

2006 FACULTY CONCERNS SURVEY

Biennial Report to the Faculty Senate

OVERVIEW

The *Faculty Concerns Survey* (FCS) reports faculty perceptions of university conditions which support faculty morale and university productivity. This survey is typically administered biennially, and data collected over a 10-year span are reported within this report. The Faculty Concerns Committee (FCC) conducted this present survey in October 2006. Fifty-four percent of questionnaires sent to full-time faculty were returned, up about 5 percent from the 2003 and 2001. Tables summarizing data appear at the end of this report, including analyses of differences across gender, rank, college, and tenure status. In analyses and discussion of the data, special consideration was granted to overall faculty satisfaction, attitudes about leaving Missouri State University and level of shared governance because of the importance of these factors to the sustained productivity of Missouri State University faculty. The FCS received IRB approval as a means to advance protection for faculty participants.

CURRENT CONTEXT

Missouri State University welcomed a new president in the summer of 2005 and moved to a Provost model with a new provost being hired in the summer of 2006. Two primary initiatives publicized by the University President included instituting a performance and equity based compensation system and enhancing the diversity of the University community. Another significant change at the University includes moving to a college-cost-structure model, enhancing budgetary and strategic discretion and accountability at the college level of the university.

MEASURE

The survey questionnaire contained 86 items. For the first 76 items about University *Conditions*, scale anchors ranged from (1) *extreme dissatisfaction* to (5) *extreme satisfaction*. Scale anchors for items 77-80 assessing turnover pressures among faculty ranged from (1) strongly disagree to (5) strongly agree. The final 6 items asked faculty to list 3 areas for which they were most satisfied and 3 areas for which they were least satisfied. Most of the 2006 FCC items were identical to the 2003 FCC survey, allowing longitudinal reporting of the data. Aside from minor changes to items 18-21, the FCC added the following 10 items to the survey:

- Q31 Efforts are made to attract diverse students to our programs*
- Q39 The way discretionary monies are used to reward merit/equity*
- Q42 The quality of the criteria used to make merit/equity decisions in your department*
- Q43 The quality of performance feedback provided by the dept. head during scheduled performance reviews*
- Q47 Abolition of cost of living increases in favor of replacement pay for performance/equity*
- Q58 Procedures by which equity adjustment salary decisions are made*
- Q59 Procedures by which performance/merit salary decisions are made*
- Q62 Compensation for per course faculty*
- Q63 Compensation for overload courses*
- Q78 I often think about leaving this University*

RESULTS AND ANALYSIS

General and Longitudinal trends. Table 1 (page 4) reports mean scores and standard deviations for the entire sample and longitudinal means (if available) for the last 10 years. Overall mean satisfaction with being a Missouri State faculty member (3.40) remains in a similar range as has been seen across the past decade, showing that roughly 80% of faculty continue to rate personal satisfaction at or above the scale midpoint of *neutral*. Similar to results from the past decade, faculty satisfaction with the *general quality of MSU faculty* and *congeniality of colleagues* of faculty remain among the most satisfied areas. Changes across time appear most prevalent for evaluations of administrators. Compared to 2003 FCS data, faculty reported higher satisfaction with the current President (3.31 versus 2.30) and Provost (3.16 versus 2.48) but less satisfaction with College Deans (2.79 versus 3.36).

Table 2 reports all questionnaire items sorted by level of reported satisfaction. The individual item mean scores for the full sample ranged widely from 1.86 (*salary differentials that exist across university*) to a high of 3.98 (*assignment of classes*). Faculty reported the least satisfaction with salary items (means ranged from 1.86 to 2.36);

whereby, the nine

lowest assessed items pertained to compensation issues. For each of these 9 items, *extreme dissatisfaction* was the most frequent response. A group of items reflecting faculty governance and how policy is formed and implemented at the university and college levels also generally fell at or below the scale midpoint of 3 (i.e., neutral). University level administration was generally evaluated slightly above the scale midpoint. Faculty favorably evaluated specific items involving support structures including library facilities and support, computer services, clerical support, and Taylor Health Center. Support for research was generally evaluated weakly; whereby, faculty satisfaction with graduate assistant support, sponsored research activity, and teaching load fell below the scale midpoint. Reported means for support for literary publication (2.42) fell among salary concerns as one of the 10 items for which faculty expressed the least satisfaction. Faculty generally evaluated local department and job conditions above the scale midpoint, including *assignment of classes* (3.98), *congeniality of colleagues* (3.77), *student advisement* (3.53), *department head* (3.44), and *content of department policies* (3.31). The committee also conducted analyses of items 81-86, seen in Tables 3 and 4, which asked for the most and least satisfied items. The three most satisfied areas identified by 20% or more of the faculty included *Congeniality of colleagues*, *Assignment of classes (e.g., match w/ background)*, and *Performance of your Department Head*. The four most dissatisfied areas identified by 20% or more of the faculty included *Current nine-month salary*, *Future salary prospects*, *Abolition of cost of living raises in favor of merit*, and *Performance of your College Dean*.

Reports by College. Table 5 provides the mean responses and response rates for the six colleges. Response rate varies significantly, ranging from 36% at COBA to 61% for CHHS. Averaging faculty responses across all questions ranged from 2.92 (COAL) to 3.30 (COBA). Overall satisfaction was above the scale midpoint for all colleges, ranging from 3.20 for COAL to 3.66 for COBA. On 8 specific questions, mean responses by college varied by more than a full point on the 5-alternative scale. For three of these questions, differences may reflect the age or quality of working facilities (i.e., classroom facilities, office space, and heat/air maintenance). Two questions implied differences in college-level resources (i.e., reimbursement for conference travel, graduate assistant support), and college differences for the remaining 3 questions implied actual differences in how colleges operate (i.e., content of college policies; procedures by which college policies are made; different teaching loads across campus).

Reports by gender, rank, and tenure status. Table 6 reports significant correlations of gender with survey items while controlling for rank (i.e., because of a greater frequency of male faculty at higher rank). It should be noted that the number of female faculty varies by college, which was not controlled in these analyses. Differences in mean reports by gender were not large. Female faculty were generally less satisfied with *support for research or literary publication*, *abolition of cost of living increases in favor of replacement pay for performance/equity*, *differential teaching loads across campus*, and *salary differentials across the University*. Table 7 reports questionnaire items correlated with rank, while controlling for gender. Faculty of higher rank generally reported less satisfaction with several university and college conditions, with the exception of reporting greater satisfaction on questions about performance review issues. Faculty of lower rank reported less satisfaction with evaluation issues ranging from the extent to which tenure criteria are known to the quality of performance feedback provided by department heads during performance reviews. Table 8 reports correlations between tenure status and survey items, while controlling for both rank and gender. Being tenured was positively associated with satisfaction expressed toward questions pertinent to evaluation issues, appraisals of deans and department heads, and support for research.

Analysis of faculty satisfaction and turnover pressures. The Faculty Concerns Committee has included turnover intention questions in the FCS since 2001 because turnover intentions are among the best predictors of actual turnover in organizations. Figure 1 and Table 7 provide the frequencies of reported turnover intentions (items 78-80) at the University. While about half of faculty agreed or strongly agreed with the statement, "I often think about leaving this university," less than 15% agreed with, "I plan on leaving Missouri State University within the next year." Note, however, that 1 in 4 Assistant Professors agreed or strongly agreed about leaving the University within the next year. Over 25% of all faculty and more than 40% of Assistant Professors reported to be "actively looking for other academic positions." As shown in Table 8, overall satisfaction with being a faculty member was strongly and negatively associated with turnover intentions. Employee satisfaction is considered one of the best predictors of

turnover intentions in organizational turnover models.

Table 15 reports the 15 items most strongly correlated with turnover intentions. The eight strongest correlates reflected the content of department, college, and university policies, the procedures by which such policies are formed, and perceptions of shared governance. Hence, what was most associated with overall turnover intentions were faculty perceptions of policy or *how things are done around here*. Other strong associations included salary prospects, research opportunities, and the direction the university is moving. With respect to keeping faculty at the university, ideally, an item that is a strong negative correlate with turnover intentions would also be characterized by a high mean with little variation. However, all of the top ten questions that correlate most strongly with overall satisfaction are near or below the neutral anchor (3.0). These data suggest that leadership actions aimed at enhancing faculty involvement at all levels of the university and at strengthening shared governance might prove to benefit overall faculty satisfaction. While the data are correlational, involving faculty in decision making and functioning of organizations are primary strategies for boosting satisfaction and commitment.

SUMMARY

Overall, faculty members appear somewhat ‘neutral’ in their perceptions of an array of university conditions, as the mean satisfaction reported across all questions was 3.09. The most satisfied areas included assignment of classes, library facilities and support, and computer and technology services. Perceptions revealed dissatisfaction with respect to governance and policy issues, especially at the university and college levels. As has been the case for the past decade, faculty members report clear dissatisfaction with general levels of pay and equity in the distribution of pay. Also, early attempts to reward merit with pay have generally been met with dissatisfaction. Support for faculty scholarship appeared as the only non-compensation item among the 10 items for which faculty reported the most dissatisfaction. Examining data from 2001 to the present revealed that faculty are more satisfied with University level leadership than has been the case in the past. While differences in responses to specific items appeared across gender, rank, and tenure status, such differences were generally small. Of concern to the University’s effort to keep talented faculty is that turnover pressures have not improved since the time that the FCC began tracking such pressures. A substantial number of faculty is actively considering employment at other academic institutions. These pressures seem most prevalent for Assistant Professors, but prevail at all levels. Those reviewing the report should keep in mind that when turnover pressures are high, the talented employees with the best external options are the most likely to leave.

KEY ISSUES TO ADDRESS

In the spirit of the Provost’s call for a ‘leadership culture,’ the Faculty Concerns Committee invites administration and faculty to work together to use the data contained in this report to strengthen the university. Based on faculty input provided through the Faculty Concerns Survey, the Faculty Concerns Committee recommends that active steps be taken to address the following six issues.

1. **Turnover Intentions.** The number of faculty, especially at the Assistant faculty ranks, reporting to *be actively seeking other academic positions, thinking about leaving the University, or planning to leave the University in the next year* is of concern. Intentions to leave an organization are the best survey predictor of actual turnover, and those with the most marketable skills, or the most talented employees, will find it easiest to secure alternative positions.

Quite a bit of scholarly information has been generated on the relationship between turnover intentions and turnover in professional positions; however, few studies exist which focus specifically on the turnover of faculty in universities. Nevertheless, striving to reduce the proportion of faculty reporting to be actively seeking another academic position (31.5%) appears to be a worthy goal.

In organizational behavior research, job satisfaction and commitment to an organization are primary determinants of turnover intentions. Aside from overall satisfaction ($r = -.55$), the top six correlates of turnover intentions among the faculty responding to the Faculty Concerns Survey were faculty responses to: 1) procedures by which policies are made in your college ($r = -.45$); 2) the content of policies in your college ($r = -.42$), 3) future salary

prospects ($r = -.40$), 5) (tied) current nine-month salary ($r = -.37$) and the way discretionary monies are used to reward merit/equity ($r = -.37$). Except for overall faculty satisfaction, the top six correlates of turnover intentions

are characterized by means below the scale midpoint of (neutral), and 3 of the 6 are among the bottom 5 items for which faculty reported the *least* satisfaction. Taken together, these data suggest that reducing turnover intentions at the university can be a goal reasonably achieved if prioritized by university administration.

2. **College-level leadership and policy.** A significant issue from the perspective of the Faculty Concerns Committee is the decline in evaluations of College Dean and Associate College Dean performance in 2006, compared to assessments made the prior 10 years (see Table 1). The difference in mean evaluations amounted to approximately $\frac{1}{2}$ scale-point decline or more, which was the largest decline of any observed item. Also, evaluations of College Deans (2.79), perceptions of college policy formation (2.79) and content (2.81) fell below the scale midpoint of 3 (neutral). Also, 20% of faculty identified the performance of their College Dean as among the top 3 survey questions for which they were least satisfied.

This issue is of particular concern because college level governance structures are elevated in importance as Missouri State moves forward to a college-cost-center model. Note that, in Table 9, college level policy issues, shared governance, and administrators' following university policy are among the strongest correlates of overall faculty satisfaction. Aside from overall faculty satisfaction, faculty satisfaction with the *content of policies in your college* ($r = -.42^{**}$) and *procedures by which policies are made in your college* ($r = -.45^{**}$) were most strongly associated with faculty turnover intentions (i.e., average of three turnover questions) when compared to all questions. Increasing faculty input at the college level, improving college-level governance structures, and advancing a constructive rational engagement of faculty and college leadership, all represent cost-efficient strategies for building faculty commitment to the substantial changes occurring at the University.

3. **Salary and Merit Concerns.** The FCC applauds the publicly stated commitment of the University President and Provost to make improving faculty salaries a priority, especially because salary issues remain a chief source of dissatisfaction among faculty. Table 2 shows that among the twelve items receiving the lowest average responses, ten concerned salaries and salary policies. It is notable that future salary prospects (Q56) is among the top five strongest correlates with intentions to leave the university ($r = -.40^{**}$). This is particularly worrisome because the most productive faculty can most easily leave Missouri State.

On average, faculty reported dissatisfaction concerning the merit/equity compensation system (Q39) and the abolition of cost-of-living adjustments (Q47). Faculty evaluated the two departmentally-anchored merit questions more favorably: 1) departmental criteria used for merit consideration (Q42) and the quality of department head feedback during performance reviews (Q43). The FCC strongly encourages the Administration to assure, to the extent possible, that as much discretion and decision making about merit policy and decisions rest at the departmental level.

The low assessment of merit considerations may partly reflect the speed to implement the pay-for-performance system before key issues were resolved through shared governance (Q48) during this transition. Sources of the problems may include the extent to which Deans have asserted discretionary control over merit criteria, the extent to which performance parameters are negotiated between department heads and faculty as intended in the original plan, policies communicated from upper administration that appear at odds with the original compensation system plan, and instructions that are communicated to departments which are later recanted.

The skepticism among faculty regarding the pay for performance (merit/equity) system may be related to Missouri State's relatively low salaries (compared to those at similar institutions). Real (inflation-adjusted) faculty wages have fallen substantially over the past decade, while the current merit/equity plan offers no assurance that those deemed "capably performing their job duties" will receive raises to compensate for existing salary deficiencies or to match future increases in living costs. Negative reactions to the merit/equity plan may partially reflect cynicism about whether future monies allocated for raises will be substantial enough to support

the success of the merit program. We urge the administration to consider ways to protect the real wages of faculty who are capably performing their work in a given year.

In addition to the new merit/equity policy, faculty are dissatisfied with pay for overload courses (Q63), pay for summer school (Q60), and pay for per course faculty (Q62). Rather than calling for new policies, it is likely that these complaints reflect the broader problem of low salaries and reduced real wages. A greater and consistent year by year allocation of dollars to the salary pool would address most of these concerns. The FCC acknowledges this may require a reassessment of University priorities, with less emphasis given to Missouri State's nonacademic units, particularly in years with smaller budgets.

4. **Support for Research.** According to the University's long-range planning documents, greater emphasis will be placed on scholarly research and the acquisition of external funding. Related to this strategic directive, the FCC is concerned about the overall *below average/neutral* ratings from faculty concerning support for research activities. Of the eight questions, listed below, identified as relevant to research support, only one question regarding the availability of research opportunities was rated *slightly above the midpoint of neutral* ($m = 3.02$). Aside from salary items, three questions below (marked by '*') appeared among the top 5 items that faculty selected as causing the most *dissatisfaction* (see Table 4).

As Missouri State pursues more aggressive research and extramural funding initiatives, the FCC asks that administration consider ways to strengthen support for research. We ask that special consideration be given to shifting or allocating more resources and time to the production of faculty scholarship as opposed to simply raising the workload of an already hard-working faculty body.

<u>FCS items most relevant to support for research</u>	<u>Mean</u>
*Differential teaching loads	2.35
*Support for research publication (time)	2.42
Reimbursement for attending conferences	2.54
GA support	2.74
*Teaching load	2.84
Sponsored research activity	2.91
Faculty development (sabbaticals/educ leave)	2.96
Availability of research opportunities	3.02

5. **Differential teaching loads.** Equity in teaching load assignments and compensation for overload assignments combine into a general concern about workload policy at the university. Both the teaching load item and the overload compensation item appear among the 10 items for which faculty reported the lowest level of satisfaction. Variation in satisfaction about teaching load differentials across campus, with means ranging from 1.91 to 3.09, suggest that colleges might be operating according to different workload policies. According to Faculty Handbook Policy, which supposedly applies to all faculty, the average faculty teaching load should be 18 credit hours per academic year and not exceed 24 credit hours for an academic year. Advancing an equitable workload policy should also address whether a credit hour in one unit or college is equivalent to a credit hour in another college in terms of actual time spent preparing for or instructing classes, labs, individual projects and theses, and other duties for which students pay for course credit.
6. **Physical working conditions.** Reports of satisfaction with physical working conditions and classroom conditions vary significantly across colleges. We hope that administration will find the data in the faculty concerns survey useful in addressing disparity in classroom technology, office accommodations, classroom updates, and other working conditions.

TABLES AND FIGURE

TABLES 1-3: UNIVERSITY AND COLLEGE MEAN RESPONSES

Table 1. Mean Responses for Faculty Concerns Survey from 1997 to 2006							
	N	Mean 2006	SD	Mean 2003	Mean 2001	Mean 1999	Mean 1997
Q1: Direction University is moving (priorities, etc.)	409	3.17	1.162	2.77	2.78	3.25	2.73
Q2: General quality of MSU faculty	410	3.82	.698		3.87	3.82	3.73
Q3: Congeniality of colleagues	415	3.77	1.001		3.89	3.93	3.75
Q4: General quality of student preparation in classes	409	3.05	.951	2.93	2.93	2.83	2.80
Q5: General quality of student performance in classes	411	3.36	.831	3.26	3.31	3.18	3.09
Q6: Overall satisfaction with being a MSU faculty member	411	3.40	1.049	3.40	3.48	3.64	3.44
Q7: Performance of EEO officer	310	3.19	1.076		3.28	3.04	2.84
Q8: EEO policies observed in hiring faculty/staff	319	3.43	1.025		3.50	3.39	3.19
Q9: EEO policies observed in hiring administrators	284	3.21	1.085		3.12	2.95	2.71
Q10: Classroom facilities	412	3.07	1.212	3.11	3.15	3.12	3.00
Q11: Personal office facilities	413	3.34	1.273	3.47	3.47	3.39	3.40
Q12: Computer Services: facilities & support of faculty	410	3.84	.908	3.89	3.94	3.76	3.34
Q13: Computer Services: facilities & support of students	357	3.83	.843	3.94	3.88	3.76	3.34
Q14: Physical Plant (heat, air, maintenance...)	404	2.94	1.092	3.05	2.87	2.97	2.69
Q15: Custodial maintenance of facilities)	410	3.18	1.092	3.06	3.04	3.01	2.78
Q16: Personal and building security	404	3.53	.895	3.45	3.59	3.46	3.27
Q17: Libraries: Holdings of books, journals, etc.	397	3.18	1.051	3.05	2.90	2.76	2.68
Q18: Libraries: facilities and support available to faculty	391	3.68	.944		3.81	3.72	*
Q19: Libraries: facilities & support available to students	360	3.66	.861		3.61	3.51	*
Q20: Educational Tech Center: support available to faculty	320	3.68	.891		3.49	3.65	*
Q21: Educational Tech Center: support available to students	261	3.61	.856		3.42	3.48	*
Q22: Distance Learning & Instructional Technology	241	3.36	.897	3.44	3.23	*	*
Q23: Graduate Assistant Support for faculty	345	2.74	1.125		2.87	3.01	2.96
Q24: Writing center	281	3.32	.988	3.44	3.74	3.78	3.65
Q25: Faculty development through sabbatical/educ leave	319	2.96	1.047		3.39	3.34	3.12
Q26: Reimbursement for attending conventions, conference...	396	2.54	1.214	2.70	2.86	2.77	2.67
Q27: Availability of research opportunities	375	3.02	1.040	3.09	3.29	3.23	3.09
Q28: Support for research or literary publication (time, etc.)	385	2.42	1.068		2.73	2.67	2.49
Q29: Sponsored Research Activity	318	2.91	1.070	3.02	3.15	3.17	3.14
Q30: General quality of student advisement	374	3.53	.913	3.56	3.77	3.60	3.37
Q31: Efforts are made to attract diverse students to program	355	3.22	1.053	*	*	*	*
Q32: Clerical support of faculty	402	3.38	1.214	3.34	3.34	3.15	3.26
Q33: Content of general University Policies	394	3.16	.919	3.02	3.09	3.28	3.03
Q34: Procedures by which university policy are made	387	2.81	1.050		2.50	2.84	2.58
Q35: Procedures by which university policy communicated	394	2.91	1.035		2.63	2.98	2.75
Q36: Degree to which admin follows univ. policies	364	2.82	1.087		2.63	2.89	2.68
Q37: Content of policies in your college	364	2.91	1.058	3.23	3.33	3.40	3.13
Q38: Procedures by which policies are made in your college	364	2.69	1.141	3.04	3.24	3.26	2.99
Q39: Way discretionary monies used to reward merit/equity	378	2.22	1.127	*	*	*	*
Q40: Content of departmental policies	401	3.31	1.078		3.63	3.50	3.34
Q41: Procedures by which departmental policies are made	404	3.23	1.282		3.59	3.42	3.28
Q42: Quality of criteria to make merit/equity decision (dept)	385	2.98	1.265	*	*	*	*
Q43: Quality of feedback from DH during performance reviews	380	3.32	1.254	*	*	*	*
Q44: How promotion/tenure criteria are defined/made known	388	3.56	1.095		3.66	3.49	3.27
Q45: Procedures by which tenure/promotion decisions made	373	3.26	1.182		3.36	3.22	3.08
Q46: Extent of feedback regarding reasons for P&T decisions	350	3.20	1.183		3.34	3.17	3.03

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Q47: Abolition of cost of living raises in favor of merit	397	2.15	1.296	*	*	*	*
Q48: Level of shared governance	381	2.58	1.079	2.57	2.68	2.87	2.73
Q49: Teaching load (# of classes, class-size, etc.)	409	2.84	1.213	2.96	3.24	3.13	2.95
Q50: Differential teaching loads across campus	363	2.35	1.143	2.34	2.49	2.47	2.33
Q51: Assignment of classes (e.g., match w/ background)	403	3.98	1.102		4.11	4.01	4.00
Q52: Use of per-course/unranked faculty in your department	379	2.95	1.246	3.13	3.11	3.08	3.30
Q53: Committee assignment and duties	394	3.24	1.061	3.42	3.52	3.45	3.26
Q54: Academic advisement load and duties	363	3.38	1.024		3.64	3.55	3.44
Q55: Current nine-month salary	397	2.26	1.145	1.93	2.03	2.46	2.59
Q56: Future salary prospects	398	2.09	1.056	1.45	1.62	2.13	2.21
Q57: Salary differentials that exist across university	382	1.86	1.024	1.80	1.93	1.92	1.91
Q58: Procedures by which equity/salary decisions made	369	2.29	1.070		1.95	2.10	2.15
Q59: Procedures by which merit/performance decisions made	364	2.36	1.150				
Q60: Rate of pay for summer teaching (2.5% per hour)	349	2.46	1.105		2.58	2.47	2.47
Q61: Allocation of summer teaching	332	3.29	1.040		3.45	3.27	3.25
Q62: Compensation for per-course faculty	307	2.48	.988	*	*	*	*
Q63: Compensation for overload courses	274	2.33	1.049	*	*	*	*
Q64: Life insurance program	385	3.38	.849		3.60	3.60	3.40
Q65: Medical/Health benefits	407	2.53	1.174		2.87	2.91	2.75
Q66: Retirement program	385	3.18	.950		3.10	3.02	3.03
Q67: Services and faculty use of Taylor Health Center	382	3.78	.893		3.81	3.84	3.67
Q68: Recreational services and facilities for faculty	346	3.01	1.060	3.25	3.38	3.55	3.38
Q69: General quality of performance of Board of Governors	346	3.03	.986	2.70	2.79	3.27	3.10
Q70: Performance of University President	395	3.31	1.160	2.30	2.49	3.14	2.84
Q71: Performance of Provost/VPAA	345	3.16	1.099	2.48	2.59	2.58	2.44
Q72: Performance of Associate Provost/Associate VPAA	259	3.36	.975	2.72	2.98	2.91	2.77
Q73: Performance of Assistants to University President	236	3.18	.914	2.87	2.98	3.19	2.94
Q74: Performance of your College Dean	394	2.79	1.382	3.36	3.60	3.58	3.30
Q75: Performance of your College Associate Dean	342	3.17	1.193	3.57	3.90	3.74	3.56
Q76: Performance of your Department Head	390	3.44	1.427	3.49	3.89	3.70	3.62
Q77: I plan to retire from MSU within the next 5 years	354	2.27	1.526	*	*	*	*
Q78: I often think about leaving this university	375	3.42	1.417	*	*	*	*
Q79: I plan on leaving MSU within the next year.	361	2.14	1.270	2.09	2.12	*	*
Q80: I am actively looking for other academic positions	363	2.59	1.492	2.53	2.49	*	*

Note: For questions 1 to 76, response options ranged from 1 extremely dissatisfied to 5 extremely satisfied. For the narrative report, scores between 2.5-3.5 were treated as neutral, 2.0-2.5 is considered moderately dissatisfied, 3.5-4.0 is considered moderately satisfied. For questions 77 to 80, response options ranged from 1 strongly disagree to 5 strong agree. Respondents were asked to leave a question blank if they had insufficient information to make a judgment.

Note: The “Library Department” was the departmental unit for Library Science faculty for questions 40 and 41. Library science faculty assessed the dean with question 74, the associate dean with question 75, left question 76 blank, and were provided an option to assess COE for questions 37 & 38 if they believed they had sufficient information to do so.

Note: Because of how data were reported in the 2003, many of the mean responses were not available for comparison to that year.

Q51: Assignment of classes (e.g., match w/ background)	3.98
Q12: Computer Services: facilities & support of faculty	3.84
Q13: Computer Services: facilities & support of students	3.83
Q2: General quality of MSU faculty	3.82
Q67: Services and faculty use of Taylor Health Center	3.78
Q3: Congeniality of colleagues	3.77
Q18: Libraries: facilities and support available to faculty	3.68
Q20: Educational Tech Center: support available to faculty	3.68
Q19: Libraries: facilities & support available to students	3.66
Q21: Educational Tech Center: support available to students	3.61
Q44: How promotion/tenure criteria are defined/made known	3.56
Q16: Personal and building security	3.53
Q30: General quality of student advisement	3.53
Q76: Performance of your Department Head	3.44
Q8: EEO policies observed in hiring faculty/staff	3.43
Q6: Overall satisfaction with being a MSU faculty member	3.40
Q32: Clerical support of faculty	3.38
Q54: Academic advisement load and duties	3.38
Q64: Life insurance program	3.38
Q5: General quality of student performance in classes	3.36
Q22: Distance Learning & Instructional Technology	3.36
Q72: Performance of Associate Provost	3.36
Q11: Personal office facilities	3.34
Q24: Writing center	3.32
Q43: Quality of feedback from DH during performance reviews	3.32
Q40: Content of departmental policies	3.31
Q70: Performance of University President	3.31
Q61: Allocation of summer teaching	3.29
Q45: Procedures by which tenure/promotion decisions made	3.26
Q53: Committee assignment and duties	3.24
Q41: Procedures by which departmental policies are made	3.23
Q31: Efforts are made to attract diverse students to program	3.22
Q9: EEO policies observed in hiring administrators	3.21
Q46: Extent of feedback regarding reasons for P&T decisions	3.20
Q7: Performance of EEO officer	3.19
Q15: Custodial maintenance of facilities)	3.18
Q17: Libraries: Holdings of books, journals, etc.	3.18
Q66: Retirement program	3.18
Q73: Performance of Assistants to University President	3.18
Q1: Direction University is moving (priorities, etc.)	3.17
Q75: Performance of your College Associate Dean	3.17
Q33: Content of general University Policies	3.16
Q71: Performance of Provost	3.16
Q10: Classroom facilities	3.07
Q4: General quality of student preparation in classes	3.05
Q69: General quality of performance of Board of Governors	3.03
Q27: Availability of research opportunities	3.02

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Q68: Recreational services and facilities for faculty	3.01
Q42: Quality of criteria to make merit/equity decision (dept)	2.98
Q25: Faculty development through sabbatical/educ leave	2.96
Q52: Use of per-course/unranked faculty in your department	2.95
Q14: Physical Plant (heat, air, maintenance...)	2.94
Q29: Sponsored Research Activity	2.91
Q35: Procedures by which university policy communicated	2.91
Q37: Content of policies in your college	2.91
Q49: Teaching load (# of classes, class-size, etc.)	2.84
Q36: Degree to which admin follows univ. policies	2.82
Q34: Procedures by which university policy are made	2.81
Q74: Performance of your College Dean	2.79
Q23: Graduate Assistant Support for faculty	2.74
Q38: Procedures by which policies are made in your college	2.69
Q48: Level of shared governance	2.58
Q26: Reimbursement for attending conventions, conference...	2.54
Q65: Medical/Health benefits	2.53
Q62: Compensation for per-course faculty	2.48
Q60: Rate of pay for summer teaching (2.5% per hour)	2.46
Q28: Support for research or literary publication (time, etc.)	2.42
Q59: Procedures by which merit/performance decisions made	2.36
Q50: Differential teaching loads across campus	2.35
Q63: Compensation for overload courses	2.33
Q58: Procedures by which equity/salary decisions made	2.29
Q55: Current nine-month salary	2.26
Q39: Way discretionary monies used to reward merit/equity	2.22
Q47: Abolition of cost of living raises in favor of merit	2.15
Q56: Future salary prospects	2.09
Q57: Salary differentials that exist across university	1.86

Survey Question	Number of Faculty	% of time item was identified
Q3: Congeniality of colleagues	104	32%
Q51: Assignment of classes (e.g., match w/ background)	87	27%
Q76: Performance of your Department Head	78	24%
Q11: Personal office facilities	37	11.5%
Q1: Direction University is moving (priorities, etc.)	34	11%
Q67: Services and faculty use of Taylor Health Center	33	10%
Q5: General quality of student performance in classes	32	9.9%
Q2: General quality of MSU faculty	28	8.7%
Q70: Performance of University President	27	8.4%
Q12: Computer Services: facilities & support of faculty	25	7.8%
Q66: Retirement program	23	7%
Q6: Overall satisfaction with being a MSU faculty member	22	6.8%
Q10: Classroom facilities	22	6.8%
Q49: Teaching load (# of classes, class-size, etc.)	22	6.8%
Q74: Performance of your College Dean	22	6.8%
Q18: Libraries: facilities and support available to faculty	17	5.3%
Q41: Procedures by which departmental policies are made	17	5.3%
Q43: Quality of feedback from DH during performance reviews	17	5.3%
Q32: Clerical support of faculty	19	5.1%
Q71: Performance of Provost	11	3.4%
Q42: Quality of criteria to make merit/equity decision (dept)	10	3.1%
Q44: How promotion/tenure criteria are defined/made known	9	2.8%
Q47: Abolition of cost of living raises in favor of merit	9	2.8%
Q75: Performance of your College Associate Dean	8	2.5%
Q20: Educational Tech Center: support available to faculty	8	2.4%
Q26: Reimbursement for attending conventions, conference...	7	2.2%
Q27: Availability of research opportunities	7	2.2%
Q54: Academic advisement load and duties	7	2.2%
Q57: Salary differentials that exist across university	7	2.2%
Q61: Allocation of summer teaching	7	2.2%
Q24: Writing center	6	1.9%
Q40: Content of departmental policies	6	1.9%
Q4: General quality of student preparation in classes	6	1.8%
Q55: Current nine-month salary	5	1.6%
Q64: Life insurance program	5	1.6%
Q65: Medical/Health benefits	5	1.6%
Q19: Libraries: facilities & support available to students	5	1.5%
Q17: Libraries: Holdings of books, journals, etc.	4	1.2%
Q21: Educational Tech Center: support available to students	4	1.2%

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Q15: Custodial maintenance of facilities)	3	0.9%
Q22: Distance Learning & Instructional Technology	3	0.9%
Q52: Use of per-course/unranked faculty in your department	3	0.9%
53: Committee assignment and duties	3	0.9%
Q7: Performance of EEO officer	2	0.6%
Q13: Computer Services: facilities & support of students	2	0.6%
Q23: Graduate Assistant Support for faculty	2	0.6%
Q25: Faculty development through sabbatical/educ leave	2	0.6%
Q29: Sponsored Research Activity	2	0.6%
Q30: General quality of student advisement	2	0.6%
Q31: Efforts are made to attract diverse students to program	2	0.6%
Q48: Level of shared governance	2	0.6%
Q72: Performance of Associate Provost	2	0.6%
Q77: I plan to retire from MSU within the next 5 years	2	0.6%
Q14: Physical Plant (heat, air, maintenance...)	1	0.3%
Q16: Personal and building security	1	.3%
Q28: Support for research or literary publication (time, etc.)	1	0.3%
Q38: Procedures by which policies are made in your college	1	0.3%
Q50: Differential teaching loads across campus	1	0.3%
Q58: Procedures by which equity/salary decisions made	1	0.3%
Q62: Compensation for per-course faculty	1	0.3%
Q69: General quality of performance of Board of Governors	1	0.3%
Q73: Performance of Assistants to University President	1	0.3%
Q45: Procedures by which tenure/promotion decisions made	3	.09%
Q46: Extent of feedback regarding reasons for P&T decisions	2	.06%
Q60: Rate of pay for summer teaching (2.5% per hour)	2	.06%
Q68: Recreational services and facilities for faculty	2	.06%
Q8: EEO policies observed in hiring faculty/staff	0	0
Q9: EEO policies observed in hiring administrators	0	0
Q33: Content of general University Policies	0	0
Q34: Procedures by which university policy are made	0	0
Q35: Procedures by which university policy communicated	0	0
Q36: Degree to which admin follows univ. policies	0	0
Q37: Content of policies in your college	0	0
Q39: Way discretionary monies used to reward merit/equity	0	0
Q56: Future salary prospects	0	0
Q59: Procedures by which merit/performance decisions made	0	0
Q63: Compensation for overload courses	0	0

Note: 322 faculty reported items for which they were *most satisfied*

Survey Question	Number of Faculty	% of time item was identified
Q55: Current nine-month salary	105	31%
Q56: Future salary prospects	83	25%
Q47: Abolition of cost of living raises in favor of merit	70	21%
Q74: Performance of your College Dean	66	20%
Q65: Medical/Health benefits	56	17%
Q57: Salary differentials that exist across university	55	16%
Q76: Performance of your Department Head	37	11%
Q59: Procedures by which merit/performance decisions made	30	9%
Q50: Differential teaching loads across campus	27	8%
Q49: Teaching load (# of classes, class-size, etc.)	26	7.7%
Q28: Support for research or literary publication (time, etc.)	23	6.9%
Q58: Procedures by which equity/salary decisions made	20	6%
Q70: Performance of University President	19	5.7%
Q10: Classroom facilities	18	5.4%
Q26: Reimbursement for attending conventions, conference...	19	5.3%
Q39: Way discretionary monies used to reward merit/equity	19	5.3%
Q11: Personal office facilities	17	5.1%
Q17: Libraries: Holdings of books, journals, etc.	13	3.8%
Q4: General quality of student preparation in classes	13	3.8%
Q14: Physical Plant (heat, air, maintenance...)	12	3.6%
Q60: Rate of pay for summer teaching (2.5% per hour)	12	3.6%
Q1: Direction University is moving (priorities, etc.)	12	3.6%
Q42: Quality of criteria to make merit/equity decision (dept)	10	3%
Q15: Custodial maintenance of facilities)	8	2.4%
Q29: Sponsored Research Activity	8	2.4%
Q36: Degree to which admin follows univ. policies	8	2.4%
Q45: Procedures by which tenure/promotion decisions made	8	2.4%
Q3: Congeniality of colleagues	7	2%
Q63: Compensation for overload courses	7	2%
Q71: Performance of Provost	7	2%
Q75: Performance of your College Associate Dean	7	2%
Q5: General quality of student performance in classes	6	1.8%
Q51: Assignment of classes (e.g., match w/ background)	6	1.8%
Q52: Use of per-course/unranked faculty in your department	6	1.8%
Q62: Compensation for per-course faculty	6	1.8%
Q23: Graduate Assistant Support for faculty	5	1.5%
Q27: Availability of research opportunities	5	1.5%
Q35: Procedures by which university policy communicated	5	1.5%
Q53: Committee assignment and duties	5	1.5%

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Q7: Performance of EEO officer	4	1.2%
Q18: Libraries: facilities and support available to faculty	4	1.2%
Q31: Efforts are made to attract diverse students to program	4	1.2%
Q48: Level of shared governance	4	1.2%
Q66: Retirement program	4	1.2%
Q9: EEO policies observed in hiring administrators	3	0.9%
Q12: Computer Services: facilities & support of faculty	3	0.9%
Q33: Content of general University Policies	3	0.9%
Q34: Procedures by which university policy are made	3	0.9%
Q37: Content of policies in your college	3	0.9%
Q41: Procedures by which departmental policies are made	3	0.9%
Q61: Allocation of summer teaching	3	0.9%
Q72: Performance of Associate Provost	3	0.9%
Q2: General quality of MSU faculty	2	0.6%
Q8: EEO policies observed in hiring faculty/staff	2	0.6%
Q16: Personal and building security	2	0.6%
Q19: Libraries: facilities & support available to students	2	0.6%
Q38: Procedures by which policies are made in your college	2	0.6%
Q40: Content of departmental policies	2	0.6%
Q67: Services and faculty use of Taylor Health Center	2	0.6%
Q68: Recreational services and facilities for faculty	2	0.6%
Q69: General quality of performance of Board of Governors	2	0.6%
Q73: Performance of Assistants to University President	2	0.6%
Q64: Life insurance program	2	0.5%
Q6: Overall satisfaction with being a MSU faculty member	1	0.3%
Q20: Educational Tech Center: support available to faculty	1	0.3%
Q32: Clerical support of faculty	1	0.3%
Q44: How promotion/tenure criteria are defined/made known	1	0.3%
Q46: Extent of feedback regarding reasons for P&T decisions	1	0.3%
Q77: I plan to retire from MSU within the next 5 years	1	0.3%
Q13: Computer Services: facilities & support of students	0	0
Q21: Educational Tech Center: support available to students	0	0
Q22: Distance Learning & Instructional Technology	0	0
Q24: Writing center	0	0
Q25: Faculty development through sabbatical/education leave	0	0
Q30: General quality of student advisement	0	0
Q43: Quality of feedback from DH during performance reviews	0	0
Q54: Academic advisement load and duties	0	0
Note: 335 faculty reported items for which they were <i>least satisfied</i>		

Table 5.
Mean Responses and Response Rate for Faculty Concerns Survey by College

	COAL (n=93) 53%	COBA (n=40) 36%	COE (n=28) 51%	CHHS (n=72) 61%	CHPA (n=51) 53%	CNAS (n=74) 47%	Lib Sci (n=16) 67%
Q1: Direction University is moving (priorities, etc.)	2.92	3.15	3.50	3.15	3.16	3.32	3.40
Q2: General quality of MSU faculty	3.90	3.80	3.89	3.90	3.61	3.81	3.94
Q3: Congeniality of colleagues	3.82	4.05	3.64	3.76	3.68	3.70	3.50
Q4: General quality of student preparation in classes	3.08	2.63	3.57	3.24	2.80	3.00	3.43
Q5: General quality of student performance in classes	3.43	3.12	3.61	3.43	3.04	3.36	3.79
Q6: Overall satisfaction with being a MSU faculty member	3.20	3.66	3.39	3.38	3.24	3.58	3.44
Q7: Performance of EEO officer	3.25	3.08	3.48	3.17	2.95	3.20	3.38
Q8: EEO policies observed in hiring faculty/staff	3.53	3.63	3.37	3.53	3.05	3.62	3.31
Q9: EEO policies observed in hiring administrators	3.28	3.30	3.22	3.32	2.84	3.52	3.33
Q10: Classroom facilities *	2.17	3.73	2.70	2.94	4.24	3.12	3.87
Q11: Personal office facilities *	2.68	3.83	2.89	3.51	4.43	3.08	3.81
Q12: Computer Services: facilities & support of faculty	3.61	3.85	3.48	4.00	4.25	3.93	3.62
Q13: Computer Services: facilities & support of students	3.56	4.11	3.74	3.91	4.16	3.97	3.54
Q14: Physical Plant (heat, air, maintenance...) *	2.53	3.40	2.30	3.14	3.80	2.75	3.25
Q15: Custodial maintenance of facilities)	2.95	3.05	3.15	3.61	3.60	3.04	3.50
Q16: Personal and building security	3.45	3.53	3.78	3.70	3.69	3.46	3.56
Q17: Libraries: Holdings of books, journals, etc.	2.99	3.35	3.85	3.32	3.08	3.04	2.73
Q18: Libraries: facilities and support available to faculty	3.52	3.55	4.04	3.91	3.82	3.58	3.33
Q19: Libraries: facilities & support available to students	3.55	3.51	4.00	3.90	3.76	3.60	3.47
Q20: Educational Tech Center: support available to faculty	3.65	3.65	3.64	3.86	3.69	3.79	3.13
Q21: Educational Tech Center: support available to students	3.54	3.75	3.71	3.76	3.45	3.71	3.14
Q22: Distance Learning & Instructional Technology	3.26	3.37	3.25	3.48	3.50	3.66	3.23
Q23: Graduate Assistant Support for faculty *	2.28	3.44	3.23	2.58	2.79	2.66	2.64
Q24: Writing center	3.09	3.52	3.41	3.20	3.46	3.62	3.50
Q25: Faculty development through sabbatical/educ leave	2.82	2.93	3.13	2.93	2.84	3.18	2.89
Q26: Reimbursement to attend conventions, conference...*	2.07	3.33	2.52	2.41	2.68	2.68	2.88
Q27: Availability of research opportunities	2.65	3.14	3.11	3.06	3.04	3.16	3.20
Q28: Support for research or literary publication (time, etc.)	2.09	2.92	2.52	2.30	2.64	2.53	2.40
Q29: Sponsored Research Activity	2.82	2.59	2.96	2.93	2.71	3.21	2.92
Q30: General quality of student advisement	3.39	3.73	3.78	3.80	3.41	3.37	3.64
Q31: Efforts are made to attract diverse students to program	2.90	3.58	3.26	3.46	2.88	3.42	2.93
Q32: Clerical support of faculty	2.94	3.42	3.29	3.65	3.78	3.54	3.07
Q33: Content of general University Policies	3.13	3.11	3.41	3.29	2.71	3.34	3.37
Q34: Procedures by which university policy are made	2.85	2.73	3.14	2.87	2.36	2.95	3.13
Q35: Procedures by which university policy communicated	2.70	2.85	3.18	3.01	2.69	3.12	3.19
Q36: Degree to which admin follows univ. policies	2.68	3.03	3.30	2.78	2.34	3.05	2.94
Q37: Content of policies in your college *	2.82	3.00	3.19	2.91	2.32	3.35	2.50
Q38: Procedures by which policies are made in your college *	2.45	2.83	2.68	2.65	2.19	3.22	2.70
Q39: Way discretionary monies used to reward merit/equity	2.08	2.63	2.54	2.20	2.15	2.21	2.14
Q40: Content of departmental policies	3.37	3.42	3.07	3.56	3.22	3.20	2.75
Q41: Procedures by which departmental policies are made	3.19	3.55	2.86	3.56	3.04	3.14	2.75
Q42: Quality of criteria to make merit/equity decision (dept)	3.02	3.03	2.57	3.32	2.94	2.88	2.80
Q43: Quality of feedback from DH during perf. Reviews	3.40	3.25	3.15	3.57	3.26	3.12	2.88
Q44: How promotion/tenure criteria are defined/made known	3.46	3.61	3.89	3.77	3.51	3.40	3.25
Q45: Procedures by which tenure/promotion decisions made	3.16	3.49	3.68	3.32	3.20	3.14	3.00
Q46: Extent of feedback regarding reasons for P&T decisions	2.97	3.56	3.23	3.37	3.18	3.20	3.00
Q47: Abolition of cost of living raises in favor of merit	2.14	2.35	2.04	1.96	2.20	2.35	2.31

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Q48: Level of shared governance	2.49	2.78	2.50	2.56	2.38	2.72	2.56
Q49: Teaching load (# of classes, class-size, etc.)	2.63	3.15	2.57	2.97	2.92	2.68	3.50
Q50: Differential teaching loads across campus *	1.93	3.09	2.11	2.45	2.64	2.33	2.91
Q51: Assignment of classes (e.g., match w/ background)	3.96	4.07	3.82	4.21	3.80	3.87	3.75
Q52: Use of per-course/unranked faculty in your department	2.78	3.24	2.96	3.11	2.83	2.90	3.40
Q53: Committee assignment and duties	3.13	3.50	3.39	3.38	3.14	3.16	3.56
Q54: Academic advisement load and duties	3.28	3.84	3.39	3.49	3.23	3.30	3.56
Q55: Current nine-month salary	2.03	2.62	2.25	2.38	1.90	2.15	2.86
Q56: Future salary prospects	1.93	2.08	2.15	2.24	1.90	2.06	2.31
Q57: Salary differentials that exist across university	1.39	3.17	1.78	2.03	1.68	1.79	2.31
Q58: Procedures by which equity/salary decisions made	2.17	2.49	2.30	2.37	2.08	2.37	2.67
Q59: Procedures by which merit/performance decisions made	2.41	2.52	2.19	2.32	2.13	2.39	2.56
Q60: Rate of pay for summer teaching (2.5% per hour)	2.34	2.42	2.57	2.48	2.41	2.48	3.17
Q61: Allocation of summer teaching	3.25	3.70	3.22	3.19	3.19	3.29	3.75
Q62: Compensation for per-course faculty	2.15	2.81	2.81	2.42	2.26	2.66	2.89
Q63: Compensation for overload courses	2.13	2.76	2.65	1.92	2.38	2.47	3.17
Q64: Life insurance program	3.38	3.64	3.46	3.43	3.23	3.30	3.31
Q65: Medical/Health benefits	2.31	2.65	2.93	2.47	2.54	2.56	2.56
Q66: Retirement program	3.17	3.45	3.15	3.29	2.85	3.30	3.06
Q67: Services and faculty use of Taylor Health Center	3.56	4.14	3.78	3.77	3.93	3.67	3.87
Q68: Recreational services and facilities for faculty	3.05	3.00	3.48	2.63	3.02	3.24	2.64
Q69: General quality of performance of Board of Governors	3.09	2.89	3.52	2.98	2.72	3.02	3.29
Q70: Performance of University President	3.20	3.05	3.64	3.40	3.10	3.46	3.44
Q71: Performance of Provost	3.07	2.91	3.58	3.00	2.85	3.59	3.57
Q72: Performance of Associate Provost	3.40	2.94	3.96	3.22	3.03	3.52	3.54
Q73: Performance of Assistants to University President	3.05	2.79	3.50	3.41	2.78	3.50	3.33
Q74: Performance of your College Dean	2.27	3.54	2.64	2.49	2.24	3.71	2.94
Q75: Performance of your College Associate Dean	2.97	3.68	3.58	3.05	3.08	3.27	3.00
Q76: Performance of your Department Head	3.36	3.66	2.62	3.89	3.00	3.46	2.78
Q77: I plan to retire from MSU within the next 5 years	2.32	2.47	2.38	2.17	2.22	2.03	2.46
Q78: I often think about leaving this university	3.84	2.97	3.23	3.55	3.67	3.17	3.14
Q79: I plan on leaving MSU within the next year.	2.21	1.95	1.77	2.28	2.21	2.10	2.29
Q80: I am actively looking for other academic positions	2.75	2.16	2.31	2.63	3.06	2.38	2.57

* mean differences across college varies by more than 1 full scale point.

Note: Library Sciences' means were separated from COE because of Libraries Sciences unique structure relative to the other colleges and departments. Similarly, COE means do not include the Greenwood Laboratory School given The School's unique function. The Lab School's means are included in the University means in Tables 1 and 2.

TABLES 6-8 PARTIAL CORRELATIONS BY GENDER, RANK, AND TENURE STATUS

Table 6. Partial Correlations of Specific Faculty Concerns with Gender (Controlling for Rank); 1=female faculty, 2=male faculty)		
Q2	.13*	General quality of Missouri State University faculty
Q14	-.11*	Physical plant (heat, air, maintenance, renovations, etc.)
Q18	.13*	Libraries: facilities and support available to faculty
Q26	-.10*	Reimbursement for attending conventions, conferences, workshops, etc
Q27	-.11*	Availability of research opportunities
Q28	-.20***	Support for research or literary publication (time, finances, space, etc.)
Q30	.13*	General quality of student advisement
Q35	-.12*	Procedures by which general University policies and priorities are communicated to faculty
Q47	-.16**	Abolition of cost of living increases in favor of replacement pay for performance/equity
Q50	-.18**	Differential teaching loads across campus
Q51	.10*	Assignment of your classes (extent they match your interests and background)
Q57	-.15**	Salary differentials that exist across Missouri State University
Q59	-.11*	Procedures by which performance/merit salary decisions are made
Q73	.15*	General quality of performance of Assistants to University President
* p < .05		
** p < .01		

Table 7. Partial Correlations of Specific Faculty Concerns with Rank, Controlling for Gender		
Q7	-.20**	General quality of performance of Equal Opportunity Officer
Q9	-.13*	The extent to which the Equal Opportunity policies are observed in hiring administrative personnel
Q14	-.13*	Physical plant (heat, air, maintenance, renovations, etc.)
Q15	-.15**	Custodial maintenance of facilities
Q22	-.15*	Distance Learning and Instructional Technology: facilities and support available to faculty
Q29	-.15*	Sponsored Research Office
Q32	-.13*	Clerical support for faculty
Q33	-.12*	Content of general University policies
Q34	-.16**	Procedures by which general University policies and priorities are made
Q35	-.14*	Procedures by which general University policies and priorities are communicated to faculty
Q36	-.14*	Degree to which the administration follows written University policies (e.g., <i>Faculty Handbook</i>)
Q37	-.14*	Content of policies of your college
Q38	-.15**	Procedures by which policies are made for your college
Q44	.18**	Extent to which promotion and tenure criteria are defined and made known
Q45	.19**	Procedures by which promotion and tenure decisions are made
Q46	.14*	Extent of feedback regarding reasons for promotion and tenure decisions
Q51	.14**	Assignment of your classes (extent they match your interests and background)
Q52	-.13*	Use and effect of per-course or unranked faculty in your department
Q74	-.15**	General quality of performance of your college dean
* p < .05		
** p < .01		

Table 8. Partial Correlations of Survey Items with Tenure, Controlling for Gender and Rank (1 = not tenured, 2 = tenured)		
Q24	.16*	Writing Center
Q27	.12*	Availability of research opportunities
Q39	.11*	The way discretionary monies are used to reward merit/equity
Q42	.11*	The quality of the criteria used to make merit/equity decisions in your department
Q43	.15**	The quality of performance feedback provided by DH during scheduled performance reviews
Q74	.14*	General quality of performance of your college dean
Q76	.14*	General quality of performance of your department head
* p < .05		
** p < .01		

Note: For Tables 4-6: Because gender and rank were correlated (fewer women at higher rank), and tenure, rank, and gender were correlated (fewer women and lower rank faculty at tenured status), correlations between gender and other questions were computed while controlling for rank, correlations between rank and other questions were computed while controlling for gender, and correlations between tenure and other questions were computed while controlling for rank and gender. Using this partial correlation procedure allows the reader to examine a relationship of gender, rank, or tenure with questions that are independent of rank, gender, and/or tenure as described above. For example, without these partial correlations, it would be impossible to know whether an existing correlation between gender and an item was due to being male or female or whether it resulted from having more men at higher ranks. Omitted items did not significantly relate to gender, rank, and/or tenure.

Figure 1. Frequencies for Turnover Relevant Questions

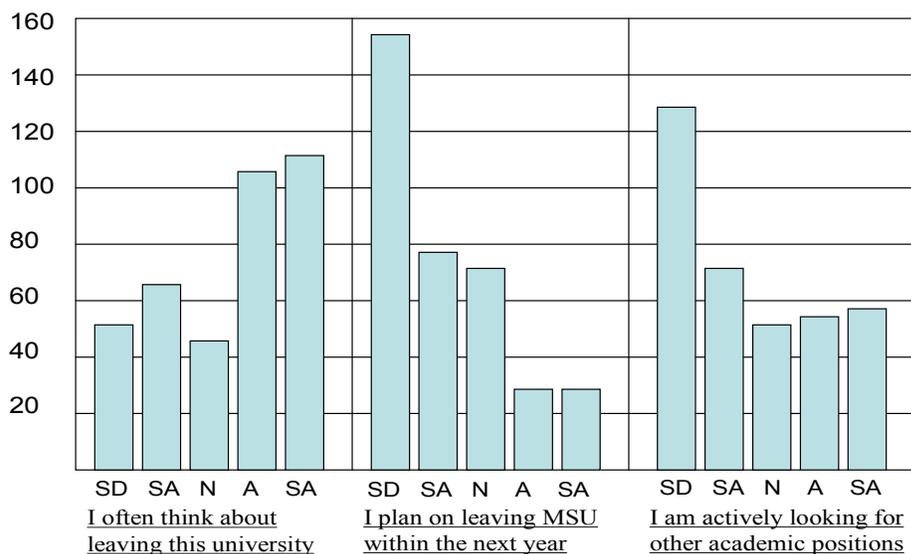


Table 7.
Frequencies of Turnover Intentions by faculty rank.

I often think about leaving this university.

	SD	D	N	A	SA	% at rank responding A or SA
Instructors	14	2	5	14	5	47%
Lecturers	2	2	1	2	4	54%
Assistants	6	16	10	18	29	59%
Associates	7	12	7	26	27	67%
Full	18	29	16	39	40	56%

I plan on leaving MSU within the next year.

	SD	D	N	A	SA	% at rank responding A or SA
Instructors	23	7	5	0	5	12%
Lecturers	4	3	2	2	0	18%
Assistants	26	15	14	10	8	25%
Associates	26	20	21	4	6	13%
Full	68	29	24	8	8	12%

I am actively looking for other academic positions.

	SD	D	N	A	SA	% at rank responding A or SA
Instructors	24	6	3	3	6	21%
Lecturers	4	2	2	1	1	20%
Assistants	22	15	7	13	18	41%
Associates	21	16	14	15	11	35%
Full	49	24	22	21	19	30%

Table 8.
Correlations between Satisfaction and Turnover Intentions

<i>Questions to assess turnover pressures</i>	<i>Overall Satisfaction with being a MSU Faculty Member</i>					
		Instruct. (n=50)	Lecturer (n=11)	Asst Prof (n=89)	Assoc Prof (n=85)	Full Prof (n=149)
Q78: I often think about leaving this university	-.60**	-.55**	-.41	-.64**	-.61**	-.61**
Q79: I plan on leaving MSU within the next year.	-.41**	-.59**	-.50	-.51**	-.40**	-.36**
Q80: I am actively looking for other academic positions	-.44**	-.47**	-.15	-.57**	-.45**	-.41**
** p < .01						

Table 9.
Strongest 15 Correlates with, *Overall Satisfaction with Being a Missouri State University Faculty Member*

1. Q38: Procedures by which policies are made in your college	.514
2. Q37: Content of policies in your college	.484
3. Q36: Degree to which admin follows university. policies	.480
4. Q48: Level of shared governance	.466
5. Q41: Procedures by which departmental policies are made	.451
6. Q33: Content of general University Policies	.445
7. Q34: Procedures by which university policy are made	.441
8. Q35: Procedures by which university policy communicated	.436
9. Q56: Future salary prospects	.436
10. Q43: Quality of feedback from DH during perf. Reviews	.415
11. Q7: Performance of EEO officer	.412
12. Q1: Direction University is moving (priorities, etc.)	.410
13. Q52: Use of per-course/unranked faculty in your department	.402
14. Q40: Content of departmental policies	.401
15. Q27: Availability of research opportunities	.398

Note: all correlations statistically significant at p < .001