

Results of 2016 UUP Survey:

Seventh Quality of Professional Life and Administrative Assessment



Survey Committee:

Director: Dr. Jen-Ting Wang

Dr. William Simons, Chapter President

Dr. Robert W. Compton, Vice President for Academics

Copies of the report are placed in the library at the circulation desk and at the UUP Office for viewing. A copy was also given to management

Results of 2016 UUP Survey: Seventh Quality of Professional Life and Administrative Assessment

Introduction

Periodically, UUP Oneonta has conducted the **Quality of Life and Administrative Assessment Survey**. During the spring and summer of 2016, UUP officers met to discuss renewal of the survey process.

The Quality of Life and Administrative Survey Committee consisted of Robert Compton (Vice President for Academics); Bill Simons (President); and Jen-Ting Wang (Survey Director), developed the initial draft and fine tuned the instrument with an eye toward continuity of the instrument allowing comparisons to past surveys. At the same time, several changes for clarification and to assess new information were implemented. The survey was disseminated for completion electronically during the Fall 2016 semester. Those represented by UUP who were on the payroll during the Fall 2016 semester and at the end of the Spring 2016 semester received an invitation to participate in the survey.

Respondents completed the survey through a link that was provided. The union membership was informed that UUP guaranteed the anonymity and confidentiality of survey respondents. UUP announced prior to the dissemination of the survey that the union reserved the right to exclude portions of free responses that make reference to a the race, ethnicity, gender, appearance, orientation, or any other ad hominem attribute of individuals evaluated. Survey responses were recorded by an independent survey company.

The UUP Oneonta Executive Board met on July 6, 2016, and discussed the instrument and the administrators to include in the survey. The decision to conduct the survey was approved unanimously. Below is the list of those then incumbent administrators included in the survey and their positions at the time:

Table 1. Administrators Selected for Evaluation

Name	Position
Nancy Kleniewski	President
James Mackin	Provost and Vice President
Paul Adamo	Vice President for College Advancement
Todd Foreman	Vice President for Finance and Administration
Franklin Chambers	Vice President for Student Development
Eileen Morgan-Zayachek	Associate Provost for Academic Programs
Jan Bowers	Dean, School of Education and Human Ecology
Venkat Sharma	Dean, School of Natural and Mathematical Sciences
Susan Turell	Dean, School of Social Science

Thanks to UUP members for their participation in the union's **Seventh Quality of Professional Life & Administrative Assessment** survey. UUP member participation allows the union to better understand member priorities; more effectively construct an agenda, and strengthen representation.

Survey Director Dr. Jen-Ting Wang supervised survey design and dissemination. After completing tabulation and analysis of survey responses, Dr. Wang prepared a detailed report of the results. Dr. Wang merits UUP's appreciation for her commitment of time and expertise to the survey project.

Significant and substantive, the results will play an important role in shaping the Labor-Management dialogue.

At the UUP Chapter meeting on Thursday, January 26, 2017, Dr. Wang presented the statistical results to the union membership. Dr. Rob Compton, Vice President of Academics, provided commentary concerning the free response portion of the survey.

The statistical results were subsequently disseminated to the UUP membership in the January 2017 edition of *The Sentinel*.

Those represented by the UUP bargaining unit may view bound copies of the statistical and free response survey results in the UUP office (IRC 105) and in Milne Library. In addition, UUP provided Management with a bound copy of the statistical and free response survey results.

Statistical Summary Results of 2016 UUP Survey: Quality of Professional Life and Administrative Assessment:

During the Fall 2016 semester, UUP sent invitation emails to 706 current UUP employees who were also on the payroll at the end of the Spring 2016 semester. There were 253 respondents to the survey. Twenty of the respondents did not identify whether they were Academics or Professionals. Hence, "at least" precedes bulleted responses below specific to Professionals and Academics.

The response rates were:

- at least 32.0% for all Academics, with at least 46.2% for Full-Time Academics and at least 12.8% for Part-Time Academics
- at least 35.0% for all Professionals, with at least 36.4% for Full-Time Professionals and at least 24.1% part-time Professionals
- at least 14.2% overall response rate for eligible Part-Time UUP employees
- at least 41.8% overall response rate for eligible Full-Time UUP employees
- 35.8%. overall response rate with a total of 253 responses out of 706

Table 1. Response Rates

		Response count	N	Rate
Academic	Full-time	122	264	46.20%
	Part-time	25	196	12.80%
	Total	147	460	32.00%
Professional	Full-time	79	217	36.4%
	Part-time	7	29	24.1%
	Total	86	246	35.00%
All	Unidentified	20		
	Full-time	201	481	41.80%
	Part-time	32	225	14.20%
Overall		253	706	35.80%

Table 2. Survey responses by demographics (n=253)

			Count	Rate	Total %	Overall (%)
Academic	Full-time	Permanent	95	37.5%	20.7%	147 (58.1%)
		Non-Permanent	27	10.7%		
	Part-time	Non-Permanent	25	9.9%	9.9%	
Professional	Full-Time	Permanent	52	20.6%	31.3%	86 (34.0%)
		Non-Permanent	27	10.7%		
	Part-time	Non-Permanent	7	2.8%	2.8%	
Total	Full-Time	Permanent	147	58.1%	79.4%	
		Non-Permanent	54	21.3%		
	Full-time	Academic	122	48.2%	79.4%	
		Professional	79	31.2%		
Part-time	Non-Permanent	32	12.6%	12.6%		
Unidentified			20	7.9%		20 (7.9%)

Furthermore, among the respondents, at least 58.1% had permanent appointment or tenure, and 34.0% did not. There were 20 (7.9%) respondents who did not identify their demographic information.

(1) Quality of Professional Life

For the 19 seven-point Likert-scaled items (1= Strongly Disagree, 7= Strongly Agree) in the section of Quality of Professional Life, Cronbach's alpha was 0.95 indicating a very strong reliability.

Table 3. Year 2012, 2014 and 2016 Comparison on Professional Life Statistics

(*New question or questions with slightly changed wording from prior survey)

Item	2016 n		2012 Mean (Median)	2014 Mean (Median)	2016 Mean (Median)	2016 S.D.
	Valid	DK				
[1. the College provides a satisfactory physical environment for my work.]	252	1	5.24 (6)	5.29 (5)	5.39 (6)	1.62
[2. our academics/professionals possess positive morale.]	245	8	4.73 (5)	4.01 (5)	4.15 (5)	1.81
[3. the College provides adequate technology support.]	253	0	5.70 (6)	5.46 (6)	5.43 (6)	1.50
[4. the College provides adequate funding for my professional work.]	235	18	4.06 (4)	3.89 (4)	4.26 (5)	1.89
*[5. the College utilizes part-time employees appropriately.]	170	82			3.51 (3)	1.81
[6. the Discretionary Salary Award (DSA) results are fair.]	203	49	3.70 (4)	3.22 (3)	3.32 (3)	2.08
[7. my salary is equitable.]	247	5	3.49 (3)	2.97 (2)	3.35 (3)	1.97
[8. the College provides reasonable job security.]	246	5	4.87(5)	4.92 (5)	5.01 (6)	1.88
*[9. the content and results of assessment and accreditation activities are meaningful.]	208	43	3.74 (4)	3.64 (4)	3.51 (3.5)	1.89
*[10. the content/scope of my work has been extended or expanded without compensation.]	240	11	4.66 (5)	4.66 (5)	4.77 (5)	2.15
[11. my department or area receives adequate support from the administration.]	224	27	4.35 (5)	3.94 (4)	3.97(4)	1.94
[12. the College effectively uses my expertise and potential.]	248	3	4.58 (5)	4.04 (4)	4.23 (5)	1.90
[13. the College uses external consultants effectively.]	154	97	3.42 (3)	2.71 (2)	2.80 (2)	1.82
[14. the administration's decision-making process is transparent and consultative.]	220	30	3.99 (4)	3.30 (3)	3.27 (3)	1.84
*[15. the administration values recommendations from the governance structure.]	162	88			3.56 (3)	1.86
*[16. the administration succeeds in realizing diversity in recruitment of academics or professionals.]	202	48	4.77 (5)	4.58 (5)	4.11 (4)	1.91
*[17. the administration actively supports retention of academics/professionals.]	212	38	4.77 (5)	4.58 (5)	3.72 (4)	1.86

*[18. the administration appropriately and effectively resolves interpersonal disputes.]	136	114	3.76 (4)	3.26 (3)	3.23 (3)	1.85
[19. overall, working at the College is satisfying.]	250	0	5.12 (5)	4.61 (5)	4.88 (5)	1.58

Table 4. Year 2012, 2014 and 2016 Comparison on Professional Life Statistics by Type of Position

(*New question or questions with slightly changed wording from prior survey)

Item	Position	2012 Mean	2014 Mean	2016 Mean	2016 Median	2016 n
[1. the College provides a satisfactory physical environment for my work.]	Academic	5.07	5.17	5.27	6	146
	Professional	5.52	5.43	5.58	6	86
[2. our academics/professionals possess positive morale.]	Academic	4.66	3.80	4.01	4	144
	Professional	4.90	4.40	4.36	5	81
[3. the College provides adequate technology support.]	Academic	5.43	5.44	5.92	6	147
	Professional	6.11	5.51	5.69	6	86
[4. the College provides adequate funding for my professional work.]	Academic	3.54	3.52	3.71	4	136
	Professional	4.94	4.60	5.05	6	81
*[5. the College utilizes part-time employees appropriately.]	Academic			3.30	4	122
	Professional			4.03	5	39
[6. the Discretionary Salary Award (DSA) results are fair.]	Academic	3.48	3.04	2.02	3	117
	Professional	3.99	3.45	2.20	3	71
[7. my salary is equitable.]	Academic	2.97	2.59	2.97	3	145
	Professional	4.37	3.56	4.02	4	83
[8. the College provides reasonable job security.]	Academic	4.56	4.76	4.69	5	143
	Professional	5.29	5.27	5.64	6	86
*[9. the content and results of assessment and accreditation activities are meaningful.]	Academic	3.42	3.33	3.25	3	125
	Professional	4.32	4.32	3.98	4	68
*[10. the content/scope of my work has been extended or expanded without compensation.]	Academic	4.52	4.40	5.05	6	139
	Professional	4.93	5.01	4.42	4	84
[11. my department or area receives adequate support from the administration.]	Academic	3.92	3.49	3.40	3	129
	Professional	5.08	4.64	4.77	5	78
[12. the College effectively uses my expertise and potential.]	Academic	4.33	3.77	3.99	4	146
	Professional	5.04	4.47	4.62	5	85
[13. the College uses external consultants effectively.]	Academic	3.01	2.17	2.35	2	99
	Professional	4.10	3.92	3.54	4	48
[14. the administration's decision-making process is transparent and consultative.]	Academic	3.68	2.96	2.89	3	130
	Professional	4.53	3.93	3.72	4	74
*[15. the administration values recommendations from the governance structure.]	Academic			3.19	3	107
	Professional			4.22	5	45
*[16. the administration succeeds in realizing diversity in recruitment of academics or professionals.]	Academic	4.53	4.40	3.79	4	121
	Professional	5.11	4.88	4.61	5	67

*[17. the administration actively supports retention of academics/professionals.]	Academic	3.65	2.99	3.37	3	129
	Professional	3.96	3.47	4.30	5	70
*[18. the administration appropriately and effectively resolves interpersonal disputes.]	Academic	3.65	2.99	3.02	3	82
	Professional	3.96	3.47	3.58	4	45
19. overall, working at the College is satisfying.]	Academic	4.85	4.30	4.54	5	147
	Professional	5.54	5.12	5.43	6	86

Table 5. Year 2012, 2014 and 2016 Comparison on Professional Life Statistics by

Employment Status (*Questions with slightly changed wording from prior survey)

Item	Employment Status	2012 Mean	2014 Mean	2016 Mean	2016 Median	2016 n
[1. the College provides a satisfactory physical environment for my work.]	Full-time	4.67	5.30	5.38	6	200
	Part-time	5.09	5.11	5.41	6	32
[2. our academics/professionals possess positive morale.]	Full-time	4.67	3.92	4.00	4	196
	Part-time	5.09	4.61	5.10	5	29
[3. the College provides adequate technology support.]	Full-time	5.22	5.39	5.33	6	201
	Part-time	5.29	5.87	5.66	6	32
[4. the College provides adequate funding for my professional work.]	Full-time	5.66	4.05	4.33	3	193
	Part-time	5.82	3.20	3.25	5	24
*[5. the College utilizes part-time employees appropriately.]	Full-time			3.48	3	134
	Part-time			3.48	3	27
[6. the Discretionary Salary Award (DSA) results are fair.]	Full-time	4.60	3.11	3.28	3	173
	Part-time	4.41	3.96	4.07	4	15
[7. my salary is equitable.]	Full-time	3.64	2.98	3.41	3	197
	Part-time	4.41	3.96	4.07	4	15
[8. the College provides reasonable job security.]	Full-time	3.63	5.26	5.28	6	200
	Part-time	2.74	3.17	3.45	3	29
*[9. the content and results of assessment and accreditation activities are meaningful.]	Full-time	3.60	3.60	3.45	3	174
	Part-time	4.13	3.90	4.00	4	19
*[10. the content/scope of my work has been extended or expanded without compensation.]	Full-time	4.58	4.63	4.88	6	195
	Part-time	5.09	4.74	4.32	4.5	28
[11. my department or area receives adequate support from the administration.]	Full-time	4.34	3.98	3.91	4	188
	Part-time	4.33	3.73	3.95	4	19
[12. the College effectively uses my expertise and potential.]	Full-time	4.62	4.05	4.24	5	200
	Part-time	4.33	3.98	4.07	4	31
[13. the College uses external consultants effectively.]	Full-time	3.31	2.81	2.71	2	136
	Part-time	3.67	2.08	3.09	2	11
[14. the administration's decision-making process is transparent and consultative.]	Full-time	4.15	3.84	3.17	3	185
	Part-time	4.33	3.60	3.32	3	19
*[15. the administration values recommendations from the governance structure.]	Full-time			3.43	3	143
	Part-time			4.44	5	9
*[16. the administration succeeds in realizing diversity in recruitment of academics or professionals.]	Full-time	3.91	3.39	4.06	4	173
	Part-time	4.20	2.52	4.33	5	15
*[17. the administration actively supports retention of academics/professionals.]	Full-time	4.70	4.58	3.68	4	180
	Part-time	4.89	4.53	3.84	5	199
*[18. the administration appropriately and effectively resolves interpersonal disputes.]	Full-time	3.67	3.20	3.14	3	118
	Part-time	4.35	3.46	4.22	5	9
[19. overall, working at the College is satisfying.]	Full-time	5.08	4.60	4.86	5	201

(2) College Direction

Table 6. Statistics on College Direction by Demographics

Position	Appointment	Status	N	Mean	Median	S.D.	
Academic	Non-Permanent	Full-time	24	3.42	3	1.792	
		Part-time	20	3.90	5	1.971	
		Total	44	3.64	4	1.869	
	Permanent	Full-time	94	3.46	3	1.695	
		Total	94	3.46	3	1.695	
	Total	Full-time	118	3.45	3	1.708	
		Part-time	20	3.90	5	1.971	
		Total	138	3.51	3	1.748	
	Professional	Non-Permanent	Full-time	24	4.96	5	1.654
Part-time			7	4.71	5	1.704	
Total			31	4.90	5	1.640	
Permanent		Full-time	47	4.49	5	1.864	
		Total	47	4.49	5	1.864	
Total		Full-time	71	4.65	5	1.798	
		Part-time	7	4.71	5	1.704	
		Total	78	4.65	5	1.779	
Total		Unidentified		2	3.50	3.50	3.536
	Non-Permanent		Full-time	48	4.19	5	1.875
			Part-time	27	4.11	5	1.908
		Total	75	4.16	5	1.875	
	Permanent	Full-time	141	3.80	4	1.814	
		Total	141	3.80	4	1.814	
	Total	Full-time	189	3.90	4	1.832	
		Part-time	27	4.11	5	1.908	
		Total	218	3.92	4	1.846	

Table 7. Year 2014 and 2016 Comparison on College Direction by Demographics

The College is moving in the right direction.

Position	Appointment	2014 Mean	2016 Mean	2016 Median	2016 n
Academic	Non-Permanent	3.98	3.64	4	44

	Permanent	3.30	3.46	3	94
	Full-time	3.46	3.45	3	118
	Part-time	3.78	3.90	5	20
	Total	3.51	3.51	3	138
Professional	Non-Permanent	4.28	4.90	5	31
	Permanent	4.59	4.49	5	47
	Full-time	4.52	4.65	5	71
	Part-time	3.78	4.71	5	7
	Total	4.45	4.65	5	78
Total	Non-Permanent	4.12	4.16	5	75
	Permanent	3.75	3.80	4	141
	Full-time	3.90	3.90	4	189
	Part-time	3.78	4.11	5	27
	Overall Total	3.88	3.92	4	218

(3) Administrative Assessment

There were seven questions in the evaluation of the nine remaining administrators: President (Dr. Nancy Kleniewski), Provost and VP for Academic Affairs (Dr. James Mackin), VP for College Advancement (Mr. Paul Adamo), VP for Finance and Administration (Mr. Todd Foreman), VP for Student Development (Dr. Franklin Chambers), Associate Provost for Academic Programs (Dr. Eileen Morgan-Zayachek), Dean of Education and Human Ecology (Dr. Jan Bowers), Dean of Natural and Mathematical Sciences (Dr. Venkat Sharma), Dean of Social Science (Dr. Susan Turell).

The questions were:

1. This administrator properly allocates spaces, supplies, equipment, and budgetary resources.
2. This administrator supports my work needs.
3. This administrator effectively promotes professional growth.
4. This administrator recognizes the strengths and weaknesses within her/his areas of responsibility.
5. This administrator selects and manages personnel effectively.
6. This administrator articulates a compelling vision.
7. This administrator effectively fulfills the responsibilities of her/his position.

Table 8. Year 2012, 2014 and 2016 Statistics for Performance of Administrators

The responses had min=1 and max=7 for all questions.

Q1. This administrator properly allocates spaces, supplies, equipment, and budgetary resources.	2016 n	2012 Mean	2014 Mean	2016 Mean	2016 Median
President Nancy Kleniewski	83	4.37	3.88	3.71	4
Provost James Mackin	68			3.81	4
VP Paul Adamo	29	4.86	4.45	4.45	4

VP Todd Foreman	53	5.24	4.77	4.49	5
VP Franklin Chambers	16			3.25	3
Associate Provost Eileen Morgan-Zayachek	24			4.38	5
Dean Jan Bowers	24			3.96	4
Dean Venkat Sharma	34		4.03	3.29	3
Dean Susan Turell	38		3.71	3.63	3.5

Q2. This administrator supports my work needs.	2016 n	2012 Mean	2014 Mean	2016 Mean	2016 Median
President Nancy Kleniewski	96	4.75	3.87	4.06	4
Provost James Mackin	77			3.91	4
VP Paul Adamo	23	4.83	4.41	4.65	5
VP Todd Foreman	46	5.04	4.96	4.48	5
VP Franklin Chambers	18			3.44	4
Associate Provost Eileen Morgan-Zayachek	41			4.51	5
Dean Jan Bowers	26			3.77	3.5
Dean Venkat Sharma	32		4.26	3.44	3
Dean Susan Turell	43		4.27	4.07	5

Q3. This administrator effectively promotes professional growth.	2016 n	2012 Mean	2014 Mean	2016 Mean	2016 Median
President Nancy Kleniewski	88	4.58	3.98	3.77	4
Provost James Mackin	72			3.90	4
VP Paul Adamo	21	4.68	4.42	4.38	4
VP Todd Foreman	39	4.89	4.81	3.92	4
VP Franklin Chambers	17	4.68	4.42	3.82	4
Associate Provost Eileen Morgan-Zayachek	35			4.29	4
Dean Jan Bowers	23			3.91	4
Dean Venkat Sharma	30		4.20	3.60	3
Dean Susan Turell	42		4.11	3.90	3

Q4. This administrator recognizes the strengths and weaknesses within his/her areas of responsibility.	2016 n	2012 Mean	2014 Mean	2016 Mean	2016 Median
President Nancy Kleniewski	90	4.55	3.77	3.29	3
Provost James Mackin	71			3.73	4
VP Paul Adamo	27	4.84	4.76	4.41	5
VP Todd Foreman	47	5.20	4.95	4.38	5
VP Franklin Chambers	19	4.84	4.76	3.42	4
Associate Provost Eileen Morgan-Zayachek	42			4.40	5
Dean Jan Bowers	24			3.08	2.5

Dean Venkat Sharma	30		3.91	3.00	2.5
Dean Susan Turell	42		3.64	3.62	3

Q5. This administrator selects and manages personnel effectively.	2016 n	2012 Mean	2014 Mean	2016 Mean	2016 Median
President Nancy Kleniewski	95	4.43	3.62	3.00	2
Provost James Mackin	67			3.64	4
VP Paul Adamo	24	4.78	4.65	3.75	3.5
VP Todd Foreman	48	5.32	4.80	4.42	5
VP Franklin Chambers	20	4.78	4.65	3.20	3.5
Associate Provost Eileen Morgan-Zayachek	31			4.29	5
Dean Jan Bowers	23			3.26	3
Dean Venkat Sharma	29		4.26	3.28	3
Dean Susan Turell	42		3.20	3.40	3

Q6. This administrator articulates a compelling vision. **	2016 n	2016 Mean	2016 Median
President Nancy Kleniewski	103	3.67	3
Provost James Mackin	74	3.53	3
VP Paul Adamo	32	4.66	5.5
VP Todd Foreman	47	4.53	5
VP Franklin Chambers	25	3.64	4
Associate Provost Eileen Morgan-Zayachek	40	4.25	5
Dean Jan Bowers	26	3.12	3
Dean Venkat Sharma	31	3.19	2
Dean Susan Turell	45	3.93	4

(**: new question)

Q7. This administrator effectively fulfills the responsibilities of her/his position.	2016 n	2012 Mean	2014 Mean	2016 Mean	2016 Median
President Nancy Kleniewski	99	5.11	4.16	3.92	4
Provost James Mackin	78			4.03	4
VP Paul Adamo	36	5.40	5.35	4.86	5
VP Todd Foreman	55	5.59	5.35	4.95	6
VP Franklin Chambers	21	5.40	5.35	3.62	4
Associate Provost Eileen Morgan-Zayachek	48			4.96	6
Dean Jan Bowers	24			3.13	3
Dean Venkat Sharma	32		4.56	3.41	3
Dean Susan Turell	44		4.10	4.16	4.5

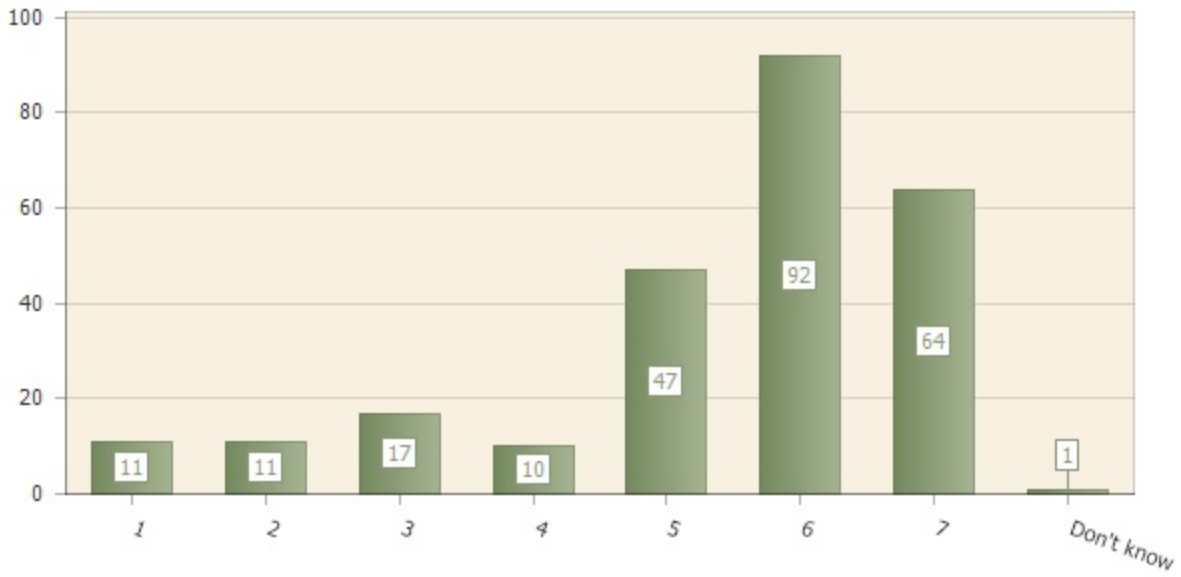
2016 UUP Survey Summary Report

Survey	# Pages	# Questions	Date opened	Date closed	Responses	# Complete responses
2016 UUP Survey: The 7th Quality of Academic/Professional Life & Administrative Assessment	6	34	10/2/2016	11/14/2016	253	231

1.

1.1.

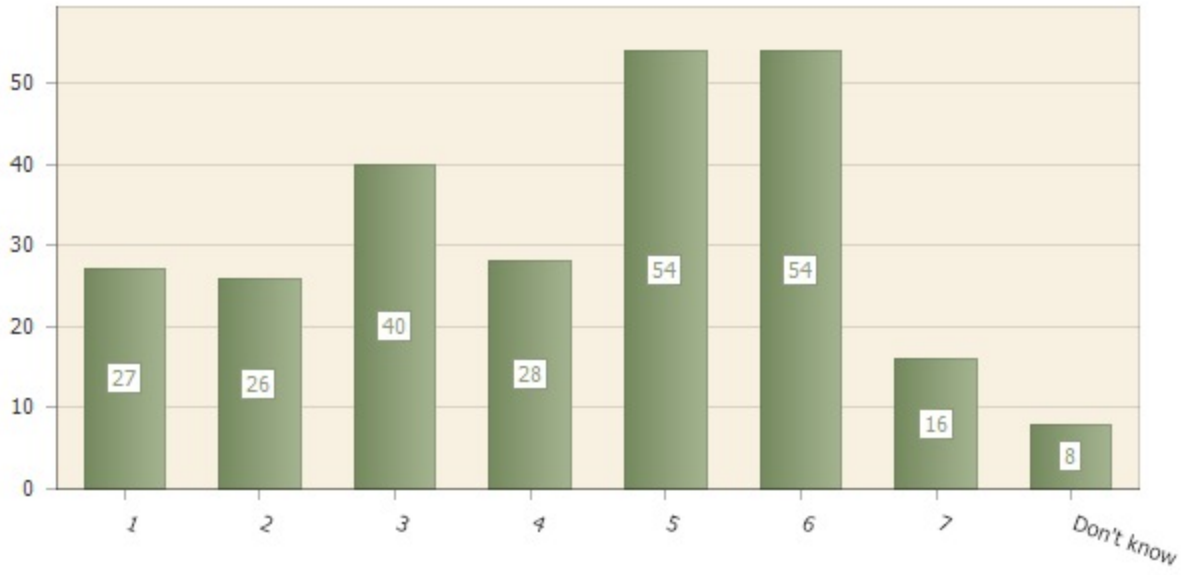
The College provides a satisfactory physical environment for my work.



Answer	Count	Percent answer
1	11	4.3%
2	11	4.3%
3	17	6.7%
4	10	4.0%
5	47	18.6%
6	92	36.4%
7	64	25.3%
Don't know	1	0.4%

1.2.

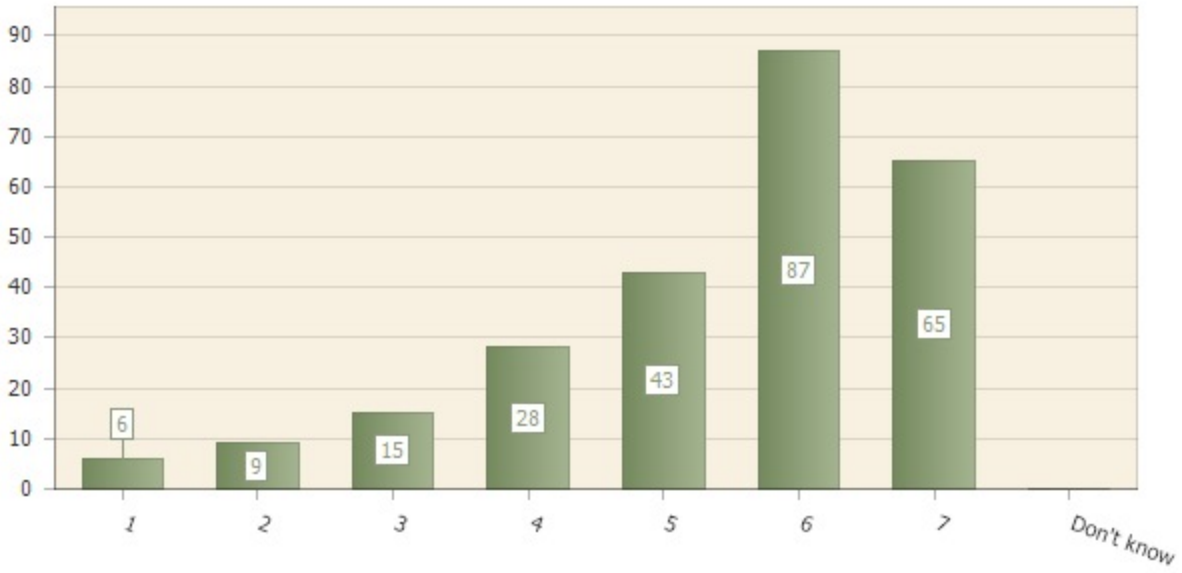
Our academics/professionals possess positive morale.



Answer	Count	Percent answer
1	27	10.7%
2	26	10.3%
3	40	15.8%
4	28	11.1%
5	54	21.3%
6	54	21.3%
7	16	6.3%
Don't know	8	3.2%

1.3.

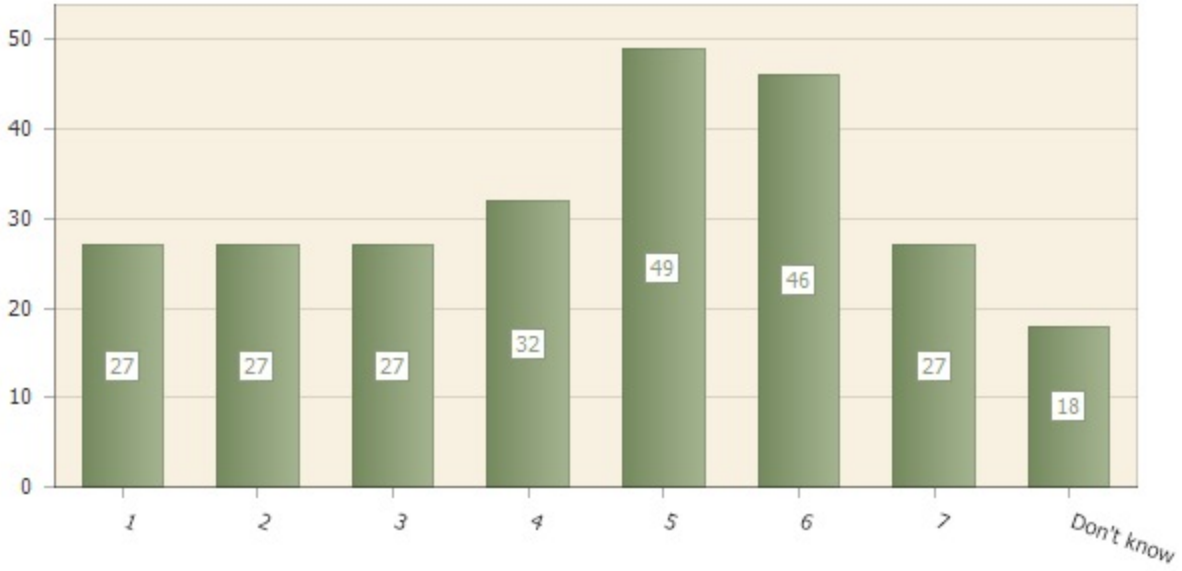
The College provides adequate technology support.



Answer	Count	Percent answer
1	6	2.4%
2	9	3.6%
3	15	5.9%
4	28	11.1%
5	43	17.0%
6	87	34.4%
7	65	25.7%
Don't know	0	0%

1.4.

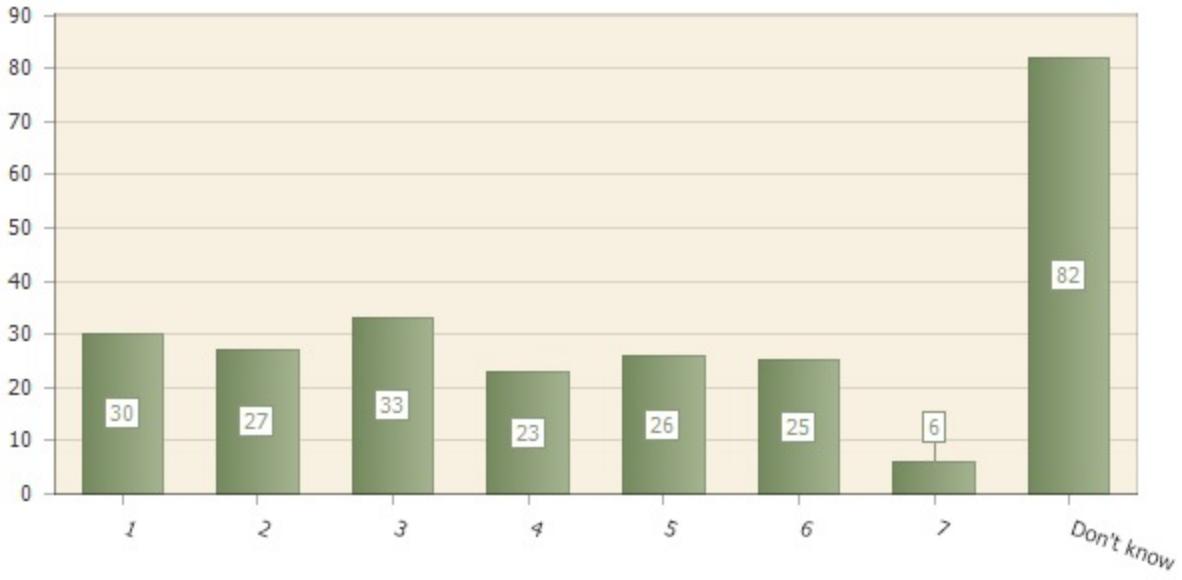
The College provides adequate funding for my professional work.



Answer	Count	Percent answer
1	27	10.7%
2	27	10.7%
3	27	10.7%
4	32	12.6%
5	49	19.4%
6	46	18.2%
7	27	10.7%
Don't know	18	7.1%

1.5.

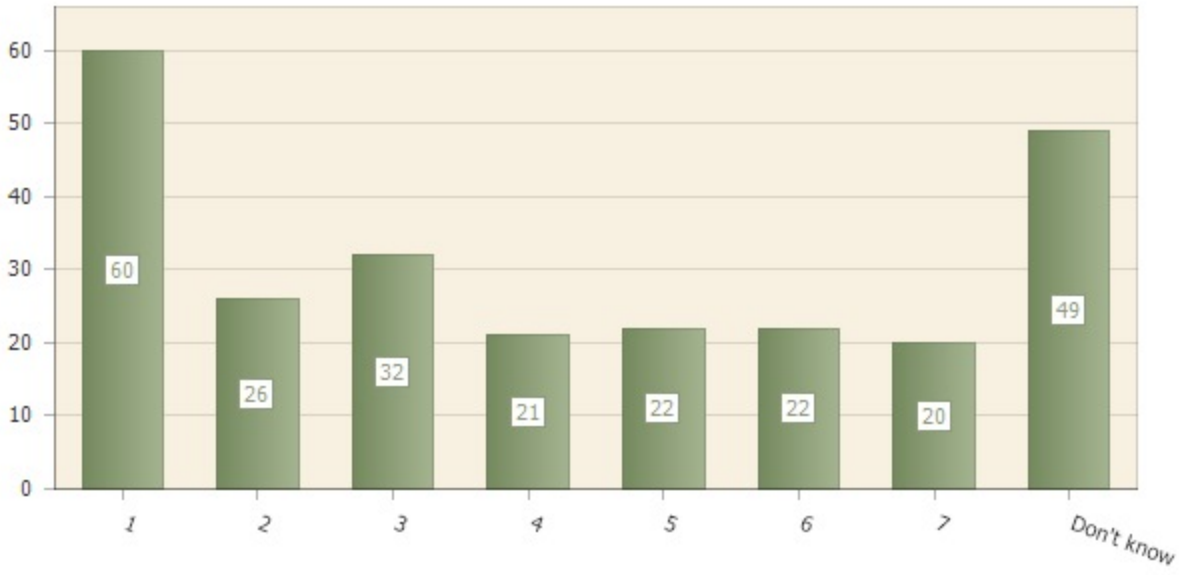
The College utilizes part-time employees appropriately.



Answer	Count	Percent answer
1	30	11.9%
2	27	10.7%
3	33	13.1%
4	23	9.1%
5	26	10.3%
6	25	9.9%
7	6	2.4%
Don't know	82	32.5%

1.6.

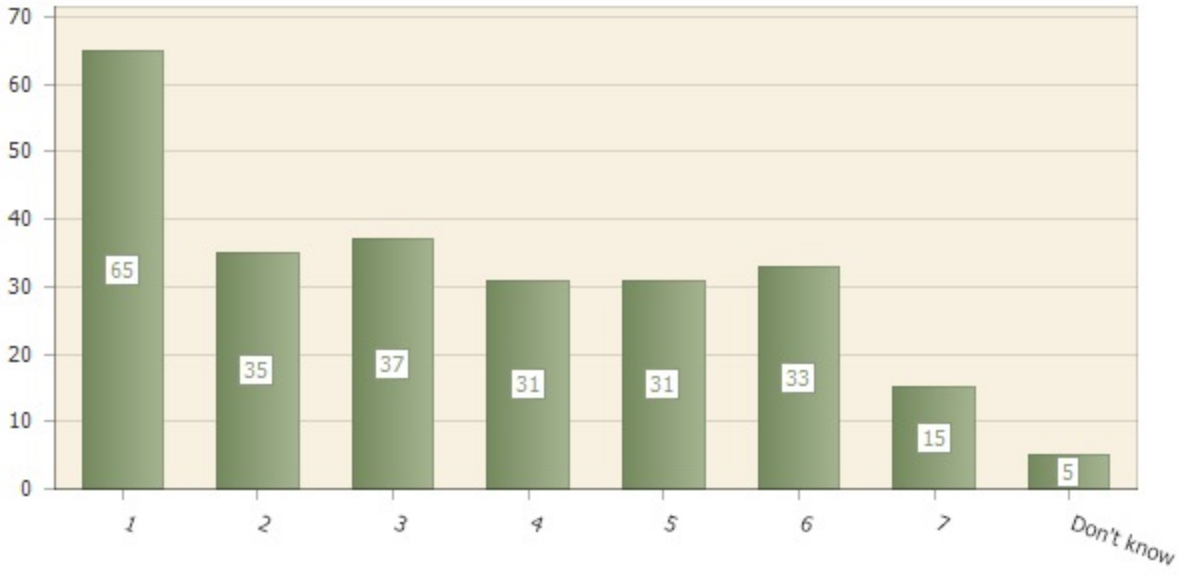
The discretionary award results are fair.



Answer	Count	Percent answer
1	60	23.8%
2	26	10.3%
3	32	12.7%
4	21	8.3%
5	22	8.7%
6	22	8.7%
7	20	7.9%
Don't know	49	19.4%

1.7.

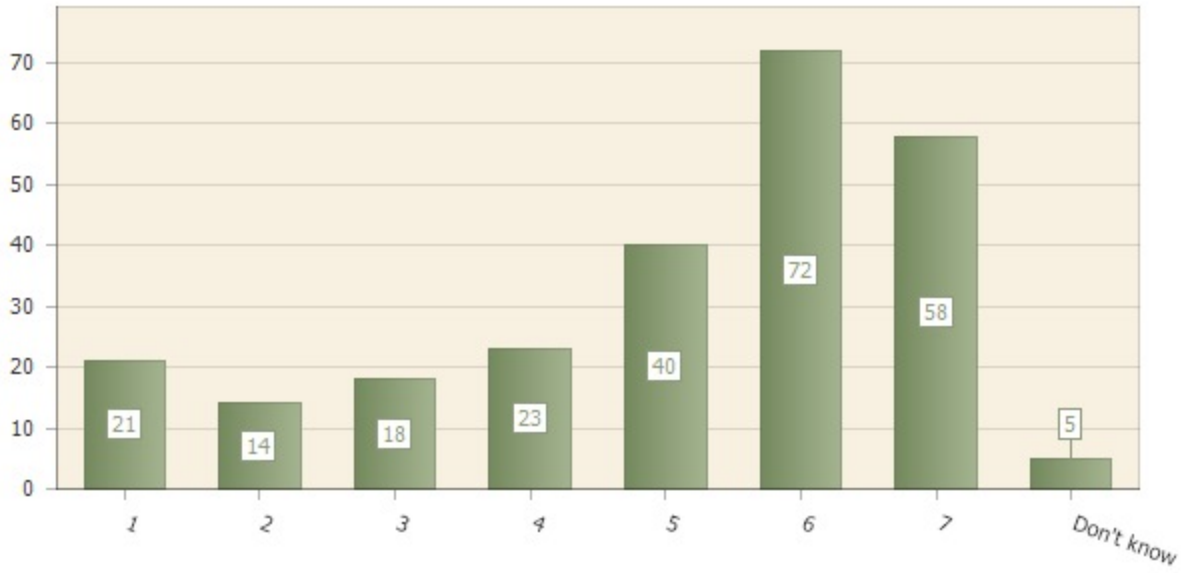
My salary is equitable.



Answer	Count	Percent answer
1	65	25.8%
2	35	13.9%
3	37	14.7%
4	31	12.3%
5	31	12.3%
6	33	13.1%
7	15	6.0%
Don't know	5	2.0%

1.8.

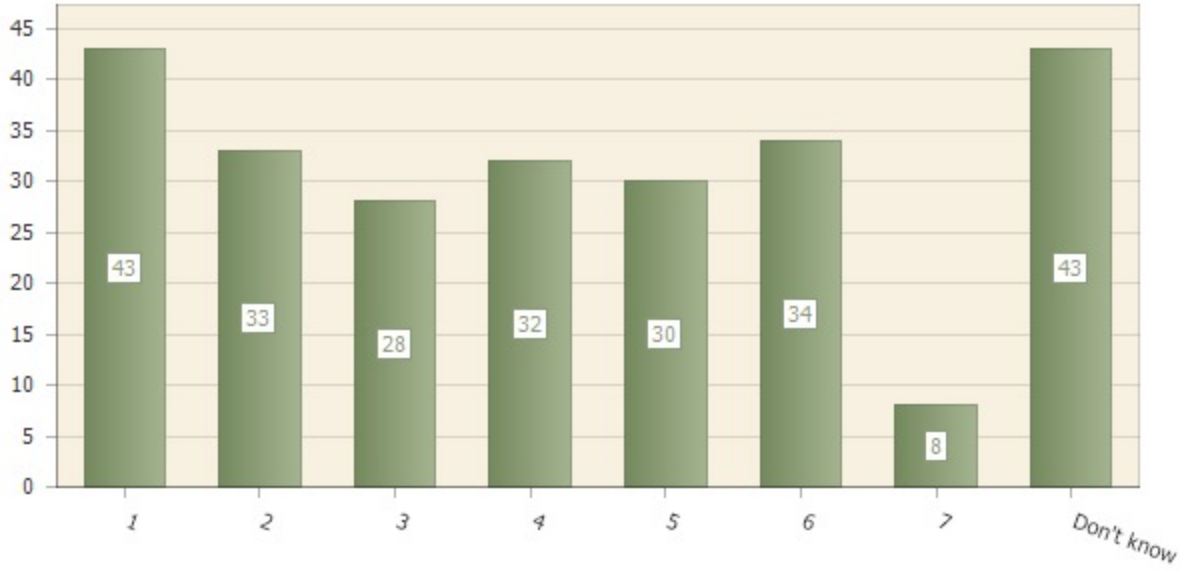
The College provides reasonable job security.



Answer	Count	Percent answer
1	21	8.4%
2	14	5.6%
3	18	7.2%
4	23	9.2%
5	40	15.9%
6	72	28.7%
7	58	23.1%
Don't know	5	2.0%

1.9.

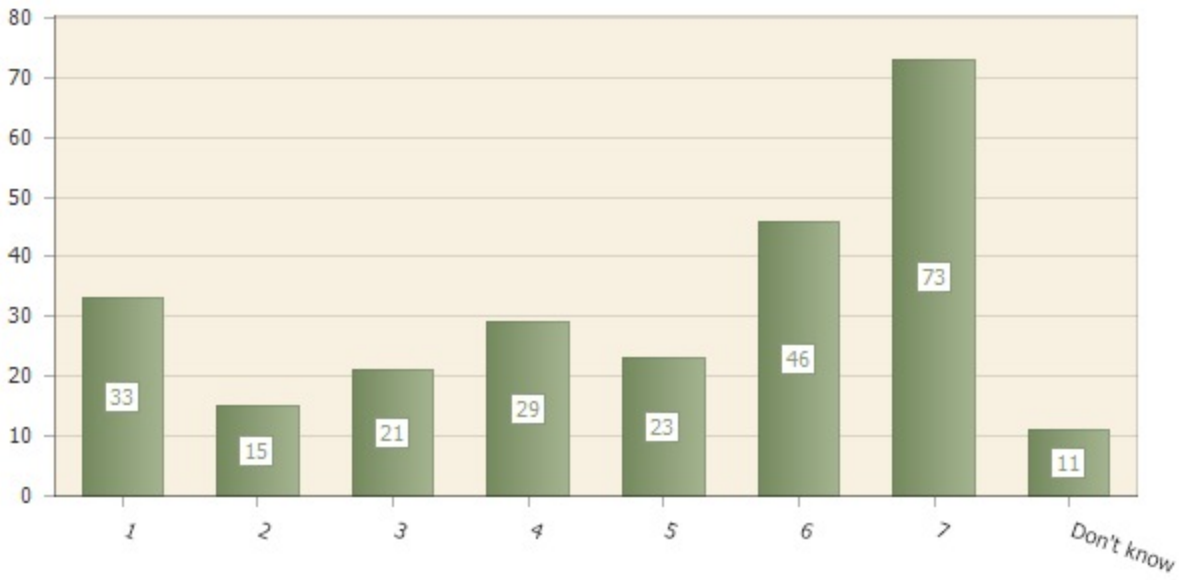
The content and results of assessment are meaningful.



Answer	Count	Percent answer
1	43	17.1%
2	33	13.1%
3	28	11.2%
4	32	12.7%
5	30	12.0%
6	34	13.5%
7	8	3.2%
Don't know	43	17.1%

1.10.

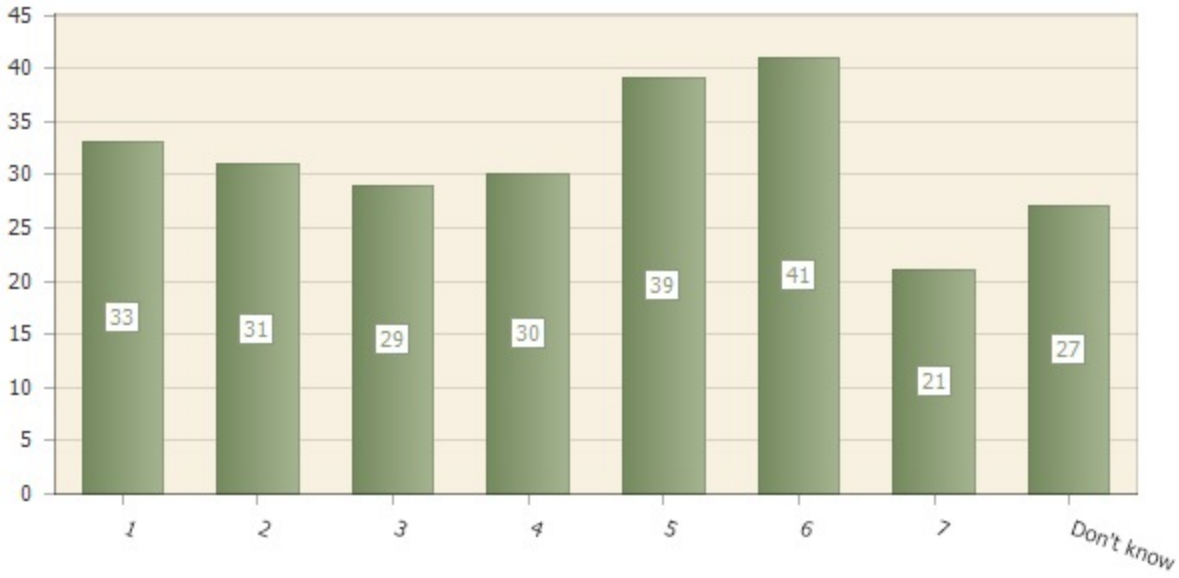
The content/scope of my work has been extended or expanded without compensation.



Answer	Count	Percent answer
1	33	13.1%
2	15	6.0%
3	21	8.4%
4	29	11.6%
5	23	9.2%
6	46	18.3%
7	73	29.1%
Don't know	11	4.4%

1.11.

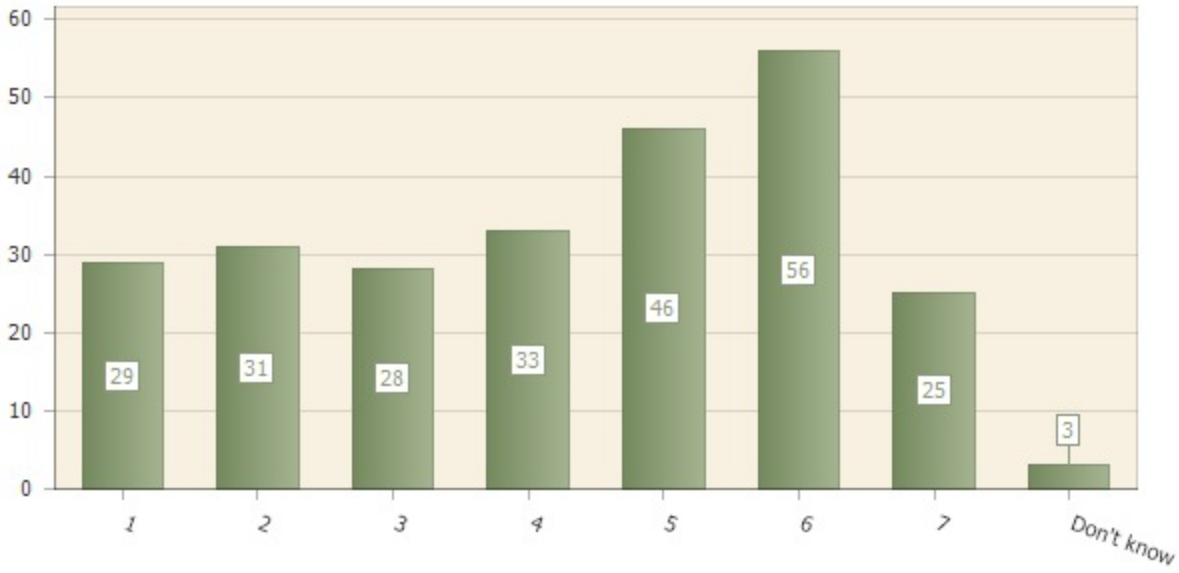
My department or area receives adequate support from the administration.



Answer	Count	Percent answer
1	33	13.1%
2	31	12.4%
3	29	11.6%
4	30	12.0%
5	39	15.5%
6	41	16.3%
7	21	8.4%
Don't know	27	10.8%

1.12.

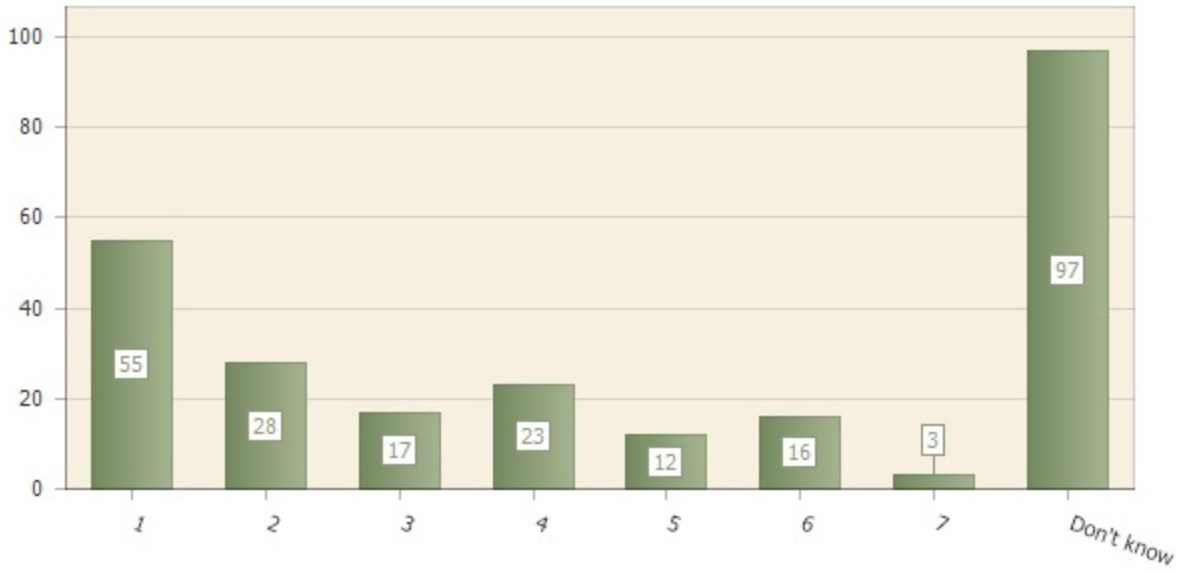
The College effectively uses my expertise and potential.



Answer	Count	Percent answer
1	29	11.6%
2	31	12.4%
3	28	11.2%
4	33	13.1%
5	46	18.3%
6	56	22.3%
7	25	10.0%
Don't know	3	1.2%

1.13.

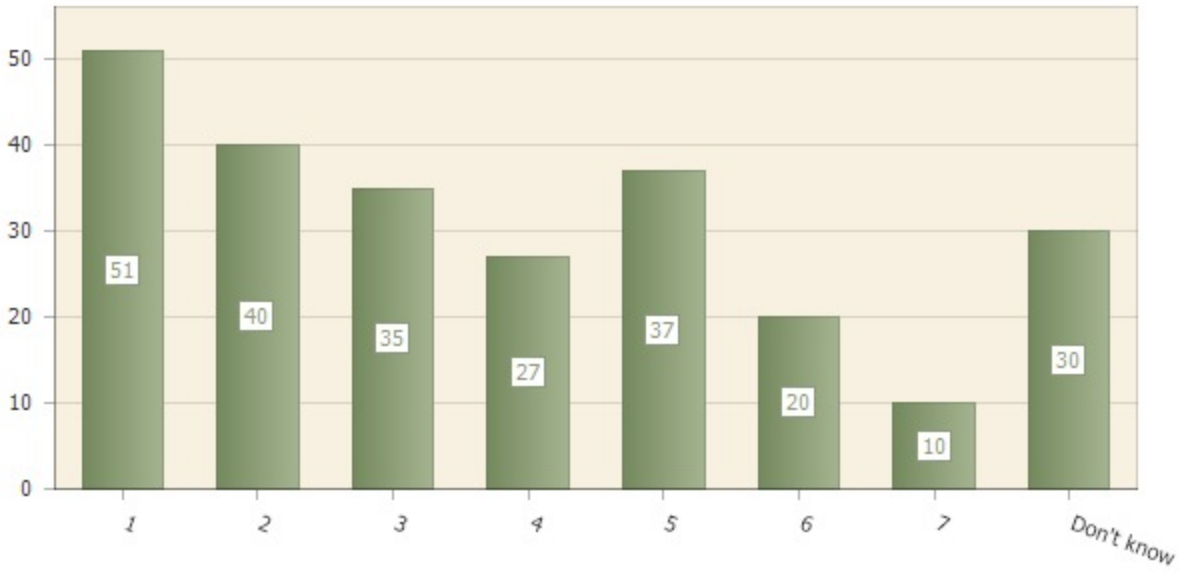
The College uses external consultants effectively.



Answer	Count	Percent answer
1	55	21.9%
2	28	11.2%
3	17	6.8%
4	23	9.2%
5	12	4.8%
6	16	6.4%
7	3	1.2%
Don't know	97	38.6%

1.14.

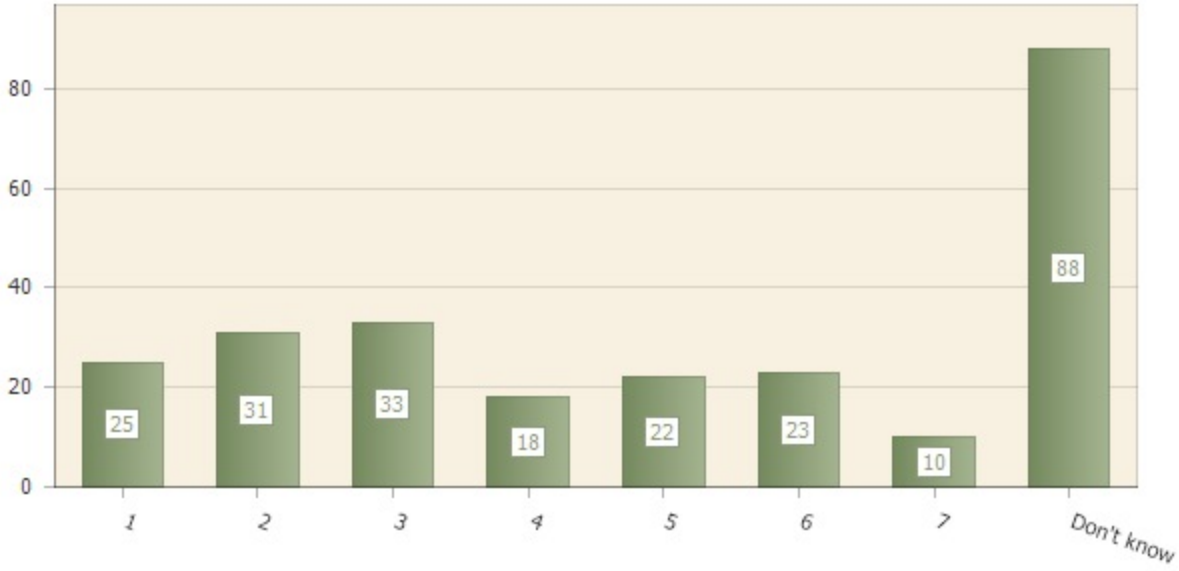
The administration's decision-making process is transparent and consultative.



Answer	Count	Percent answer
1	51	20.4%
2	40	16.0%
3	35	14.0%
4	27	10.8%
5	37	14.8%
6	20	8.0%
7	10	4.0%
Don't know	30	12.0%

1.15.

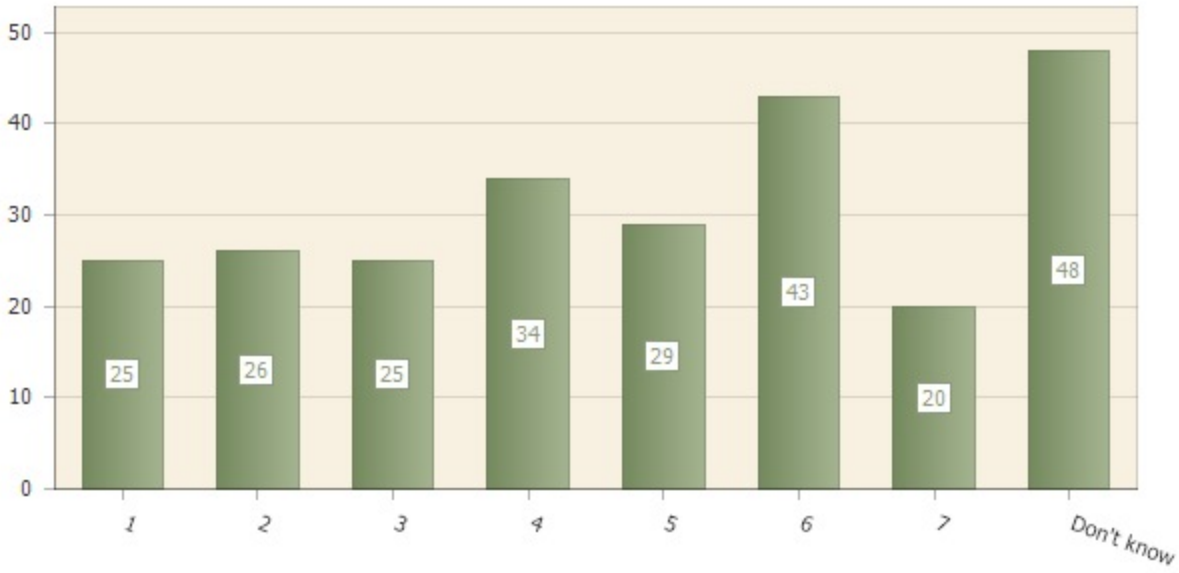
The administration values recommendations from the governance structure.



Answer	Count	Percent answer
1	25	10.0%
2	31	12.4%
3	33	13.2%
4	18	7.2%
5	22	8.8%
6	23	9.2%
7	10	4.0%
Don't know	88	35.2%

1.16.

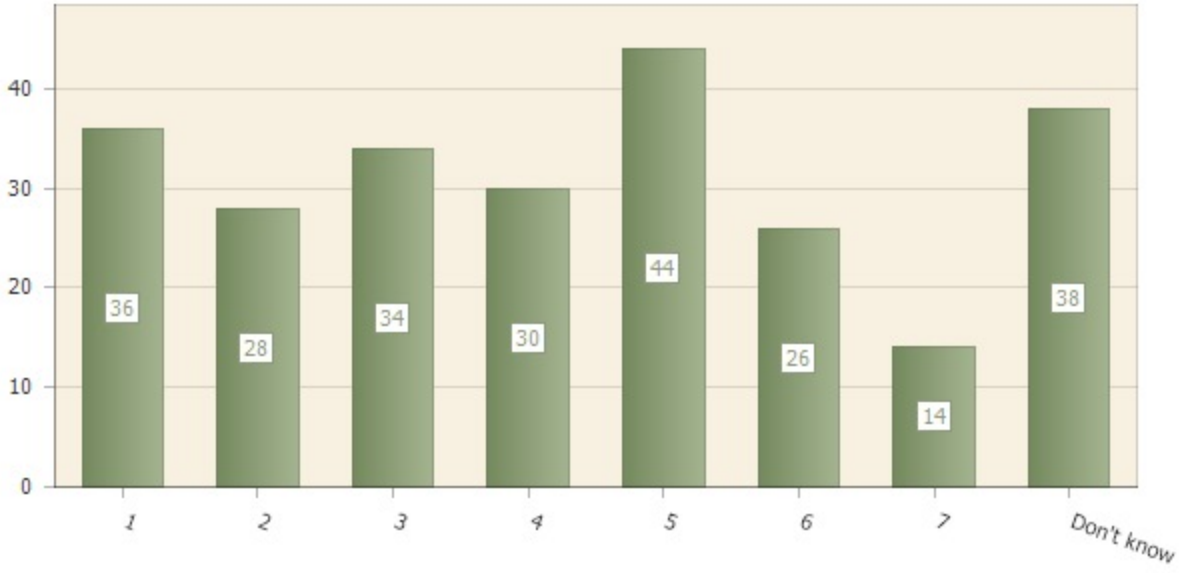
The administration succeeds in realizing diversity in recruitment of academics/professionals.



Answer	Count	Percent answer
1	25	10.0%
2	26	10.4%
3	25	10.0%
4	34	13.6%
5	29	11.6%
6	43	17.2%
7	20	8.0%
Don't know	48	19.2%

1.17.

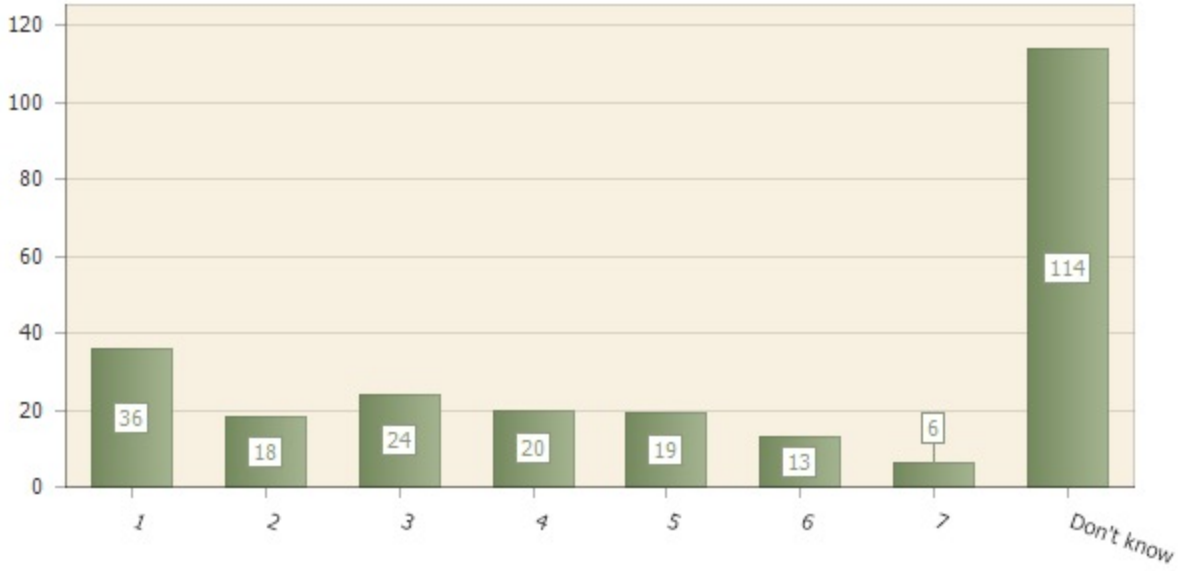
The administration actively supports retention of academics/professionals.



Answer	Count	Percent answer
1	36	14.4%
2	28	11.2%
3	34	13.6%
4	30	12.0%
5	44	17.6%
6	26	10.4%
7	14	5.6%
Don't know	38	15.2%

1.18.

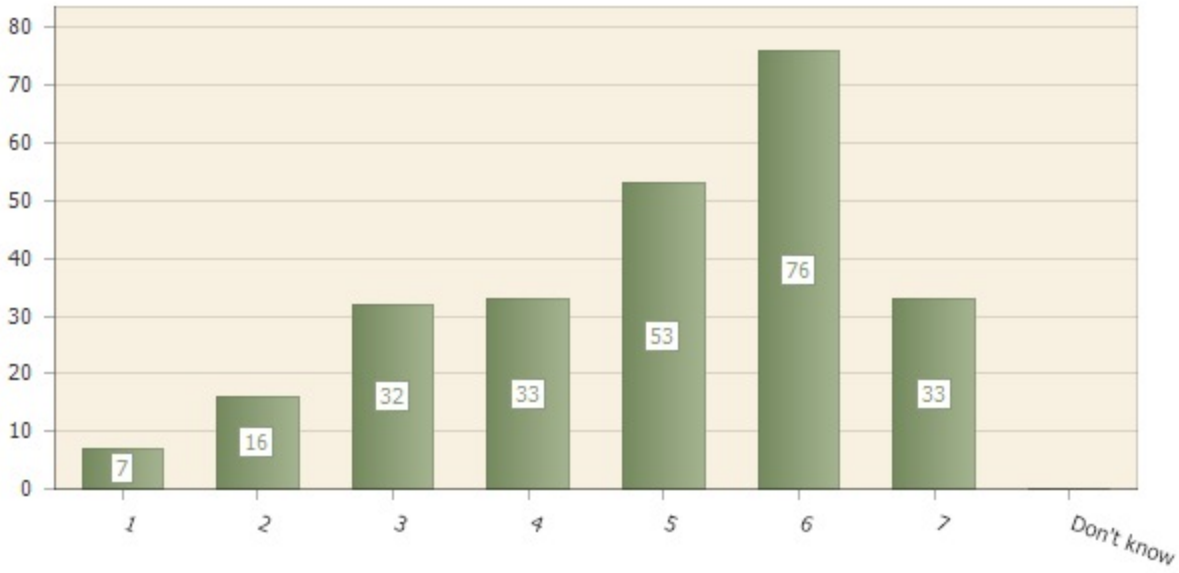
The administration appropriately and effectively resolves interpersonal disputes.



Answer	Count	Percent answer
1	36	14.4%
2	18	7.2%
3	24	9.6%
4	20	8.0%
5	19	7.6%
6	13	5.2%
7	6	2.4%
Don't know	114	45.6%

1.19.

Overall, working at the College is satisfying.



Answer	Count	Percent answer
1	7	2.8%
2	16	6.4%
3	32	12.8%
4	33	13.2%
5	53	21.2%
6	76	30.4%
7	33	13.2%
Don't know	0	0%

1.20. P2Q20

Please write your comments concerning professional life including morale, resources, workload, salary, and/or other concerns.

Answer
Lowest paid professional in my field across the state! Expect us to schedule a break for lunch, great in theory but not feasible in reality and does not understand this. Not enough personnel to adequately support my area. Space is too restrictive. Not enough office space: my assistant has a TV tray for a desk for goodness sakes! 3 professionals share a small space for an office with no privacy for student meetings, professional and HIPAA protected phone calls. I used to look forward to going to work and doing what I do but now I dread it and I feel like Oneonta killed my passion for my career.
I realize that we must be budget conscious but we seem to be getting to a place where the tail is wagging the dog. The Budget and Finance department should not be driving mission or strategic planning.
Salary adjustment was a joke -- felt like pity charity to me. The College is too stingy on paying faculty/professionals to do extra work. The College spends too much money on nonacademic areas, such as unnecessary directors of ABCD.
Administration is woefully ignorant regarding the culture of academia and the needs and concerns of the faculty. There is a tragic lack of respect for professors in most disciplines. Salaries for faculty are an insult, while salaries for less educated and relatively untalented and redundant administrators is "competitive", to use one of their terms. The effect this has on morale, retention, and on the quality of the academic product delivered to students is not appreciated by the administrators (read, president, e.g.) The "cabinet" is a joke, staffed by non-academic puppets of the president, while the musical chair game describing the deans is a pathetic collection of bureaucratic-minded thugs who do more harm than good with their positions. President and other administrators see the college as a "business" and they bring a stultifying corporate-think ideology which has only degraded the college, even if they make it "look" prettier from the outside.
In my particular area morale is at an all-time low due in part to micromanagement, favoritism, and a condescending, sarcastic attitude of the director.
Morale is abysmal. Compensation doesn't even match SUNY peers, let alone national averages. College seems adrift without direction.
Morale in my department is suffering because of a lack of leadership and clear direction about work priorities.
Horizontal hostility is apparent in the work place and is never addressed by administration. Sue Rankin's Climate Study last spring provided evidence to this claim. Personally, I have experienced a lack of professional conduct by colleagues at all levels in our faculty governance structure, which was brought to the attention of campus executives and ignored. Low morale exists at SUNY Oneonta because our campus executives tacitly support bad behavior, which is commonly practiced by some faculty. For me, it makes the choice to participate in governance, extracurricular events, committee work, and campus activities a burden and an unwelcomed option.
Adjuncts do a large amount of work in my department, yet they are ignored at best and even put down at times.
This campus is dominated by administration. It looks like to run by administration not for teaching.
-There is a discrepancy in salary between positions at Oneonta and at other SUNY schools. Looking at other jobs of a similar title and rank, the salary is higher at other institutions. -A passing of workload responsibilities with out additional compensation also occurs.
physical space and monies are lacking/unacceptable for teaching and research. Salary is poor, even considering the low cost of living in the area.
My department, teaching, and upstate NY are the reasons I am satisfied working here. It is despite the fact that I don't think the administration supports faculty or the retention of strong faculty and diverse faculty.
The College is losing in the area of morale. Former Vice Presidents are being replaced with those who have little skill and knowledge. People are blaming the President with not knowing what goes on and making bad choices.
part time instructors have the lowest morale ever and it is not getting any better. even with a raise, pay is still way below what it should be

The administration continues to demonstrate that they only want faculty input for the sake of legitimacy. Otherwise, they have their agenda and are not interested in faculty perspectives. Service work is burdensome for me at this point, both in terms of work load and emotional exhaustion. I have less and less time for my writing and research.

Adjuncts should be paid significantly more. Faculty should have much more control over curriculum.

Our department has very low morale. The previous chair was actually rude and mean to colleagues, and continues to snub fellow teachers, even though she is no longer chair. her attitude is poisonous to morale.

I don't believe that the college makes good use of customer feedback either (our students and their funding sources).

Compensation is arbitrary and unjust. There seems to be no interest in rewarding those who contribute in vital ways to the students and the college. The emphasis on "student experience" has become a code for "we really do not care about the academic side of the college." This is debilitating for moral and damages our internal and external credibility as an academic institution. Rather than confronting the possibility that admissions declines may be due to the weak academic reputation of the college, the administration looks to create the "program of the moment." Hoping to entice students towards the latest career oriented illusion. Perhaps there should be a realization that in accepting tuition dollars to pay for an academic curriculum we owe students the best education we can give them? Perhaps students and their families are not interested in investing time, capital and, possibly, debt, to get the best SUNY comprehensive Scouting/Country Club experience? But, no, says our current college leadership, the faculty is at fault for clinging to outmoded priorities such as rigorous academic programs that teach mathematical, scientific, social scientific and liberal arts or that teach creative, critical, and ethical thinking or that encourage students to explore and blossom through academic minors and double majors. Such outmoded priorities as seen as "barriers to student success." Here student success is defined by time to degree completion rather than by the quality of the degrees students earn. Because of this academic faculty are reduced to piece workers in the production of degrees. Their creative work, their research their time spent inefficiently working to educate students is all viewed as only valuable except insofar as it serves the latest version of the Oneonta brand.

I do not think that all professionals and faculty are treated equitably so some of my answers may be skewed. I will say that I don't think the administration values Student Development and their morale as a whole otherwise I think more people would stay in the division longer.

As an adjunct instructor, I feel undervalued, even taken for granted by the administration and my department. I have been underpaid for the amount of work I do for my job, most of which is required outside of the classroom.

I work in Student Development and it was MUCH Better under Dr. Perry.

We need a diverse faculty now! Diversity should be GENUINE, not just an administrative talking point. And once we recruit faculty of color, we should work on retention goals (professional support, spousal hires, course releases).

Multiple people in a single office is not satisfactory. Pay that is well below the national average is not inspiring. There is no job security, particularly for adjuncts. The college is not interested in retention of faculty, especially when a faculty member is offered a position at another institution and all the college says is, 'good luck there'. The use of external consultants is a huge waste of money that could better be spent hiring more full time faculty where they are needed. The administration is turning the college into a business and doesn't care about the education of the students. There is far too much administration with salaries that are too high, while professors take on more and more without proper compensation. Administration doesn't listen to faculty or staff, but would rather spend money on outside consultants who don't know or understand the workings of the college and whose recommendations result in nothing changing and a lowering of morale further. In particular due to the wasted money that could be better spent on staff and faculty. Administration also keeps itself behind closed doors and has no transparency, nor does it have any intention of providing transparency. The students are what make this job worthwhile. The administration is what makes it difficult and frustrating, resulting in the loss of quality professionals and academics - and the administration doesn't appear to care so long as they get their large salaries.

My responsibilities have continued to expand in my time here. My salary is the lowest for my rank despite this.

1) The College is very eager to benefit from any PR resulting from individual successes but does not seem as eager to support (in any means other than verbal) those activities that might lead to additional PR for the College. 2) I would also like to see an increased level of support for those who enhance the College through whatever area they excel in, be it teaching, scholarship OR service. Many of our junior colleagues are burdened with an untenable level of service (that is extremely valuable to the College and its reputation) sometimes at the expense of the area(s) that are more valued by powers that be. Everyone who contributes to the functions of the College should feel their contributions are valued and important. Because they are.

Promotions seem to only happen if the employee pursues it; supervisors should/could initiate the process when deemed appropriate.

Salary adjustments were helpful but have not extended to all faculty and professionals. The last promised phase of salary adjustments seems to be postpone indefinitely. Salaries here are amongst the lowest I have seen amongst other American universities. Computer resources are fine but resources for books need to be increased. There are too many committees and plans currently ongoing at the college which can overwhelm the time available for teaching and scholarship.

Morale is extremely low on campus and part-time faculty salaries are abysmal.

High uncompensated workload, and low morale.

Since 2011 Morale has declined profoundly each year. me and my fellow faculty feel harassed, devalued, and a dumping ground for administrators work and fanciful plans.

Job security for part-time professionals is important to me.

My salary was compressed. The adjustment was 20 percent of what it should have been. Though appreciated I still await further action to fix this.

There needs to be more funds available for professional development. We are asked to continue to stay current with our profession, but there is never enough funding to attend workshops. I understand that this is an academic institution, but I feel that the support staff on this campus are not treated fairly. There are many support personnel that continually go above and beyond there hours and it just is looked at as part of the job.

Since faculty no longer receive a 2% increase a year in salary, faculty find it difficult to keep up with inflation, costs of living, dues, fees, rising costs of basic benefits (medical), etc. Further, this also creates unfairness where a new faculty member can start at the base salary as an assistant professor, stay at least 4-5 years on the job with increasing duties and work each year, and at their 5th year is making the same salary as when they first started, potentially making the same as or less than a new faculty member starting in the future. This also negatively affects the college's ability to retain faculty as other institutions can make more competitive offers. In fact, our college has lost several outstanding faculty recently because of low pay and no increases to salary (salaries remaining stagnant).

The College's response to bullying and harassment is ineffective. Administrators exploit junior faculty and treat tenured faculty with contempt, particularly when those faculty question administrative ethics or disagree with administrative decision making. The College is interested in faculty input only insofar as it supports it's predetermined agenda.

College does not seem to value teaching and service as much as research when awarding discretionary awards. Teaching workload is cumbersome and makes it difficult to conduct as much research as I would like, or teach specialty courses in my area (as all but one course a year that I teach are core courses).

Things have improved vastly in my department over the last year. Increased support and attention as well as competent leaders have helped morale tremendously.

I believe an unreasonable amount of resources are being directed towards administrative positions, while the Faculty, who are really the ones in the trenches and are the ones carrying out the educating and teaching of the future generations, are being ignored as to their fair compensation (money and time-wise). The College seems to be all for internationalization and adopting programs that will give our students global and international perspectives, but they have no idea the kind of time and energy that must be put into the execution of these programs. It is one thing to serve our Departments and the College, but another thing is to give away our work for free. I truly love our institution and mostly our students. They deserve every opportunity to succeed and learn, but we must not forget the heavy lifters and who make this possible... the Faculty.

Support for departments and courses that are central to the College's mission needs to be a central focus of the College. There is no support for partners, which creates a serious retention problem. The Administration micromanages courses without understanding the dire consequences for the College, and thus for the citizenry of the country (and world, in the case of international students). Many extraordinary and accomplished faculty are squandered on beginning level courses in their disciplines. For every solution to a problem, there seems to be a dozen bureaucratic roadblocks. The College lacks vision on a number of levels, and does not take seriously its role in forming citizens who can think for themselves in an increasingly diverse and perilous world. Instead, it has become content to let the market determine its values.

more efforts seem focused on keeping teaching faculty happy, no attention to administrative employees.

Faculty salary remains the number one issue on the campus. The administration made an attempt to help the issue, but nothing more has been done since the last adjustment. The administration needs to revisit the issue to prevent returning to the previous state.

In regards to #18, I've had several issues that I've brought up to the administration regarding handicap issues, only to have it appear to be looked into, but in reality they did nothing. These issues are also being caused by a single individual on campus abusing their position on a committee for personal gain.

Since we haven't had a UUP agreement for a long time, salaries have lagged.

There really needs to be an adjustment of our salaries more in line with our skills and the market. We are grotesquely underpaid at this campus.

Overall, I am happy with my work. I feel highly valued by the students. I get daily positive feedback from them, and often get similar feedback from faculty with whom I regularly work. My pay is low for the professional work that I do, which indicates a lack of appreciation by the college. My conversations with other professionals on campus indicate that many of us feel undervalued, underpaid, and not listened to...in fact, our opinions have not been sought and when offered, have not been considered.

Question #19 is solely based on the need to create your own attitude to teaching and working with college students. That is the true reward.

I have strong concerns about unprofessional treatment of adjunct faculty.

I am so far behind my peers at comparable universities it is pathetic.

In my experience as a "part-time" employee I worked more hours than full time employees. I would regularly work 40+ hours a week. This has changed since the adaption of FSLA, but the workload is still there. I now can't do my job fully, and believe it is giving me a poor reputation. I am not sure how to handle this situation as it reflects on me poorly for future references for other jobs. There has been talk of my position going full time but every year it is denied.

More must be done for the few lecturers who do as much or more than the tenure track faculty. Job security should be given to them just as it is given to those with tenure. The salaries need to be adjusted as well to reflect the work that is done by them.

Travel funds are insufficient to maintain an active scholarly life attending conferences outside of New York, especially for lecturers who are unable to apply for Provost's professional development funds. A policy of one-year contracts even for lecturers who have been employed by the university for 5+ years seems to be actively anti-retention. I would have said that I love the physical environment if it hadn't been for the recent changes to parking—it was illogically decided that it's most important to group all the parking by type, rather than providing parking for all groups (faculty, commuters, etc.) in each parking lot. We were offered only one meeting to discuss this, with no alternative feedback mechanism for those who were teaching at the time of the meeting.

I am incredibly grateful for my role on campus, and the extent at which my role has expanded since beginning on campus. After working on two prior campuses, I feel that my work is most valued here. However, I do find it is very easy to have responsibilities added to your job description and have your role changed without a compensation increase, and later having to fight for that compensation and justify it.

Low morale and an unsolved interpersonal/departmental dispute that has been badly handled by HR and an ever-changing cast of deans have finally motivated me to leave the college several years earlier than I had planned. I no longer enjoy coming to work. The general low morale of many of my colleagues has only grown over the past few years. There have always been dissatisfied faculty and staff, but now many people who have been usually very positive for years are starting to voice their unhappiness to me. The state of SUNY, the College as a whole, and my department have all become sources of sadness rather than pride. I am an alumna as well, and it pains me to leave so soon and with such a heavy heart...

lack of adequate resources for teaching (eg sync software, "smart" podiums missing needed features), lack of support for equipment needed for research, lack of funding for conference attendance, push for larger class sizes beyond what is effective for the subject matter as a solution for not enough classes offered instead of hiring more faculty, lack of input in decisions by the administration that affect us and no transparency for those decisions all contribute to low morale

The fact that discretionary pay is no longer added to base salary is a real problem and the fact that the union fought to stop it

being added to base salary is even worse. The contracted pay increases are basically cost of living if that therefore we work our career basically making the same with the impact inflation - that was a lousy move by the union - if you want to address pay inequity - don't take it away bring us all up

The college relies excessively on adjunct faculty who are shamefully underpaid and have little job security. Because the adjuncts earn so little money they often work several jobs and they are not able to build the resumes they need to seek full time employment here or elsewhere. I know adjuncts with children who work other jobs to support their families. They work sixty to 80 hours a week. They are unable to pursue research so their efforts to find employment are unsuccessful. I love my job. I spend much more than the ten hours per course my salary is supposed to cover. All of the full time faculty is very supportive. I work more hours than I am required to because my students deserve faculty that are "all in." People who are around to answer their emails and meet with them outside of class. The college needs to make teaching a priority. SUNY Oneonta has become more competitive and our students are every bit as good as students at other state universities that spend more money on full time faculty. Our students deserve better and the state of New York is wealthy enough to provide better.

In the last two years the administration has been entirely responsible for decreases in morale and resources and an increase in workload.

Talent and potential abound at SUNY Oneonta. The institution possesses many formidable strengths, too many of them remain unrealized, however. The proliferation of gratuitous mandates, assessment, and regulations ratchet workload creep to a gallop while eroding the reflection and energy endemic to excellence. In an age of creative analytics, the College embraces questionable instruments. We need to concern ourselves more with identifying and nurturing strengths rather than continuing the capricious, punitive pursuit of perceived weaknesses. We owe that to our students: we owe that to ourselves. We lack shared, understood core principles. Our mission statement lacks meaningful relationship to our unique demographic, regional, and historic attributes. Vague platitudes, jargon, and amorphous goals deter rather than inspire excellence. How is our current mission statement distinct from that of Cortland, Potsdam, Geneseo, or any other comprehensive College in our sector? The distance between our rhetoric of exceptionalism and our practices has widened. Our treatment of adjunct faculty vitiates our professed commitment to social justice. Adjuncts endure sweatshop wages, absence of job security, and disrespect. The situation is not unique to SUNY Oneonta, but we can do better. better.

I believe we fail to use our personnel effectively. We're VERY top-heavy and thus resources are quickly depleted and not going to where they could be most effective. Some of us do a tremendous amount of work that goes unrecognized and unsupported--especially through the RPT process. Everything gets thrown into service and thus people who do a tremendous amount of work that is only recognized as service cannot attain promotion. Transparency is still an issue. And, the opportunity to develop an effective strategic plan for diversity, equity and inclusion was done ineffectively. Many of our higher ranking administration simply are not effective in their jobs.

Sometimes I feel like the year-round and executive employees forget that the work of the College is to develop NYS citizens enrolled here into more productive workers to sustain and ensure the strength of the state economy. I feel that academic programs & employee professional development are not adequately resourced in a collaborative, consultative, and transparent process. Personally and independently of my view of academic priorities, my salary was low when hired, and was not adjusted to reflect changing market conditions as new colleagues were hired in following years, and is today after many, many years, close to what new hires earn. This is a compression issue from administrative and union speak, but more broadly speaks to inequity, unfairness, and disrespect. Campus executives clearly do not value loyalty in tenure track employees and don't care about tenured employees. The 22% alleged adjustment from the \$500,000 distribution is a start, but does not address the short or long term income disparities in any meaningful way. The transfer of tech services out of AA has been a disaster, and I don't understand why. To my view, this speaks to the low priority given by campus executives to academic programs and employees. My workload increases, and I think someday I will be able to reduce my workload or better manage it. But change always seems to be around.

Administration does not address poor treatment of employees at the college. They would rather wait to a hostile/inappropriate administrator retires and lose good employees than "rock the boat" more.

Morale is pitiful. I don't know how it can be fixed... a starting point would be for people to be genuinely nicer to each other, though. My own personal positivity can only stretch so far! :)

Since the last survey, the workload has become increasingly less evenly distributed. From the academic perspective, I find that there is a pretext of "democracy and transparency" at this college. Academics cannot attend all the meetings that are scheduled. For administrators and staff, this is part of their work-week. 40 hours and they go home, but for academics, the work remains. I would like to comment on the Strategic Plan in its new iteration. It remains applicable to any campus. The

Star Grants, which have consumed over \$2.5 million dollars since inception have not left a distinctive mark on campus. It appears to be a huge waste of funds geared towards a kind of Oneonta neopatrimonialism. I wonder if there is any real program evaluation of NYS auditors to "follow the money" and assess the degree to which these grants have fundamentally altered our strategic direction. The administration decided to unilaterally engage in equity adjustments of salary for many faculty members. They chose not to include staff and others on campus. Then having made a decision, they contended that the adjustments would address about 22.8% of the inequity. Unfortunately, afterwards, no plan was made to address the other components. The administration then claimed that they had addressed all the inequity and that none exists. This is completely inaccurate. Of course resources are finite, but we have used it for hiring directors of this and that which is also part of administrative proliferation. They have sought to create a system of mutual distrust between faculty and staff on this campus that does not bode well for the future. The professional development accorded to faculty on this campus has become more plentiful and useful, however, accounting mechanisms seem to be quite lax in terms of impact. Impact must go beyond Convivium & Life of the Mind. More fac. & staff not present on campus when needed it comes from admin. creating hostility.

I am dismayed by what I have witnessed at this College. There is so much that is swept under the rug or swept out the door in order to keep a good appearance and to quiet the "problems". For instance, the truth about why Elliot Ruggles is no longer here. I have also seen a number of EXCELLENT adjunct lecturers treated like garbage, even though they far surpass their full-time faculty counterparts in teaching quality and respect from students. The College seems so worried about "diversity" and yet we can't even appreciate/take care of/respect the people who are already here. Many of whom are white. I had been to various people on campus asking for guidance when there were personnel issues in my department. Some people have been very helpful, while others have not - Lisa Wenck failed to follow up with various meetings meant to address and work through issues, and Terrence Mitchell blatantly told me he could not do anything for me, before I even had a chance to ask him or tell him why I was their seeking his guidance. Why are such incompetent people in such important positions? When I began working here I went the extra mile, and I was proud to work here. Now, I just do the best I can but I'm not going to sacrifice my personal life or give any extra. I just don't care. There are too many people in power who abuse their power and don't do what this college purports to do. I've seen too many people, people who DID give their all for this college, basically get crapped on and are no longer here - they've moved on to something better. This college has a lot of potential and a lot of amazing history. It's time for real change to occur. Not just nice words and nice outer appearance.

We need better salaries and 3-3 load.

Low salaries and limited merit awards are frustrating. I have considered applying for jobs at other institutions, but do not want to move my family. It has been frustrating to work on various committees (e.g. AMP) and see this work result in no changes.

It appears that the administration not address the issue of salary equity for professionals and librarians. This is a negative commentary on the value the administration places on these employees. The low salaries will have an impact on our ability to recruit and retain good employees. Workload continues to be a serious issue. The inequitable distribution of workload will cause burnout and low morale for the employees carrying the work burden. And the discretionary process does not address it. It is time the administration distribute discretionary monies equally among full-time UUPers. The process is unfair and is not rewarding meritorious work. Instead, it is used to reward sycophants or given to the lower paid members of departments. Some departments just alternate who gets money each year. There is no consistency in this process and it needs to change now.

At this point I am completely demoralized. I have taught for the school for 16 years and am still very anxious about making enough money to pay my bills. I really don't want to quit teaching, but the cost of living is making me revisit the decision to find work in another field every day. Currently, I have to work at two other schools as well as SUCO in order to make enough to pay rent, utilities, travel expenses, student loans, and other living expenses, and these other schools are not reliable at all, so I end up scrambling to find work every semester. This time and energy used to secure more work takes away from the work I need to do for my SUCO students. Having to work at other schools leaves me with less time to devote to students at Oneonta, especially those who want to see me at times different from my office hours. Working at other schools also eats up time I could be using to research, write, attend conferences, read up on the most current articles in my field, plan more activities for SUCO..... So in this regard, I feel I am not as effective a teacher as I want to be. Instead of reading the latest journals or meeting up with others in my field to brain storm and learn about their work, I am zipping to other campuses, grading endless essays, creating lessons and tests... for other schools. I am left with little time to meet with the chair of my department or be more involved with the work of the department. I feel disconnected from my colleagues and often, even my students. This is not how I imagined teaching would be when I took out hundreds of thousands of dollars in loans to get my doctorate. If the school paid me \$5000 a class, I would still have to look for work in the summer, but I might be able to devote more of my time to SUCO.

The concept of delaying the backfill of vacancies has caused numerous gaps in coverage in my area. Any savings that may

have been realized were transferred to costs of errors and omissions, overworked employees, and stress. It is unfair and illogical to believe that we can continue to afford this practice.

Meetings and communications steal too much time. WE are constantly asked to communicate events and programs to students and to give up class time for presentations, alum visits, as if our classroom time were a resource to exploit for admin office goals. Admin seems ignorant of how many hours and how much mental, physical, and emotional energy faculty expends in teaching and advising students. There is little or no regard for the intellectual space & time to focus required for scholarship. We work hard throughout the summer despite our 10 mth contract; there is no other way to make significant progress on scholarship. The communication via Website, Facebook, and "upcoming events" does not reflect our intellectual and scholarly values. It seems more important to frame the college as fun and trendy to external audiences, rather than showcase incredible programs, projects, scholarly publications and world class speakers. Admin appts of the usual subjects to ad hoc and advisory positions reflects nepotism too often. Teaching burdens are unfair and incentives (\$ and course releases) flow to non-teaching activities.

These are great jobs, mostly it's public rhetoric/opinion and anti-intellectualism that are doing the most harm to the college. The administration mostly has to respond to a hostile central government and the people they pander to.

Low salary, high workload, too many administrators taking decisions without knowing consequences, too many administrators.

Over the last couple of years I have noticed a shift in morale. I think in perhaps to constant shifting of administration and the change in how the chair position is treated. There is not enough compensation for chairs given the workload. (one reason why I would never consider being a chair even though I am senior faculty)

I have seen several colleagues leaving the SUNY Oneonta in the past one year. This is very depressing. More depressing thing is seasoned faculties told me this is very normal at this school.

In my department morale is very low. There is no camaraderie between full-timers and adjuncts. Adjuncts are constantly reminded they cannot rely on their position. Adjunct salary for my particular field of expertise at Oneonta is the lowest in the state. I could go on but I think that's enough to give you a basic idea.

My workload is very light and i have to try to keep myself busy. My supervisor will not keep me informed and does not include me on any decision making. I am the only person that he supervises and he is very bad at it. He does not know what I am doing everyday.

As an adjunct, I have no job security after 16 years.

I feel one of the main issues is the turnover in upper management. They come to oneonta, make big changes in procedures or structure, and then leave shortly after. There needs to be work on finding qualified individuals that want to live in Oneonta, and stay long term.

The results of the salary compression study have only partially been addressed. As part creating new minimum salaries, the College acknowledged that it would have to add back our collectively bargained DSI, but we have only received around 23% of what the College model claimed we were due.

To be honest, I work much too hard for what I am paid and I, along with the majority of my colleagues, feel very undervalued.

As an adjunct I am paid a fraction of what a full-time instructor earns and yet, I know for a fact, that I am working harder, longer hours and am more available to the students than many in my department who are earning, literally, ten times what I am. These are not sour grapes--I'm glad for the employment, enjoy it immensely and I know I'm making a difference in the lives of the students. But the inequities I laid out are, quite simply, mind boggling.

Faculty salaries are too low. Salaries of administrators are too high. There are many secretaries here who don't work very hard even though they get higher salaries than young faculty.

The pay is not equitable between men and women for the same or similar work duties, responsibilities and SL level.

It seems that adjuncts are not adequately considered for full-time positions that open up for which they are qualified. Even though the dept. may feel an adjunct faculty may be qualified, they are discouraged from hiring them. This happened to two of our adjuncts this year. I do not think this is very fair to them or the students.

Heavy grading load for rock-bottom compensation is demoralizing.

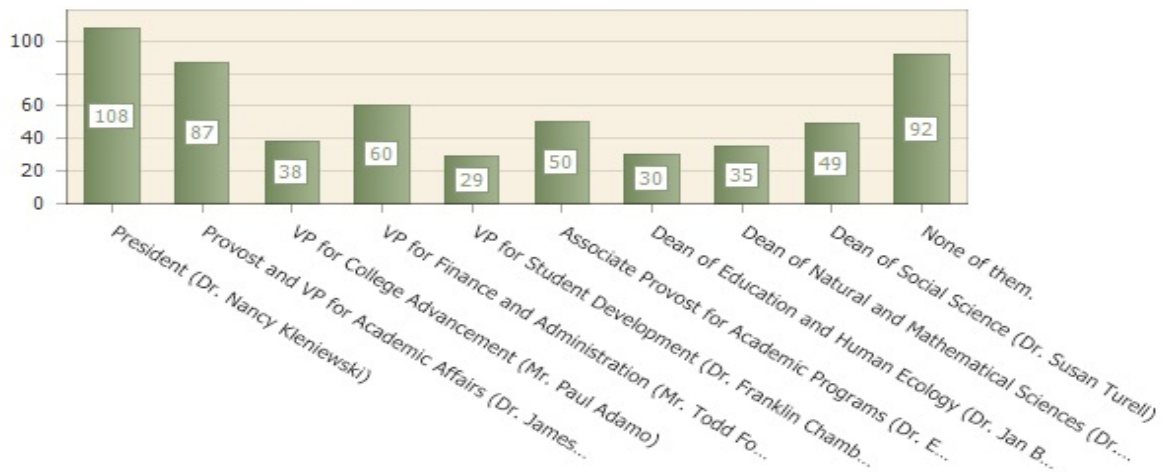
Our dean is great and supportive but her hands are often tied by the restrictions of the provost and SUNY.

Admin (esp. at the Provost and President level) seems to follow an "act first, apologize later" approach (only it's more a "deal with angry faculty later" second part as there are no apologies made).

The college needs to offer better salary for adjunct professors as the workload/pay per course that is offered is not enough for a working and living wage if this the only income that the adjunct has.

1.21.

Which administrator(s) would you like to evaluate? Check all that applies.

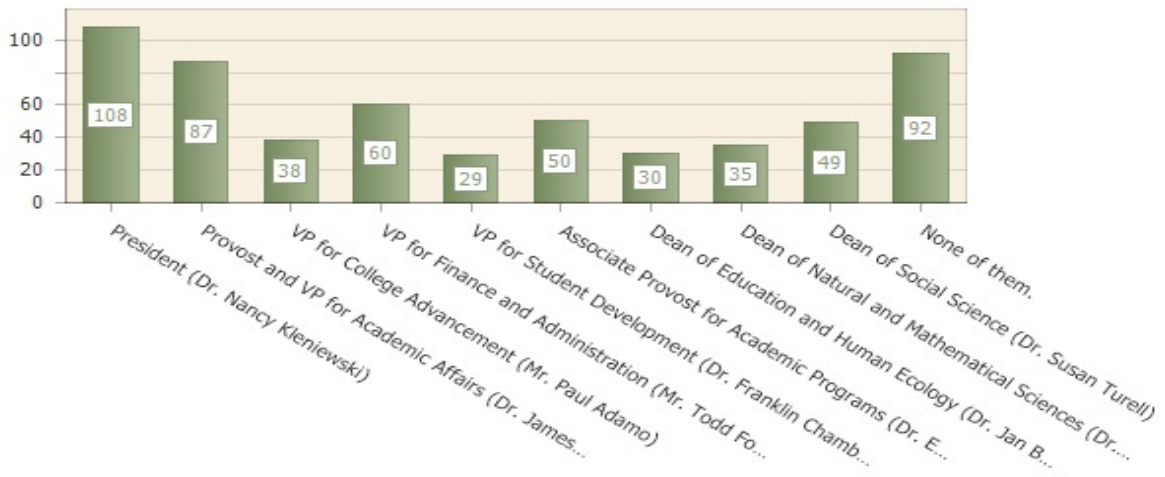


Answer	Count	Percent answer
President (Dr. Nancy Kleniewski)	108	44.3%
Provost and VP for Academic Affairs (Dr. James Mackin)	87	35.7%
VP for College Advancement (Mr. Paul Adamo)	38	15.6%
VP for Finance and Administration (Mr. Todd Foreman)	60	24.6%
VP for Student Development (Dr. Franklin Chambers)	29	11.9%
Associate Provost for Academic Programs (Dr. Eileen Morgan-Zayachek)	50	20.5%
Dean of Education and Human Ecology (Dr. Jan Bowers)	30	12.3%
Dean of Natural and Mathematical Sciences (Dr. Venkat Sharma)	35	14.3%
Dean of Social Science (Dr. Susan Turell)	49	20.1%
None of them.	92	37.7%

Q1

This administrator properly allocates spaces, supplies, equipment, and budgetary resources.

Scale: 1 (Strongly disagree) – 7 (Strongly agree); 0: NA

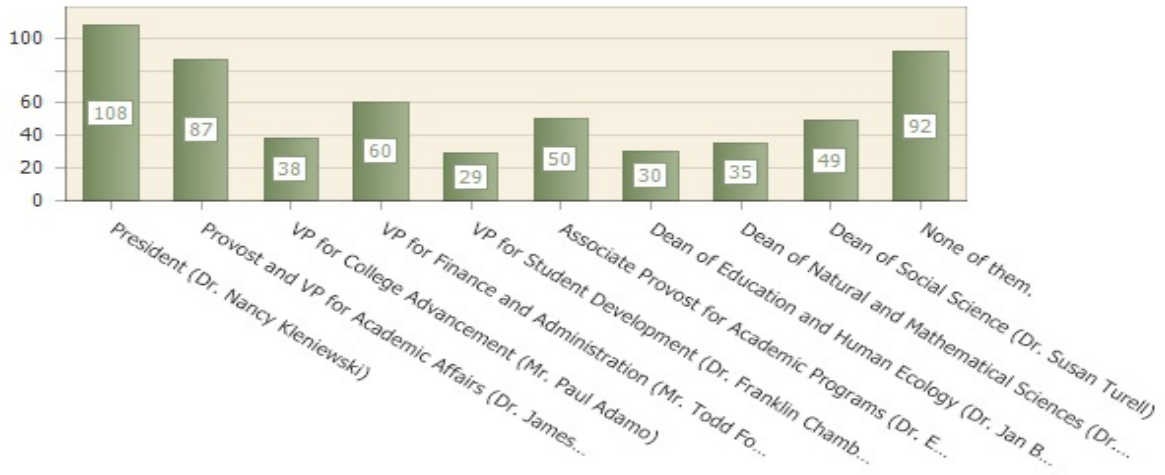


Matrix row	Mean	Std dev	Count and % Rating 1	Count and % Rating 2	Count and % Rating 3	Count and % Rating 4	Count and % Rating 5	Count and % Rating 6	Count and % Rating 7	NA option
Associate Provost for Academic Programs (Dr. Eileen Morgan-Zayachek)	4.4	2.0	3 (6.0%)	2 (4.0%)	3 (6.0%)	3 (6.0%)	5 (10.0%)	4 (8.0%)	4 (8.0%)	26 (52.0%)
Dean of Education and Human Ecology (Dr. Jan Bowers)	4.0	2.1	3 (10.3%)	4 (13.8%)	4 (13.8%)	4 (13.8%)	3 (10.3%)	1 (3.4%)	5 (17.2%)	5 (17.2%)
Dean of Natural and Mathematical Sciences (Dr. Venkat Sharma)	3.3	2.1	10 (28.6%)	5 (14.3%)	5 (14.3%)	3 (8.6%)	4 (11.4%)	4 (11.4%)	3 (8.6%)	1 (2.9%)
Dean of Social Science (Dr. Susan Turell)	3.6	1.9	8 (16.3%)	2 (4.1%)	9 (18.4%)	8 (16.3%)	2 (4.1%)	6 (12.2%)	3 (6.1%)	11 (22.4%)
President (Dr. Nancy Kleniewski)	3.7	1.8	11 (10.5%)	13 (12.4%)	17 (16.2%)	13 (12.4%)	10 (9.5%)	15 (14.3%)	4 (3.8%)	22 (21.0%)
Provost and VP for Academic Affairs (Dr. James Mackin)	3.8	1.8	8 (9.5%)	12 (14.3%)	8 (9.5%)	17 (20.2%)	7 (8.3%)	12 (14.3%)	4 (4.8%)	16 (19.0%)
VP for College Advancement (Mr. Paul Adamo)	4.4	2.1	4 (10.8%)	1 (2.7%)	6 (16.2%)	5 (13.5%)	1 (2.7%)	4 (10.8%)	8 (21.6%)	8 (21.6%)
VP for Finance and Administration (Mr. Todd Foreman)	4.5	2.0	6 (10.3%)	6 (10.3%)	3 (5.2%)	10 (17.2%)	6 (10.3%)	13 (22.4%)	9 (15.5%)	5 (8.6%)
VP for Student Development (Dr. Franklin Chambers)	3.3	1.8	4 (14.8%)	1 (3.7%)	4 (14.8%)	4 (14.8%)	1 (3.7%)	1 (3.7%)	1 (3.7%)	11 (40.7%)

Q2

This administrator supports my work needs.

Scale: 1 – 7; 0: NA

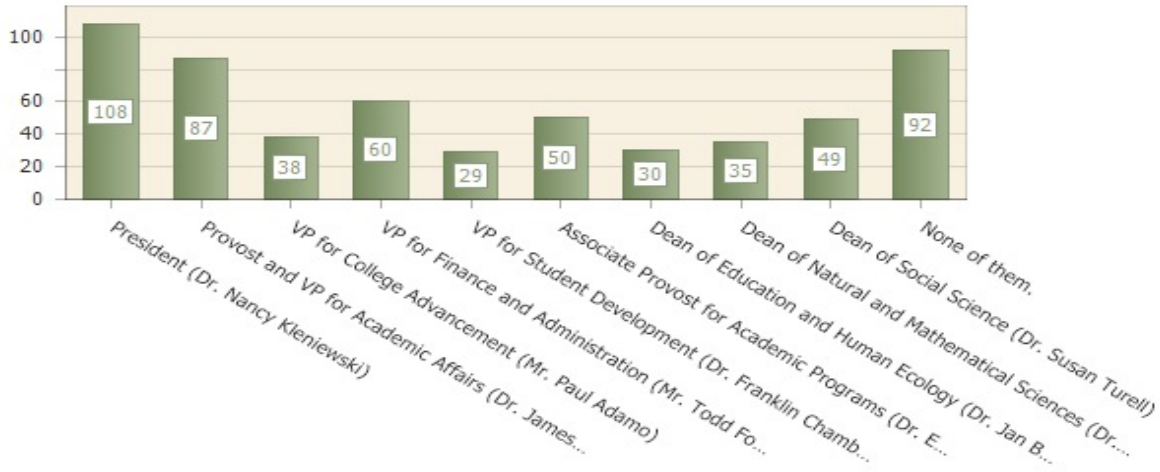


Matrix row	Mean	Std dev	Count and % Rating 1	Count and % Rating 2	Count and % Rating 3	Count and % Rating 4	Count and % Rating 5	Count and % Rating 6	Count and % Rating 7	NA option
Associate Provost for Academic Programs (Dr. Eileen Morgan-Zayachek)	4.5	2.2	6 (12.2%)	4 (8.2%)	5 (10.2%)	4 (8.2%)	3 (6.1%)	8 (16.3%)	11 (22.4%)	8 (16.3%)
Dean of Education and Human Ecology (Dr. Jan Bowers)	3.8	1.9	3 (10.3%)	4 (13.8%)	6 (20.7%)	6 (20.7%)	2 (6.9%)	0 (0%)	5 (17.2%)	3 (10.3%)
Dean of Natural and Mathematical Sciences (Dr. Venkat Sharma)	3.4	2.4	12 (34.3%)	3 (8.6%)	2 (5.7%)	4 (11.4%)	1 (2.9%)	5 (14.3%)	5 (14.3%)	3 (8.6%)
Dean of Social Science (Dr. Susan Turell)	4.1	2.3	11 (22.4%)	2 (4.1%)	6 (12.2%)	2 (4.1%)	7 (14.3%)	6 (12.2%)	9 (18.4%)	6 (12.2%)
President (Dr. Nancy Kleniewski)	4.1	2.0	15 (14.3%)	11 (10.5%)	12 (11.4%)	15 (14.3%)	13 (12.4%)	18 (17.1%)	12 (11.4%)	9 (8.6%)
Provost and VP for Academic Affairs (Dr. James Mackin)	3.9	1.9	13 (15.3%)	5 (5.9%)	16 (18.8%)	10 (11.8%)	13 (15.3%)	15 (17.6%)	5 (5.9%)	8 (9.4%)
VP for College Advancement (Mr. Paul Adamo)	4.7	2.1	2 (5.4%)	3 (8.1%)	3 (8.1%)	2 (5.4%)	3 (8.1%)	3 (8.1%)	7 (18.9%)	14 (37.8%)
VP for Finance and Administration (Mr. Todd Foreman)	4.5	2.0	6 (10.3%)	4 (6.9%)	3 (5.2%)	6 (10.3%)	9 (15.5%)	12 (20.7%)	6 (10.3%)	12 (20.7%)
VP for Student Development (Dr. Franklin Chambers)	3.4	1.7	3 (11.1%)	2 (7.4%)	3 (11.1%)	7 (25.9%)	1 (3.7%)	1 (3.7%)	1 (3.7%)	9 (33.3%)

Q3

This administrator effectively promotes professional growth.

Scale: 1 – 7; 0: NA

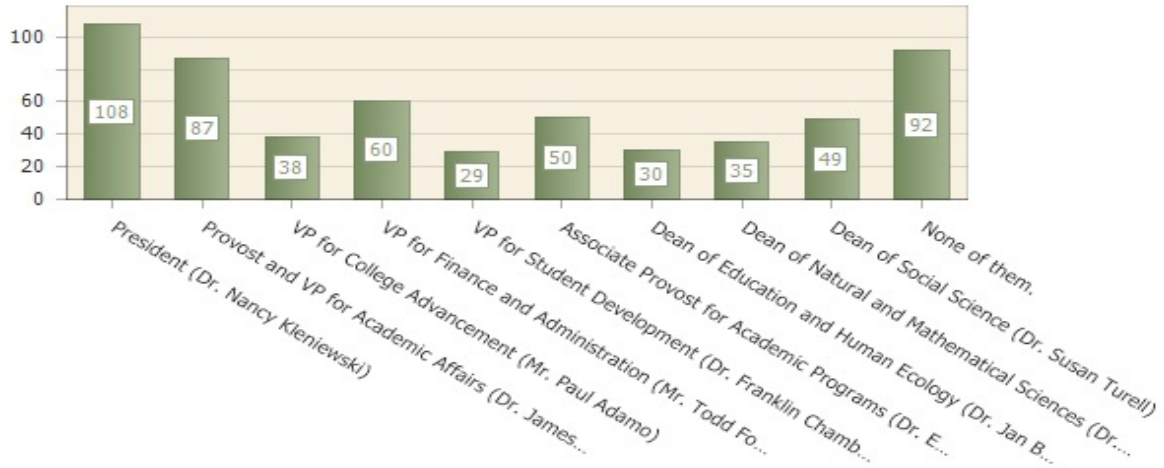


Matrix row	Mean	Std dev	Count and % Rating 1	Count and % Rating 2	Count and % Rating 3	Count and % Rating 4	Count and % Rating 5	Count and % Rating 6	Count and % Rating 7	NA option
Associate Provost for Academic Programs (Dr. Eileen Morgan-Zayachek)	4.3	2.3	5 (10.2%)	4 (8.2%)	8 (16.3%)	1 (2.0%)	2 (4.1%)	6 (12.2%)	9 (18.4%)	14 (28.6%)
Dean of Education and Human Ecology (Dr. Jan Bowers)	3.9	2.1	3 (10.3%)	5 (17.2%)	3 (10.3%)	2 (6.9%)	5 (17.2%)	0 (0%)	5 (17.2%)	6 (20.7%)
Dean of Natural and Mathematical Sciences (Dr. Venkat Sharma)	3.6	2.3	8 (23.5%)	5 (14.7%)	3 (8.8%)	2 (5.9%)	4 (11.8%)	3 (8.8%)	5 (14.7%)	4 (11.8%)
Dean of Social Science (Dr. Susan Turell)	3.9	2.4	10 (20.4%)	4 (8.2%)	8 (16.3%)	3 (6.1%)	3 (6.1%)	3 (6.1%)	11 (22.4%)	7 (14.3%)
President (Dr. Nancy Kleniewski)	3.8	2.0	14 (13.2%)	17 (16.0%)	9 (8.5%)	14 (13.2%)	12 (11.3%)	13 (12.3%)	9 (8.5%)	18 (17.0%)
Provost and VP for Academic Affairs (Dr. James Mackin)	3.9	1.9	10 (11.8%)	12 (14.1%)	6 (7.1%)	14 (16.5%)	14 (16.5%)	9 (10.6%)	7 (8.2%)	13 (15.3%)
VP for College Advancement (Mr. Paul Adamo)	4.4	2.2	2 (5.3%)	3 (7.9%)	4 (10.5%)	2 (5.3%)	1 (2.6%)	4 (10.5%)	5 (13.2%)	17 (44.7%)
VP for Finance and Administration (Mr. Todd Foreman)	3.9	2.3	10 (16.9%)	4 (6.8%)	2 (3.4%)	6 (10.2%)	3 (5.1%)	8 (13.6%)	6 (10.2%)	20 (33.9%)
VP for Student Development (Dr. Franklin Chambers)	3.8	2.0	3 (10.7%)	3 (10.7%)	0 (0%)	5 (17.9%)	2 (7.1%)	2 (7.1%)	2 (7.1%)	11 (39.3%)

Q4

This administrator recognizes the strengths and weaknesses within her/his areas of responsibility.

Scale: 1 – 7; 0: NA

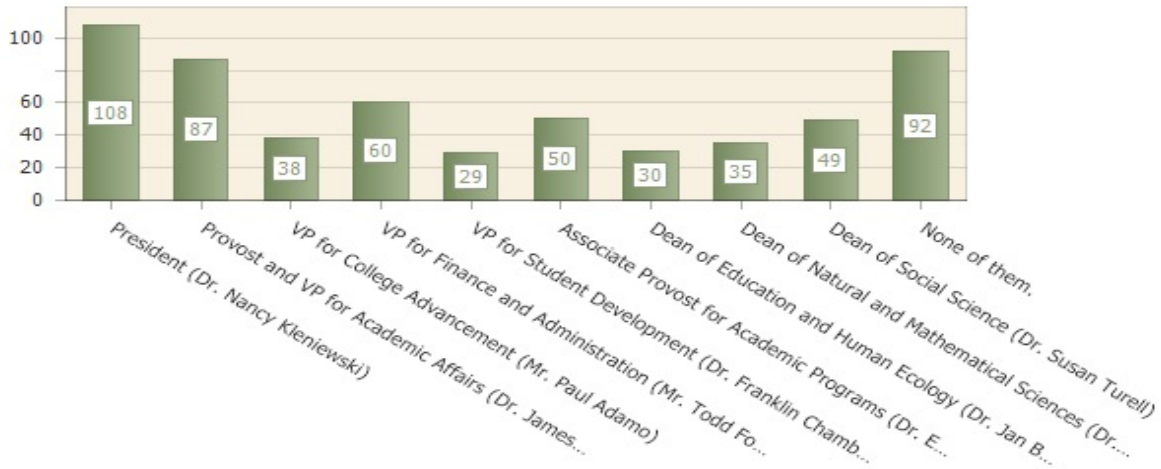


Matrix row	Mean	Std dev	Count and % Rating 1	Count and % Rating 2	Count and % Rating 3	Count and % Rating 4	Count and % Rating 5	Count and % Rating 6	Count and % Rating 7	NA option
Associate Provost for Academic Programs (Dr. Eileen Morgan-Zayachek)	4.4	2.0	6 (12.0%)	2 (4.0%)	7 (14.0%)	3 (6.0%)	7 (14.0%)	12 (24.0%)	5 (10.0%)	8 (16.0%)
Dean of Education and Human Ecology (Dr. Jan Bowers)	3.1	2.0	8 (27.6%)	4 (13.8%)	1 (3.4%)	5 (17.2%)	3 (10.3%)	1 (3.4%)	2 (6.9%)	5 (17.2%)
Dean of Natural and Mathematical Sciences (Dr. Venkat Sharma)	3.0	2.2	13 (37.1%)	2 (5.7%)	3 (8.6%)	4 (11.4%)	3 (8.6%)	2 (5.7%)	3 (8.6%)	5 (14.3%)
Dean of Social Science (Dr. Susan Turell)	3.6	2.3	10 (20.4%)	6 (12.2%)	9 (18.4%)	2 (4.1%)	3 (6.1%)	4 (8.2%)	8 (16.3%)	7 (14.3%)
President (Dr. Nancy Kleniewski)	3.3	2.0	28 (26.4%)	9 (8.5%)	16 (15.1%)	8 (7.5%)	9 (8.5%)	15 (14.2%)	5 (4.7%)	16 (15.1%)
Provost and VP for Academic Affairs (Dr. James Mackin)	3.7	1.9	15 (17.6%)	6 (7.1%)	10 (11.8%)	11 (12.9%)	16 (18.8%)	7 (8.2%)	6 (7.1%)	14 (16.5%)
VP for College Advancement (Mr. Paul Adamo)	4.4	2.2	4 (10.5%)	2 (5.3%)	4 (10.5%)	3 (7.9%)	3 (7.9%)	5 (13.2%)	6 (15.8%)	11 (28.9%)
VP for Finance and Administration (Mr. Todd Foreman)	4.4	2.1	7 (11.9%)	5 (8.5%)	4 (6.8%)	4 (6.8%)	8 (13.6%)	12 (20.3%)	7 (11.9%)	12 (20.3%)
VP for Student Development (Dr. Franklin Chambers)	3.4	2.0	6 (21.4%)	1 (3.6%)	1 (3.6%)	5 (17.9%)	3 (10.7%)	2 (7.1%)	1 (3.6%)	9 (32.1%)

Q5

This administrator selects and manages personnel effectively.

Scale: 1 – 7; 0: NA

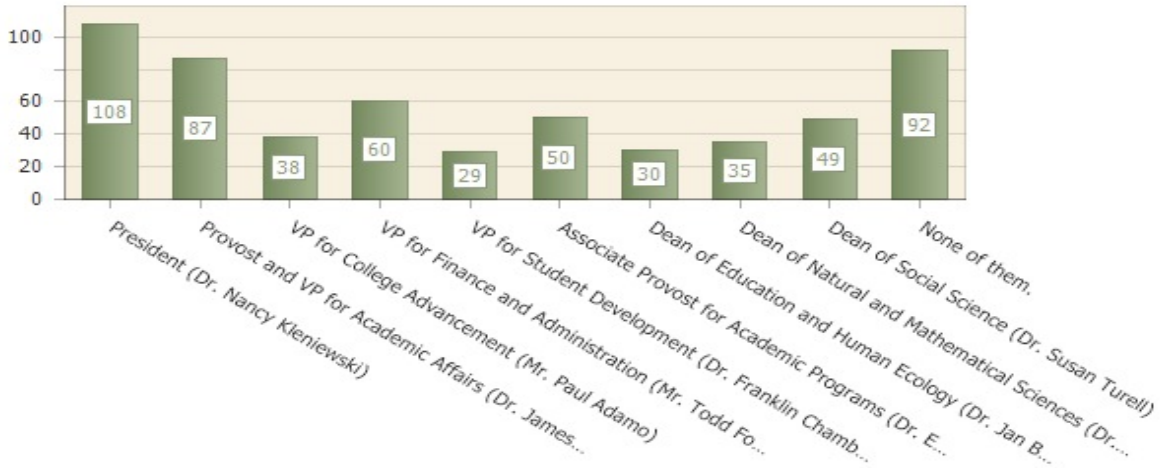


Matrix row	Mean	Std dev	Count and % Rating 1	Count and % Rating 2	Count and % Rating 3	Count and % Rating 4	Count and % Rating 5	Count and % Rating 6	Count and % Rating 7	NA option
Associate Provost for Academic Programs (Dr. Eileen Morgan-Zayachek)	4.3	2.1	6 (12.2%)	2 (4.1%)	2 (4.1%)	4 (8.2%)	6 (12.2%)	6 (12.2%)	5 (10.2%)	18 (36.7%)
Dean of Education and Human Ecology (Dr. Jan Bowers)	3.3	2.1	6 (21.4%)	5 (17.9%)	3 (10.7%)	3 (10.7%)	1 (3.6%)	2 (7.1%)	3 (10.7%)	5 (17.9%)
Dean of Natural and Mathematical Sciences (Dr. Venkat Sharma)	3.3	2.1	9 (26.5%)	5 (14.7%)	1 (2.9%)	5 (14.7%)	4 (11.8%)	2 (5.9%)	3 (8.8%)	5 (14.7%)
Dean of Social Science (Dr. Susan Turell)	3.4	2.2	12 (24.5%)	5 (10.2%)	8 (16.3%)	4 (8.2%)	2 (4.1%)	6 (12.2%)	5 (10.2%)	7 (14.3%)
President (Dr. Nancy Kleniewski)	3.0	2.1	33 (31.4%)	22 (21.0%)	5 (4.8%)	6 (5.7%)	11 (10.5%)	12 (11.4%)	6 (5.7%)	10 (9.5%)
Provost and VP for Academic Affairs (Dr. James Mackin)	3.6	2.0	15 (17.9%)	5 (6.0%)	13 (15.5%)	9 (10.7%)	11 (13.1%)	9 (10.7%)	5 (6.0%)	17 (20.2%)
VP for College Advancement (Mr. Paul Adamo)	3.8	2.2	6 (16.2%)	2 (5.4%)	4 (10.8%)	3 (8.1%)	2 (5.4%)	3 (8.1%)	4 (10.8%)	13 (35.1%)
VP for Finance and Administration (Mr. Todd Foreman)	4.4	2.1	7 (12.1%)	4 (6.9%)	4 (6.9%)	7 (12.1%)	7 (12.1%)	11 (19.0%)	8 (13.8%)	10 (17.2%)
VP for Student Development (Dr. Franklin Chambers)	3.2	1.9	7 (25.9%)	1 (3.7%)	2 (7.4%)	3 (11.1%)	5 (18.5%)	2 (7.4%)	0 (0%)	7 (25.9%)

Q6

This administrator articulates a compelling vision.

Scale: 1 – 7; 0: NA

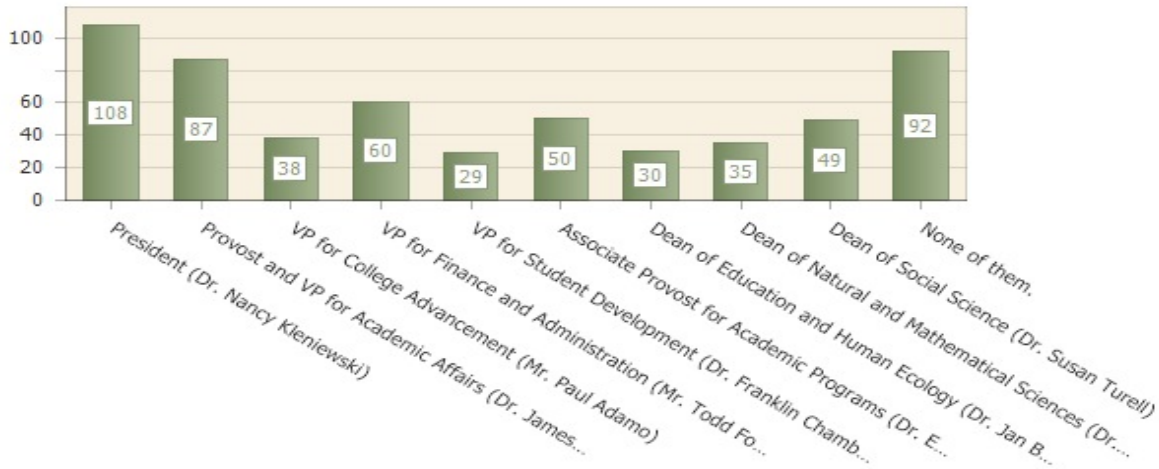


Matrix row	Mean	Std dev	Count and % Rating 1	Count and % Rating 2	Count and % Rating 3	Count and % Rating 4	Count and % Rating 5	Count and % Rating 6	Count and % Rating 7	NA option
Associate Provost for Academic Programs (Dr. Eileen Morgan-Zayachek)	4.3	2.2	7 (14.3%)	4 (8.2%)	5 (10.2%)	3 (6.1%)	7 (14.3%)	5 (10.2%)	9 (18.4%)	9 (18.4%)
Dean of Education and Human Ecology (Dr. Jan Bowers)	3.1	2.1	11 (39.3%)	1 (3.6%)	2 (7.1%)	4 (14.3%)	4 (14.3%)	2 (7.1%)	2 (7.1%)	2 (7.1%)
Dean of Natural and Mathematical Sciences (Dr. Venkat Sharma)	3.2	2.3	13 (38.2%)	3 (8.8%)	1 (2.9%)	3 (8.8%)	5 (14.7%)	2 (5.9%)	4 (11.8%)	3 (8.8%)
Dean of Social Science (Dr. Susan Turell)	3.9	2.3	12 (24.5%)	3 (6.1%)	7 (14.3%)	2 (4.1%)	4 (8.2%)	9 (18.4%)	8 (16.3%)	4 (8.2%)
President (Dr. Nancy Kleniewski)	3.7	2.2	24 (22.9%)	19 (18.1%)	10 (9.5%)	9 (8.6%)	12 (11.4%)	13 (12.4%)	16 (15.2%)	2 (1.9%)
Provost and VP for Academic Affairs (Dr. James Mackin)	3.5	2.2	20 (23.8%)	12 (14.3%)	7 (8.3%)	6 (7.1%)	12 (14.3%)	7 (8.3%)	10 (11.9%)	10 (11.9%)
VP for College Advancement (Mr. Paul Adamo)	4.7	2.2	4 (10.8%)	5 (13.5%)	1 (2.7%)	3 (8.1%)	3 (8.1%)	7 (18.9%)	9 (24.3%)	5 (13.5%)
VP for Finance and Administration (Mr. Todd Foreman)	4.5	2.2	8 (13.8%)	4 (6.9%)	2 (3.4%)	6 (10.3%)	6 (10.3%)	10 (17.2%)	11 (19.0%)	11 (19.0%)
VP for Student Development (Dr. Franklin Chambers)	3.6	2.1	6 (22.2%)	3 (11.1%)	2 (7.4%)	7 (25.9%)	1 (3.7%)	2 (7.4%)	4 (14.8%)	2 (7.4%)

Q7

This administrator effectively fulfills the responsibilities of her/his position.

Scale: 1 – 7; 0: NA



Matrix row	Mean	Std dev	Count and % Rating 1	Count and % Rating 2	Count and % Rating 3	Count and % Rating 4	Count and % Rating 5	Count and % Rating 6	Count and % Rating 7	NA option
Associate Provost for Academic Programs (Dr. Eileen Morgan-Zayachek)	5.0	2.2	6 (12.2%)	4 (8.2%)	4 (8.2%)	2 (4.1%)	6 (12.2%)	8 (16.3%)	18 (36.7%)	1 (2.0%)
Dean of Education and Human Ecology (Dr. Jan Bowers)	3.1	2.1	9 (32.1%)	1 (3.6%)	5 (17.9%)	3 (10.7%)	1 (3.6%)	3 (10.7%)	2 (7.1%)	4 (14.3%)
Dean of Natural and Mathematical Sciences (Dr. Venkat Sharma)	3.4	2.4	12 (35.3%)	3 (8.8%)	2 (5.9%)	4 (11.8%)	4 (11.8%)	0 (0%)	7 (20.6%)	2 (5.9%)
Dean of Social Science (Dr. Susan Turell)	4.2	2.4	9 (18.4%)	6 (12.2%)	5 (10.2%)	2 (4.1%)	4 (8.2%)	7 (14.3%)	11 (22.4%)	5 (10.2%)
President (Dr. Nancy Kleniewski)	3.9	2.1	18 (17.1%)	13 (12.4%)	12 (11.4%)	15 (14.3%)	12 (11.4%)	15 (14.3%)	14 (13.3%)	6 (5.7%)
Provost and VP for Academic Affairs (Dr. James Mackin)	4.0	2.1	15 (17.9%)	8 (9.5%)	8 (9.5%)	12 (14.3%)	8 (9.5%)	18 (21.4%)	9 (10.7%)	6 (7.1%)
VP for College Advancement (Mr. Paul Adamo)	4.9	2.1	3 (8.1%)	4 (10.8%)	3 (8.1%)	4 (10.8%)	5 (13.5%)	5 (13.5%)	12 (32.4%)	1 (2.7%)
VP for Finance and Administration (Mr. Todd Foreman)	4.9	2.0	6 (10.3%)	4 (6.9%)	3 (5.2%)	5 (8.6%)	8 (13.8%)	14 (24.1%)	15 (25.9%)	3 (5.2%)
VP for Student Development (Dr. Franklin Chambers)	3.6	2.0	6 (22.2%)	1 (3.7%)	1 (3.7%)	5 (18.5%)	4 (14.8%)	3 (11.1%)	1 (3.7%)	6 (22.2%)

Q8

Please write your comments concerning the administrator(s). Your comments will remain completely anonymous and confidential.

President (Dr. Nancy Kleniewski) – Comments

Answer
She has no vision for the College. The College is going downhill under her leadership. She's proud of meaningless numbers and rankings, but fails to recognize our own weakness.
should retire, style typified by her support and hire of the previous provost, who was a big disaster for the college
no vision: driven away from bad PR, not towards a meaningful future.
President seems disengaged from College. She has not communicated a vision for the College, nor allocated resources effectively.
President Kleniewski lacks vision and direction. She interferes in the good work of the deans/provost and inserts herself into matters that are unrelated to her job responsibilities.
She does not value faculty's suggestions at all. Everything is administrative orientated.
Lack of transparency of decisions; Says sustainability is a corner stone but refuses to support the old Environmental Sciences major even tho' it had more students than Physics.
The president contradicts most talk of promoting a vision for this college with her actions that directly oppose those advancements. She has not accepted SUNYT Oneonta for what it is, and helped up become a better stand out SUNY. Instead, she has pushed for Onoenta to become a more nebulous school without distinction from other SUNYs. She doesn't seem to value strong faculty and acknowledge that they make a department better. Finally, she is a terrible female role model as she has practices (and some highly inappropriate, with the help of Lisa Wenck) with regard to how she deals with female inequities.
Extremely personable, friendly and supportive. She is a very visible leader who is positive and supportive in my interactions with her.
The President's view of SUCO's role in higher education is dispiriting. This is still an academic institution, not a socialization or vocational institution.
I find her to be invisible. If she came to a dept meeting just once a year, maybe we could evaluate her more thoroughly. She makes enough money to tweak her schedule to ours rather than having faculty try to find her at her little coffee hours.
A President of a college who despises academics as she does should not be in the position she is in.
Encouraged to exercise more accountability with MC staff
Too focused on what is trendy and current. Does not seem tuned into the value of the liberal arts.
Is out of touch with the students and faculty. She has continually moved the college away from an educational institution and towards a business, blemishing the reputation of the college and causing valuable faculty and staff to leave for institutions that do value education (and pay better).
Her communication of her vision and expectations has improved each year she had been here.
Needs to take swifter action towards administration members who are not fulfilling their duties properly. Has improved conditions for faculty (workload and teaching) considerably since previous President and should be given credit for that. Needs to keep firmer eye on bottom line and cut back on outside consultants, expensive special visiting speakers, various administrative perks and trainings of questionable value.
Quite invisible since the new provost arrived, terrible at selecting management confidential colleagues (usually for complicity rather than talent), and has overstayed her welcome.
Despite rhetorical support for transparency and shared governance, this administrator sustains an administrative structure

she has to be held responsible for some of the horrible administrators the college has hired in the last five years. This includes the previous provost, CDO, the previous dean of the school of business, the dean of education and human ecology, the library director and the CIO. She holds on to incompetent administrators far too long. And why hire a brand new director of CADE when a competent one is already in the acting role? Why hire an outside dean of business when an experienced one is already here? At least he has been put into that position that he should have had in the first place.

On two occasions, I have observed the President getting emotional and teary in meetings when there is no clear reason. It is uncomfortable and concerning.

I appreciate her attempts at promoting collegiality and relying on consensus within the cabinet, but it appears that this has caused confusion about who makes policy and what the vision of the college should be.

While I believe the President articulates a wonderful vision for the college, her actions in "support" of that vision don't match. In other words; she says one thing and does another.

Dr. Kleiniewski is legally obliged to be the CEO of this campus but she fails to meet this obligation. Instead, she hides behind the Cabinet for decisionmaking.

Provost and VP for Academic Affairs (Dr. James Mackin) – Comments

Answer

He pretends to be consultative but already has a mind of his own.

seems decent, thoughtful and intelligent, FAR better than his predecessor

Effective, competent manager.

Provost is a genuinely nice person, but makes decisions using bad data. Methods for allocating faculty lines are not clearly stated, other than by using flawed data.

He seems to have a better vision for the campus than the president does. He would serve the campus better if he stopped taking his orders from Dr. Kleniewski and began implementing his vision for SUNY Oneonta.

Same as the president.

Provost Mackin is very conservative in his vision for the college. He is effective and competent in many of his roles, but he is too swayed by the administrative fads.

Dr. Mackin is attempting to normalize practice at Oneonta according to industry standards. For that he is to be praised. However, industry standard is not what we should be aspiring to.

While his time is temporary Dr. Mackin appears to be the most effective & most competent provost we've had compared to the previous two or three in the position.

Not clear what he is trying to do. Efforts to date appear to slow things down and/or make things more cumbersome.

Very clear communicator need to do even more of this.

I love that Provost Mackin is able to make decisions that are based on the future well-being of the College, though they might be unpopular now, without being overly concerned with how a potentially controversial decision might affect his future career plans.

A huge improvement from the previous Provost. Willing to listen and implement useful changes. Is a presence on campus and reliable.

Dr. Mackin knows how to be efficient for short periods of time. He is unfortunately not very good at listening to faculty, though he does listen to deans. Such devotions to military style, hierarchical leadership carries its own risks. One is a degree of arrogance toward his subordinates. Since he is temporary, his contributions are temporary.

He runs our college like a business.

It is a concern that Dr. Mackin is making large-scale decisions based on faulty data. Dr. Mackin is not transparent in what his

plans are for departments across the campus. He changing academics based on bean counting. We are an educational instituion not a business.

My interactions with him have been positive.

He seems to have a perspective on resources and programs that are working or not. I think the vision of the college -- across schools needs to be better communicated. Difficult to determine priorities and focus.

Seems less interested in listening to faculty feedback.

Dr. Mackin has done everything he can to impede our faculty in the performance of their duties and carrying out the College mission of effective teaching. He makes decisions based on faulty or no data. Despite being shown evidence (which can be overwhelming) contradicting his position, he refuses to change his decisions.

Dr. Mackin is a significant improvement over his predecessor. While not a visionary, he is a competent pragmaticsim.

Too much misunderstanding and miscommunication. A two year contract is disrespectful when he is surrounbded by a team that has been here for more than a generation.

Dr. Mackin is no visionary but given the past performance of Larkin and Thompson, he has saved the Kleniewski presidency for now. Nonetheless, we are in a holding pattern. Mackin has attended to much neglected details in a timely manner, although he is often unaware of the details. At times he seeks consultation and at other times, he acts rather rashly. I do believe that his heart is in the right direction and he see this place as highly dysfunctional. He is making the best of a bad situation. He is having fun and enjoys his job and he really does not need the money. He has no naked ambitions. This is a plus. My advice to Mackin is to look for people and a variety of people who can speak to and build up lost ground in the academic area. Pick carefully the initiatives and avoid overwhelming the faculty with nonsense that emanates from SUNY Central. He should advocate for restarting the equity process and to find signature academic projects. The Teaching Center is not that. That is a collosal waste of funds.

For the position he is in, I believe he is doing his best. I wish he would take a stronger stance - he has a lot of potential.

I don't know enough about him, honestly. I just know he made some rather capricious decisions early on that undermined policy. That was unfortunate. I am also not pleased with the ways in which he has tightened the budget. I'm glad he has instituted course fees. I have heard that those who report directly to him find him approachable and cooperative, which is excellent.

A great improvement over the last provost.Any chance we can keep him for more than two more years? He does need to hire a new library director, immediately. The current one is incompetent and indolent.

He has faltered in communications, sometimes disrespectful--getting names and ranks wrong. The governance process was not adequately honored initially. He has improved and I appreciate relative transparency in recent months.

He seems to have a good sense of the institution's strengths and weaknesses and should be commended for taking action and stimulating discussion about pressing issues.

Been at the college for 8 yrs. Never met him or any previous Provost. Have no idea who he is or what he does. Adjuncts need a living wage. Is this going to be addressed?

He is doing a good job trying to correct the mistakes made by Maria Thompson, which were supported by President Kleiniewski.

It is clear that neither Dr. Mackin or SUNY central support the education of students, but are only concerned with making higher education a profitable business.

Seems overwhelmed. Flip flops on decisions. Makes attempts to consult with others but too many changes too fast.

VP for College Advancement (Mr. Paul Adamo) – Comments

Answer

competent at raising funds, which is his job I think.

seems an excellent manager, but I'd like to see a cost/benefit analysis of the extraordinary growth (staff) in his area compared to asset/endowment effectivity. The growth since 2008 is not just a function of his work.

His whole office is on the budget of the college rather than being self-financing. This is not industry standard and contributes the college being unable to operate in the black. This is one of the least spoken about disgraces of "the Oneonta way."

Continues to do an exemplary job.

Consistently helpful and upbeat. Could be a bit more transparent in showing how money raised is directly supporting faculty research, infrastructure, scholarships.

According to the 'metrics' he is effective at building the endowment. Assisting departments to build scholarship funds is not an interest of his. It would be helpful it was was.

Mr. Adamo merits recognition for significantly augmented the resources of the College. His domain, however, needs more transparency.

Lack of transparency and a lack of respect towards academics are evident. How much does this unit cost and what is the break even? What are the expectations? How does Hartwick raise three times as much as us? Does not practice shared governance. Wish this area was a smaller part of and priority in this administration.

Paul is really wonderful. It's been a long time since I've been able to say that I truly enjoy working for my boss; he listens, he genuinely cares, he provides his staff a lot of latitude with being able to express our ideas and act on them. He's a leader and a mentor, and our college is a better place for having him!

Mr. Adamo is vitally important to this college. However, he should also think about smaller departments. He is committed to this college, and I appreciate that.

Just excellent.

Conservative for the right reasons.

He is a self-promoter. He just wants to enlarge his already excessive paycheck.

VP for Finance and Administration (Mr. Todd Foreman) – Comments

Answer
good steward, tough times: appears flummoxed by faculty--and I can see why
One of the few administrators that is competent in his position
Very personable and friendly in every interaction that I have had with him.
I trust Mr. Foreman's judgement. I may not agree on all his approaches for filling vacant positions.. but he is earnest and committed to the institution.
Does a good job. Not intrusive.
Has no care for the students or faculty, only the bottom financial line. This undermines the mission of the college as a place of education.
Makes some assumptions about faculty jobs and responsibilities.
Evaluates academic programs using business logic.
He is good at explaining the budget. Anything else, he will not do.
Todd is very open and approachable.
A genial and decent individual, Mr. Foreman treats individuals with respect and elicits the same. His reports, at times, reflect the view from 20,000 feet above ground, sometimes deterring informed questions, about College finances.
Lack of transparency. Clearly does not value shared governance. Wish he would retire.
Issues with supervisor were not addressed, as a result I lost my job. Mr. Foreman was part of a team that allowed this to happen.
Todd Foreman continues to grow in his job, but I am concerned that rather than having a voice of conscience, he has become part of the establishment. There is tremendous waste at this college, and I am not just imagining it. Yes, for political reasons it is difficult for him to act, but I would like to see him continue to advocate for sensible approaches. I appreciate his candor. I appreciate that he is not a carpetbagger or one of those swirling administrators; he is committed to this college for the long haul.
Just excellent.
Open minded and forward thinking.
He is truly an advocate of faculty and students and seems personally dedicated to supporting the academic mission of the college.
He tries but has difficulty managing the departments under him (such as facilities and IT).

VP for Student Development (Dr. Franklin Chambers) – Comments

Answer

A Disappointment

I think that Dr. Chambers is still relatively new but I would like him to critically look at the folks he supervises and ascertain whether or not those folks are still effective. He has been doing a great job at providing a vision and being present but I am not sure all the department leaders support or demonstrate what he asks.

Appears to to a good job.

Dr. Chambers has a vision of campus that few share and rather than bring them along he orders changes and punishes those who don't follow. He doesn't care about anything but athletics.

Is completely biased towards athletics and pushes most of the student development budget toward athletic funding.

Since the supervision structure has been fluid in this area it's hard to know what is supposed to be getting done. Communication from Dr. Chambers is not very often

I think he has done a good job so far but he has a major challenge in front of him. The four leaders of the residence life office are a joke. There are numerous examples of this on a day to day basis and something needs to be done.

I do not believe this administrator is even familiar with all the departments he oversees. I feel that he isn't very approachable to members of the campus community and he isn't available often. From my perspective, this administrator is more focused on making financial cuts than finding solutions to be more efficient with resources.

Dr. Chambers is centered, genial, and observant. His operating style, however, remains an evolving work in progress.

Frank is a nice person but appears quite remote. I thought he would take a more assertive role in fixing some of the more problematic departments on campus.

I feel the VP is too beholdening to the President.

He does not manage effectively. The departments under him do whatever they want.

Associate Provost for Academic Programs (Dr. Eileen Morgan-Zayachek) – Comments

Answer
Excellent. The one shining light in Netzer building, seems to "get" academia better than the rest
excellent, clear, collegial
A true academic in an administrative post is a rarity. Eileen is honest and fair. We need more like her.
Incredibly overworked and struggling to keep her head above water. And she was just given more to do.
The function of this position has never been made clear to the campus.
Doing an excellent job.
Will be useful to have her take on some aspects of Assessment.
Appointed to a position for which there should be a national search. Not supportive of faculty needs.
Dr. E. M-Z has limited contact with us faculty. When she does, she listens, and then seeks admin feedback.
Most competent administrator
She has done a great job holding things together since it looks as though she gets dumped on with all the extra tasks needed. I do not work under this area but her tone to me has been condescending in all interactions.
Supportive, smart, accessible, interested
I think she is one of the best. She is thoughtful, respectful, can talk about complex issues without getting lost in them, and is good at working with others. Good job!
Dr. Morgan-Zayachek ought well consider means of reducing bureacucratic mandates.
Does not feel overwhelmed. Clearly is overwhelmed and I am underwhelmed. Appears to be groomed for a provost position here or somewhere else; Might be a good provost. Given current responsibilities, a poor performing associate provost. As I wrote, underwhelmed.
Eileen is an institutionalist of good but not great ability. She is also highly opinionated and will be a loyal clerk-- for administration. Highly ambitious, she will seek to advance her career at Oneonta.
She is very supportive of my area. I think her plate is over-loaded, though, which is troubling. She should probably be given more authority to go along with the major responsibilities she has.
She works hard to clean-up the messes created by those above her, such as the Cabinet.
Hard worker. Timely responses. Has big picture because she was faculty and chair here.

Dean of Education and Human Ecology (Dr. Jan Bowers) – Comments

Answer

Dean Bowers, by having no leadership ability, is leading her School into failure. This is of grave concern to all of us because her school contains some of the essential programs of the college

Not engaged

Lack of leadership. There is no vision.

Ineffective. No vision. Has not stopped talking about her previous institution. Seems caught in the weeds with her focus. Does not understand culture or how to work within it. Not sure if trying to please upper administration or just uncertain how to do her job.

Dr Bowers spends too much time speaking about her past experience and not enough coming up to speed with Oneonta and current needs

Dr. Bowers grasps the very real threat to Teacher Education. There are, however, formidable challenges ahead.

Dr. Bowers is completely ineffective in a multitude of ways. She has a bias against personnel in Human Ecology which is quite apparent in how she allocates and supports personnel across the division. I am appalled that a number of colleagues in other departments across campus have actually approached me and asked why she dislikes the department so much--and then share that she has made inappropriate comments about faculty within our department--that rises to the level of gossip. Already in her third year, she still has not taken the time to get to know faculty, and more importantly she still has not taken the time to understand the needs, barriers and strengths of programs, areas, departments, and personnel. It is my belief that she intentionally interfered in the departmental election of our Department Chair. She does not seem to understand College-level policies nor institutional priorities and goals--nor how to be effective supporting those policies, priorities and goals. She seems to want to implement programs that would NOT best meet the needs of our students, faculty/staff, and institutional goals. In addition, she interferes in curricular issues that should be discussed at the area/departmental levels, attempting to manipulate individual, untenured faculty into doing things that could have multiple impacts on area/departmental programs without ever considering those impacts. Finally, I am deeply concerned that she is simply away from campus a great deal. She is often at varying conferences or at her home for extended periods during the semester---much more than one would expect from a Dean. I realize her husband has been ill, but this was apparent from the beginning of her tenure with us. Perhaps this is one reason that she has yet to become effective--she simply doesn't appear to be committed to OUR institution. She seems to still be at her prior institution. One last comment, it is illegal to use her husband's handicap decal when he is not in the vehicle!

A nice person, Jan often over-reaches her authority. She is often unknowledgeable about campus practices and tries to engage in excessive micro-management. She has a tough job managing two bifurcated areas of the school: human ecology and education.

Extremely innovative. Advocates for her faculty and staff. Easy to communicate with. Honest and forthright.

Dean of Natural and Mathematical Sciences (Dr. Venkat Sharma) – Comments

Answer

Dr. Sharma doesn't listen to the faculty. He keeps asking faculty to draw pies in the sky as he gives no resources. He's using faculty doing work as his accomplishments to climb up his career ladder . He fails to fight for new faculty lines yet keeps increasing class enrollment.

Capably manages NMS school

No help at all.

Pushed through many changes when he got here more to show progress for himself than real change and concern for the department.

I think Dean Sharma's intents are generally good and admirable but that he is sometimes guilty of dismissing valuable contributions to the College from some of the faculty in his School because he personally does not find their contributions as valuable. He is certainly not the only administrator guilty of this. I think we are all guilty of not showing appreciation for what others on this campus do, or are trying to do, to make this place better. We also need to understand that our definition of what will make Oneonta a better place are not exactly the same, and that is NOT a bad thing. Indeed, recognizing and supporting our varied contributions and visions for improving this place will help make it a better place.

Clear vision

Dr. Sharma does try to help his departments, but I'm not convinced that he receives support from the higher administration.

Seems more focused on efficiency than effectiveness (e.g., increasing class sizes even if it hurts learning outcomes).

Dr. Sharma is doing a wonderful job. He shows careful attention to detail while not indulging in micromanagement. He has vision which he pursues despite the difficulties of applying his ideas in the current economic environment at the College. Dr. Sharma fully supports the departments under him in the School of Natural and Mathematical Sciences.

While advocating for his own School, Dr. Sharma attempts to do so with a Collegewide perspective.

Sharma is a decent person but he needs to learn and ask more about practices here on the campus. Once he makes a decision he refuses to change them.

He lacks vision, is vindictive,, secretive and rules via a divide and conquer framework. He has not fulfilled any of the promises he made when hired and in most cases has worked only to build his own resume at the expense of others. He lacks respect for faculty and rarely seeks their advice. He is for the most part ineffective as dean.

Dean Sharma has done nothing for our department during his time here.

He is a compulsive self-promoter. He should leave.

Dean of Social Science (Dr. Susan Turell) – Comments

Answer

out for herself, not competent

plays favorites, ideologically driven: uses "data" unless she doesn't want to.

We're lucky to have her at SUNY Oneonta. She is skilled, competent, visionary, and manages her school effectively. She is respectful to faculty and staff and listens carefully to their needs and concerns. She is highly skilled at building relationships. She does not ignore problems but rather, tackles them "head on." She is an excellent academic leader.

Dr. Turell is a micromanager, she means well, but she often vacillates on decisions.

Dean Turell is a very skilled administrator who imposes her pet concerns onto the departments in her school. If you can align your program and department with her concerns, then you are blessed. If not you are neglected or criticized.

Too trendy. Needs to focus more on day to day issues of faculty and departments and less on the assessment/consultation/workshop bandwagon.

Needs to listen with an open mind even when she has expertise or thinks she has expertise in an an area.

Committed to some important initiatives such as REI. Supportive of research. Needs to try to step back a bit and do less micro managing.

Meddles in faculty searches and a notorious micro-manager.

Much jubilation accompanied the announcement of Dr. Turell's departure in January. She will nbot be missed, for who would miss a small minded petty bureaucrats who stepped out of Kafka? As a compulsive micro-manager she is ill fitted to higher education administration. Moreover, Dr T's inability to 'take the pulse" of those with whom she works is profound. She possesses deep authoritarian impulses fit for the age of Trump, but not very adaptable toa supposed liberal studies institution. May she find her metier elsewhere.

Works hard

Susan Turell is a great dean who listens well. However, some departments are stretched very thin but do not get the resources needed to ease their workload.

A voice of reason in a strange campus climate

Dr. Turell's relationship with certain individuals and departments in her School raise concerns about the need for a common standard of fairness.

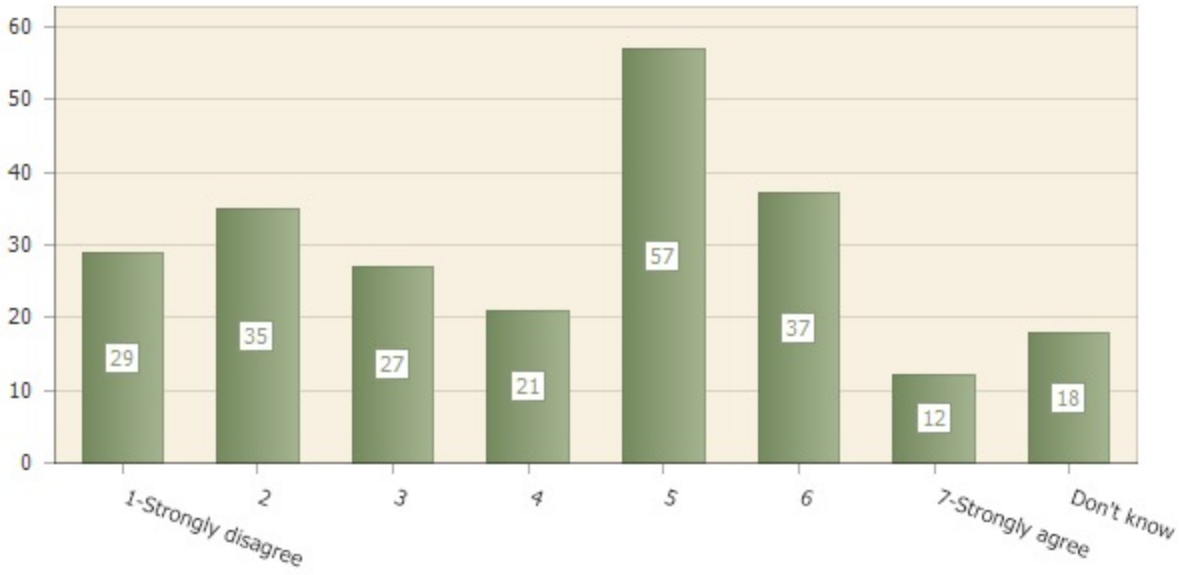
The worst dean that I have ever experienced in my 20 plus years in higher education, this one has got to go. Is only about creating a network of like-minded people and is highly corrupt and engaged in lots of shenanigans to include micromanagement of the hiring process, DSA, promotions, and treats departments very unevenly. She is very forgetful or denies what she said previously and she cannot think outside the box unless it is something she has done elsewhere. She has a fake sense of interdisciplinary work and wants to bog people down in endless meetings and groups. She uses the psychological training of hers for one purpose: control. I understand that she is actively looking for new employment. If she leaves, it will be good for us but a bad situation for the next place. She is typical of a swirling administrator. She builds her career on the backs of others and then like a vulture, leaves the hollowed carcass for the next institution.

Promotes favorites and those who are non-challenging. Talented and productive faculty are largely ignored if not part of the inner circle. Strange new-age memo about "imagining everyone has good intentions" was inappropriate and counterproductive.

She is the most effective administrator on campus, so of course, she is leaving.

1.30.

The College is moving in the right direction.



Answer	Count	Percent answer
1-Strongly disagree	29	12.3%
2	35	14.8%
3	27	11.4%
4	21	8.9%
5	57	24.2%
6	37	15.7%
7-Strongly agree	12	5.1%
Don't know	18	7.6%

1.31.

What is the most critical issue that the College needs to address? Please name only one.

Answer
The College should be focused on real academic issues and giving more academic supports, such as recruiting and retaining faculty with higher salary to keep up academic standards.
Campus parking
salary
Faculty Salary. Get Real.
Funding faculty start up and professional development
Morale
Image.
salary equity vs workload
Salary equity
Diversity
We need a clear vision and a strategy to reach that vision. I am enormously frustrated that the president touts our rankings in national surveys but fails to point out that we are far behind Geneseo and New Paltz and Oswego is tied with us. We can and must do better!
Leadership selection and high turnover rate.
Much money was spent on hiring Sue Rankin to come to campus and conduct a climate survey. Good data was presented to campus about her findings, yet our leadership has done nothing to address some serious issues that were uncovered--why? At the forefront, the university president and provost should be addressing the horizontal hostility amongst the faculty that was a major finding in Rankin's study.
Retention of transfer students.
diversity
Teaching should be the most important goal, not administrative work.
Student Advisement
Interoffice cooperation needs to be strengthened.
Transparency of decision-making; listening to faculty recommendations, esp. when we are asked for them.
resource distribution
Faculty Salaries.
The college should try to distinguish itself more from other SUNY and peer institutions by offering innovative degrees and opportunities for students. There should also be more support of professional development for staff.
How to provide quality education to our students while experiencing challenging budgetary situations.
morale, and getting top administrators who are effective, fair and do not destroy morale
treatment of part time employees
Campus Community Unity
Academic quality

Moving away from a business model of operation back to one driven by the promotion of intellectual inquiry. Balance the books in the context of producing self-motivated graduates with passionate, diverse interests.

More emphasis on the arts. STEM is not the only career path, yet that seems to be all we promote at this college. Very disheartening to all out art/theatre/music students.

We have a PR problem. The College is fantastic, but doesn't have the reputation it deserves. Our best programs aren't advertised effectively, and our best faculty are overworked and aren't used to promote their own teaching, coursework, and programming.

The quality of the academic side of the institution.

Commitment to the institution from higher level administrators who live afar. It's hard to be all-in when you live an hour or more from the Oneonta community and cannot authentically connect with or understand the lives of most of the employees, and their families bound the Oneonta community at large. It is not outrageous to expect MC employees to live and immerse themselves in our community. One foot in, is not good enough.

student persistence

I think that the cabinet and President are trying to move in the right direction when it comes to diversity but many offices already experience work place discomfort and so I think working on internal problems as well as increasing diversity is crucial to moving forward.

prioritization of academic units--creating areas of excellence in specific majors and minors.

Continue to improve academic excellence.

Equitable pay scale for all employees.

Effective academic advisement and inadequate number of seats in classes

Erosion of effective shared governance.

salary

salary equity for professionals. faculty got it but professionals were left out.

A diverse faculty. Our faculty doesn't reflect our student population. Recruitment goals should be intentional.

Education is no longer the most important issue for administration; cutting costs at the staff/professional/and faculty levels has shown an increasing disregard for education and retention of excellent people. The college needs to press for more full time faculty positions and stop relying on adjuncts who are underpaid and underappreciated rather than more administrators.

Sustainability

Supporting instructional faculty.

So many! One that concerns many faculty is the seemingly over reliance on SPI for evaluation of faculty for P&T purposes. This is driving junior faculty to try to be popular rather than effective, since it's a lot harder to prove effectiveness than popularity. We need a systemwide method of evaluation where SPI is but one tool. Yes, it will be much more work but it will also be much more meaningful.

Personnel issues: morale is low among faculty and staff. When Human Resources is aware of many problems spanning more than 15 years with a supervisor mistreating employees, nothing is done to the bully.

Student success

Enrollment. The College recognizes the challenges that we all face with the declining number of college-bound high school graduates. The question is will everyone, in every division be willing to set aside petty issues and personal pride in order to make the necessary changes to policy, staffing, and student engagement that will help us sustain our current status.

Oversight of the library needs to be improved. Minimal planning has been made for a major renovation project. Faculty input towards the library needs to be listened to.

Poor adjunct pay and lack of job security.

Faculty salaries

The College needs a plan to retain the best adjunct faculty as lecturers with a living wage.

sustainable growth

Adjuncts: better pay and job security.

Capable management, and a vision that can survive SUNY.

Distinctiveness

Salary

morale and salaries of professional staff

Stagnant wages, in a context of increasing costs.

Supporting professional development

Faculty support Though better compensation, supporting their research, etc. If faculty don't feel valued they don't do as much for the school and the students. And if they feel really under-valued they seek employment elsewhere. We need to be able to attract and retain quality faculty.

Improving the over student experience through relationship-building, access and support.

The biggest problem I see is the Walmartization of our institution. The administration wants to turn the College into a business using a business model, while forgetting what we are here for, which is to educate and nurture young minds, providing an array of courses. Now we have to justify why our courses create "waste" because there is ONE empty seat in the classroom. Another insulting term I hear is the "boutique" course designation. My courses are not "boutique" courses. They are specialized and challenging and the fact that they have low enrollment is because Admissions is not bringing the students to fulfill all major programs.

The College needs to support humanities, arts, language, writing, social sciences, and critical thinking, and be less ruled by market forces.

full admission in an environment where there is more competition for students.

Identify

employee satisfaction - horrible supervisors

Making ourselves competitive with the other SUNY campuses (i.e., making our campus a place students go for the best education).

Issues with Handicapped Staff. There is a lack of Handicap parking and during the winter it is extremely difficult to get across campus (even in a wheelchair) because they don't shovel or de-ice the ramps from the street to the sidewalk. I've brought this up to the administration several times and nothing is done. As a result, one professor took it upon himself to reserve a handicap spot for himself and let the rest of the handicapped population fend for themselves rather than using his position to help everyone.

meeting our mission of access as a public institution. We keep a lot of people out who should have a public college to attend.

Morale -- people leaving left and right -- doesn't seem like a place people want to work. Unclear what priorities are -- we test them out first to see what works instead of committing to a vision.

Higher pay.

The residence life office is lead by four people who do not value diversity or student life on this campus. They continue to push their work onto others and treat the people below them really badly.

Diversity and economic justice, which are interconnected. The college will never achieve diverse staff if the insist on such poor compensation. They will never achieve a diverse study body until they employ a diverse faculty.

We should add some newer, more relevant majors to our offerings. Particularly, something in the health and wellness field would be attractive to many students. Additionally, need to increase the number of graduate programs and online courses to increase our competitiveness with other SUNY schools.

Morale

There are certain supervisors on this campus who behave/act in a way to their subordinates that borders on bullying. There are many that knows this is occurring, and these people are in the position to take an appropriate direction, but nobody seems to have the inclination to do anything about it and rather turn a "blind eye" to it.

Smart use of resources (e.g., supporting growing programs, NOT creating new programs; increasing the number of faculty or controlling the number of students)

Salary

The unfortunate corporatization of the academy.

Clear vision of what it wants to be and what it needs to be to survive into the future.

Academic quality

Expansion of the college campus to support academics.

Accountability for those who are not doing as much as others yet are promoted and allowed to remain on staff; most are doing more than enough but there are those few who have earned tenure and do not meet their obligations.

Maintaining small class sizes.

Retention of diverse faculty (diverse covering racial, ethnic, and gender/sexuality diversity)

Continue improving facilities and expanding academic curriculum.

Administrative direction

Utilizing the strengths of faculty to help expand our student support, our student base to include post-traditional learners, supporting faculty by expanding recognition (via promotion, tenure and salary increase) for service to the college well beyond "number of publications." Clearly identify our institutional goals through interaction with faculty and students, rather than through administrative appointment of committees many of whose members are too far removed from daily work with students and prospective students.

Care and support of professionals/UUP non-teaching faculty. I feel increasingly invisible.

Salary

The imbalance caused by an emphasis only on grades and SAT scores as entry criteria with no regard for the effect of the numbers of majors in each program on the quality of that program. This hurts both oversubscribed and undersubscribed majors in so many ways. It is hard to understand why it doesn't get more attention as the cause of other problems (space, faculty retention, burnout, etc.)

focus on education instead of all the nonessential fluff it is currently focusing on

The college is often early into new initiatives (ie online education) but dawdles until they are late to the party (we're still way behind in online programs

equitable treatment and pay across campus

better compensation and advancement opportunities for adjunct faculty

Top level administrators must support the stated primary mission of educating students, rather than running the College like a profit-making enterprise.

Sorry but I find three primary--racism, adjunct exploitation, and absence of a distinctive mission statement.

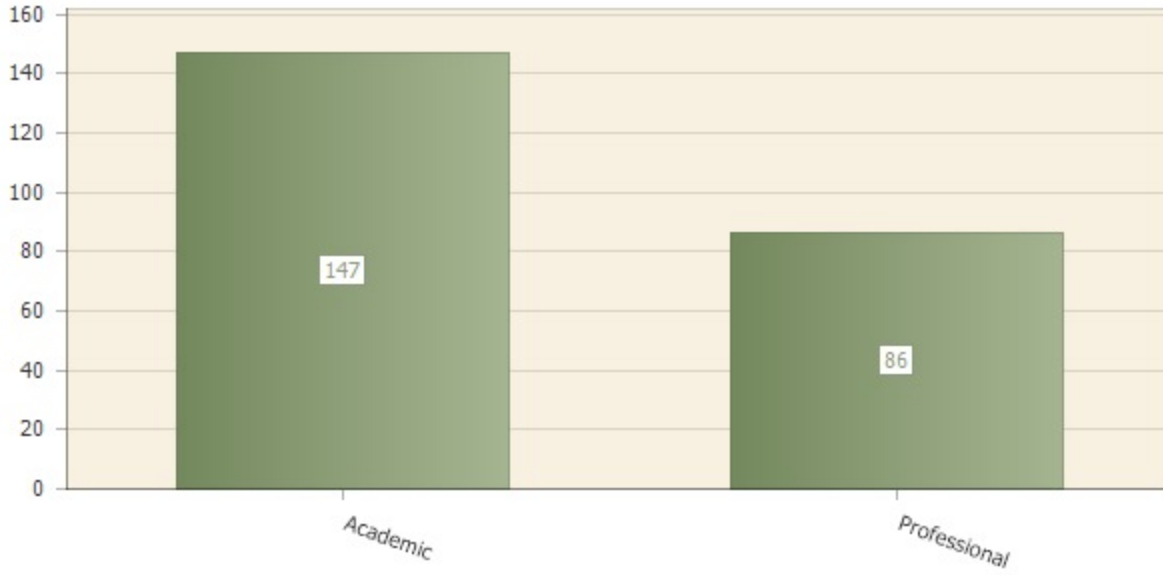
Effective leadership!

What do we want to be? I don't think SSS is infused throughout the decisions and actions of our professional and academic executives.
abuse/overuse of adjuncts
Funding issues (things that receive funding/lose funding)
Enrollment... please start considering online degree programs, especially for Master's students!
Morale. No one, other than top administration officials, seems to be happy working here and that is a shame.
We are in a slow stagnating position. We have no real vision and no excellence in most of what we do. We need to understand that other institutions have surpassed us. All the wrong incentives that people have benefited from has allowed the wrong people to rise at this institution. As they say, mediocrity breeds more mediocrity. I feel sorry for the students and the serious professor here. There are a lot of posers in positions of decision making. POGO syndrome here as there is too much puckering and not enough doing.
Faculty perception of support (salary & workload)
stop sweeping things under the carpet!
Salaries
Competitive salaries.
We need to adapt both our portfolio and our recruitment strategies in order to maintain enrollments in a market where the number of college-bound high school seniors is declining.
What is our identity? We seem to try to do everything instead of picking what our strong suits are and moving in those directions.
The best use of funds to appropriately support the education of our students.
Enrollment management and determining its identity and promoting this identity and investing in this identity.
Meeting enrollment targets.
incivility
Diversity. The college claims to be committed to creating a more diverse campus, but I do not see them doing much recruiting to bring in students and faculty that are not from dominant groups. Worse, they do NOTHING to help faculty and students from diverse backgrounds STAY in Oneonta. It is quite common to hear about students of color transferring and faculty of color leaving for other schools, and queer staff leaving for other schools. There is little to no mentoring and little to no work done on the ground to combat sexism, racism, homophobia, and transphobia with students, and apparently no bridge-building with the surrounding community of Oneonta, which is one of the most racist towns I have ever experienced. It is little wonder that faculty of color do not stay, when they do not feel supported by administration.
Faculty retention
administrative bloat
Quality of Life
Hiring procedures
Academic offerings need to be quality-driven not consumer-driven
retention, valuing faculty efforts and compensation for those that do more than what required, but necessary for the college.
safety and security of faculty, staff and students
ROI on tuition. It seems that last concern this administration has is the quality of education that we provide.
Creating a culture that emphasizes academic excellence.

Financial sustainability
Attracting motivated students, administrators focusing on bringin in money and not misallocate resources.
Compensation/benefits for part-time faculty.
The colleges needs to do a better job of keep faculties here. Faculties are not valued here and keep moving to the other colleges. Not sure what is the true asset of the college.
While we are an academic institution, it seems that all areas other than academics are being ignored as to their importance to the students we serve and our mission overall.
Salaries. Some of my high school teacher acquaintances have better salaries than I do. My wife and I struggle to make ends meet.
Retention
Adjunct job security.
Support for Academic Affairs, especially academic departments
Positioning itself for a future with smaller college-age population, in an era when cost of educational is a primary national concern.
Faculty salaries
a lack of focus.
The Cabinet is not at all representative of the ACADEMIC mission of this college. UUP should file a legal challenge to the power that President Kleiniewski has given to this unqualified body.
Is a university suppose to teach students how to think or learn a trade?
Collaborate with the departments to retain the programs
Faculty retention and Student retention
Fair treatment for Adjuncts
Morale and trust-building. Faculty need to feel administration listens and advocates for them not against them.
Figuring out who/what we are.
Excessive workload
Faculty support and salary.

1.32. Q1

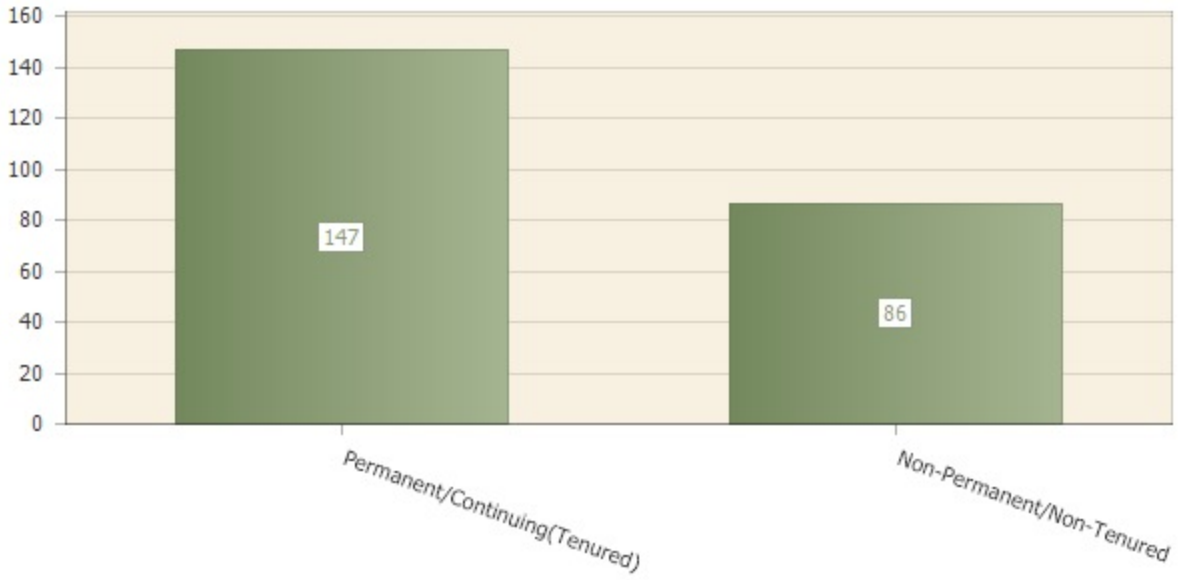
Your type of position



Answer	Count	Percent answer
Academic	147	63.1%
Professional	86	36.9%

1.33. Q2

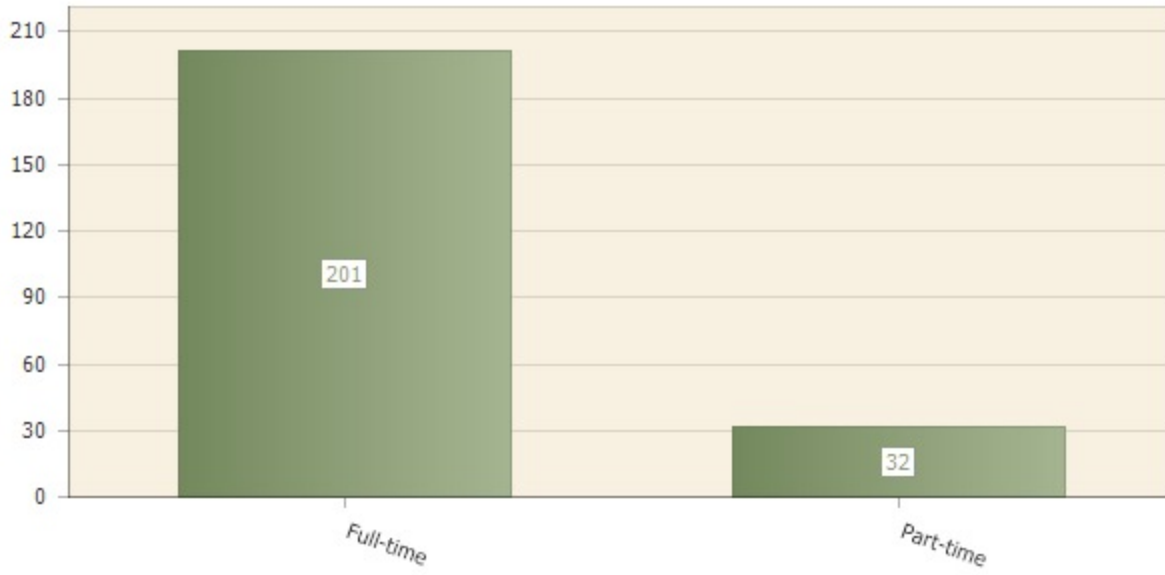
Type of appointment



Answer	Count	Percent answer
Permanent/Continuing(Tenured)	147	63.1%
Non-Permanent/Non-Tenured	86	36.9%

1.34. Q3

Employment status



Answer	Count	Percent answer
Full-time	201	86.3%
Part-time	32	13.7%