to 60 hours per week. The next largest group is those respondents that work between 40 and 50 hours per week, 38 percent.

**Figure 4: Percentage of Weekly Hours Worked**

Question C43 asked respondents to report their “actual” and “ideal” division of time among 7 activities: teaching, administration, scholarship, and service to students, service to department, service to college/university, service to community. There were 59 responses to this question; the results are reported in figure 5. Figure 5 compares, for each of the 7 activities, actual average percentage of time for each activity to the ideal allocation of time. In terms of the actual allocation of time, faculty respondents, on average spend almost 47 percent of their time teaching. Administration (11 percent) and student services (11 percent) are next, followed by scholarship (9 percent), college/university service (9 percent) and program service (8 percent). The respondents, on average spend just under 5 percent of their time on community service.

Comparing the actual average time spent by activity to the ideal time spent indicates that faculty respondents, on average, would like to devote over 10 percent more time on

scholarship. It seems that in the ideal, there would be, on average, slightly less teaching (from actual 47 percent to ideal 42 percent). If we compare the four campus service areas: administration, student service, program service and college/university service, the actual is 39 percent and the average ideal is 32 percent. The survey respondents would like to spend slight more time on community service from 4.6 percent to 5.2 percent.



**Figure 5: Actual Versus Ideal Allocation of Work**

**Differences by Tenure Status**

On the work environment survey questions, there were no significant differences in average responses by tenure status. There were no significant tenure-status differences in hours worked or analysis of allocation of work by activity.

**Differences by Gender**

On the work environment survey questions, there were significant differences in average responses by gender for two questions:

- Question C2: “Faculty morale in my college is.” College faculty morale was perceived to be poorer, on average, for women. The average response rate was 2.18 for women respondents compared to an average response of 2.83 for men respondents.
- Question C12: “Faculty salary levels are.” College faculty salaries were perceived to be poorer, on average, for women. The average response rate for this question was 1.78 for women respondents compared to an average response of 2.39 for men respondents.

There were no significant gender differences in hours worked or analysis of allocation of work by activity.

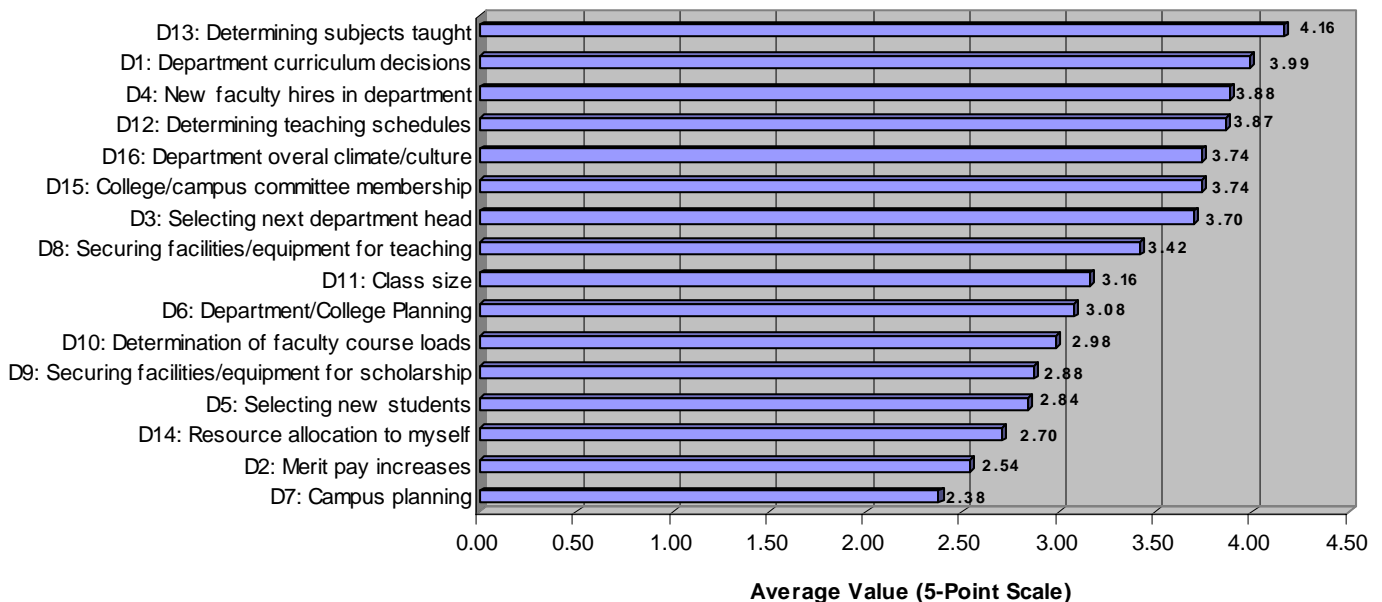
### Differences by College

On the work environment questions, there were significant differences in average responses by college for 13 questions: The 13 questions along with the average response rate by college are reported in table 5.

<b>Survey Question</b>	<b>CBM</b>	<b>EHS</b>	<b>LAS</b>	<b>LIB</b>	<b>PAA</b>
C1: Faculty Morale—Department	2.78	4.00	2.59	1.00	2.67
C2: Faculty Morale—College	2.33	3.78	2.43	1.00	2.33
C3: Faculty Morale—UIS	2.73	3.22	2.04	2.00	2.27
C4: Faculty Development-- Department	2.92	3.22	2.43	4.00	2.58
C6: Faculty Development-- UIS	2.83	3.76	2.21	4.00	2.27
C10: Collegiality--College	2.21	4.22	3.48	4.50	3.58
C12: Faculty Salary Levels	2.92	2.22	1.91	3.00	1.82
C17: Reward/Recognition-Campus Service	2.75	3.44	2.07	2.50	3.42
C20: Evaluation of Teaching-Dean	2.64	4.00	3.45	1.50	4.08
C25: Evaluation of Service-College	2.13	4.11	3.00	4.5	4.08
C26: Evaluation of Service-Dean	2.38	4.00	3.11	2.00	4.17
C35: Funding-Scholarship Project	2.64	2.56	1.71	3.00	1.72
C41: Overall Job Satisfaction	2.83	4.22	2.59	2.50	3.33

## 4. Faculty Voice on Campus

Section 4 of the survey asked survey respondents questions regarding the degree of influence on decision making on campus. Faculty respondents were asked their opinion on the amount of influence in various decisions by responding based on a 5-point scale, 1 meaning “very poor” and 5 meaning “very good.” Figure 6 compares the average response for these 16 questions. The 7 questions with the highest average score, ranging from 3.70 to 4.16 mainly concerned decisions at the department level. For these questions, the percentage responding “good” or “very good” was at least over 69 percent. The lowest scoring was campus planning, the average score was 2.38, just above a score of poor. For this question, only 15.2 percent of the sample responded with “good” or “very good.” Also scoring low was the amount of influence on merit pay. The average score was over 2.5, with 28 percent of the respondents indicated either “good” or “very good.”



**Figure 6: Perceptions of Faculty Voice**

### Differences by Tenure Status

On the decision-making influence questions, there were no significant differences in average responses by tenure status.

### Differences by Gender

On the decision-making influence questions, there were no significant differences in average responses by gender.

### Differences by College

On the decision-making influence questions, there were significant differences in average responses by college for two questions:

- Question D2: “The amount of influence I have on the annual merit pay increases I receive are.”
- Question D5: “The amount of influence I have on selecting new students is.”

The average score for these two questions by college are summarized in table 6.

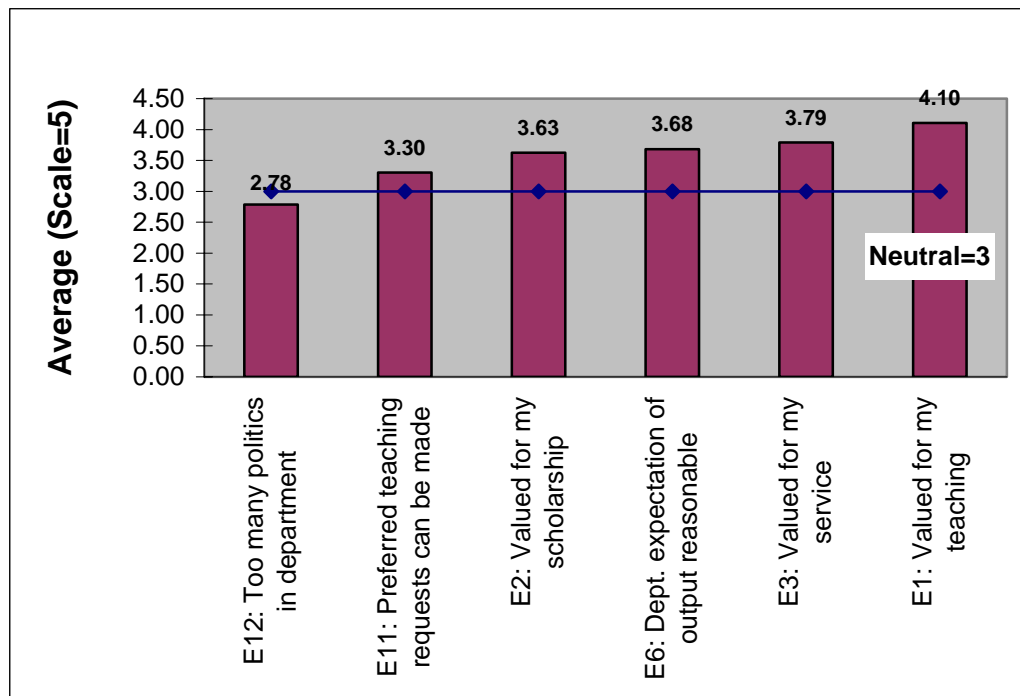
<b>Table 6: Faculty Voice Questions: Average Response By College</b>			
<b>College</b>	<b>Number of Responses</b>	<b>D2 Average Response</b>	<b>D5 Average Response</b>
CBM	12	2.42	2.64
EHS	9	3.67	4.11
LAS	28	1.96	2.28
LIB	2	3.50	na*
PAA	12	3.08	3.25
Total	63	2.57	2.84
*“na” indicates not applicable.			

## 5. Campus Climate

Part E of the survey asked 13 questions concerning campus climate. Faculty respondents were asked their opinion on each question and required to respond based on a 5-point scale, 1 meaning, “strongly disagree” and 5 meaning, “strongly agree.” The average score for the campus climate factors that were rated as relatively positive are given in figure 7 whereas the average score for the relatively negative issues are reported in figure 8.

8. Positive aspects of campus climate (figure 7) include:

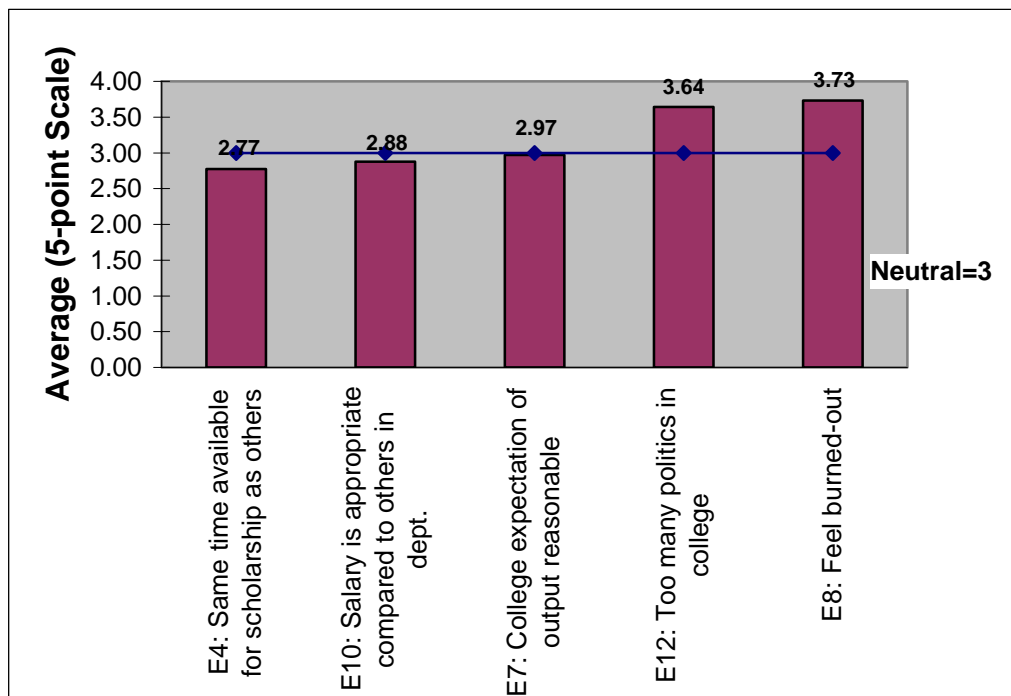
- Agreement that faculty feel valued for their teaching, service and research
- Agreement that there is a reasonable expectation by the department of output
- Faculty respondents are neutral or slightly agree that, on average, preferred teaching requests could be made.
- Faculty are neutral or slightly disagree, on average, that there are not “too many politics “at the departmental level.



**Figure 7: Positive Aspects of Campus Climate**

The survey results on the more negative aspects of campus climate (figure 8) include:

- Agreement that faculty feel “burned-out.”
- Agreement that there are “too many politics” at the college level
- Faculty are neutral or slightly disagree, on average, that “salary is appropriate compared to others in department” and that there is “same time available for scholarship as others.”



**Figure 8: Negative Aspects of Campus Climate**

### **Differences by Tenure Status**

On the campus climate survey questions, there were no significant differences in average responses by tenure status.

### **Differences by Gender**

On the campus climate survey questions, two questions had a significant difference in average responses by gender:

- Question E5: “The pace of work in my department seems to be increasing annually.” The average response was higher for female faculty respondents, 4.80, compared to 4.31 for male faculty respondents.
- Question E8: “I feel burned out from my work.” The average response was higher for female faculty respondents, 4.27, compared to 3.44 for male faculty respondents.

### **Differences by College**

On the campus climate survey questions, there were no significant differences in average responses by tenure status.

## 6. Resource Allocation

The CPBC was interested in faculty perceptions of how resource allocation decisions are made. Part F of the survey asked 6 questions covering policies regarding resources allocation. Table 7 provides the average score and percentage that “agree” or “strongly agree” for each policy. The average score for these questions range from 3.58 to 4.21, a value of 4 indicates, “agree.” The issue of department resource control, question F6: “Departments should have control over how resources for their department are spent,” had the most agreement with the highest average score, 4.21, and almost 88 percent of the respondents indicating, “agree” or “strongly agree.”

<b>Item Number /Survey Question</b>		<b>Average</b>	<b>Percentage of Sample Agrees / Strongly Agrees</b>
F1	Faculty salaries should be based in part on external market forces.	3.89	80.0
F2	The compensation a faculty member receives should be proportional to the benefit the institution receives from that faculty member.	3.76	68.2
F3	There should be a relationship between the amount of credit hours taught by the faculty in a department and the amount of resources that department receives from UIS.	4.01	78.8
F4	There should be a relationship between the number of majors taught by the faculty in a department and the amount of resources that department receives from UIS.	3.58	62.7
F5	There should be a relationship between the number of students who graduate from a college and the amount of resources that college receives from UIS.	3.61	57.8
F6	Departments should have control over how resources for their department are spent.	4.21	87.9

### Differences by Tenure Status

On the resource allocation policy survey questions, there were no significant differences in average responses by tenure status.

### Differences by Gender

On the resource allocation policy survey questions, there were no significant differences in average responses by gender.

### Differences by College

On the resource allocation policy questions, there was only one question that had a significant difference in average response by college, question F3: “There should be a relationship between the amount of credit hours taught by the faculty in a department and the amount of resources that department receives from UIS.” The average response and percentage of respondents that “agree” or “strongly agree” by college is summarized in table 8.

<b>Table 8: Differences in Resource Allocation Policy Responses by College</b>			
<b>College</b>	<b>Number of Responses</b>	<b>Average Response</b>	<b>Percent Rating Agree/Disagree</b>
CBM	12	4.67	100.0%
EHS	9	3.89	77.8%
LAS	28	4.14	82.1%
LIB	2	2.8	50.0%
PAA	11	3.64	63.6%
Total	62	4.01	78.8%

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