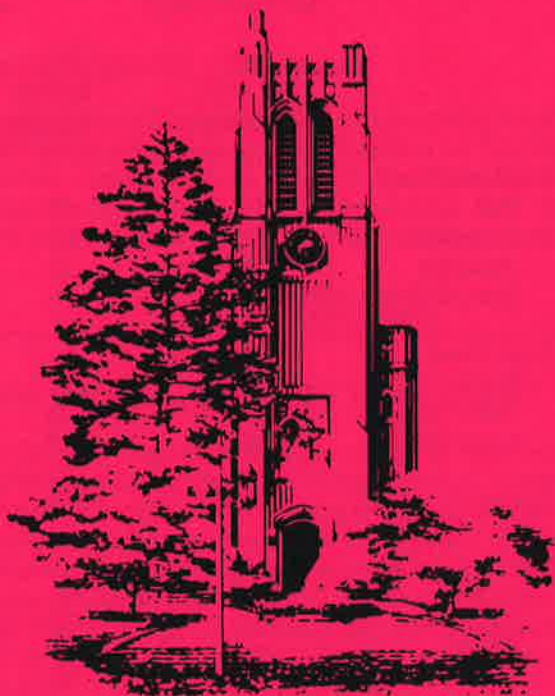

Faculty in a Time of Change: Executive Summary

*A Study of Faculty Job Satisfaction and Mobility
at Michigan State University*

*The Collegiate Employment Research Institute
and The Department of Educational Administration*



Over 1,000 full-time faculty and specialists at Michigan State University responded to a campus-wide survey conducted by The Collegiate Employment Research Institute with The Department of Educational Administration. They provided information on their job satisfaction, job assignments and intentions to change jobs. They revealed their concerns about issues facing the institution. These faculty members helped establish a benchmark concerning faculty attitudes, satisfaction and concerns and served to measure the initial impacts of changes occurring at the University.

Probably at no point in history have the number and magnitude of issues pressing upon the fabric and structure of higher education caused as much concern and spurred searches for answers. Enrollment changes, reflected in new student demographic patterns (women, minorities, and adults); financial instability, reflected in higher tuition and lower government allocations; and curriculum reform, reflected in the agendas of numerous education commentators, have challenged campus administrators and faculty to respond to these issues.

Michigan State University, by its location in a state undergoing significant economic realignment and by its tradition as the pioneer land-grant institution, has encountered many of these issues before peer institutions. University leaders have attempted to address many problems head-on while, at the same time, striving to incorporate changes that will have a positive long-term impact on the institution. Curriculum reform, semester conversion, deepening financial challenges and other issues have tapped the time and energy of the institution's administration and faculty in order to move toward the future.

These efforts have not been made without costs to the faculty. As changes unfold, the impact on faculty may be far-reaching. Faculty are already doing things differently, as support dwindles. Certainly, their time will be allocated differently and their teaching responsibilities rearranged. Taking the pulse of the faculty can capture how the faculty

Sponsorship

Funding was provided by the Collegiate Employment Research Institute and the W. K. Kellogg Lifelong Education Grant.

view these changes and what they are thinking in terms of their own careers.

From the data provided by this study, a comprehensive picture of faculty can be drawn at this point in time. This information can aid in enhancing the mission and vitality of the University. This summary highlights major findings and points of concern found in the data. An in-depth examination of the findings is available in an accompanying technical report.

WHO ARE MSU'S FACULTY?

Background

The participants for this study were drawn from all full-time faculty and selected specialists with teaching assignments at Michigan State University. A multiple-item survey was sent to each participant during February and March, 1991. Responses totaled 1014 for a 51 percent response rate. An additional 23 faculty members notified the Institute that they declined to participate.

Rank

Of the respondents, 54 percent held the rank of full professor; 25 percent associate professor; 17 percent assistant professor; and 4 percent specialist. These figures closely approximated the composition of all full-time faculty at the University.

Year Hired

The largest group of faculty, 42 percent, were hired between 1967 and 1980. An additional 37 percent were hired during or after 1981. The remaining 21 percent were employed at the University prior to 1967.

Tenure

The vast majority, 79 percent of the respondents have received tenure, which compares closely with the University figure of 80 percent.

Age

The years of birth given by respondents ranged from 1920 to 1966. The average age of the respondents was 49 years. Only 1 percent of the respondents were younger than age 30. Thirty-seven percent were between 30 and 44, with 30 percent between 45 and 54 and an additional 30 percent over 55. A comparable breakdown was not available for the entire faculty population.

Gender

Women comprised 24 percent (243) of the sample population which was slightly higher than their actual representation in the overall university population (22 percent).

Race

Ninety (90) percent of the respondents were White, 3 percent (30) were Afro-American, and 7 percent (71) from "other" racial or ethnic groups. This breakdown compares well with the University composition of 89 percent, 4 percent, and 7 percent, respectively.

Family

Nearly 86 percent of the subjects reported being married or committed to a significant other while 6 percent had never married and another 6 percent were divorced. Of those who reported having children, the average was 2.46 children with a median of 2.0. Of those indicating their spouses or partners as employed, 72 percent of the spouses/partners worked outside the home and the remainder worked at home (both compensated and non-compensated).

Faculty Profile at Michigan State University

	% All MSU Faculty	% Sample Faculty
Academic Rank		
Full	54	55
Associate	27	25
Assistant	15	17
Specialist	4	4
Year Hired		
Before 1967	21	21
1967 - 1980	45	42
Since 1981	34	37
Tenure	80	79
Age		
< 30	na	1
30 - 44	na	37
45 - 54	na	30
> 55	na	30
Gender		
Men	78	76
Women	22	24
Race		
White	89	90
Afro-American	4	3
All Others	7	7

College Representation

All fourteen of the major administrative units were represented among the respondents with several individuals in

the non-college or "other" category. Response rates did vary between colleges. Lower response rates, between 30 and 40 percent, were encountered from James Madison, Arts and Letters, Natural Science, Business and Engineering.

College/Unit	% Response
Agriculture and Natural Resources	60
Arts and Letters	39
Business	43
Communication Arts and Science	59
Education	63
Engineering	42
Human Ecology	57
Human Medicine	46
James Madison	32
Natural Sciences	41
Nursing	54
Osteopathic Medicine	51
Social Sciences	50
Veterinary Medicine	51
Urban Affairs	-
Non-College	69
Other	44

Groupings for Analyses

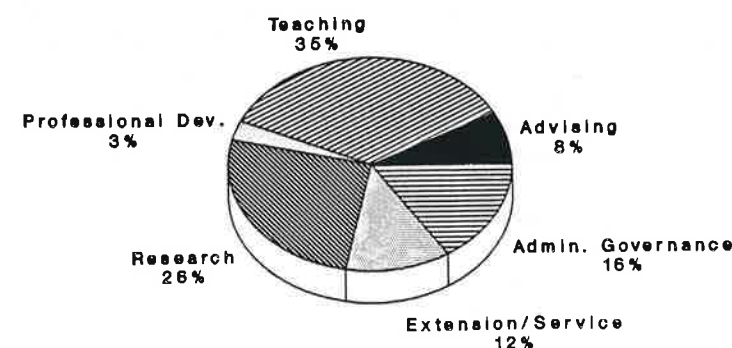
The Colleges of Human Medicine, Osteopathic Medicine, and Nursing have been grouped together as "Medicines"; likewise, James Madison and Urban Affairs have been merged with Social Sciences. Non-college and "others" have not been included in analyses involving colleges.

JOB ISSUES

How Do Faculty Spend Their Time?

Faculty may engage in a wide-variety of activities and responsibilities throughout a term; however, a common perception is that faculty spend the majority of their time conducting research. Respondents estimated the amount of time spent on teaching, research and five other activities during fall term 1990. Faculty members typically spent their time teaching (35 percent) and conducting research (26 percent) with the remaining time spread over other activities.

Allocation of Time to Different Activities



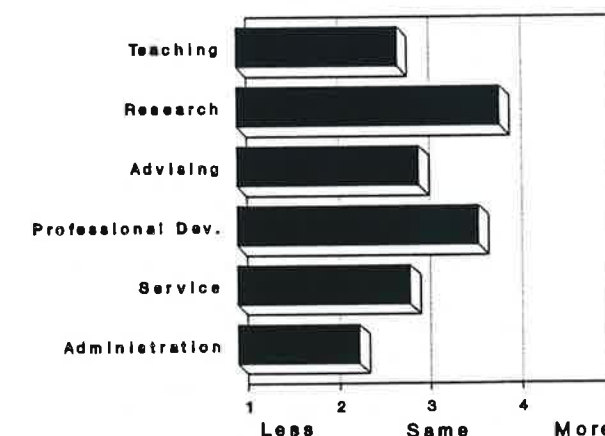
Generally, this distribution extended across colleges. For example, faculty in the College of Agriculture and Natural Resources, on average, spent their time in this manner: research (27 percent), teaching (25 percent), extension/service (19 percent), administration (16 percent), advising (9 percent) and professional development (5 percent). Several noticeable exceptions stood-out; specifically, the Arts and Letters faculty reported spending 57 percent of their time teaching; Veterinary Medicine faculty allocated 32 percent of their time to extension/service; and administrative tasks accounted for 22 percent of faculty time in College of Human Ecology. Faculty in the Colleges of Business, Natural Sciences and Engineering reported spending more than 30 percent of their time involved in research.

Large differences did not appear when time usage was compared by academic rank. As might be expected, assistant professors spent 67 percent of their time teaching and in research and only 10 percent on administrative tasks. Their research time exceeded full professors by 4 percent and associate professors by 8 percent. Full professors spent less time teaching (33 percent) and more time involved in administration (18 percent) than those at the other levels. Associate faculty reported teaching 38 percent of the time with only 22 percent for research; the remaining time was mainly spent in extension/service (14 percent) and administration (15 percent).

HOW WOULD FACULTY LIKE TO SPEND THEIR TIME?

Most individuals would relish the opportunity to rearrange their time, ridding themselves of onerous tasks and garnering precious time for more rewarding activities. Faculty were given the opportunity to indicate whether they desired more or less of a task or responsibility in their current position. Most wanted to allocate a little less time to teaching and service. The biggest change was a reduction in administrative tasks. The time garnered from these activities would be devoted to research and professional development.

Desired Changes in Current Employment



"Teaching, advising and service take-up nearly all my time and I don't have the time for my own research which is terribly important to me."

"Lack of time for scholarly pursuits is very distressing."

"There is little time for thinking - a somewhat odd characteristic of a Center for Thought and Knowledge."

HOW SATISFIED ARE FACULTY WITH THEIR JOBS?

Job satisfaction reflects how well faculty members have adjusted their career aspirations to internal circumstances within the University. A relationship is often assumed that a satisfied faculty member is a successful faculty member (and vice-versa). Low job satisfaction may stem from the inability of a faculty member to meet institutional expectations, leading to disaffiliation from the institution. However, low job satisfaction can also signal a climate of neglect which pushes successful faculty members to seek employment opportunities elsewhere.

Overall job satisfaction was high among faculty: 73 percent were "somewhat" to "very satisfied." Satisfaction with approximately thirty aspects of the work environment were also measured. In some areas, satisfaction was high: (% somewhat to very satisfied):

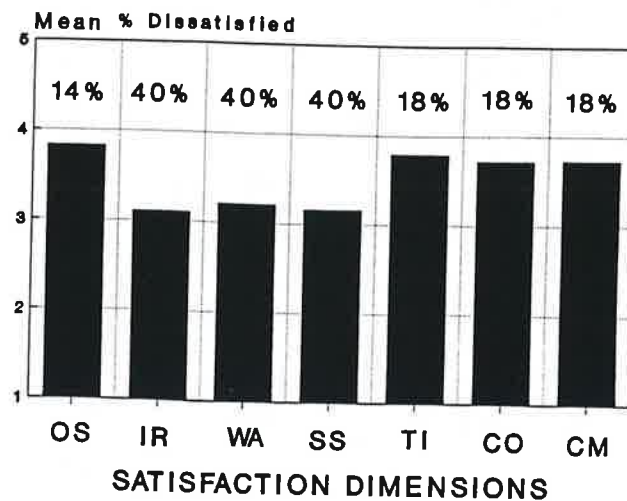
Job Security	85
Autonomy: Course Content	92
Autonomy: Courses to Teach	78
Quality Graduate Students	72
Opportunities to Consult	71
Quality of Colleagues	70
Compensation: Salary	63

Dissatisfaction centered on these dimensions (% somewhat to very dissatisfied):

Opportunities for Research/Scholarship	61
Relationships Between Administration and Faculty	79
Interdepartmental Cooperation	59
Support Services (i.e. clerical)	59
Support Equipment	59
Leadership: Chief Administrative Officers	52

These multiple dimensions were grouped using factor analysis into six broad dimensions: Institutional Reputation, Work Assignment, Support Services, Teaching Instruction, Career Outlook, and Compensation. Results found faculty members generally satisfied with their teaching and instructional conditions, career outlook, and compensation. Less than 20 percent of the respondents reported being dissatisfied with these aspects of work. A much larger number, approximately 40 percent, were dissatisfied with their over-all work assignment, available support services and the reputation of the institution.

SATISFACTION WITH DIMENSIONS OF EMPLOYMENT AT MSU



OS - Overall Satisfaction
IR - Institutional Reputation
WA - Work Assignment
SS - Support Service
TI - Teaching/Instruction
CO - Career Outlook
CM - Compensation

Comparisons, using ANOVA procedures, found differences between Academic Ranks, Group and Interest in Leaving.¹

Faculty with extension and administrative appointments, faculty staying at the University, and faculty from the Colleges of Human Ecology, Agriculture and Education were more satisfied with Institutional Reputation than others, particularly those in teaching assignments, those willing to leave and faculty from the Colleges of Arts and Letters and Social Sciences.

Dissatisfaction over Work Assignment (load, mix and time for research) was highest among associate professors, faculty with teaching and administrative positions, and faculty from the Colleges of Arts and Letters and Human Ecology. Satisfied with their Work Assignment were faculty in research appointments and from the Colleges of Business, Natural Science, Communication Arts, Education and Agriculture.

1. The Group variable was created based on the amount of time a faculty member allocated to a particular activity. An allocation of 50 percent of time to an activity was used as the criterion for assigning an individual to a subgroup. If someone's time did not exceed 50 percent in any area, they were assigned to the "balanced" subgroup. Group comprised of five categories: Teaching (n = 308), Research (n = 145), Extension (n = 69), Administration (n = 108), and Balanced (n = 386). The Interest in Leaving variable was derived from the question that asked respondents to reveal that interest in leaving at Michigan State University and comprised three categories: Leaving (n = 227), Not Sure (n = 212) and Staying (n = 561).

Assistant and full professors, as well as those in research assignments and those wishing to stay at the university, expressed the highest satisfaction with Support Services. Dissatisfaction was strongly expressed by associate professors and by faculty from Veterinary Medicine and the College of Arts and Letters.

"The University has a good set of policies, it attempts to be a land-grant university. However, it has permitted its support of faculty to erode to seriously low levels. I like my university, my unit, my administrators, and my faculty colleagues. I enjoy teaching, research, and extension outreach. I am very well regarded and my academic work is affirmed almost daily by students, peers and clientele. But I am simply not as effective as I want to be and I could be if somehow we could re-establish support behind my position and that of colleagues. It is Friday night, 8:30 p.m. I will be in my office until 11:00 p.m. or later doing things a well trained secretary could do in half the time and at a third of my salary. I care very much about this institution. It needs help!"

Generally, a high level of satisfaction was noted by respondents with their Teaching Assignments, including level of assistance, quality of students and amount of discretion to select courses and control course content.

Career Outlook captures the faculty members' perceptions of their job security, opportunities for advancement and professional growth, and discretion to determine the non-instructional components of their job. This dimension of satisfaction received high satisfaction ratings across all groups; even junior faculty (not tenured) expressed moderate satisfaction with their career opportunities. The main exception was faculty from Veterinary Medicine who were deeply dissatisfied with their Career Outlook.

Not much dissatisfaction was expressed over Compensation (salary and benefits). Lower satisfaction was recorded by those respondents interested in leaving and those not sure if they wanted to leave, as well as by faculty from the Colleges of Arts and Letters, Communication Arts, and Social Science. Members of the Veterinary Medicine faculty, along with Engineering and Agriculture, were highly satisfied with their compensation. The highest level of satisfaction with Compensation was reported by assistant professors.

"I am very frustrated by the overwhelming flow of paper, memos, committee work, etc., especially as we go to the semester system. This has sapped me of much of my creative energy, in addition to limiting my ability to stay current in my field."

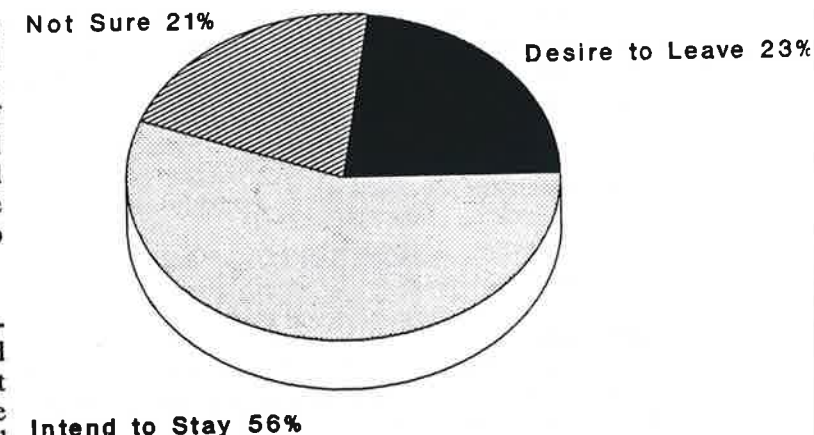
CAREER MOBILITY ISSUES

WHO WANTS TO LEAVE?

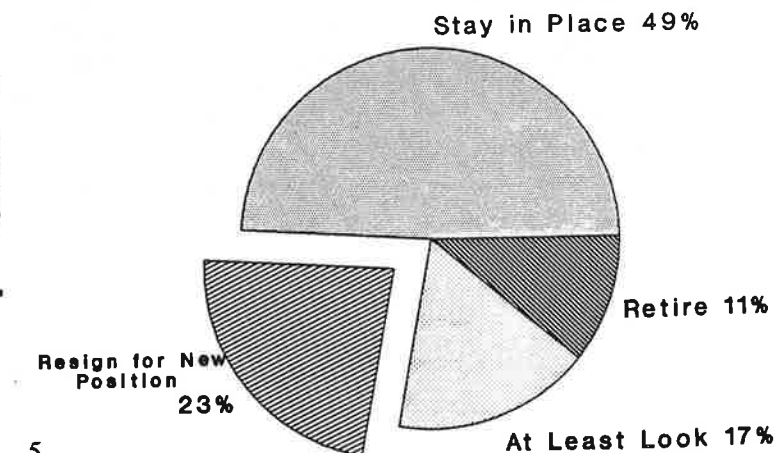
Willingness to move or relocate was captured through several questions that focus on retention. The question, represented by the interest in leaving variable which was introduced earlier, asked respondents to indicate their level of Interest in Leaving or remaining at the institution. Several additional questions probed the degree of effort an individual expected to expend in the job market over the next two years. By examining for consistency across responses, a picture of the faculty's perceived intentions on leaving came into focus.

An Interest in Leaving Michigan State University was expressed by 23 percent of the faculty with another 21 percent uncertain about their intention. When addressing the action they would likely take in the next two years: 11 percent indicated they planned to retire; 23 percent would resign for a similar position at another university; 17 percent were interested in exploring job opportunities without expressing a strong intention to leave; and 49 percent planned to remain at the institution.

DESIRE TO LEAVE MSU



Faculty Labor Market Actions in the Next Two Years



Regardless of how the question was asked, 23 percent desired to leave. Combining this group with potential retirees, 34 percent would leave if opportunities presented themselves (jobs available) or conditions were favorable (retirement package). Uncertainty enters with those who expressed no strong interest in leaving but, who may be tempted by an often unanticipated offer. While not everyone will be able to leave or willing to move, the implication that as many as 50 percent of the faculty would consider leaving has far-reaching implications.

Those who expressed the strongest interest in leaving included:

- Assistant Professors
- Associate Professors
- Newly Appointed Full-Professors
- Women, At All Ranks
- Teaching (> 50 Percent of Appointment)
- Balanced Appointments

The strongest commitment to remain at the University was given by those faculty with research and administrative appointments.

WHY WOULD SOMEONE WANT TO LEAVE?

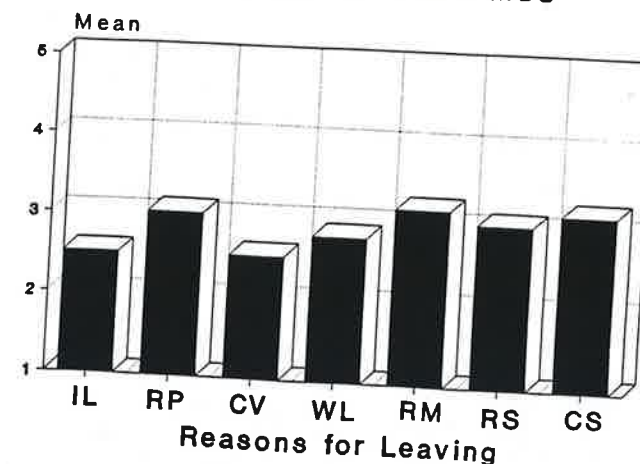
Forty-four possible reasons for leaving were rated for their importance in the decision to leave the institution (1 = "not important" to 5 = "extremely important"). The top five reasons that were rated important (4 - 5) were:

- Availability of Research Funds
- Research Opportunities
- Reputation of the Department
- Departmental Leadership
- Salary

Factor analysis was used to identify a smaller number of meaningful dimensions. These dimensions were labeled: Influence and Loyalty, Reputation, Community Viability, Work Load, Remuneration, Research Support, and Career Stability.

"Who appreciates our work? The administrators rarely acknowledge the efforts, accomplishments, and achievements of the faculty. Unsolicited recognition does not exist. The institution provides low salaries, poor support, and high demands. The results are annoyance, occasional anger, and a reoccurring sense of exploitation."

IMPORTANCE GIVEN TO REASONS TO LEAVE MSU



IL - Influence/Loyalty
RP - Reputation
CV - Community Viability
WL - Work Load
RM - Remuneration
RS - Research Support
CS - Career Stability

Reputation, Remuneration, Research Support and Career Stability were rated by 57 percent or more of the respondents as being "fairly" to "very important" in their decision to leave. Comparisons by Rank provided noticeable differences in ratings. For example, assistant professors found the community to be unexciting, particularly if they did not have children, or if they lacked comparable employment for a spouse. Summarizing the comparisons, various groups considered the following reasons highly important in their decisions to leave:

Reason	Group
Community Viability	Assistant Professors
Work Load	Interested in Leaving
Remuneration	Assistant and Associate Professors
Research Support	Everyone
Career Stability	Assistant Professors
	Assistant and Associate Professors

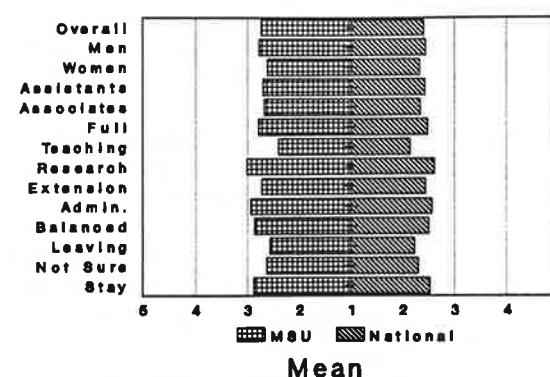
"As we reduce our size, work loads increase as we try to 'do more with nothing' as it is stated in the halls. My wife and I regularly work 60 - 70 hour weeks— we both generally love the job, but at some point we ask ourselves—how much longer? Another course, no teaching assistant, another committee, but no secretarial support, another grant - great - add it to your workload, we need the salary savings to operate the unit! The quality of day to day working environment is eroding. It is happening at all levels - type our own materials, paint our offices, empty our garbage, hook-up answering machines to office phones, vacuum our office floors. These are big changes from 10 years ago. If we are to go this way - we better free-up the time of faculty to generate operating funds in other ways - grant training, workshops, fee for services. I love the place, the job, the opportunity, but if my job erodes to that of an overworked teacher at a very large community college, well I can do that in California or Florida."

HOW DOES SALARY FIT INTO THE PICTURE?

On the one hand, the faculty appeared satisfied with their salaries; yet, salary may be a primary motivator to leave the institution. Several additional questions allowed for further exploration of this question. Subjects were asked to compare their salaries to the salaries of internal and external peers in the same field. Finally, the question was posed, "How much additional salary would be required for you to consider leaving Michigan State University?"

Among institutional peers, respondents felt their salaries fell just below the average. Primarily those faculty with a high teaching assignment believed their salaries to be substantially below their internal peers while those in research and administration perceived their salaries to be above average. Compared to national peers, however, Michigan State Universities salaries were viewed as being below average.

Comparison of Salary to Peers at MSU and Peers Nationally



2 = Below Average 3 = Average 5 = Above Average

What level of additional salary would have to be offered before seriously considering leaving MSU? After removing obvious outliers: those who wanted 100 percent or more in salary and those who would take a sharp salary cut just to leave, the responses ranged from 10 percent to 75 percent in additional salary. These most common responses were 20 percent and 25 percent. Based on these figures, one could speculate that these faculty could be bid away for this amount of additional salary:

- Assistant Professors \$ 5,000 - \$12,000
- Associate Professors \$ 8,000 - \$13,000
- Full-Professors \$10,000 plus

These mixed signals regarding salary could be generated by a number of underlying factors. When the institutional environment is generally positive, members are more likely to be satisfied with their salary. Even in changing times, salary is not the factor that drives people away. Rather it is the deterioration of support and lack of appreciation for individuals that pushes an individual to look for another

position. Once this activity begins, salary becomes a factor that can pull someone away.

Another dimension of the salary picture concerns compression. This situation arises when new assistant professors are hired at salaries that often exceed experienced faculty's salary levels. Further abetting the situation is the hiring of experienced senior faculty at levels substantially above faculty with similar qualifications. Bryon's and Woodbury's preliminary examination of Michigan State Universities faculty salary structure support the contention that compression has altered the institution's salary range. As experienced faculty watch new hires establish new salary expectations, the perception that their salaries are below average seems very real. Such faculty face the prospect that to improve salary requires taking a position at another institution.

"Something ought to be done about a situation in which young (faculty)... fresh-out of graduate school... get the same salary as full professors."

ARE JOB OFFERS USED TO LEVERAGE ONE'S POSITION?

Not all labor market exploration is done with the intention of finding a new position and leaving the institution. Job offers can be used to encourage department chairs and deans to enhance an individual's position at the institution. The motive may be to increase salary, to accelerate a promotion or to acquire additional support rather than finding new employment. How prevalent is this activity among faculty? The answer depends on what the negotiator wants.

Sixty (60) percent of the respondents believed it was not a customary practice for their colleagues to solicit job offers for the purpose of enhancing salary. Forty (40) percent did, however. Colleges provided the most striking differences. Faculty members from the Colleges of Business, Communication Arts and Education believed solicitation of job offers to enhance salary was common practice. In the Colleges of Engineering, Medicine(s) and Human Ecology, few believed this practice occurred.

High Use of Job Solicitation for Enhancing Salary (% yes)

Business	63
Communication Arts	59
Education	53

Moderate Use of Job Solicitation for Enhancing Salary (% yes)

Social Sciences	49
Veterinary Medicine	47
Arts and Letters	46
Natural Sciences	40
Agriculture	31

Low Use of Job Solicitation for Enhancing Salary (% yes)

Engineering	18
Medicine(s)	18
Human Ecology	15

Individuals were less likely to be perceived as using job solicitation to increase support, particularly for research, (33 percent replied yes) or to accelerate or ensure promotion (29 percent said yes). Those faculty from Veterinary Medicine (49 percent) and Education (47 percent) were more likely to believe receiving an outside job offer was used to leverage additional support. Likewise, respondents from Veterinary Medicine (49 percent) and Business (43 percent) believed this practice was used to aid promotional efforts.

INSTITUTIONAL ISSUES

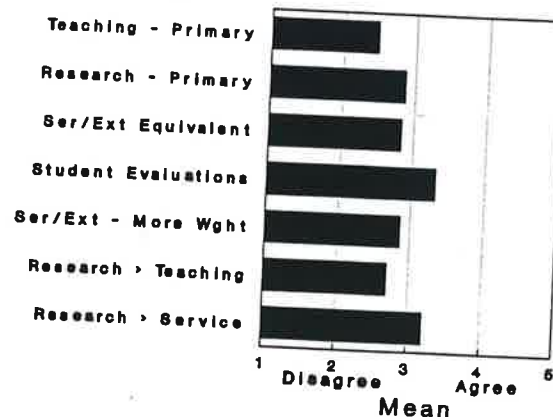
What Counts for Promotion and Tenure?

A long standing debate at many higher education institutions pivots upon which job responsibilities should or do count in promotion and tenure. Faculty opinions on this issue vary widely; yet it is commonly perceived that research drives the tenure process. In this study, participants responded to two different sets of questions dealing with promotion and tenure criteria.

The first set consisted of several statements to which the respondents were asked to agree (>3) or disagree (<3). Subjects expressed disagreement with the statement that "teaching effectiveness should be the primary criterion" for promotion and tenure. While disagreement was also reported for "research/publication should be the primary criterion," some faculty (14 percent) opted to take no position on this statement. Service/extension received little support for being accepted as "an equivalent criteria with teaching and research or for carrying more weight" in tenure and promotion decisions. Subjects shared agreement that "promotions should be based in part on formal student evaluations." The general position of the faculty is that research should be recognized (rewarded) more than service but not necessarily more than teaching.

AGREEMENT WITH POSITION STATEMENTS REGARDING ISSUES FACING MSU

Position Statements

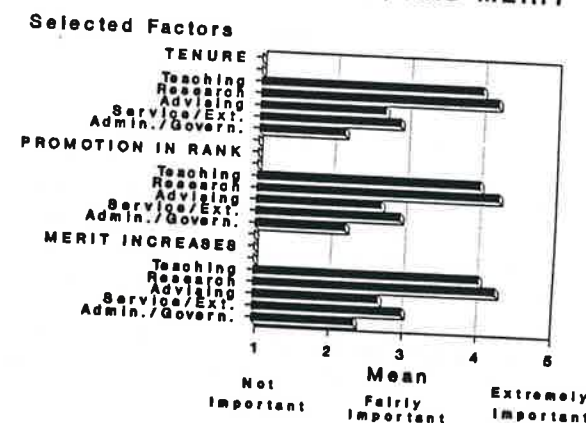


With each of these statements, differences appeared within the faculty population. Those with teaching and extension positions tended to take a neutral stance on the question of whether teaching should be the primary criterion while researchers strongly disagreed with the statement. With the exception of administrators and extension faculty, most faculty disagreed that service/extension should receive equivalent consideration in tenure and promotion. As might be expected, research faculty strongly agreed that research/publications should be the primary criterion.

Administrators provided an interesting set of responses; generally disagreeing that either teaching or research should be the primary criterion and expressing some agreement that service should receive equivalent weight. Assistant and associate professors in administrative positions were more likely to place higher emphasis on service and lessen the emphasis of research in rewarding faculty. Full professors in administration, however, gave research a primary role in determining awards. One additional observation revealed that full professors with 50 percent or more of their time committed to teaching agreed with the statement for "research being awarded more than teaching" in faculty tenure and promotion.

The context of the question was altered by asking respondents to rate the importance of five job responsibilities in decisions for tenure, promotion in rank, and merit increases, using a scale of 1 = "not very important" to 5 = "extremely important." In all situations, teaching and research were clearly the most important criteria to use. Research was clearly the factor viewed as most important.

IMPORTANCE OF SELECTED FACTORS IN TENURE, PROMOTION, AND MERIT



"The administrative line (Chairs, Dean, Provost & President) continues to be a balance of teaching, research, and service but the administrative decisions (promotion, tenure, merit, equipment, travel, etc.) are based upon research productivity . . . problem--the faculty who are uni-dimensional aren't influenced by those of us who try to balance several areas simultaneously."

Is the University's Mission Appropriately Emphasized?

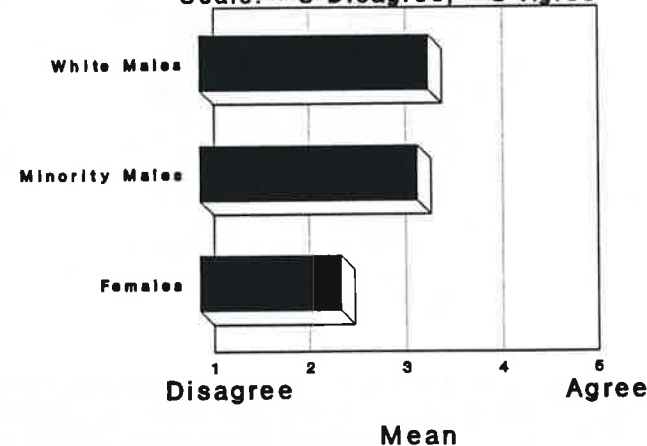
The land-grant mission is publicly articulated as the philosophical foundation of the University. The faculty tended to agree with the statement that "the land-grant mission receives appropriate emphasis in overall University objectives." Extension appointments and those with interests in leaving were more likely to perceive the land-grant mission as failing to provide direction for programs and activities at the University level.

How Do Women View Their Position in the Institution?

An effort has been made by the University to improve the status of women on the faculty. The question was posed: "Are women treated fairly?" on the faculty. The overall mean of 3.17 suggested the faculty tended to agree with the statement that women were fairly treated. Women, however, disagreed, reporting a mean of 2.48 compared to the men's mean of 3.37. A further comparison found that White and minority males believed that women were treated fairly. These results pose a stark contrast between the views of men and women regarding their roles on campus.

Perception of Fairness to Women

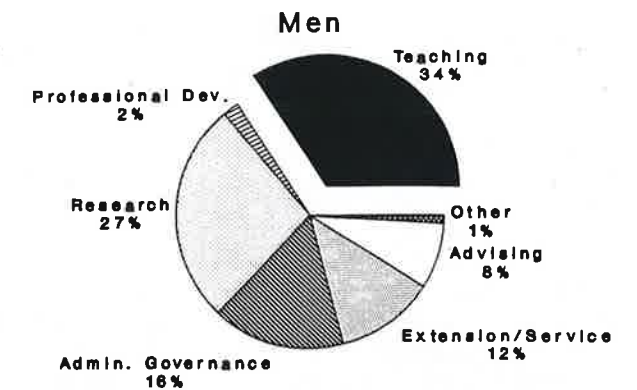
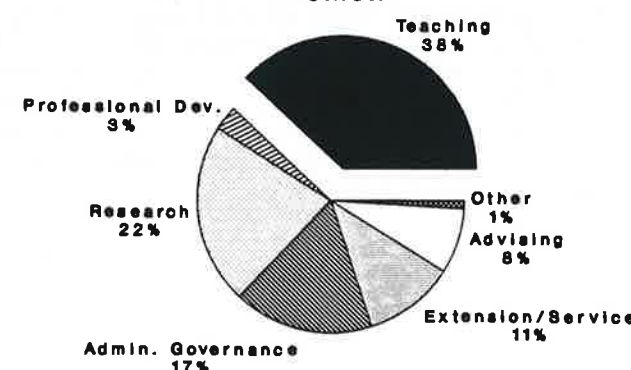
Scale: < 3 Disagree, > 3 Agree



Because of this major difference in perceptions, gender differences were examined on selected variables. Several findings highlight the differences that were found:

- Women spent 38 percent of their time teaching and 22 percent in research, while men spent 34 percent and 37 percent, respectively.

Women



- Women were more likely to be involved in dual career relationships (86 percent) than men (69 percent). The female's partner probably worked at Michigan State University (41 percent of the women compared to 25 percent of the men). For partners of women faculty who do not work at Michigan State University, the distance between job locations was greater than for men whose partners did not work at the institution.
- Women expressed more satisfaction with administrative leadership; but were more dissatisfied with their work assignments, support level, and career outlook than men.
- Women would restructure their positions, allocating more time for research and professional time and reducing the time devoted to teaching. While men indicated similar preferences, time shifts desired by women were more pronounced.
- Women believed that colleagues solicited job offers to enhance their salaries (45 percent compared to 38 percent of the men) and increase support. Women expressed some cynicism because they could not usually take advantage of this tactic because of their partner's inability to move.

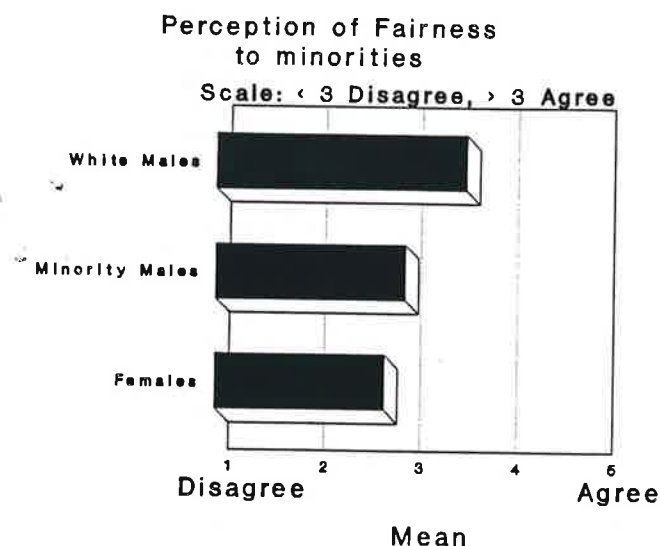
"I am not happy with Michigan State University, yet I am not ready to give up on it, since change is brewing. I am concerned that the University's policy on diversity is merely rhetorical. As a woman, I find that the power structure in the university is largely geared toward and directed by the 'old boy's network'--a cliché with some meaning here . . . participatory management would go a long way toward giving the diverse faculty at this institution a vested interest in its success, its goals, and its programs, and ultimately its excellence. The model of shared responsibility may in fact exist and operate at higher levels--I don't know--but it certainly does not operate at the departmental level where I live. Furthermore, I do not find here a climate that is sensitive to or respects difference, particularly the differences of viewing a goal, proposing solutions to a problem, or a task, from a woman's point of view."

"When I came to this institution, I felt that the feminist battles had been fought and won long ago; I did not perceive myself to be someone who would scream 'discrimination' when confronted with a difficult situation. But as I work here longer, I daily discover that problems I have encountered are not unique; those who share my feelings are predominantly, but not exclusively women. Biases here are deep-seated, and they are often covered-up."

"In my department, women have not served on the graduate policy committee for a number of years and are not permitted to teach graduate courses...these arrangements are traditional. This college is a White male bastion - the climate is not supportive of women nor minorities."

How Do Minorities View Their Position in the Institution?

A similar question was asked about the treatment of minorities. The faculty in general, and particularly those in research positions, agreed with the statement that "minority faculty were treated fairly." Women disagreed with this statement, however. In addition, minority males were inclined to take a neutral position (neither agree or disagree) with a mean of 2.97 while White males agreed (mean = 3.60). These findings are illustrated in the figure below.

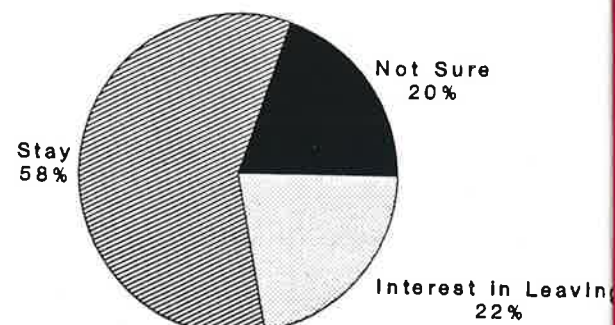


Several findings of interest were found upon completion of comparisons between White and minority faculty.

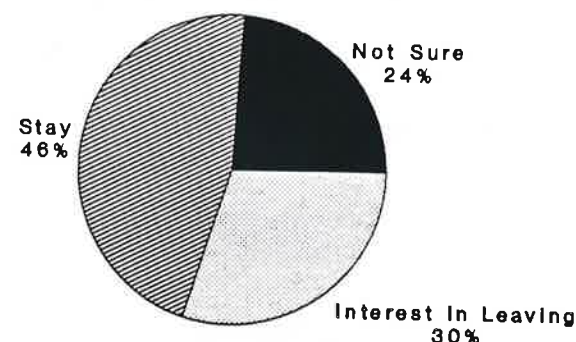
- On the six satisfaction measures, means reported by minorities compared closely with White means. Minorities did express more satisfaction with Administrative Leadership and the Availability of Support than their White counterparts.

- Minorities were more inclined to leave Michigan State University than Whites: 30 percent were interested in leaving and 24 percent were not sure.

Desire to Leave MSU
White Faculty



Desire to Leave MSU
Minority Faculty



- Remuneration, research support and career stability were the major reasons that would cause minorities to leave. The presence of remuneration suggests that minority faculty may be more sensitive to salary considerations than other groups.

Is the Administration Using Resources Wisely?

Faculty strongly agreed that "the administrative function is taking an increasing share of available resources." The increasing proliferation of administrative positions throughout the University concerned nearly everyone. Administrative tasks were seen as more specialized, requiring more assistant provosts, assistant deans, etc. Many comments pointed to redundancies in having so many positions, and the fact that faculty were isolated from the decision-making process.

"Administration becomes increasingly top-heavy, sucking up limited resources, remodeling office suites, etc. but is completely incompetent in dealing with the financial crisis."

"A real problem at this university is that administration have become so top heavy and isolated from the faculty that they keep leading the charge (R³, etc.) and no one is following. Faculty need to assume a direct role in the planning and direction of this university. Administrators should facilitate this planning and direction, and find creative ways to make for this to happen... furthermore, how can we as an institution remain in the forefront of academic excellence when there is no reinvestment in the training and updating of faculty skills/knowledge."

CONCLUSIONS

Faculty are satisfied with their jobs at Michigan State University! While this appears true on the surface, forces, both external and internal, have built-up that may now be strong enough to overcome the inertia of staying at the institution. The positives viewed by the faculty include job security, academic freedom in the classroom, benefits, and few restrictions on consulting. On the other hand, the negatives center on lack of time for research, limited opportunities for research, level of support available, the relationship between faculty and administrators, and the quality of faculty leadership and chief administrators. With The breakdown within the academic environment, the negative factors are beginning to exert enough pressure for some faculty to consider leaving. Providing more of what already satisfies the faculty will not significantly mitigate intentions to leave. Administrators, rather, need to address those environmental conditions that are pressing on the faculty.

Salary is a two-edged sword in this situation. On the one hand, faculty felt satisfied with their salary, although there are concerns about internal and external comparisons. Nonetheless, salary is a key factor in the decision to leave. The dynamics suggest that salary by itself is not a prime motivator. Another institution would have a difficult time wooing someone away simply by offering more salary. But, if certain environmental pulls (more support, more time for research, perception of higher quality leadership) at another institution match the environmental pushes out from this institution, salary can become a pivotal factor in a decision to leave.

Faculty spend much of their time teaching (35 percent). In fact, many faculty enter the profession, defining themselves as teachers. The reward system, however, is tilted in favor of research. A skewed set of rewards encourages individuals to create or allocate more time for research. If faculty could restructure their positions, they would want

more time for research activities. Those faculty who are primarily teachers feel the institution does not reward them. It appears that a hierarchy within the institution has been created with those having the most access to research time on top and teaching faculty on the bottom. If teaching and service are to be prominent elements of the university's land-grant mission, comparable rewards should be designed to enhance the contributions made by all faculty.

While frustration was directed toward faculty and administrative leadership, the major underlying concern is the perceived erosion of the role of the department in the decision making process of the institution. Lines of communication are established, job satisfaction is molded, and career success is sustained at the department level by colleagues and the chair. The role that the department chair plays is viewed as the focal point for faculty concerns.

In order for chairs to play their roles, better communication between the central administration and the chairs needs to be opened so that departments are not left-out of communication loops. Opportunities for legitimate input by faculty on crucial institutional decisions need to be advocated. By opening communication, administrators could overcome the faculty's belief that departments are not heard.

"Universities run on the commitment of faculty to institutional culture and leadership. This has been the basic problem at Michigan State University ever since I joined the faculty. We have little faith in the administrative/culture of Michigan State University, even when we like our Dean, the Provost, the President and others in authority... It is discouraging for faculty who believe in educational values because there seems little attention or interest in the quality of the process."

The climate for women, as viewed by women, is not positive. Women perceived that academic operations and politics, informal and formal, work differently for men and women. Evidence indicates that women teach more than men, and they view the rewards system, particularly the ability to manipulate the system, differently than men. The question can be raised: "How long can these two separate worlds continue to exist?"

LOOKING TO THE FUTURE

In the short run, between now and 1995, faculty believe the University's condition will continue to worsen. Everyone was rather pessimistic. Subsequent events, primarily the state's budget, have only reinforced this belief. How, then, can things become better in gloomy times?

First, many faculty seek a return to the vision that propelled the University toward the changes now being implemented. Faculty feel bogged down and fatigued over the mechani-

cal operations. They have lost sight of the vision behind these changes. Chief administrators need to articulate a new vision of Michigan State University.

Underneath the dissatisfaction, the majority of faculty remain very loyal to the institution. Administrators need to recognize this and use it to enhance the University. A better focused direction with an emphasis on improving environmental conditions which affect the faculty would bolster the faculty's support and cooperation. Most do not want to leave; but many are seriously thinking about it.

"Much of the dissatisfaction I am experiencing stems from what appears to be inconsistent signals being sent by either central administration or the college administration. The concept of 'doing more with less' has been stretched to the limit. I no longer have the energy to put in 10 to 12 hours per day with no apparent compensation in salary or, even less tangible rewards. The job that I hold has, in the past, been extremely rewarding. However, budget cuts, frustrating and inappropriate application of CRUE and R³ guidelines, to the implementation of semesters, increasing demand for teaching because of the failure of administration to approve the replacement of vital faculty, frustration over not having time to produce quality work because of continually increasing work demands and the need to simply finish a project so that the next can be started, have forced me to consider changing employment. In a very real way I resent feeling pressured to leave a job and university that, in the past, has provided me with a great deal of satisfaction. However, it becomes increasingly more difficult to look beyond the almost blatant inattention to detail and focus on the university in the year 2000 that the President and Provost would have us see. Somewhere between the visualization of the goals and the realization of implementing them, the purpose, as originally described, has been lost. We will most certainly end up with a different university than we started with, however, the real question at this point is will it be better or just different."

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