

Faculty Satisfaction Survey

A Comparative Analysis

1999-00 to 2001-02

Introduction

The Faculty of Texas Southern University (TSU) are surveyed annually by The Office of Institutional Effectiveness. This surveying process is a component of the University's effectiveness efforts. The survey is designed to assess the Faculty's views concerning such factors as budgeting, resource availability, administration and political factors relative to governing the University. The Faculty's views concerning their perceived level of productivity and their awareness and involvement in new initiatives are also evaluated. Analyzing these factors, on a longitudinal basis, allows for an accurate assessment of the current level of functioning and to track internal improvements or gains in confidence. The results of this study will assist in the University's quest for improvement.

The analysis compares the demographic composition of the entire Faculty and the sample size. Comparing these groups will give a better indication of how well the sample size accurately reflects the total Faculty. Examining the demographic variables can also allow for a future study of between group similarities and/or differences.

Demographic Analysis

This portion of the report displays the demographic comparison between the sample size and the total University Faculty. Figure 1 displays a general summary of the percent of Faculty surveyed as a proportion of the total population. In the Spring 2002 administration 31 percent of the Faculty responded to the survey. Similarly, 40 percent responded in 2001.

Figure 1

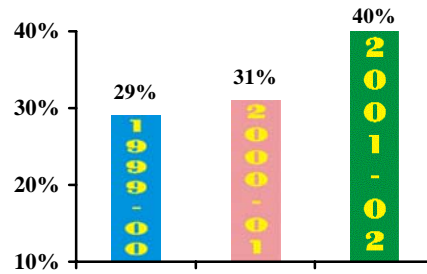


Table 1, further depicts specific categories of each population. The sample size, in general, accurately reflects the total Faculty population. One interesting trend is the consistent slightly over representation of each rank in the sample population, excluding the “other” category. This “other” category includes instructors as well as adjunct faculty members, which have historically been underrepresented. This may be in part due to the continuous increase in the percentage of Faculty that are not ranked as University professors. These findings do not seem to alter the initial design of the survey, which is to assess the Faculty’s views concerning issues here at TSU. Faculty that are not ranked as University professors include instructors as well as adjunct Faculty members, which may not be as directly affected by specific functions and processes of the University.

With reference to tenure status, there is an interesting pattern. Each year there has been an increase of non-tenured track Faculty in the total population, while there has been a parallel decrease in the tenured Faculty. Which indicates a shift in the distribution of regular Faculty. In 1999-00, fifty-two percent of the Faculty was tenured, this percentage decreased to 43 percent in 2000-01 and slightly decreased again in 2001-02 to forty percent. The 1999-00 tenured sample population was most reflective of the total population yielding a nearly identical percentage.

Table 1
Demographic Characteristics

	1999-00		2000-01		2001-02	
	<u>Percent</u> <u>Sample</u>	<u>Percent</u> <u>Population</u>	<u>Percent</u> <u>Sample</u>	<u>Percent</u> <u>Population</u>	<u>Percent</u> <u>Sample</u>	<u>Percent</u> <u>Population</u>
Gender:						
Male	62.9	57.1	56.8	55.0	57.7	54.8
Female	36.4	42.9	41.5	45.5	42.3	45.2
Unknown	0.8	0.0	1.6	0.0	0	0
Total N	132	385	183	384	152	409
Current Rank:						
Prof.	27.3	22.3	29.5	19.5	25.9	18.3
Assoc. Prof.	30.3	24.2	27.9	17.7	28.8	17.1
Asst. Prof.	22.7	17.9	17.5	15.6	20.9	12.8
Other	19.6	35.6	25.1	47.1	24.4	51.8
Total N	132	385	183	384	152	409
Tenure Status:						
Tenure	51.5	51.7	52.5	42.9	60.6	39.6
On Track	11.4	7.8	14.8	11.2	18.9	10.3
Non Track	37.1	40.5	32.7	45.8	20.5	50.1
Total N	132	385	183	384	152	409

The gender of the Faculty seems to be the most consistent and representative demographic variable, since the sample population approximates the general makeup of the Faculty each year.

Table 2 displays more characteristics of the Faculty that relate not only to their years of collegiate teaching experience, but also their years of service here at TSU. The remaining sample characteristics are the percentages of faculty members in each school or college, full-time faculty members and the percentage of graduate faculty.

Table 2
Sample Characteristics

	<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>
Years Teaching Experience:			
Greater than 20	42.1	40.9	40.8
11 to 20	22.8	26.5	27.0
6 to 10	22.7	21.5	17.8
5 or Less	12.9	11.0	14.4
Total N	132	183	152
Service at TSU:			
Greater than 20	34.3	32.8	34.4
11 to 20	25.1	28.9	27.8
6 to 10	21.3	18.9	15.9
5 or Less	19.7	19.4	21.9
Total N	132	183	152
Percent Indicating:			
Graduate Faculty Status	56.8	61.8	48.3
Full-time Faculty Status	94.7	95.1	91.4
School or College:			
Liberal Arts & Behavioral Sciences	40.9	30.1	31.3
Business	4.5	9.3	6.7
Education	11.4	16.4	19.3
Science & Technology	9.1	19.7	22.7
Law	11.4	10.4	7.3
Pharmacy & Health Science	21.2	12.6	12.7
Total N	132	183	152

Each year nearly 60 percent of the sample population indicated that they have over ten years teaching experience on the collegiate level. The percentages were somewhat similar to years of service at Texas Southern University. In 1999-00, fifty-nine percent of the sample population indicated that they have over ten years experience at TSU, this percentage slightly increased in 2000-01 to 62 percent, and remained constant during the 2001-02 school year.

These factors considered with the previous characteristics complete the picture of the type of Faculty members most accurately being represented. It can be inferred that the results of the survey are from a Faculty population that has several years of teaching experience and vast exposure to the process and functions here at TSU. Therefore, the survey responses should satisfactorily express the perceptions of the Faculty.

TSU Processes, Services, & Current Issues

This portion of the survey was designed to ascertain Faculty views concerning processes and services here at the University. In order to concisely relate responses to this section, the survey items have been grouped together into three general categories. The first category relates to university processes, which referred to items concerning budget functions, the adequate communications of pertinent university information, and planning and policy formation. The section that follows examines the services and resources available at TSU and determines the degree to which Faculty are satisfied with these services. The survey also addresses several issues confronting the University and determines which issues the Faculty deem most challenging.

TSU Processes

Faculty's perceptions concerning University processes have seemed to fluctuate throughout this three-year study. The only component that has remained consistent, showing a continued increase in percentage rating, are those issues relating to budgeting processes. Table 3 indicates that in 1999-00 nearly 64 percent of the Faculty felt as though the University budget was enrollment driven, this percentage increased to nearly 69 percent in 2000-01, and increased again in 2001-02 to seventy-two percent. In addition, only 6 percent of Faculty felt as though the budget allocations for equipment

and instructional supplies were adequate. However, this percentage nearly doubled (11.9 percent) in 2000-01, and increased again in 2001-02 to nearly twenty percent. It is important to note that although the highest percentage still represents less than a fourth of the sampled Faculty, it should also be noted that this increase seems to be continuous, which illustrates an improvement in processes concerning University budgeting.

Table 3
Perceptions of General University Processes

	Percent Indicating Yes ^o		
	<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>
Budgeting:			
Budget Function Enrollment Driven	63.6	68.8	72.5
Budget Allocations Adequate	6.1	11.9	19.5
Communication:			
Faculty Informed About Major Issues	39.4	44.6	47.6
Consistently Informed About Institutional Policy	39.4	46.9	46.2
Familiarity with President's 5 Vision Points ¹	40.9	68.8	60.7
Planning and Policy Formation:			
Planning Process Encourages Participation	60.6	56.4	59.4
Faculty Input Important at Board Level	60.6	48.0	64.2
Faculty Input Important at Executive Level	68.9	62.5	64.6
Faculty Input Important at Provost/Dean Level ²	69.7	69.7	69.8/ 85.4
Faculty Input Important at Departmental Level	89.4	85.5	87.5
Faculty Assembly Influential In Institutional Policy	49.2	52.0	39.8

^o The response categories were: very familiar, familiar, and unfamiliar. Percents reported here represent the combined responses to "very familiar" and "familiar". ²This 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.

In reference to communication of University issues and institutional policy, Faculty seem to be more aware of these issues. In 1999-00 thirty-nine percent of the

Faculty felt as though they were informed about major issues and institutional policy. These percentages increased to over 45 percent in the Spring 2002 sample. However, Faculty familiarity with the President's 5 vision points, showed more Faculty (68.8 percent) were familiar in 2000-01 than the 61 percent in 2001-02, however both of these percentages have increased from 41 percent.

In examining the Faculty's views of planning and policy formation, from 1999-00 to 2000-01 the only item that reflected an increase in percentage related to the perception that the Faculty Assemble is influential in policy making decisions. The one item that remained constant (69.7 percent) was referenced to the Faculty feeling as though their input is important in the formation of academic and institutional policy on the Provost/Dean level. This item was broken into two separate questions so that it may be determined if the Faculty differ if given the option to distinguish between their perceived input at the Provost and Dean level. In 2001-02, nearly seventy percent of the Faculty felt as though their input was important on the Provost level, while 85 percent perceived their input to be important on the Dean Level.

One interesting point is that in 1999-00 nearly 61 percent felt as though Faculty input was important on the Board level, this percentage decreased to 48 percent in 2000-01, but has increased in 2001-02 to sixty-four percent. It will be interesting to note if this trend continues to increase during the next dissemination of the Faculty survey.

It can be determined that the Faculty's views concerning University budget functions and budget allocations have continued to improved throughout this three year study. Each year, well over the majority of Faculty felt as though the University's budget functions were enrollment driven. Many Faculty indicated that they were familiar with

the President's 5 Vision Points and of those indicating that they were not familiar, 82 percent stated that they would be willing to learn more.

In reference to planning and policy, although the percentages tended to fluctuate throughout the years, nearly all percentages remained in the majority realm. The only exception were in 2000-01, when forty-eight percent indicated that they felt as though Faculty input was important on the Board Level. In 1999-00, forty-nine percent felt that the Faculty Assembly is influential in regards to institutional policy decisions that affect academic affairs, but this percentage decreased to nearly forty percent in 2001-02. But in examining these percentages one can note that they nearly represent the majority of Faculty views. This is a clear indicator that Faculty members feel positive about their role concerning planning and policy issues.

TSU Services

This portion of the survey measured the Faculty's level of satisfaction concerning some of the vast services offered by the University. It is composed of a battery of 13 items concerning current services and resources. These services range from technology availability and library resources & services to components of enrollment management.

Table 4 illustrates the satisfaction level of these services as well as their ranking by year. The only services that remained constant in its satisfaction ranking throughout each year are Departmental Administration and Availability of Technology, they were ranked most satisfactory and least satisfactory, respectively.

Table 4
Ranking of TSU Services
Provided by the University ^{1,2}

	1999-00		2000-01		2001-02	
	<u>Rank</u>	<u>Percent Satisfied</u>	<u>Rank</u>	<u>Percent Satisfied</u>	<u>Rank</u>	<u>Percent Satisfied</u>
Department Administration	1	63.8	1	61.1	1	66.0
Department Curriculum Planning	2	58.9	4	52.5	2	65.1
Library Services	3	54.2	2	53.6	4	56.8
School/College Administration	4	51.9	3	54.5	3	61.2
Central Administration	5	47.2	5	41.9	9	37.6
Registration	6	40.0	9	33.1	6	42.0
Records Maintenance	7	30.6	8	29.1	8	39.4
Admissions	8	25.2	6	31.5	5	43.4
Library Resources	9	30.2	7	35.0	10	35.1
Maintenance Buildings/Grounds	10	21.2	11	37.1	12	33.6
Maintenance of Classrooms/Labs	11	18.9	12	31.0	11	35.1
Recruitment	12	7.6	10	21.7	7	39.7
Availability of Technology	13	13.8	13	19.8	13	20.0

¹ Ranks are based on a weighted average of responses for each item. Weights were assigned as follows: 1=very satisfied, 2=satisfied, 3=neutral, 4=dissatisfied, and 5=very dissatisfied.

² Percent Satisfied is the combined total of those that indicated that they were either very satisfied or satisfied with the service or resource.

The 1999-00 and 2000-01 maintained the same services and resources within their top five ranking. These services and resources include: Departmental Administration, Departmental Curriculum Planning, Library Services, School/College Administration, & Central Administration. Of these top five rankings the majority of the Faculty were satisfied with the services, except for Central Administration, which received a satisfaction percentage of 47 in 1999-00 and forty two percent in 2000-01. In 2001-02,

the top five mirrored the previous years except for Central Administration being replaced within the top five rankings by Admissions. But as with the previous years, the fifth ranked services fell just below the majority level with a 43 percent satisfaction rating.

In reference to Central Administration being ranked less satisfactory by the Faculty, there are some interesting points that should be taken into consideration. Although the percentage indicating they were satisfied decreased through the years by nearly ten percentage points, those Faculty indicating that they were dissatisfied remained around 20 percent. The satisfaction percentage was decrease due to the 8 percent increase in neutral responses.

The most salient and continuous increase in satisfaction relates to Recruitment. The Recruitment services were ranked twelfth in 1999-00, but had a 14 percent increase in 2000-01 as well as another 18 percent increase in 2001-02, which has elevated its ranking to seventh.

TSU Current Issues

In order to assess the Faculty views concerning current issues pertaining to TSU, they were asked to select from a list of challenges that confront the University. This item was initially designed to have the Faculty select only one of the given choices. However they tended to feel strongly about several of the issues and continuously selected more than one issue, therefore in 2000-01 their responses began being analyzed accordingly.

Table 5 displays the Faculty responses to this survey item. During both years approximately 30 percent of Faculty perceived all of the listed issues as challenges that confront the University. The second and third highest ranking issues, for both years, were Maintaining High Quality Programs & Services and Student Retention, respectively. In

2000-01 over 18 percent of the Faculty considered Maintaining High Quality Programs & Services a current University issue. This percentage increased to 20 percent in 2001-02; while in 2000-01 fifteen percent perceived retention as a major concern, this percentage decreased to 13 percent in 2001-02. This slight decrease in ranking retention as a major issue confronting the University could be, in part, due to the current trend of increased enrollment. The issue that seems to be of least concern to the Faculty is TSU Losing its Independent Status.

Table 5
Ranking of TSU Current Issues

	2000-01		2001-02	
	<u>Rank</u>	<u>Select as an Issue^o</u>	<u>Rank</u>	<u>Select as an Issue^o</u>
All Listed Issues	1	29.8	1	31.0
Maintaining High Quality Programs & Services	2	18.5	2	20.3
Retention	3	14.9	3	13.4
Regaining Public Trust	4	10.1	5	8.6
Fiscal Integrity	5	8.1	6	7.6
Graduation Rates	6	7.6	4	10.6
Financial Aid	7	5.3	8	2.1
Other	8	3.6	7	4.8
Losing Independent Status	9	2.1	9	1.6

^o Total number of responses to this item is 248 in 2000-01 and 187 in 2001-02.

Faculty Involvement with Governance

This portion of the survey relates to governing entities here at the University. In particular, a review is done of the Faculty involvement and active participation in governing divisions of the University. From 2000-01 to 2001-02 there was a decrease in

Faculty involvement relating to each area (Table 6). The only increase, in Faculty involvement, from 1999-00 to 2000-01 related to voting in the previous election, however this item reflected only a one percent increase.

	Percent Indicating Yes ^ø		
	<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>
Presently Active with Faculty Assembly	38.6	33.1	31.4
Ever Participated with Faculty Assembly	72.7	66.2	45.4
Voted in Last Election	52.3	53.5	35.4
Participated in Selection of Faculty Council Representative	78.0	72.9	66.0
Ever Attended a Regents Meeting	52.3	49.0	39.4

^ø Total N for 1999-00 is 132. The Total N for 2000-01 is 183. The Total N for 2001-02 is 152.

The analysis of these items shows that overall there seems to be a continued decrease in Faculty involvement concerning governing entities. In 1999-00, thirty-nine percent of the Faculty indicated that they are presently involved with the Faculty Assembly. This percentage decreased to 33 percent in 2000-01 and slightly decreased again in 2001-02 to thirty-one percent. The largest level of Faculty involvement concerning governance issues seems to relate to the selection of a school/college representative to serve on the Faculty Council. In 1999-00 and 2000-01 nearly three fourths of the Faculty participated in this function and while the percentages decreased in 2001-02 to sixty-six percent, well over the majority is represented.

Faculty Use of Technology

Table 7 shows the percentage of Faculty indicating their use of computer technology, in various capacities, and the number of years their computers have been utilized.

Table 7			
Faculty Use of Technology			
	Percent Indicating		
	<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>
Access to Internet in Office	56.1	87.7	86.6
Total N	132	179	152
PC in Office	79.5	97.1	92.6
Total N	132	175	100
Age of PC:			
Less than one year	20.4	24.1	15.6
More than one but less than 3	35.2	57.8	46.7
More than 3 but less than 5	23.1	15.1	24.4
More than 5	21.3	3.0	13.3
Total N	108	166	152
Use PC as Teaching Aid	72.0	74.3	77.9
Total N	132	183	152
Use Library CD-ROM database	20.5	26.8	24.3
Total N	132	183	152

There is a constant increase in the percentage of Faculty using computer technology as a teaching aid. In 1999-00 seventy-two percent of the Faculty utilized computer technology as a teaching aid, this percentage increased in 2000-01 to seventy-four percent and increased again to seventy-eight percent in 2001-02. There was a large increase from 1999-00 to 2000-01 in reference to the Faculty having Internet access in their office, 56 percent and 88 percent, respectively.

During each year, well over the majority of Faculty indicated that they have a PC in their office and most seem to be using computers that are less than three years old. This was indicated by 56 percent in 1999-00, eighty-two percent in 2000-01 and sixty-two percent in 2001-02.

Summary

In the area of processes and functions the Faculty generally felt that the budget was enrollment driven, however less than a fourth felt as though budget allocations for equipment and instruction were adequate. This lack of adequate funding seems to be perceived as a hindrance in producing desired academic and institutional outcomes.

There has been an improvement in communication between administrators and the Faculty. This is shown by a continued increase in the percentage of Faculty indicating that they were informed about major issues and institutional policy. However, it is important to recognize that each year less than half of the Faculty reported that they were informed about these major issues and institutional policies. In further examining why, although somewhat improved, there still remains a lack of communication we reviewed the survey item which asks how the Faculty usually learns of new institutional policies and procedures. In 2001-02, thirty-one percent of the Faculty indicated that become informed of policies and procedures “through the grapevine” while only 24 percent indicated that they received some type of “formal communication”. Ten percent of the Faculty stated that they gain information concerning policies and procedures through “personal inquires”. Considering these results one can determine that administrators may need to exert more effort into presenting these types of issues to the Faculty.

In reference to the President's 5 Vision Points, more Faculty members were familiar with the 5 Vision Points during 2000-01 than in 2001-02. However, of those in 2001-02 that indicated that they were not familiar, over 80 percent stated that they were willing to learn more.

The Faculty are more satisfied with services offered by the University. From 1999-00 to 2000-01, nearly half (6 of 13) of the items surveyed showed a decrease in satisfaction. However only 2 of the 13 items showed a decrease from 2000-01 to 2001-02. Although most of the services addressed still reflect less than half of the Faculty being satisfied, the increase in satisfaction from year to year should not be easily discounted. Some notable improvements indicated were in the areas of Recruitment and Admissions, these two services reflect the overall highest increases in satisfaction.

Although the highest percentage of Faculty felt as though all the listed issues confronting the University were important we should also consider specific issues that were rated. The second highest rated issues, in 2000-01 and 2001-02, was Maintaining High Quality Programs & Services, while student Retention was rated third. It will be interesting to note the rating of these issues in future survey analysis to determine if any perceived improvement are made.

There has been a decrease in Faculty involvement concerning governance participation. This is reflected by fewer Faculty, each year, indicating that they have participated in governing entities. The one exception to this finding is the 2 percent increase, from 1999-00 to 2000-01, relating to Faculty voting in the previous election. It is interesting to note that in 1999-00 sixty-one percent perceived Faculty Input to be Important at the Board Level, yet only 52 percent indicated that they had ever attended a

Board Meeting. These findings were similar in 2000-01 where ever more Faculty (64 percent) felt as though their input was important on the Board Level, but even fewer (39 percent) had ever attended a Board Meeting. This can be interpreted as although Faculty feels their input is important, perhaps they can do more to initiate involvement. It can be assumed that a more active involvement on the Faculty's end could also increase their level of communication with administrators, which has already been defined as a problematic area.

The vast majority of the Faculty has a PC in their office. In addition, most have Internet access and are using computers that are relatively up to date. An important trend that seems to be emerging is the increase in the percentage of Faculty that utilize computer technology as a teaching aid. This is an emerging method that is done on many college campuses and Texas Southern University is on that same accord. However, when examining the Faculty's concern that budget allocations are not adequate and noting that the availability of technology was rated least satisfactory during each year it is evident that there is still opportunity for technological advancements. It is encouraging to realize that there is a current positive trend developing and through continued administrative and academic support TSU will continue to make advances in University effectiveness.