# ULM Faculty Senate Survey—Spring 2006

| | **Number of responses** | |
|---|---|---|
| Arts & Sciences | 121 | 51.9% |
| Health Sciences | 33 | 14.2% |
| Business  Administration | 25 | 10.7% |
| Pharmcy | 30 | 12.9% |
| Education & Human Development | 20 | 8.6% |
| Missing Data (College not identified) | 4 | 1.7% |
| Total | 233 | 100.0% |

Note: These responses represent approximately 55% of the faculty.

| | | |
|---|---|---|
| Tenured | 121 | 51.9% |
| Not Tenured | 64 | 27.5% |
| Non-t-track | 45 | 19.3% |
| Missing data (status not identified) | 3 | 1.3% |
| Total | 233 | 100.0% |

# Part 1.  Setting Priorities

**Not**

## Part 1. Setting Priorities



Chart: Percent Checked by Issue (see p. 2 for meaning of variables)

| Issue | Percent of Respondents (~55% of Faculty) |
|-------|------------------------------------------|
| EquipSec | ~10% |
| QualRoom | ~29% |
| TchLoad | ~35% |
| FacDevlp | ~34% |
| Comm | ~56% |
| P&T | ~28% |
| Esprit | ~51% |
| FreeExpr | ~22% |
| WorkSafe | ~4% |
| EmplSec | ~24% |
| Recogniz | ~53% |
| Recruit | ~45% |
| DeptStaf | ~48% |
| Resjob | ~55% |
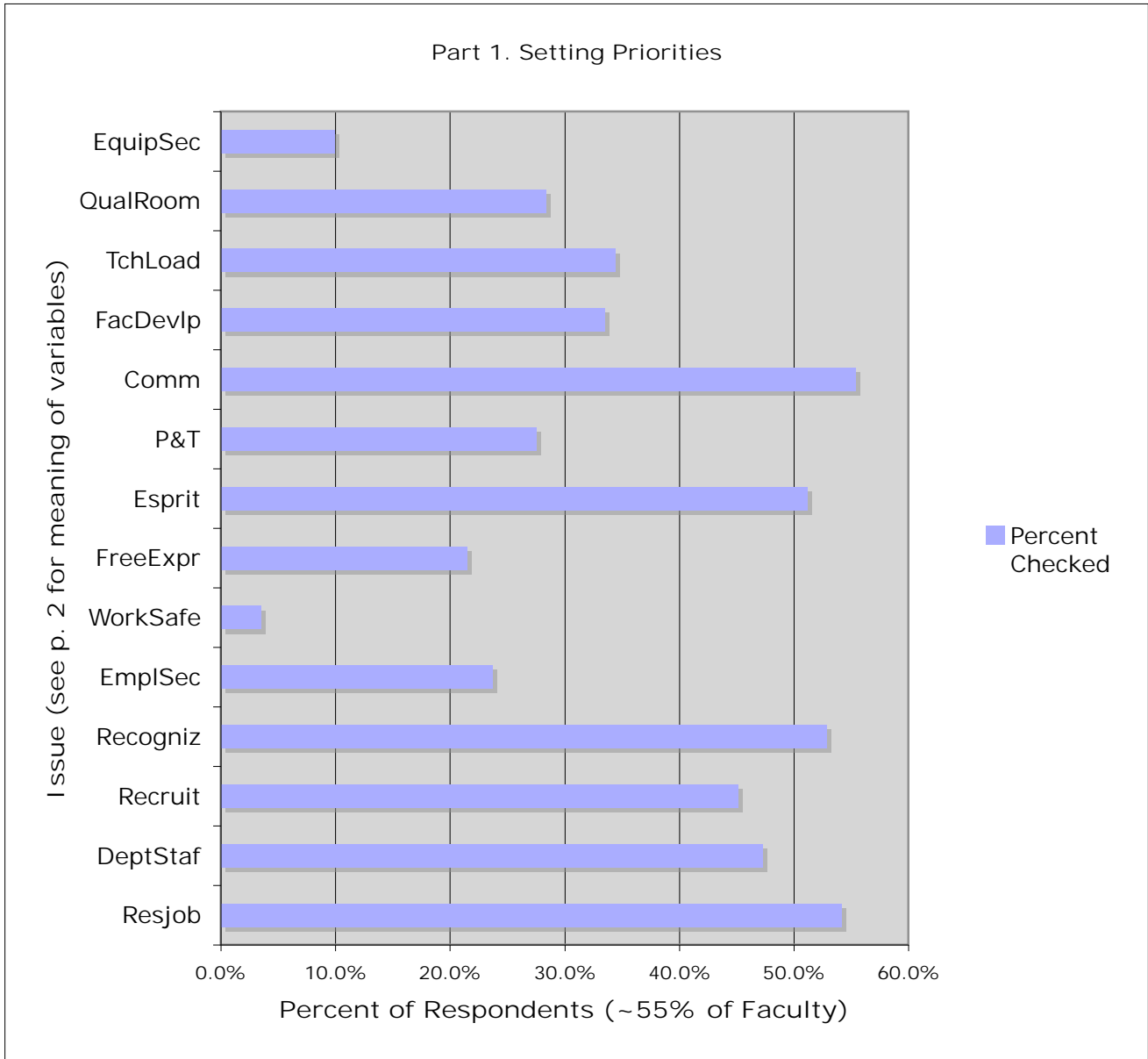
## Part 2.  Identifying Concerns

Please indicate whether you agree or disagree with the following statements.

SA=Strongly Agree; A=Agree; U=undecided/no response; D=Disagree; SD=Strongly Disagree

|  | SA | A | U | D | SD | NR |
|---|---|---|---|---|---|---|
| 1. The University is moving in a positive direction. (**PosMOve**) | 47 | 85 | 33 | 45 | 17 | 6 |
| 2. The physical appearance of the ULM campus is improving. (**PhysApp**) | 132 | 97 | 1 | 0 | 0 | 3 |
| 3. The academic environment of ULM is conducive to teaching and learning. (**AcEnvCon**) | 14 | 103 | 46 | 56 | 10 | 4 |
| 4. The academic environment of ULM is improving. (**AcEnvImp**) | 17 | 80 | 51 | 55 | 24 | 6 |
| 5. Evaluation policies for faculty are well-defined. (**EvalDefn**) | 3 | 43 | 49 | 89 | 46 | 3 |
| 6. Criteria for evaluation are communicated effectively. (**EvalComm**) | 3 | 42 | 47 | 91 | 45 | 5 |
| 7. Merit evaluation policies for faculty are well-defined. (**MeritDef**) | 3 | 34 | 41 | 97 | 55 | 3 |
| 8. The  equipment on campus works to my satisfaction. (**EqipGood**) | 9 | 99 | 39 | 67 | 15 | 4 |
| 9. My workload is manageable. (**WrkLdOk**) | 10 | 121 | 16 | 60 | 24 | 2 |
| 10. My workload allows adequate interaction with my students. (**WrkLdInt**) | 16 | 120 | 22 | 54 | 18 | 3 |
| 11. Levels of staffing facilitate  effective interaction with my students. (**StaffInt**) | 7 | 75 | 39 | 74 | 33 | 4 |
| 12. Class size is appropriate to the subject matter I teach. (**ClasSize**) | 25 | 137 | 17 | 36 | 15 | 3 |
| 13. Classroom size is appropriate to the subject matter I teach. (**RoomSize**) | 24 | 148 | 22 | 27 | 9 | 3 |
| 14. Shared governance is important in determining the direction of the unitversity. (**ShrGvImp**) | 118 | 78 | 18 | 10 | 7 | 2 |
| 15. Faculty have adequate opportunity to participate in the governance of the university. (**ShrGvOpp**) | 7 | 44 | 63 | 62 | 55 | 2 |
| 16. The faculty fully participates in the governance of the university. (**FullPart**) | 4 | 10 | 62 | 78 | 77 | 2 |
| 17. Faculty participation in governance is encouraged by the administration. (**ShrGvEnc**) | 8 | 41 | 72 | 50 | 59 | 3 |
| 18. The role of the ULM Faculty Senate is clear. (**Fsrole**) | 8 | 31 | 67 | 81 | 43 | 3 |
| 19. The goals of the ULM Faculty Senate are clear. (**FSgoals**) | 9 | 26 | 77 | 74 | 44 | 3 |
| 20. The ULM Faculty Senate is effectively representing the interests of the ULM faculty. (**FSeffect**) | 9 | 32 | 104 | 46 | 39 | 3 |

## Part 3.  Relationship to University

1. Have you recently considered seeking
employment opportunities elsewhere?                153 yes        76 no        4 NR
If so, rank the factors influencing your job search
(where #1 ='s most important):

| rank: | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| _____salary | 50 | 31 | 30 | 8 | 5 |
| _____work environment | 63 | 29 | 19 | 9 | 5 |
| _____tenure considerations | 5 | 7 | 11 | 17 | 48 |
| _____personal considerations | 29 | 31 | 18 | 22 | 9 |
| _____job security | 22 | 19 | 19 | 26 | 14 |

                                                   68 yes        158 no        7 nr

If so, rank the factors influencing your application
for alternative employment (where #1 ='s most
important):

| rank: | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| _____salary | 23 | 11 | 15 | 5 | 2 |
| _____work environment | 24 | 19 | 7 | 2 | 1 |
| _____tenure considerations | 3 | 2 | 4 | 7 | 21 |
| _____personal considerations | 13 | 13 | 9 | 7 | 5 |
| _____job security | 9 | 10 | 7 | 13 | 4 |

3. Is your department/program adequately staffed?        35 yes        182 no        13 don't know
If not, is this due to:  (check all that apply)

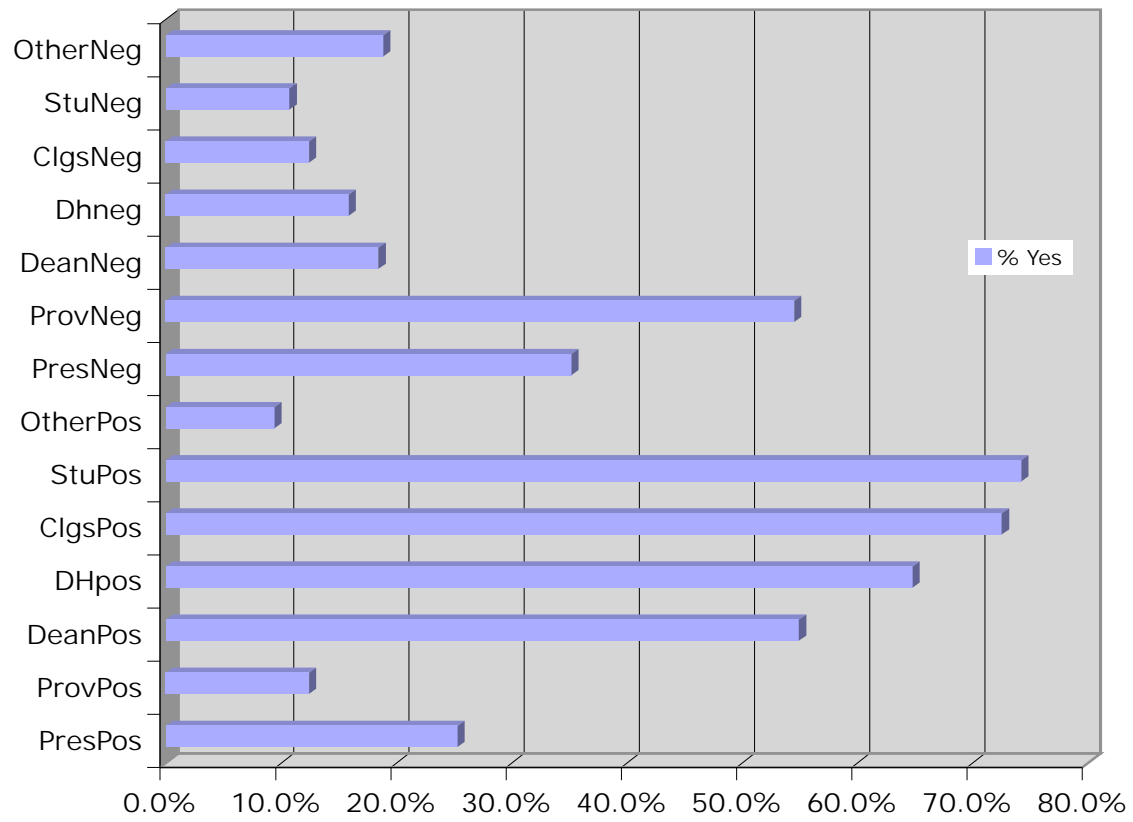| | Not Checked | Checked |
|---|---|---|
| _____Budget appropriation | 48 | 125 |
| _____Inability to attract applicants | 111 | 65 |
| _____ULM's offered salary | 101 | |

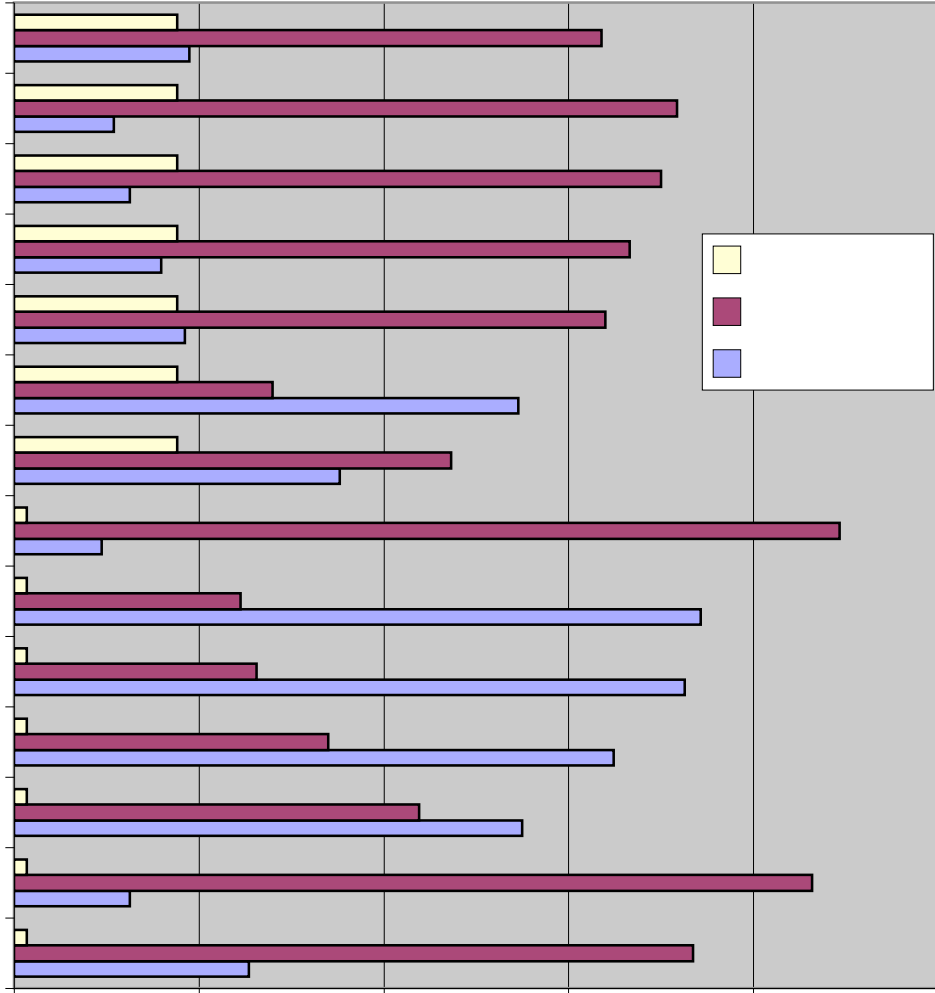6. Identify who/what you credit with the positive elements of your job (Select all that apply):

| | Not Checked | Checked | NR |
|---|---|---|---|
| _____ president (**PresPos**) | 171 | 59 | 3 |
| _____provost (**ProvPos**) | 201 | 29 | 3 |
| _____dean of college (**DeanPos**) | 101 | 128 | 3 |
| _____department head (**DHpos**) | 79 | 151 | 3 |
| _____colleagues (**ClgsPos**) | 61 | 169 | 3 |
| _____students (**StuPos**) | 57 | 173 | 3 |
| _____other (**OtherPos**) | 208 | 22 | 3 |

7. Identify who/what you credit with the negative elements of your job (Select all that apply):

| | Not Checked | Checked | NR |
|---|---|---|---|
| _____president (**PresNeg**) | 110 | 82 | 41 |
| _____provost (**ProvNeg**) | 65 | 127 | 41 |
| _____dean of college (**DeanNeg**) | 149 | 43 | 41 |
| _____department head (**DHneg**) | 155 | 37 | 41 |
| _____colleagues (**ClgsNeg**) | 163 | 29 | 41 |
| _____students (**StuNeg**) | 167 | 25 | 41 |
| _____other (**OtherNeg**) | 148 | 44 | 41 |

# Positive & Negative Elements



Legend:
- issing
- o
- Yes

Categories (top to bottom):
- Other  eg
- Stu  eg
- lgs  eg
- hneg
- ean  eg
- Prov  eg
- Pres  eg
- OtherPos
- StuPos
- lgsPos
- pos
- eanPos
- ProvPos
- PresPos

2006 ULM FACULTY SURVEY: SUMMARY OF COMMENTS
ULM Faculty, Faculty Senate, and Administrators:

Many thanks to all faculty who participated in the survey.  You are greatly appreciated.  It's a busy time of year, and if you did not participate, know that this kind of **internal review** will be part of every Spring.

Of the 233 questionnaries returned (~55% of the faculty responded), 83 questionnaires (37% of the responding population) were returned with written comments in Part IV of the survey.  Some comments were very brief, others devoted pages to the opportunity to express concerns, issues and priorities.   Silence can be read in many ways:  as expressing satisfaction, as feeling that such input is futile, that writing is yet another time consuming task among other more pressing priorities.  As one respondent put it, "Is this business as usual, or something different?"  Opinion research recognizes that for every opinion written and shared with a governance (committee/body/congress), the thinking of several who did not take the time to write, or were n

faculty senate display appreciation and chastisement: appreciation for the invisible, thankless, and unrecognized contributions of an active senate; chastisement for private agendas, poor communication with constituents, lack of orderly meetings.  The Faculty Senate is seen as barely existing; left out or bypassed in the shared governance

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