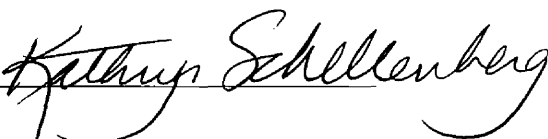Satisfied Faculty?
Identification of Factors Influencing Faculty Job Satisfaction
By

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ABSTRACT

In the last decade, faculty at universities have been faced with increased pressures for accountability and assessment, while trying to balance primary roles in teaching, research, and service. Occupational satisfaction depends on the relationship between work goals and rewards or prospects in the academic environment. Extrinsic rewards, such as working conditions, salary, promotion policies, and collegial relationships are important measures. This study explores job satisfaction at a Master II level university in the Midwest.

To research faculty satisfaction a study sample of 168 faculty survey responses was used to test significance of multiple factors in the construct of job satisfaction, building on the theories and elements of work done by Oshagbemi (2003). A series of models, testing predictability of variables and correlations to overall job satisfaction, were developed. Results showed that seven of sixteen independent variables correlated with faculty job satisfaction. Correlations are positive and significant for salary, academic reputation, research, service, promotion, collegiality, and management. This suggests that faculty satisfied with each of these factors is more likely to report overall job satisfaction. Compared to males, females are slightly less likely to be satisfied. Results imply that in addition to salary, management in units and departments correlate with faculty satisfaction. Physical work environment also correlated with overall job satisfaction in all the models to a lesser degree. The study further builds on existing theories and supports increased understanding of the factors influencing faculty job satisfaction.

Satisfied Faculty?
Identification of Factors Influencing Job Satisfaction of Faculty

INTRODUCTION

Faculty at universities are faced with increased pressures for accountability and assessment while trying to balance primary roles in teaching, research, and service (Perkins, 1973). Job satisfaction is an evaluation that people make of their work (Hodson and Sullivan, 2002). Satisfaction is the result of their job tasks, organizational characteristics, and individual differences in needs and values. Previous research suggests that job satisfaction depends on the relationship between work goals and rewards or prospects for rewards (Hill, 2004), but only recently has faculty job satisfaction research appeared in the literature. Salary is one key factor in job satisfaction according to Hagedorn (1994). Perkins (1973), Schneider, Ashworth, Higgs & Carr (1996), and Oshagbemi (1997; 1999; 2003) identified other factors for faculty such as satisfaction with administration and collegiality. This study replicates models identified in testing significance of factors such as salary, management, collegiality, and physical environment. Additional issues related to student competencies, service opportunities, research support, promotion, and workload were tested expanding upon the previous research.

The study sample consisted of 168 individual faculty who responded to a survey completed in June 2008. The design builds on the theories and elements of work done by Oshagbemi (2003) further clarifying the extrinsic rewards needed for faculty satisfaction by testing significance of multiple factors in the construct of job satisfaction. A series of models, constructed to test predictability of the variables and determine correlations to

overall job satisfaction, based on survey responses are used. Studying faculty responses leads to increased understanding of the key factors influencing job satisfaction of academic employees.

BACKGROUND AND RESEARCH

Universities need quality faculty to have successful academic programs. Quality programs depend upon the expertise of each individual faculty member. On a small campus, faculty turnover can leave gaps in program curriculum. Furthermore, faculty satisfaction influences the quality of higher education and job satisfaction influences perceptions of customers on service quality (Schneider and Bowen, 1986). University faculty perform three primary functions: teaching, research, and service (Perkins, 1973). Academic administrators and deans endeavor to sustain academic quality in the face of shrinking resources and increased public demand for accountability. As stewards of tax dollars, public university administrators need to maximize quality by balancing the mix of professorial faculty and non-tenure track instructors while continually making progress on strategic initiatives. A number of factors are negatively influencing faculty at universities. Universities are experiencing increased levels of retirement with shortages in key fields such as health, sciences, and accounting. With shrinking levels of public funding, fewer tenure-track faculty are being hired and faculty tenure track openings can take years to fill in the sciences. Resulting costs for searches, and support for faculty development, makes faculty turnover an issue for higher education administration.

> Maintaining an outstanding system of higher education requires
> investments in the faculty members who cultivate the human capital
> upon which our economy's recovery and future growth will depend.
>   AAUP, 2009 (14)

Regional accreditation agencies also have an interest in employee satisfaction. For example, the North Central Higher Learning Commission's *Academic Quality Improvement Program: AQIP Categories* (4P13) asks institutions how they "provide for and evaluate employee satisfaction, health and safety, and well-being?" Institutions seeking AQUIP accreditation need to demonstrate they have systems that support continual improvements in employee satisfaction. Given that accreditation bodies expect evaluation of employee satisfaction, it is surprising that evaluation and research of academic employee satisfaction is not more in the scholarly literature.

Research into overall employee satisfaction is substantial; however, measurement of faculty job satisfaction per say is not. In the business sector and social psychology research arenas, relationships between job satisfaction and job performance are many. In the early years of literature on job satisfaction, the work of Thurstone & Chave (1929) and Tiffin (1956) are relevant. Employee survey research of the thirties focused on attitude surveys used in business to assess and document employee morale. The *"Thurstone Procedure for Attitude Assessment"* prompted large-scale use of employee surveys. In the early forties, the "science of management" was developing, but the value of employee opinions and survey methodology was still in development. Tiffin (1956) pointed to the need for more precise measurement in surveys and encouraging employees to express their honest feelings by the use of an anonymous attitude surveys or labor audits. In the fifties, the focus of the research shifted to job satisfaction, motivation, turnover, and work stresses for improved work productivity.

By 1976, there were over 3,350 studies of employee job satisfaction in the research literature (Schneider et. al., 1996). Contemporaries of the time contended that

employee surveys assessed more than morale; they also assessed attitudes towards the company, and job satisfaction. The surveys of this era focused on strategic imperatives of the corporation such as diverse customer service quality, accident prevention, and leadership. More recently, Koys (2001) determined that human resources outcomes influence organizational effectiveness. Organizations desire employee satisfaction as an important attribute that leads to increased performance. Literature on employee satisfaction abounds and supports the importance of satisfaction in organizational customer relations, productivity, and achievement of strategic initiatives (Schneider et al., 1996).

Occupational job satisfaction depends on the relationship between work goals and rewards or prospects in the academic environment (Meyers, Sweeney, and Witmer, 2000). Norman, Ambrose, and Huston's (2006) review of the literature lead them to conclude faculty satisfaction with intrinsic rewards such as autonomy, altruism, challenge, and accomplishment were well research. Rewards that are extrinsic such as working conditions, salary, and promotion policies, are also important measures according to Olsen (1993).

In 1997, Oshagbemi's research on higher education specifically linked academic satisfaction to higher education quality. He studied satisfaction with teaching, research, administration, salary, promotions, supervisor/co-worker behavior, and physical conditions of work facilities. Subsequent research by Oshagbemi (2003), found that gender, age, rank, and length of service also correlated with job satisfaction. Chen, Yang, Shiau, and Wang (2006) support the premise that employees are internal customers. Their research utilized much of the work of Oshagbemi (2003), Schneider et al. (1996), Perkins
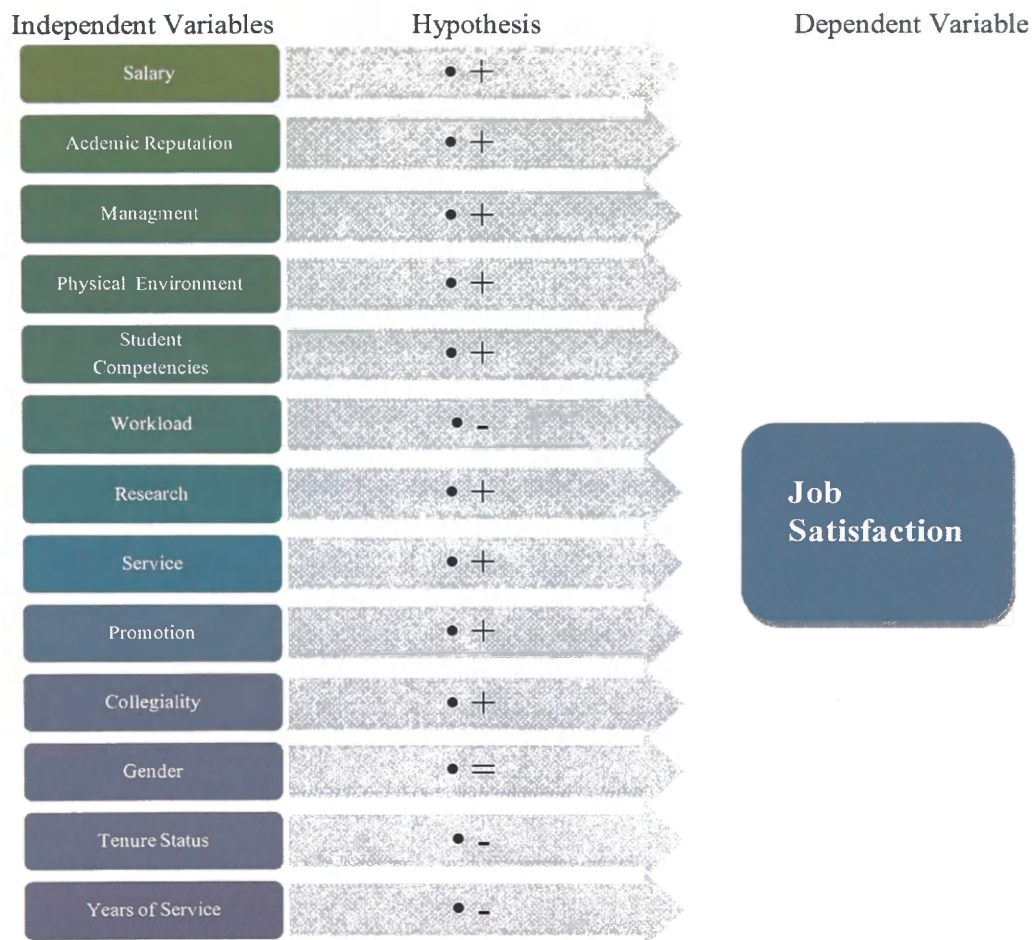
(1973), and Hagedorn, (1994) who correlated salary, perceived support from colleagues, and satisfaction with administration as factors influencing overall satisfaction. Robert Hatfield, (2006), further identified collegiality factors including status, conflict management, social behavior, and origin/citizenship as factors in overall satisfaction.

SATISFACTION MODEL

It is well documented that salary is a key factor in job satisfaction (Hagedorn, 2006; Schneider, et. al, 1996; Oshagbemi, 1997). Less well documented is the notion that perceptions of institutional effectiveness are factors (Schneider, et. al, 1996). Replicating studies on factors of faculty job satisfaction such as salary, management, and physical environment confirm prior research in the area. This research builds on previous research by exploring additional factors of such as collegiality, student competencies, support for faculty research, and service for insights into the factors influencing faculty job satisfaction. Overall satisfaction for faculty is presumed to reflect many different elements and this study takes previous finding on factors such as salary, organizational characteristics, and the physical environment as givens for measurement. Building on the principles that faculty work is comprised of teaching, research and service, additional elements of collegiality, student competencies, support of research and service are explored.

To visualize faculty job satisfaction, see the model used in this study, Figure 1, on the next page. It identifies the factors that are hypothesized to influence job satisfaction, controlling for the length of service, gender and tenure status of faculty.

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Figure 1. A Visual Model of Faculty Job Satisfaction

Independent Variables	Hypothesis	Dependent Variable
Salary	• +	
Acdemic Reputation	• +	
Managment	• +	
Physical Environment	• +	
Student Competencies	• +	
Workload	• –	
Research	• +	Job Satisfaction
Service	• +	
Promotion	• +	
Collegiality	• +	
Gender	• =	
Tenure Status	• –	
Years of Service	• –	

STUDY DESIGN AND METHODOLOGY

This study is a multiple factor, quantitative analysis of survey data from the University of Michigan-Flint Self-Study Faculty/Staff Opinion Survey completed in June 2008. The survey, administered over the web to 867 faculty and staff was part of the Higher Learning Commission re-accreditation Self-Study process. The faculty survey population was 450, with 220 respondents, a response rate of 45 %. The respondent selection used in the analysis, based on self-identified rank included: Professor, Associate Professor, Assistant Professor, and Instructor. Faculty with the rank of Lecturer were also included in the sample if they responded they were full time. The final number of

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respondents equals 168. The sample was 52 % female (n=87), and 48 % male (n=81). Of the 168 faculty, 45 % were tenured, 25 % on tenure track, and 30 % not on a tenure track. Professors comprised 21 % (n=35) of the sample, Associate Professors 27 % (n=46), Assistant Professors 27 % (n=45), Instructors 7 % (n=12) and full time Lecturers 18 % (n=30).

To further focus on key areas, composite scales containing responses to similar questions were constructed. To collapse survey questionnaire data into dimensions studied, scales and sub-scales are often used. In the late sixties, the Job Description Index (JDI) was developed (Smith, Kendall, & Hulin, 1979) which used scales to measure attitudes towards promotion, pay, the work, supervision, and co-workers. The JDI contains 72 items designed to measure dimensions of job satisfaction (Yeager, 1981). Yeager's analysis of the index pointed to nine factors for job satisfaction: supervisor ability, co-workers relations, challenging work, promotion opportunities, pay, frustration with work, co-workers ability, and relationship with supervisor. By the late seventies, a number of instruments measuring job satisfaction existed in addition to the JDI, the Minnesota Satisfaction Questionnaire (MSQ), Faces Scales, and the Index of Organizational Reactions (IOR) all of which used composite scales (Dunham, Smith, & Blackburn, 1977). Survey instruments are subject to variations based on the uniqueness of the sample and require confirmatory factor analysis and reliability (Yeager, 1981). This study builds on prior research in the use of scales for predicting job satisfaction and utilizes methods consistent with research in the field. Overall job satisfaction is the dependent variable as measured by responses to a single overall satisfaction question.

It is recognized that years of service affects perceptions and has a negative effect on job satisfaction (Oshagbemi, 2003). Tenure status is expected to have a similar negative effect, since tenure status is achieved through years of service.

Research hypothesis: Job satisfaction is influenced by the following factors.

Notation:

$$Y=a+b_1X_1+b_2X_2+b_3X_3+...etc.$$

Where variables are:

Y: Overall satisfaction
X_1: Salary
X_2: Academic reputation
X_3: Student competencies
X_4: Research
X_5: Service
X_6: Promotion
X_7: Collegiality
X_8: Management
X_9: Physical conditions
X_{10}: Committee hours
X_{11}: Hours worked
X_{12}: Gender
X_{13}: Length of service
X_{14}: Tenure status

Survey

The survey questionnaire measured overall job satisfaction with a single overall satisfaction question. In the construct of academic work, the role of the faculty, defined as teaching, research, and service, is consistent with Perkins (1973). These primary functions are the key roles expected for consideration of promotion and tenure (University of Michigan-Flint Provost Office).

An initial test survey, based on the 1999 University of Michigan-Flint Self- Study Faculty/Staff Opinion Survey, served as the starting point for the survey design. The current survey incorporated the design recommendations of Dillman (2007), Tingling, Parent, and Wade (2003), Porter and Whitcomb (2003).

Input and feedback on the pre-test survey from the Accreditation Self-Study Team refined the final survey. As a major portion of the large Accreditation Self-Study team meeting, members completed the test survey. The final survey streamlined the number of questions, maintaining the overall categories. Survey questions measured satisfaction with a wide range of issues using a response scale with a range of one, representing very dissatisfied to five, very satisfied. Therefore three on the scale represented indifference, neither satisfied nor dissatisfied. The Institutional Review Board (IRB) who declared the study exempt and free from further IRB oversight reviewed the study design, survey instrument, and communication protocols. The final survey instrument is in Appendix A.

Informed consent, imbedded in communications, and on the first screen of the web survey, gave individuals the option to participate. Communications, such as the initial invitation to participate and reminder emails included individualized salutations (Heerwegh, 2005; Porter and Whitcomb, 2003). Since the timing of the survey coincided with the end of winter semester, many of the faculty were not on campus. Communications included a flyer, to supplement email communications and post in departmental offices to publicize the survey. Additional communications highlighting survey participation were in the "Self-Study Newsletter", the Provost's "Academic Affairs Update," Self-Study web page, and at Deans and Directors meetings. See Appendix A, Survey Instrument for informed consent, and Appendix B for subject recruitment materials, email communications, and flyer.

The preference of the Accreditations Self-Study team was for the survey to be web administered. Tingling, et al. (2003) pointed to a number of advantages for use of web surveys: cost reduction, logistics and mechanics of sending surveys and reminders,

marginal cost was zero, postal surveys were seven times as expensive as web, ability to reach remote target groups, increased collection speed, quicker analysis and process streamlined by eliminating data recoding or entry. Disadvantages are high start up costs and an elevated level of technical sophistication required even though tools are becoming easier to use. In-house technical resources to administer a large survey such as this one were impractical. A third party vendor the University of Michigan Institute for Social Research (ISR), Survey Research Center (SRC), constructed the web survey. ISR's administration protocols increased confidentiality of the identity of survey participants. The survey was formatted for web administration and emailed to all faculty in the winter semester 2008. Email reminders were spaced a week apart. The final response rate was 45 %, or 220 faculty of the 450 invited to participate.

Measurement of Dependent Variable

Overall job satisfaction was initially measured with a single overall satisfaction item, "Rate your overall satisfaction with your experience as a faculty member at the present institution." Respondents were given five response options, 1 (very dissatisfied), 2 (somewhat dissatisfied), 3 (neutral), 4 (somewhat satisfied), 5 (very satisfied). Responses were collapsed to form a dichotomous variable: 0 = not satisfied = 1, 2, or 3 and 1 = yes satisfied = 4 or 5. The recorded responses reflect that 20.2 % were not satisfied and 79.8 % were satisfied.

Measurement of Independent Variables

Composite scales were constructed based on faculty members' role and their relationship to the organization, job characteristics, students, and individual faculty characteristics. Listed below are the independent variables and associated survey

questions. Unless otherwise noted the original individual survey questions used a five point Likert scale, with 1 (very dissatisfied), 2 (somewhat dissatisfied), 3 (neutral), 4 (somewhat satisfied), and 5 (very satisfied). Independent variables are below.

Salary Satisfaction: (1 item):
    How satisfied are you with your salary?

Academic Reputation (2 items combined):
    How satisfied are you with:
        academic reputation of program, and
        quality of academic programs.

Management (8 items combined):
    How satisfied are you with:
        performance of director/chairs,
        performance of deans,
        personnel policies and procedures are fair,
        input into administrative decision making,
        recognition of contributions,
        communications between faculty committees and units,
        relationships with other units, and
        communications among departments.

Physical Environment (6 items combined):
    How satisfied are you with:
        phone services,
        mediated classroom services,
        technical support for computer in work area,
        comfort level of work area,
        safety,
        adequate parking.

Student Competencies (8 items combined):
    What percentage of graduates would you estimate are competent in:
        oral communications,
        writing,
        active listening,
        critical thinking,
        reading comprehension,
        quantitative analysis,
        professional conduct /ethics, and
        computer skills.

Measured in categories where 1= 0%-19%, 2=20%-39%, 3=40%-59%, 4=60%-79%, and 5=80%-100%.

Workload (2 items):

Committee hours worked per month; measured in hours originally. Data was collapsed to 1=None, 2=1–5 hrs, 3=6–10 hrs, 4=11–15 hrs, 5=16–20 hrs, and 6=over 24 hrs.

Hours worked per week; measured in categories where 1= Less than 40 hrs, 2 = 40-44 hrs, 3= 45-49 hrs, 4 = 50-54 hrs, 5 = 55-59 hrs, and 6 = 60 or more hrs.

Research (4 items combined):
How satisfied are you with:
professional development opportunities,
quality of research facilities available,
technical resources, and
availability of research technical support.

Service (3 items combined):
How satisfied are you with:
type of faculty governance structure,
personal support of mission and goals, and
committee structure of faculty governance.

Promotion (4 items combined):
How satisfied are you with:
opportunities for advancement,
professional development opportunities,
recognition of contributions,
personal support of mission and goals.

Collegiality (3 items combined):
How satisfied are you:
staff treats you with respect,
faculty treats you with respect,
collegiality of personnel across campus.

Gender: Male (2) or Female (1).

Length of Service: Years worked at present institution.

Tenure Status: 1 = Not tenure track, 2 = Tenure track/not tenured, 3 = Tenured

Of the total respondents, 88.7 % left fewer than six questions unanswered. Prior to construction of the composite scales, missing data were transformed using the variable means. Using SPSS statistical software, frequency distributions for composite scales and tests for significance were run to determine satisfaction significance for each of the variables (Creswell, 2009). The scales analyzed were academic reputation, student competencies, research, service, promotion, collegiality, management, and physical environment.

Composite scales themselves were assessed using Cronbach's Alpha coefficient (Chen et al., 2006), which tests how well a collection of items agrees with one another. An additional set of mean scores were generated for each scale based on the identified dimensions of work, Table 1 summarizes frequencies and provides descriptive statistics for the variables.

Table 1. Descriptive Statistics for Variables

Variables	Frequencies/ Means	Min Score	Max Score	Cronbach's Alpha
Dependent Variable				
Overall Job Satisfaction	20.2% not satisfied 79.8% satisfied	0	1	NA
Independent (single item) Variables				
Gender	51.8 % female 48.2% male	1	2	NA
Tenure Status	30.4% not tenure track 25.0% tenure track 44.6% tenured	1	3	NA
Hours Worked per week	4.03 (50-54 hrs)	1	6	NA
Committee Hours per month	3.59 (6-15 hrs)	1	6	NA
Years Worked	11.34	1	36	NA
Salary Satisfaction	3.05	1	5	NA
Composite Scale Variables				
Academic Reputation (2 items)	7.81	2	10	.745
Management (8 items)	26.22	9	40	.812
Physical Environment (6 items)	24.85	8	30	.610
Student Competencies (8 items)	27.69	9	40	.919
Research (4 items)	14.88	6	20	.706
Service (3 items)	10.78	3	20	.614
Promotion (4 items)	14.89	5	20	.661
Collegiality (3 items)	12.55	3	15	.635

Cronbach's Alphas ranged from a low of 0.610 to a high of 0.919 for the composite scales. Scales are strongest for student competencies and management. Measurement scales for academic reputation and faculty research support were both above 0.7. Weaker scales were physical work conditions and faculty service reflecting Alphas of 0.610 and 0.614 respectively.

RESULTS AND DISCUSSION

A Pearson correlation matrix assessed the strength of correlations and their relationship to job satisfaction independent variables; correlation coefficients for the composite scales are shown in Table 2. The matrix reveals numerous relationships between the scales; none is exceptionally high (≥ 0.7), but most are statistically significant. The first column shows correlation with the dependent variable for each of the independent variables run separately and suggests that all were significant (≤ 0.01) in predicting likelihood of overall faculty job satisfaction. Tenure and hours worked decrease the likelihood of overall job satisfaction. Variables separately entered into the regression, produced consistent results with the correlation matrix with the exception of hours worked.

Correlations with overall satisfaction are positive and significant for salary, academic reputation, research, service, promotion, collegiality, and management. This suggests that faculty who are satisfied with each of these factors is more likely to report overall job satisfaction. Compared to males' females are slightly less likely to be satisfied but the variable is not significant. Physical environment, years of services, committee hours, and student competencies are not statistically significant against overall satisfaction.

Table 2. Pearson Correlation Matrix of Variables

	Overall Positive Satisfaction	Salary Satisfaction	Academic Reputation	Student competencies	Research	Service	Promotion	Collegiality	Management	Physical Environment	Gender	Tenure Status	Committee Hrs	Hours Worked
Salary Satisfaction	.302**													
Academic Reputation	.351**	.282**												
Student Competencies	0.144	.167*	.289**											
Research	.252**	.327**	.349**	.414**										
Service	.342**	.316**	.438**	.232**	.378**									
Promotion	.354**	.418**	.443**	.377**	.666**	.571**								
Collegiality	.369**	.237**	.444**	.282**	.421**	.504**	.567**							
Management	.432**	.365**	.491**	.317**	.545**	.683**	.698**	.588**						
Physical Environment	0.023	.268**	.158*	.348**	.511**	.270**	.439**	.281**	.398**					
Gender	-0.077	-0.097	-0.071	-0.077	-.168*	-0.07	-0.047	-0.047	-0.111	-0.057				
Tenure Status	-.211**	-0.106	-.281**	-0.084	-0.104	-.204**	-0.085	-.174*	-.295**	0.125	.215**			
Committee Hrs	-0.076	-0.068	0.006	0.012	0.03	-0.008	0.047	-0.045	-0.026	0.126	-.212**	.321**		
Hours Worked	-.251**	-.207**	-0.134	-0.103	-0.092	-0.121	-0.017	-0.12	-.190*	0.125	0.053	.416**	.383**	
Years Worked	-0.01	0.092	0.026	-0.014	0.027	-0.116	-0.032	-0.036	-.198*	0.114	.173*	.292**	0.093	-0.043

**Correlation is significant at the 0.01 level (2-tailed)   * Correlation is significant at the 0.05 level (2-tailed)

The highest correlation on the matrix was 0.698, between management and promotion satisfaction. Correlations were significant for all scales to management. As part of the process of scale development the correlation matrix was ran using three scales for management; management systems and structure, executive management and local unit management. The three management scales were problematic due to covariance; the local unit management scale, used in the analysis, had the strongest Cronbach's Alpha value. Faculty research and promotion satisfaction correlated at 0.666, significant at the

0.01 level. Management in an academic unit oversees the process by which departmental committees evaluate the teaching, research, service of individual faculty, and recommend them for promotion and tenure. Tenure status has a negative correlation, significant for half of the scales.

Bi-variate logistic regression analyses were performed with the dependent variable and each independent variable. To determine the various effects each variable has on overall satisfaction a series of models were tested using multiple independent variable analysis. Logistic regression determines the relative strength of associations between independent variables. According to Schellenberg (2000, 677), "logistic regression uses maximum likelihood estimation to solve equations with a dichotomous (0, 1) outcome variable. An unstandardized coefficient (b) is produced for each independent variable, representing the multiplicative effect on the likelihood of the dependent variable." Analysis of the independent variables entailed logistic regressions for each scale analyzing overall faculty job satisfaction as the dependent variable and potential factors of job satisfaction with a constant. Results show significant correlations for nine of the sixteen measures. The scales most consistently significant were salary, academic reputation, faculty research, faculty service, promotion, collegiality, and management.

To determine the various effects of multiple indicators on overall satisfaction a series of models were tested using logistic regression analysis. The analysis performed was between overall job satisfaction as a dependent variable and potential correlate models of job satisfaction. The results in Appendix C show that management is a determinant of job satisfaction regardless of the model chosen, significant in all models

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as a predictor. Model 1 contained all the variables; subsequent models dropped one question each to determine impact on predictability and impact of the remaining variables.

The null value predicted for the scales is 79.8 %. Predictability of the models is strongest for model 8 at 88.7 %, which contained all of the scales minus collegiality. Model's 1, 4, 5, and 13 all produced predictability of 88.1 %. Model 4 did not include student competencies and Model 5 excluded faculty research, Model 13 excluded the number of committee hours suggesting that exclusion of this scale does not add to the strength of the complete Model 1. It is interesting to note that none of the models showed that gender or tenure status correlated significantly with job satisfaction. The number of hours worked is significant in Models 2, 9, and 10, which excluded organizational dimensions of salary, local unit management, and work environment, however, the predictability is much lower for these models. In Model 3, which excluded academic reputation of the institution and Model 14, which excluded hours worked, salary as a variable became significant.

In search of a parsimonious model, the simplest explanation of competing theories, alternative models based on the dimensions of work, were developed. Scales were organized into categories of those that are organizational in nature, student competencies, and three alternative work models. The organizational model captured scales of satisfaction with salary, academic reputation, promotions, management, and physical environment. To see if student competencies, as a separate scale, predicted job satisfaction logistic regression with the dependent variable overall satisfaction was completed. Teaching, research, and service traditionally define the work of faculty. The

work scales were constructed using faculty research and service for all alternative models. Factors of collegiality and promotion were excluded from the Work 2 Model. Variable for Promotion was excluded in Work 3 Model. Table 3 summarizes the results of the alternative models.

Table 3. Logistic Regression Alternative Models Analysis Results

Overall Satisfaction % Predicted	NULL* 79.8		Model 1** 88.1		Organizational 89.3		Student 80.4		Work 1 83.3		Work 2 81.5		Work 3 83.9	
	b	Sig.	b	Sig.	b	Sig.	b	Sig.	b	Sig.	b	Sig.	b	Sig.
Salary	0.000		0.084		0.094									
Academic Reputation	0.000	**	0.375		0.215									
Student Competencies	0.062	**	0.891				0.138							
Research	0.001	**	0.979						0.882		0.08		0.257	
Service	0.000	**	0.933						0.289		0.002	**	0.060	
Promotion	0.000	**	0.550		0.364				0.034	*				
Collegiality	0.000	**	0.365						0.128				0.026	*
Management	0.000	**	0.006	**	0.002	**								
Physical Environment	0.765		0.028	*	0.018	*								
Gender***	0.316		0.674		0.670		0.795		0.723		0.941		0.882	
Tenure****	0.021	*	0.943		0.911		0.292		0.559		0.583		0.577	
Not Tenure Track	0.008	*	0.776		0.77		0.124		0.313		0.333		0.364	
Tenure Track Not Tenured	0.825		0.790		0.699		0.412		0.986		0.997		0.866	
Committee Hours	0.327		0.975		0.990		0.664		0.845		0.705		0.677	
Hours Worked	0.001	**	0.109		0.095		0.027	*	0.021	*	0.043	*	0.039	*
Years Service	0.893	**	0.328		0.252		0.780		0.988		0.94		0.977	
Constant	0.338		0.279		0.498		0.031		0.112		0.034		0.338	

*	Each variable entered independently	***	Female = omitted category
**	All variables entered together	****	Tenured= omitted category

The results from the alternative models show that the organizational model increases predictability to 89.3 %, a nearly nine % gain over the null. This reinforces findings that management and physical environment are determinates of job satisfaction. This suggests that increased satisfaction with management and work environment increases the likelihood of overall satisfaction. It is no surprise that hours worked

correlates with the student and work models. While each of the models improves predictability of overall job satisfaction above 80 %, findings suggest Model 1 and the Organizational Model are the strongest.

CONCLUSIONS

This research, explored the impact of several variables on faculty job satisfaction, investigates the extrinsic rewards for faculty, testing significance of multiple factors. The scales utilized exhibited reliability that meet the criteria set forth by Smith, et al. (1979) and Durham, et al., (1997) for measures of job satisfaction. Analysis showed that the variables of faculty job satisfaction are clearly distinguished from one another. The study found that, on an individual basis, nine of the sixteen measures correlated with overall satisfaction of faculty. This supports the hypothesis, there are multiple factors influencing job satisfaction. Results also support those produced by Oshagbemi's (2003); years of service was negatively correlated to overall satisfaction, however, not significantly. Faculty were satisfied overall with their jobs reflected by a mean score of 0.8, consistent with Volti (2008). The data suggests that organizational outcomes influence job satisfaction. This supports prior research by Oshagbemi (2006), Schneider and Bowen (1985), Perkins (1973) and Hagedorn (1994) who correlated satisfaction with salary, satisfaction with management, and support from colleagues (Chen, et al., 2006). This study also reflects correlations with job satisfaction for salary and management. Physical work environment also correlates with overall job satisfaction in all the models to a lesser degree. None of the models supports correlations for the scales of academic reputation, student competencies, research, service, and promotion. Workload measurement of hours worked showed a negative correlation for most of the scales but showed significant

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correlations in the work scales. Findings also support the premise put forth by Hatfield (2006) that collegiality including respect can contribute to satisfaction.

The current study utilized data that was self-reported. A certain richness of response is lost in any survey instrument that does not: a) allow for individualized answers to the questions; and b) involve direct face-to-face contact with respondents through personal interviews. Little is in the literature relating to faculty satisfaction or the link between job satisfaction and length of service. It must be noted that associations between variables found in this study are not cause-and-effect relationships. This study does suggest impact of changes affect the faculty and further analysis on the 1999 Self-Study Faculty/Staff data set would expand the richness of data on changes since the last survey.

Public Administrators in organizations need to prioritize areas to improve. Higher Education, with limited resources, is particularly challenged. Universities have little to relay on from the research on factors of satisfaction for faculty. Whether a public taxpayer, student, or public higher education administrator we should be concerned with the satisfaction of faculty and its impact on the quality of education. Implications of these findings on job satisfaction in higher education reflect the changing nature of faculty work and conditions of physical work environments. Models of this type, being valid, can be a diagnostic tool for gauging faculty job satisfaction and completion of initiatives, monitoring changes in policies and practices.

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ACKNOWLEDGEMENTS

Appendix A

Survey Instrument

Appendix A: Survey Instrument

UM-Flint Staff and Faculty Survey

To begin the survey please enter your loginID. The University of Michigan-Flint is preparing for a re-accreditation visit by the Higher Learning Commission's (HLC) North Central Association in October 2009. In preparation for this visit, we have embarked on a Self-Study process that involves the campus community. As part of that process, the Self-Study committee needs your feedback, insights, and opinions about the aspects of the institution that are important to you as well as how satisfied you are with them. Your participation is essential in order that the Self-Study report reflects the opinions of all faculty and staff. The survey should take between 10 and 20 minutes to complete. You will not be identified in any reports on this study. Participation in this Internet Survey is voluntary. If you come to any questions that you do not want to answer, you can skip them by choosing "Next" without giving an answer. To begin the survey, please choose "Next", or you may exit your browser to leave this website. Choose "Next" to continue.

This first series of questions ask about employment considerations at UM-Flint campus.

1. How important is salary as an employment consideration?

O	O	O	O	O	O
1 Very unimportant	2 Somewhat unimportant	3 Neutral	4 Somewhat important	5 Very important	6 Does not apply

2. How satisfied are you with your salary?

O	O	O	O	O	O
1 Very dissatisfied	2 Somewhat dissatisfied	3 Neutral	4 Somewhat satisfied	5 Very satisfied	6 Does not apply

3. How important is it to you that you live close to extended family members?

O	O	O	O	O	O
1 Very unimportant	2 Somewhat unimportant	3 Neutral	4 Somewhat important	5 Very important	6 Does not apply

4. How satisfied are you currently with your ability to maintain ties to extended family members?

O	O	O	O	O	O
1 Very dissatisfied	2 Somewhat dissatisfied	3 Neutral	4 Somewhat satisfied	5 Very satisfied	6 Does not apply

5. As an employment consideration, how important is the academic reputation/strength of your program to you?

O	O	O	O	O	O
1 Very unimportant	2 Somewhat unimportant	3 Neutral	4 Somewhat important	5 Very important	6 Does not apply

6. How satisfied are you with the academic reputation/strength of your program?

O	O	O	O	O	O
1 Very dissatisfied	2 Somewhat dissatisfied	3 Neutral	4 Somewhat satisfied	5 Very satisfied	6 Does not apply

7. As an employment consideration, how important is the quality of research facilities made available to you?

O	O	O	O	O	O
1 Very unimportant	2 Somewhat unimportant	3 Neutral	4 Somewhat important	5 Very important	6 Does not apply

Appendix A: Survey Instrument

8. How satisfied are you with the quality of research facilities that are available to you?

O 1 Very dissatisfied O 2 Somewhat dissatisfied O 3 Neutral O 4 Somewhat satisfied O 5 Very satisfied O 6 Does not apply

9. As an employment consideration, how important is the collegiality of personnel across campus?

O 1 Very unimportant O 2 Somewhat unimportant O 3 Neutral O 4 Somewhat important O 5 Very important O 6 Does not apply

10. How satisfied are you with the collegiality of personnel across campus?

O 1 Very dissatisfied O 2 Somewhat dissatisfied O 3 Neutral O 4 Somewhat satisfied O 5 Very satisfied O 6 Does not apply

11. As an employment consideration, how important are opportunities for you to advance in your career?

O 1 Very unimportant O 2 Somewhat unimportant O 3 Neutral O 4 Somewhat important O 5 Very important O 6 Does not apply

12. How satisfied are you with your opportunities for advancement?

O 1 Very dissatisfied O 2 Somewhat dissatisfied O 3 Neutral O 4 Somewhat satisfied O 5 Very satisfied O 6 Does not apply

13. As an employment consideration, how important is the type of faculty governance structure?

O 1 Very unimportant O 2 Somewhat unimportant O 3 Neutral O 4 Somewhat important O 5 Very important O 6 Does not apply

14. How satisfied are you with the faculty governance structure at UM-Flint?

O 1 Very dissatisfied O 2 Somewhat dissatisfied O 3 Neutral O 4 Somewhat satisfied O 5 Very satisfied O 6 Does not apply

15. As an employment consideration, how important is the quality of academic programs?

O 1 Very unimportant O 2 Somewhat unimportant O 3 Neutral O 4 Somewhat important O 5 Very important O 6 Does not apply

16. How satisfied are you with the quality of academic programs?

O 1 Very dissatisfied O 2 Somewhat dissatisfied O 3 Neutral O 4 Somewhat satisfied O 5 Very satisfied O 6 Does not apply

17. As an employment consideration, how important is it that your workload is manageable?

O 1 Very unimportant O 2 Somewhat unimportant O 3 Neutral O 4 Somewhat important O 5 Very important O 6 Does not apply

18. How satisfied are you with your workload?

O 1 Very dissatisfied O 2 Somewhat dissatisfied O 3 Neutral O 4 Somewhat satisfied O 5 Very satisfied O 6 Does not apply

19. As an employment consideration, how important are professional development opportunities?

O 1 Very unimportant O 2 Somewhat unimportant O 3 Neutral O 4 Somewhat important O 5 Very important O 6 Does not apply

20. How satisfied are you with professional development opportunities at UM-Flint?

O 1 Very dissatisfied O 2 Somewhat dissatisfied O 3 Neutral O 4 Somewhat satisfied O 5 Very satisfied O 6 Does not apply

Appendix A: Survey Instrument

This next series of questions ask about your opinions on the institutional effectiveness of UM-Flint.

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21. How important is the availability of financial resources to UM-Flint's institutional effectiveness?

O   O   O   O   O   O

1 Very unimportant   2 Somewhat unimportant   3 Neutral   4 Somewhat important   5 Very important   6 Does not apply

22. How satisfied are you with the availability of financial resources at UM-Flint?

O   O   O   O   O   O

1 Very dissatisfied   2 Somewhat dissatisfied   3 Neutral   4 Somewhat satisfied   5 Very satisfied   6 Does not apply

23. How important is the role of Executive Officers to the institutional effectiveness UM-Flint?

O   O   O   O   O   O

1 Very unimportant   2 Somewhat unimportant   3 Neutral   4 Somewhat important   5 Very important   6 Does not apply

24. How satisfied are you with the performance of UM-Flint's Executive Officers?

O   O   O   O   O   O

1 Very dissatisfied   2 Somewhat dissatisfied   3 Neutral   4 Somewhat satisfied   5 Very satisfied   6 Does not apply

25. How important is the role performed by Deans to the institutional effectiveness of UM-Flint?

O   O   O   O   O   O

1 Very unimportant   2 Somewhat unimportant   3 Neutral   4 Somewhat important   5 Very important   6 Does not apply

26. How satisfied are you with the performance of UM-Flint Deans?

O   O   O   O   O   O

1 Very dissatisfied   2 Somewhat dissatisfied   3 Neutral   4 Somewhat satisfied   5 Very satisfied   6 Does not apply

27. How important is the role performed by Directors/Chairs to the institutional effectiveness of UM-Flint?

O   O   O   O   O   O

1 Very unimportant   2 Somewhat unimportant   3 Neutral   4 Somewhat important   5 Very important   6 Does not apply

28. How satisfied are you with the performance of UM-Flint Directors/Chairs?

O   O   O   O   O   O

1 Very dissatisfied   2 Somewhat dissatisfied   3 Neutral   4 Somewhat satisfied   5 Very satisfied   6 Does not apply

29. How important is it that personnel policies and procedures used to evaluate employee performance are clearly stated?

O   O   O   O   O   O

1 Very unimportant   2 Somewhat unimportant   3 Neutral   4 Somewhat important   5 Very important   6 Does not apply

30. How satisfied are you that UM-Flint personnel policies and procedures for performance evaluations are clearly stated?

O   O   O   O   O   O

1 Very dissatisfied   2 Somewhat dissatisfied   3 Neutral   4 Somewhat satisfied   5 Very satisfied   6 Does not apply

31. How important is it that UM-Flint's personnel policies and procedures for performance evaluations are fair?

O   O   O   O   O   O

1 Very unimportant   2 Somewhat unimportant   3 Neutral   4 Somewhat important   5 Very important   6 Does not apply

Appendix A: Survey Instrument

32. How satisfied are you that UM-Flint's personnel policies and procedures for performance evaluations are fair?

O 1 Very dissatisfied   O 2 Somewhat dissatisfied   O 3 Neutral   O 4 Somewhat satisfied   O 5 Very satisfied   O 6 Does not apply

33. How important is it to institutional effectiveness that the university mission statement and goals are clear and understandable?

O 1 Very unimportant   O 2 Somewhat unimportant   O 3 Neutral   O 4 Somewhat important   O 5 Very important   O 6 Does not apply

34. How satisfied are you that the university's mission statement and goals are clear and understandable?

O 1 Very dissatisfied   O 2 Somewhat dissatisfied   O 3 Neutral   O 4 Somewhat satisfied   O 5 Very satisfied   O 6 Does not apply

35. How important is your personal support to the university's effectiveness in fulfilling its mission and goals?

O 1 Very unimportant   O 2 Somewhat unimportant   O 3 Neutral   O 4 Somewhat important   O 5 Very important   O 6 Does not apply

36. How satisfied are you with your level of support in fulfilling UM-Flint's mission and goals?

O 1 Very dissatisfied   O 2 Somewhat dissatisfied   O 3 Neutral   O 4 Somewhat satisfied   O 5 Very satisfied   O 6 Does not apply

37. How important is it that UM-Flint "recognizes" and gives you credit for your contributions to the institution?

O 1 Very unimportant   O 2 Somewhat unimportant   O 3 Neutral   O 4 Somewhat important   O 5 Very important   O 6 Does not apply

38. How satisfied are you with that UM-Flint "recognizes" and gives you credit for your contributions to the institution?

O 1 Very dissatisfied   O 2 Somewhat dissatisfied   O 3 Neutral   O 4 Somewhat satisfied   O 5 Very satisfied   O 6 Does not apply

39. How important is the Academic Plan (Blue Ribbon Commission) to institutional effectiveness?

O 1 Very unimportant   O 2 Somewhat unimportant   O 3 Neutral   O 4 Somewhat important   O 5 Very important   O 6 Does not apply

40. How satisfied are you with the Academic Plan (Blue Ribbon Commission)?

O 1 Very dissatisfied   O 2 Somewhat dissatisfied   O 3 Neutral   O 4 Somewhat satisfied   O 5 Very satisfied   O 6 Does not apply

41. How important is the organizational structure to UM-Flint's institutional effectiveness?

O 1 Very unimportant   O 2 Somewhat unimportant   O 3 Neutral   O 4 Somewhat important   O 5 Very important   O 6 Does not apply

42. How satisfied are you with UM-Flint organizational structure?

O 1 Very dissatisfied   O 2 Somewhat dissatisfied   O 3 Neutral   O 4 Somewhat satisfied   O 5 Very satisfied   O 6 Does not apply

Appendix A: Survey Instrument

43. **How important are communications from the Chancellor/Vice-Chancellors concerning objectives and policies?**

O 1 Very unimportant   O 2 Somewhat unimportant   O 3 Neutral   O 4 Somewhat important   O 5 Very important   O 6 Does not apply

44. **How satisfied are you with the communications from the Chancellor/Vice-Chancellors concerning objectives and policies?**

O 1 Very dissatisfied   O 2 Somewhat dissatisfied   O 3 Neutral   O 4 Somewhat satisfied   O 5 Very satisfied   O 6 Does not apply

45. **How important are communications among departments to UM-Flint's institutional effectiveness?**

O 1 Very unimportant   O 2 Somewhat unimportant   O 3 Neutral   O 4 Somewhat important   O 5 Very important   O 6 Does not apply

46. **How satisfied are you with the communications among departments?**

O 1 Very dissatisfied   O 2 Somewhat dissatisfied   O 3 Neutral   O 4 Somewhat satisfied   O 5 Very satisfied   O 6 Does not apply

47. **How important are relationships with UM-Ann Arbor to UM-Flint's institutional effectiveness?**

O 1 Very unimportant   O 2 Somewhat unimportant   O 3 Neutral   O 4 Somewhat important   O 5 Very important   O 6 Does not apply

48. **How satisfied are you with UM-Flint's relationship with UM-Ann Arbor?**

O 1 Very dissatisfied   O 2 Somewhat dissatisfied   O 3 Neutral   O 4 Somewhat satisfied   O 5 Very satisfied   O 6 Does not apply

49. **How important is it to have workable relationships between units (CAS, SHPS, and SOM, Administration, SSEM, Advancement, etc.) to UM-Flint's institutional effectiveness?**

O 1 Very unimportant   O 2 Somewhat unimportant   O 3 Neutral   O 4 Somewhat important   O 5 Very important   O 6 Does not apply

50. **How satisfied are you with the working relationships between units (CAS, SHPS, and SOM, Administration, SSEM, Advancement, etc.)?**

O 1 Very dissatisfied   O 2 Somewhat dissatisfied   O 3 Neutral   O 4 Somewhat satisfied   O 5 Very satisfied   O 6 Does not apply

51. **How important is it that faculty/staff have input in administrative decision making to UM-Flint's institutional effectiveness?**

O 1 Very unimportant   O 2 Somewhat unimportant   O 3 Neutral   O 4 Somewhat important   O 5 Very important   O 6 Does not apply

52. **How satisfied are you that faculty/staff have input in administrative decision making?**

O 1 Very dissatisfied   O 2 Somewhat dissatisfied   O 3 Neutral   O 4 Somewhat satisfied   O 5 Very satisfied   O 6 Does not apply

53. **How important is the committee structure of faculty governance to UM-Flint's institutional effectiveness?**

O 1 Very unimportant   O 2 Somewhat unimportant   O 3 Neutral   O 4 Somewhat important   O 5 Very important   O 6 Does not apply

Appendix A: Survey Instrument

54. How satisfied are you with the committee structure of faculty governance?

O   O   O   O   O   O

1 Very dissatisfied   2 Somewhat dissatisfied   3 Neutral   4 Somewhat satisfied   5 Very satisfied   6 Does not apply

55. How important is communications between faculty committees and respective units to UM-Flint's institutional effectiveness?

O   O   O   O   O   O

1 Very unimportant   2 Somewhat unimportant   3 Neutral   4 Somewhat important   5 Very important   6 Does not apply

56. How satisfied are you with the communications between faculty committees and respective units?

O   O   O   O   O   O

1 Very dissatisfied   2 Somewhat dissatisfied   3 Neutral   4 Somewhat satisfied   5 Very satisfied   6 Does not apply

57. How important is the faculty code to UM-Flint's institutional effectiveness?

O   O   O   O   O   O

1 Very unimportant   2 Somewhat unimportant   3 Neutral   4 Somewhat important   5 Very important   6 Does not apply

58. How satisfied are you with UM-Flint's faculty code?

O   O   O   O   O   O

1 Very dissatisfied   2 Somewhat dissatisfied   3 Neutral   4 Somewhat satisfied   5 Very satisfied   6 Does not apply

59. How important is the process (Budget Model) used for allocation of resources to UM-Flint's institutional effectiveness?

O   O   O   O   O   O

1 Very unimportant   2 Somewhat unimportant   3 Neutral   4 Somewhat important   5 Very important   6 Does not apply

60. How satisfied are you with the process (Budget Model) used for allocation of UM-Flint resources?

O   O   O   O   O   O

1 Very dissatisfied   2 Somewhat dissatisfied   3 Neutral   4 Somewhat satisfied   5 Very satisfied   6 Does not apply

This next series of questions ask about your opinions on UM-Flint's campus support services.

61. How important are telephone services to you?

O   O   O   O   O   O

1 Very unimportant   2 Somewhat unimportant   3 Neutral   4 Somewhat important   5 Very important   6 Does not apply

62. How satisfied are you with telephone services?

O   O   O   O   O   O

1 Very dissatisfied   2 Somewhat dissatisfied   3 Neutral   4 Somewhat satisfied   5 Very satisfied   6 Does not apply

63. How important are Mediated Classroom Services resources and services to you?

O   O   O   O   O   O

1 Very unimportant   2 Somewhat unimportant   3 Neutral   4 Somewhat important   5 Very important   6 Does not apply

64. How satisfied are you with Mediated Classroom Services resources and services?

O   O   O   O   O   O

1 Very dissatisfied   2 Somewhat dissatisfied   3 Neutral   4 Somewhat satisfied   5 Very satisfied   6 Does not apply

Appendix A: Survey Instrument

65. How important is technical support for the computer in your work area?

O   O   O   O   O   O

1 Very unimportant   2 Somewhat unimportant   3 Neutral   4 Somewhat important   5 Very important   6 Does not apply

66. How satisfied are with technical support for the computers you use?

O   O   O   O   O   O

1 Very dissatisfied   2 Somewhat dissatisfied   3 Neutral   4 Somewhat satisfied   5 Very satisfied   6 Does not apply

67. How important are technical resources in doing your job?

O   O   O   O   O   O

1 Very unimportant   2 Somewhat unimportant   3 Neutral   4 Somewhat important   5 Very important   6 Does not apply

68. How satisfied are you with the technical resources available to do your job?

O   O   O   O   O   O

1 Very dissatisfied   2 Somewhat dissatisfied   3 Neutral   4 Somewhat satisfied   5 Very satisfied   6 Does not apply

69. How important is the availability of research technical support?

O   O   O   O   O   O

1 Very unimportant   2 Somewhat unimportant   3 Neutral   4 Somewhat important   5 Very important   6 Does not apply

70. How satisfied are you with the availability of research technical support?

O   O   O   O   O   O

1 Very dissatisfied   2 Somewhat dissatisfied   3 Neutral   4 Somewhat satisfied   5 Very satisfied   6 Does not apply

71. How important is the comfort level of your physical work area (temperature, lighting, etc.) to you?

O   O   O   O   O   O

1 Very unimportant   2 Somewhat unimportant   3 Neutral   4 Somewhat important   5 Very important   6 Does not apply

72. How satisfied are you with the comfort level in your physical work area (temperature, lighting, etc.)?

O   O   O   O   O   O

1 Very dissatisfied   2 Somewhat dissatisfied   3 Neutral   4 Somewhat satisfied   5 Very satisfied   6 Does not apply

73. How important is the availability of tutoring services for students?

O   O   O   O   O   O

1 Very unimportant   2 Somewhat unimportant   3 Neutral   4 Somewhat important   5 Very important   6 Does not apply

74. How satisfied are you with the availability of tutoring services for students?

O   O   O   O   O   O

1 Very dissatisfied   2 Somewhat dissatisfied   3 Neutral   4 Somewhat satisfied   5 Very satisfied   6 Does not apply

75. How important is the timing of communications of financial aid awards to students?

O   O   O   O   O   O

1 Very unimportant   2 Somewhat unimportant   3 Neutral   4 Somewhat important   5 Very important   6 Does not apply

76. How satisfied are you with the timing of communications of financial aid awards to students?

O   O   O   O   O   O

1 Very dissatisfied   2 Somewhat dissatisfied   3 Neutral   4 Somewhat satisfied   5 Very satisfied   6 Does not apply

Appendix A: Survey Instrument

77. How important is it that financial aid is available to most students?

○	○	○	○	○	○
1 Very unimportant	2 Somewhat unimportant	3 Neutral	4 Somewhat important	5 Very important	6 Does not apply

78. How satisfied are you that the financial aid students need is available to them?

○	○	○	○	○	○
1 Very dissatisfied	2 Somewhat dissatisfied	3 Neutral	4 Somewhat satisfied	5 Very satisfied	6 Does not apply

79. How important is student housing to achieving a positive benefit to the future success of UM-Flint?

○	○	○	○	○	○
1 Very unimportant	2 Somewhat unimportant	3 Neutral	4 Somewhat important	5 Very important	6 Does not apply

80. How satisfied are you that student housing will have positive benefits for UM-Flint?

○	○	○	○	○	○
1 Very dissatisfied	2 Somewhat dissatisfied	3 Neutral	4 Somewhat satisfied	5 Very satisfied	6 Does not apply

81. How important is internationalization of campus to achieving a positive benefit to the future success of UM-Flint?

○	○	○	○	○	○
1 Very unimportant	2 Somewhat unimportant	3 Neutral	4 Somewhat important	5 Very important	6 Does not apply

82. How satisfied are you that internationalization of campus will have positive benefits to the future success of UM-Flint?

○	○	○	○	○	○
1 Very dissatisfied	2 Somewhat dissatisfied	3 Neutral	4 Somewhat satisfied	5 Very satisfied	6 Does not apply

This next series of questions ask about your opinions on UM-Flint's campus climate, safety, and security.

83. How important is feeling safe on campus to you?

○	○	○	○	○	○
1 Very unimportant	2 Somewhat unimportant	3 Neutral	4 Somewhat important	5 Very important	6 Does not apply

84. How satisfied are you with feeling safe on campus?

○	○	○	○	○	○
1 Very dissatisfied	2 Somewhat dissatisfied	3 Neutral	4 Somewhat satisfied	5 Very satisfied	6 Does not apply

85. How important is it that security staff can respond quickly when needed?

○	○	○	○	○	○
1 Very unimportant	2 Somewhat unimportant	3 Neutral	4 Somewhat important	5 Very important	6 Does not apply

86. How satisfied are you that security staff responds quickly when needed?

○	○	○	○	○	○
1 Very dissatisfied	2 Somewhat dissatisfied	3 Neutral	4 Somewhat satisfied	5 Very satisfied	6 Does not apply

87. How important is adequate parking to you?

○	○	○	○	○	○
1 Very unimportant	2 Somewhat unimportant	3 Neutral	4 Somewhat important	5 Very important	6 Does not apply

Appendix A: Survey Instrument

88. How satisfied are you that there is adequate parking?

◯   ◯   ◯   ◯   ◯   ◯

1 Very dissatisfied   2 Somewhat dissatisfied   3 Neutral   4 Somewhat satisfied   5 Very satisfied   6 Does not apply

89. How important is it to you that staff treats you with respect?

◯   ◯   ◯   ◯   ◯   ◯

1 Very unimportant   2 Somewhat unimportant   3 Neutral   4 Somewhat important   5 Very important   6 Does not apply

90. How satisfied are you that staff treats you with respect?

◯   ◯   ◯   ◯   ◯   ◯

1 Very dissatisfied   2 Somewhat dissatisfied   3 Neutral   4 Somewhat satisfied   5 Very satisfied   6 Does not apply

91. How important is it to you that faculty treat you with respect?

◯   ◯   ◯   ◯   ◯   ◯

1 Very unimportant   2 Somewhat unimportant   3 Neutral   4 Somewhat important   5 Very important   6 Does not apply

92. How satisfied are you that faculty treat you with respect?

◯   ◯   ◯   ◯   ◯   ◯

1 Very dissatisfied   2 Somewhat dissatisfied   3 Neutral   4 Somewhat satisfied   5 Very satisfied   6 Does not apply

93. How important is it that the university fosters good student/faculty relationships?

◯   ◯   ◯   ◯   ◯   ◯

1 Very unimportant   2 Somewhat unimportant   3 Neutral   4 Somewhat important   5 Very important   6 Does not apply

94. How satisfied are you that the university fosters good student/faculty relationships?

◯   ◯   ◯   ◯   ◯   ◯

1 Very dissatisfied   2 Somewhat dissatisfied   3 Neutral   4 Somewhat satisfied   5 Very satisfied   6 Does not apply

95. How important is it that the university fosters good student/staff relationships?

◯   ◯   ◯   ◯   ◯   ◯

1 Very unimportant   2 Somewhat unimportant   3 Neutral   4 Somewhat important   5 Very important   6 Does not apply

96. How satisfied are you that the university fosters good student/staff relationships?

◯   ◯   ◯   ◯   ◯   ◯

1 Very dissatisfied   2 Somewhat dissatisfied   3 Neutral   4 Somewhat satisfied   5 Very satisfied   6 Does not apply

97. How important is it that the university fosters good student/ administration relationships?

◯   ◯   ◯   ◯   ◯   ◯

1 Very unimportant   2 Somewhat unimportant   3 Neutral   4 Somewhat important   5 Very important   6 Does not apply

98. How satisfied are you that the university fosters good student/administration relationships?

◯   ◯   ◯   ◯   ◯   ◯

1 Very dissatisfied   2 Somewhat dissatisfied   3 Neutral   4 Somewhat satisfied   5 Very satisfied   6 Does not apply

This next series of questions ask about your opinions on UM-Flint's instructional effectiveness.

99. How important is the availability of course offerings to UM-Flint's instructional effectiveness?

◯   ◯   ◯   ◯   ◯   ◯

1 Very unimportant   2 Somewhat unimportant   3 Neutral   4 Somewhat important   5 Very important   6 Does not apply

Appendix A: Survey Instrument

100. **How satisfied are you that there is availability of course offerings?**

○ 1 Very dissatisfied ○ 2 Somewhat dissatisfied ○ 3 Neutral ○ 4 Somewhat satisfied ○ 5 Very satisfied ○ 6 Does not apply

101. **How important is it that online courses and face-to-face courses lead to comparable learning outcomes for students?**

○ 1 Very unimportant ○ 2 Somewhat unimportant ○ 3 Neutral ○ 4 Somewhat important ○ 5 Very important ○ 6 Does not apply

102. **How satisfied are you that online courses vs. face-to-face courses lead to comparable learning outcomes for students?**

○ 1 Very dissatisfied ○ 2 Somewhat dissatisfied ○ 3 Neutral ○ 4 Somewhat satisfied ○ 5 Very satisfied ○ 6 Does not apply

103. **How important is it that by the time students' graduate they achieve competency in oral communication?**

○ 1 Very unimportant ○ 2 Somewhat unimportant ○ 3 Neutral ○ 4 Somewhat important ○ 5 Very important ○ 6 Does not apply

104. **What percentage of graduates would you estimate are sufficiently competent in oral communications?**

○ 1 0% - 19% ○ 2 20% - 39% ○ 3 40% - 59% ○ 4 60% - 79% ○ 5 80% - 100% ○ 6 Does not apply

105. **How important is it that by the time students' graduate they achieve competency in writing?**

○ 1 Very unimportant ○ 2 Somewhat unimportant ○ 3 Neutral ○ 4 Somewhat important ○ 5 Very important ○ 6 Does not apply

106. **What percentage of graduates would you estimate are sufficiently competent in writing?**

○ 1 0% - 19% ○ 2 20% - 39% ○ 3 40% - 59% ○ 4 60% - 79% ○ 5 80% - 100% ○ 6 Does not apply

107. **How important is it that by the time students' graduate they achieve competency in active listening?**

○ 1 Very unimportant ○ 2 Somewhat unimportant ○ 3 Neutral ○ 4 Somewhat important ○ 5 Very important ○ 6 Does not apply

108. **What percentage of graduates would you estimate are sufficiently competent in active listening?**

○ 1 0% - 19% ○ 2 20% - 39% ○ 3 40% - 59% ○ 4 60% - 79% ○ 5 80% - 100% ○ 6 Does not apply

109. **How important is it that by the time students' graduate they achieve competency in critical thinking (analysis, synthesis, and integration)?**

○ 1 Very unimportant ○ 2 Somewhat unimportant ○ 3 Neutral ○ 4 Somewhat important ○ 5 Very important ○ 6 Does not apply

110. **What percentage of graduates would you estimate are sufficiently competent in critical thinking (analysis, synthesis, and integration)?**

○ 1 0% - 19% ○ 2 20% - 39% ○ 3 40% - 59% ○ 4 60% - 79% ○ 5 80% - 100% ○ 6 Does not apply

Appendix A: Survey Instrument

111. **How important is it that by the time students' graduate they achieve competency in reading comprehension?**

○	○	○	○	○	○
1 Very unimportant	2 Somewhat unimportant	3 Neutral	4 Somewhat important	5 Very important	6 Does not apply

112. **What percentage of graduates would you estimate are sufficiently competent in reading comprehension?**

○	○	○	○	○	○
1 0% - 19%	2 20% - 39%	3 40% - 59%	4 60% - 79%	5 80% - 100%	6 Does not apply

113. **How important is it that by the time students' graduate they achieve competency in quantitative analysis?**

○	○	○	○	○	○
1 Very unimportant	2 Somewhat unimportant	3 Neutral	4 Somewhat important	5 Very important	6 Does not apply

114. **What percentage of graduates would you estimate are sufficiently competent in quantitative analysis?**

○	○	○	○	○	○
1 0% - 19%	2 20% - 39%	3 40% - 59%	4 60% - 79%	5 80% - 100%	6 Does not apply

115. **How important is it that by the time students' graduate they achieve competency in computer skills (e.g. word processing, e-mail, etc.)?**

○	○	○	○	○	○
1 Very unimportant	2 Somewhat unimportant	3 Neutral	4 Somewhat important	5 Very important	6 Does not apply

116. **What percentage of graduates would you estimate are sufficiently competent in computer skills (e.g. word processing, email, etc.)?**

○	○	○	○	○	○
1 0% - 19%	2 20% - 39%	3 40% - 59%	4 60% - 79%	5 80% - 100%	6 Does not apply

117. **How important is it that by the time students' graduate they achieve competency in demonstrating professional conduct and ethics skills?**

○	○	○	○	○	○
1 Very unimportant	2 Somewhat unimportant	3 Neutral	4 Somewhat important	5 Very important	6 Does not apply

118. **What percentage of graduates would you estimate are sufficiently competent in demonstrating professional conduct and ethics skills?**

○	○	○	○	○	○
1 0% - 19%	2 20% - 39%	3 40% - 59%	4 60% - 79%	5 80% - 100%	6 Does not apply

119. **How important is it that the university accommodates the needs of part-time students?**

○	○	○	○	○	○
1 Very unimportant	2 Somewhat unimportant	3 Neutral	4 Somewhat important	5 Very important	6 Does not apply

120. **How satisfied are you with how the university accommodates the needs of part-time students?**

○	○	○	○	○	○
1 Very dissatisfied	2 Somewhat dissatisfied	3 Neutral	4 Somewhat satisfied	5 Very satisfied	6 Does not apply

121. **Rate your overall satisfaction with your experience as a faculty member at the University of Michigan-Flint.**

○	○	○	○	○	○
1 Very dissatisfied	2 Somewhat dissatisfied	3 Neutral	4 Somewhat satisfied	5 Very satisfied	6 Does not apply

Appendix A: Survey Instrument

122. UM-Flint's admission policy for incoming students should...

be more selective.   remain unchanged.   be less stringent.

123. Over the last 10 years the academic preparation of incoming students has...

improved.   remain unchanged.   diminished.   Not applicable

Now for some questions about you.

124. What is the unit of your PRIMARY appointment?

Instructional/Academic Affairs (CAS, SHPS, SOM, SHES)
Instructional support (Library, ITS, Research, TCLT, etc.)
Other Academic Affairs Departments (Admissions, Graduate Programs, WEC,
    International Center, etc.)
Student Services (CARTS, Student Life, Housing, Financial Aid, Registrar, etc.)
Administration (Plant, Safety, Financial Services, HR, etc.)
Other (EOI, URL, Advancement, Outreach, etc.)

125. What is your gender?

Female
Male

126. What is your rank?

Professor
Associate Professor
Assistant Professor
Instructor
Lecturer

127. What is your tenure status?

Not tenure track
Tenure track/not tenured
Tenured
Does not apply

128. What is your administrative appointment fraction?

Full time (1.0)
Part time (0.5 to .0.99)
Part time (0.25 to 0.49)
Part time (less than 0.25)

129. What is the highest degree you have completed?

Post-doctoral
Doctoral degree
Master's degree
Baccalaureate degree
Some College
High School Diploma/GED

130. How many years have you worked at UM-Flint?

Year(s) _____

**131. How many hours in a typical month do you spend on committee work? Please include the total
hours spent in meetings and work on behalf of the committees.**

Hour(s) _____

Appendix A: Survey Instrument

132. In a typical week, on average how many hours do you actually work (while on or off campus, e.g. home, research, etc.)?
     Less than 40 hours
     40 - 44 hours
     45 - 49 hours
     50 - 54 hours
     55 - 59 hours
     60 or more hours

133. What do you see as the University of Michigan-Flint's greatest strengths?
134. What aspects of your experiences at the University of Michigan-Flint have been most satisfactory?
135. What aspects of your experiences of the University of Michigan-Flint have been least satisfactory?
136. What needs to be improved, if anything?
137. Please add any further comments, which you see as relevant to the Self-Study

Appendix B

Subject Recruitment Material

Appendix B: Subject Recruitment Materials

<u>Web Invite Text</u>

From Display Name: Suzanne Selig & Kenneth Schilling
From: UMFlintSurvey@isr.umich.edu
Reply to Email Address: UMFlintSurvey@isr.umich.edu
Subject: UM-Flint Staff and Faculty Survey

Dear [FIRST NAME]:

The University of Michigan-Flint is preparing for a re-accreditation visit by the Higher Learning Commission's (HLC) North Central Association in October 2009. In preparation for this visit, we have embarked on a Self-Study process that involves the campus community.
As part of that process, the Self-Study committee needs your feedback, insights, and opinions about the aspects of the institution that are important to you as well as how satisfied you are with them. Your participation is essential in order that the Self-Study report reflects the opinions of all faculty and staff.
The survey should take between 10 and 20 minutes to complete; your participation is voluntary. All information you provide is completely confidential and will only be reported in aggregated form.

The UM-Flint has partnered with the Institute for Social Research (ISR) at the University of Michigan in Ann Arbor to conduct this study. To access the survey, please go to the secure internet address below, by either clicking the link, or copying and pasting the URL into your internet browser.
[SURVEY LINK]
If you have any questions regarding this study or experience any technical difficulties with the survey, you may contact us at [EMAIL ADDRESS] or call ISR toll-free at 1-800-759-7947. Should you have questions or concerns about the survey you can contact Fawn Skarsten, Institutional Analysis on the Flint Campus at <u>Skarsten@umflint.edu</u> or 1-810-762-3327.
We appreciate your support, you input is valuable to the process.
Sincerely,

Suzanne Selig, Ph.D.   Kenneth Schilling, Ph.D.
Self-Study Co-chair   Self-Study Co-chair
Director of Health Sciences & Administration   Professor of Mathematics
Professor of Health Sciences & Administration

Appendix B: Subject Recruitment Materials

<u>Web First Reminder</u>
From Display Name: Suzanne Selig & Kenneth Schilling
From: UMFlintSurvey@isr.umich.edu
Reply to Email Address: UMFlintSurvey@isr.umich.edu
Subject: Reminder: UM-Flint Staff and Faculty Survey

Dear [FIRST NAME]:

Recently you received a request to complete a survey designed to collect feedback, insights, and opinions from the University of Michigan-Flint staff and faculty.

If you have not had a chance to complete the survey, we hope you will do so now. We know how busy you are, however the survey is vital to the Self-Study and will be the only survey sent as part of the process.

To access the survey, please go to the secure internet address below, by either clicking the link, or copying and pasting the URL into your internet browser.
[SURVEY LINK]
If you have started the survey but not completed it, you can return to the site and pick up where you left off. The survey should take between 10 and 20 minutes to complete. Your participation is voluntary. All information you provide is completely confidential.

If you have any questions regarding this study or experience any technical difficulties with the survey, you may contact us at [EMAIL ADDRESS] or call ISR toll-free at 1-800-759-7947. Should you have questions or concerns about the survey you can contact Fawn Skarsten, Institutional Analysis on the Flint Campus at Skarsten@umflint.edu or 1-810-762-3327.

We appreciate your support, you input is valuable to the process.

Sincerely,

Suzanne Selig, Ph.D.   Kenneth Schilling, Ph.D.
Self-Study Co-chair   Self-Study Co-chair
Director of Health Sciences & Administration Professor of Mathematics
Professor of Health Sciences & Administration

Appendix B: Subject Recruitment Materials

<u>Web Second Reminder</u>

From Display Name: Suzanne Selig & Kenneth Schilling
From: UMFlintSurvey@isr.umich.edu
Reply to Email Address: UMFlintSurvey@isr.umich.edu
Subject: Reminder: UM-Flint Staff and Faculty Survey

Dear [FIRST NAME]:

About a week ago, you received a reminder to complete a survey designed to collect feedback, insights, and opinions from the University of Michigan-Flint staff and faculty.

If you have not had a chance to complete the survey, we hope you will do so now. We know how busy you are, however the survey is vital to the Self-Study and will be the only survey sent as part of the process.

To access the survey, please go to the internet address below, by either clicking the link, or copying and pasting the URL into your internet browser.
[SURVEY LINK]
If you have started the survey but not completed it, you can return to the site and pick up where you left off. The survey should take between 10 and 20 minutes to complete. Your participation is voluntary. All information you provide is completely confidential.
If you have any questions regarding this study or experience any technical difficulties with the survey, you may contact us at [EMAIL ADDRESS] or call ISR toll-free at
1-800-759-7947. Should you have questions or concerns about the survey you can contact Fawn Skarsten, Institutional Analysis on the Flint Campus at Skarsten@umflint.edu or 1-810-762-3327.

We appreciate your support, you input is valuable to the process.

Sincerely,

Suzanne Selig, Ph.D.   Kenneth Schilling, Ph.D.
Self-Study Co-chair   Self-Study Co-chair
Director of Health Sciences & Administration Professor of Mathematics
Professor of Health Sciences & Administration

Appendix B: Subject Recruitment Materials

<u>Web Final Reminder</u>

From Display Name: Suzanne Selig & Kenneth Schilling
From: UMFlintSurvey@isr.umich.edu
Reply to Email Address: UMFlintSurvey@isr.umich.edu
Subject: Final Reminder: UM-Flint Staff and Faculty Survey

Dear [FIRST NAME]:

We are happy with the success we're experiencing on the UM-Flint Staff and Faculty Survey. The input of all members of the university community is very important and it is still not too late to have your responses included. This is a unique opportunity for you to contribute to these policy decisions. The survey will close on [DATE].

To access the survey, please go to the internet address below, by either clicking the link, or copying and pasting the URL into your internet browser.
[SURVEY LINK]
If you have any questions regarding this study or experience any technical difficulties with the survey, you may contact us at [EMAIL ADDRESS] or call ISR toll-free at 1-800-759-7947. Should you have questions or concerns about the survey you can contact Fawn Skarsten, Institutional Analysis on the Flint Campus at Skarsten@umflint.edu or 1-810-762-3327.

We appreciate your support, you input is valuable to the process.
Sincerely,

Suzanne Selig, Ph.D.   Kenneth Schilling, Ph.D.
Self-Study Co-chair   Self-Study Co-chair
Director of Health Sciences & Administration   Professor of Mathematics
Professor of Health Sciences & Administration

Departmental Flyer

Attention: Faculty & Staff

YOUR OPINIONS MATTER,

SO LET THEM BE HEARD!

You received an email regarding the Self-Study Faculty and Staff Opinion Survey asking for your feedback on a broad range of campus topics.

Your responses are vital to the Self-Study process so please complete the survey now.

Contact the
Office of Institutional Analysis
(762-3327) for more information.

Appendix C

Logistic Regression Model Analysis Results

Logistic Regression Models

Appendix C. Logistic Regression Model Analysis Results

Overall Satisfaction	NULL		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Predicted satisfaction	79.8		88.1	87.5	87.5	88.1	88.1.	87.5	87.5	88.7	85.7	85.1	86.9	75.5	88.1	85.1	88.2
	Score	Sig.	Sig.	Sig.	Sig.	Sig.	Sig.	Sig.	Sig.	Sig.	Sig.	Sig.	Sig.	Sig.	Sig.	Sig.	Sig.
Salary	15.282	0 **	0.084		0.056 *	0.084	0.083	0.084	0.063	0.095	0.098	0.179	0.069	0.084	0.084	0.041 *	0.071
Academic Reputation	20.676	0 **	0.375	0.227		0.349	0.375	0.388	0.346	0.254	0.276	0.252	0.405	0.352	0.379	0.477	0.355
Student Competencies	3.47	0.062	0.891	0.881	0.736		0.892	0.883	0.851	0.883	0.936	0.479	0.823	0.889	0.892	0.7	0.917
Research	10.644	0.001 **	0.979	0.911	0.959	0.993		0.983	0.984	0.927	0.79	0.999	0.928	0.942	0.99	0.941	0.806
Service	19.646	0 **	0.933	0.999	0.991	0.922	0.935		0.989	0.905	0.339	0.965	0.982	0.953	0.934	0.878	0.92
Promotion	20.998	0 **	0.55	0.357	0.514	0.547	0.53	0.534		0.393	0.062	0.514	0.533	0.534	0.529	0.74	0.451
Collegiality	22.829	0 **	0.365	0.437	0.253	0.364	0.365	0.365	0.287		0.161	0.362	0.373	0.359	0.368	0.333	0.305
Management	31.343	0 **	0.006 **	0.006 **	0.005 **	0.006 **	0.005 **	0.004 **	0.001 **	0.003 **		0.03 *	0.006 **	0.006 **	0.006 **	0.003 **	0.009 **
Physical Environment	0.089	0.765	0.028 *	0.051 *	0.021 *	0.025 *	0.023 *	0.023 *	0.022 *	0.023 *	0.136		0.024 *	0.02 *	0.023 *	0.012 *	0.034 *
Gender	1.004	0.316	0.674	0.458	0.725	0.656	0.669	0.682	0.68	0.697	0.771	0.741		0.633	0.659	0.57	0.718
Tenure Status	7.69	0.021 *	0.943	0.947	0.912	0.943	0.942	0.946	0.948	0.93	0.929	0.767	0.92		0.944	0.771	0.933
Ten(1)	6.97	0.008 **	0.776	0.752	0.69	0.769	0.777	0.785	0.806	0.815	0.715	0.477	0.737		0.779	0.472	0.924
Tenure Track	0.049	0.825	0.79	0.846	0.789	0.796	0.788	0.789	0.777	0.72	0.983	0.914	0.746		0.791	0.839	0.747
Committee Hours	0.962	0.327	0.975	0.954	0.9	0.974	0.973	0.966	0.951	0.979	0.889	0.896	0.884	0.955		0.711	0.971
Hours Worked	10.562	0.001 **	0.109	0.055 *	0.126	0.102	0.109	0.108	0.129	0.101	0.043 *	0.048 *	0.1	0.086	0.103		0.091
Years Service	0.018	0.893	0.328	0.269	0.328	0.33	0.323	0.337	0.299	0.283	0.937	0.671	0.35	0.331	0.338	0.272	
Constant	49.357	0	0.279	0.338	0.275	0.282	0.279	0.406	0.445	0.511	0.264	0.097	0.383	0.451	0.393	0.25	0.579

**Correlation is significant at the 0.01 level (2-tailed)   * Correlation is significant at the 0.05 level (two-tailed)