

**UUP Quality of Professional Life and Administrative Survey\***  
(Sixth Survey, 2014)

**UUP Oneonta Survey Committee:**

**Rob Compton, Mark Ferrara, Norm Payne, Bill Simons, and Jen-Ting Wang**

**Director of Survey:**

**Jen-Ting Wang**

**\*Copies of the report are placed in the library circulation desk and at the UUP Office for viewing. A copy was also provided to Management**

## Rationale, Background, Design and Implementation

## 6<sup>th</sup> UUP Quality of Professional Life and Administrative Survey, 2014

### Background: Design and Process

Results are now available for the College at Oneonta's sixth evaluation of *Quality of Professional Life & Administrative Assessment*. The overall response rate was 48.7%. The rate of response and the content of the response were significant and substantive. The survey results will impact the UUP agenda, Labor-Management discourse, and *Sentinel* content. The survey will enable UUP to more effectively represent its membership. Dr. Jen-Ting Wang, Associate Professor of Statistics, Department of Mathematics, Computer Science, & Statistics, served as Director of the *Quality of Professional Life and Administrative Assessment* survey. Dr. Wang merits thanks for the selfless dedication, high standards of professionalism, and tireless resilience she invested in this milestone endeavor. Before discussing results, a review of antecedents is in order.

At its July 21, 2014, meeting, the UUP Executive Board voted to conduct, during the fall 2014 semester, the College at Oneonta's sixth evaluation of *Quality of Professional Life & Administrative Assessment*. The rationale for the Executive Board's decision to conduct this evaluation derived from several factors, amongst them:

1. UUP has an obligation to survey its members' assessment of professional life;
2. All employees, including administrators, should be accountable;
3. Subordinate personnel are continuously evaluated;
4. UUP Oneonta has an on-going practice of periodic assessment of professional life and the senior administration; and
5. Such assessments of professional life and the senior administrators provide important feedback.

The Executive Board created a committee, consisting of Rob Compton, Norm Payne, Jen-Ting Wang, Mark Ferrara, and Bill Simons, to design the survey instrument. The instrument contained statistically-based questions and free response sections. In addition to a *Quality of Professional Life* component, the instrument evaluated the president, vice presidents, and current deans with at least one year in their current position.

UUP conducted pilot tests of the survey. The survey was then presented to the UUP membership at the Monday, September 24, 2014, Chapter meeting. On or about Wednesday, October 1, 2014, current UUP employees who were on the payroll at the end of the past academic year received an email invitation to participate in the UUP *Quality of Professional Life and Administrative Assessment* survey. The email was sent by UUP Oneonta from "[mailer1@novisurvey.net](mailto:mailer1@novisurvey.net)", with subject titled "Invitation to participate UUP Survey."

Survey responses were recorded by an independent survey company, and remained completely anonymous and confidential. The survey did not request any usernames and passwords. Respondents were instructed that remarks should relate only to the performance of professional responsibilities of those evaluated and should not include any references to race, ethnicity, gender, appearance, orientation, or any other ad hominem attribute.

The senior Administrators evaluated by the survey are noted below:

- **President** Nancy Kleniewski
- **Provost & Vice President for Academic Affairs** Maria Thompson
- **Vice President for Student Development** Steven R. Perry,
- **Vice President for Finance and Administration** Todd Foreman
- **Vice President for College Advancement** Paul J. Adamo
- **Dean of Economics and Business** David Yen
- **Dean of Natural and Mathematical Sciences** Venkat Sharma
- **Dean of Social Science** Susan Turell

A copy of the survey appears below.

## **Instrument Used**

### **Introduction**

Your participation in this 2014 UUP Survey is important as it will allow us to better understand ourselves and our priorities as an academic community, and it will enable UUP to better represent you. In addition to the statistically-based questions, UUP encourages you to submit free response comments. Do not include any remarks that might identify you in your free response comments.

**Remarks should relate only to the performance of professional responsibilities of those evaluated and should not include any references to race, ethnicity, gender, appearance, orientation, or any other ad hominem attribute.** Keep in mind that UUP will tabulate and disseminate the statistical and free response results of this evaluation.

PLEASE NOTE:

- All returning UUP bargaining unit members were sent this instrument to complete.
- Completion of the survey will only take a few minutes.
- **All responses will remain completely anonymous and confidential. No attempt will be made to identify individuals based on their answers to these questions.**

Thank you for your participation.

### (1) Quality of Professional Life

**Instruction:** Choose one choice per item from the scale: 1=Strongly Disagree to 7=Strongly Agree. If you cannot fairly answer an item, select the "Don't know" choice.

1. Our academics/professionals possess positive morale.
2. The College provides a satisfactory physical environment for my work.
3. The College provides adequate technology support.
4. The College provides adequate funding for my professional work.
5. I am recognized and appreciated for my professional work.
6. The Discretionary Salary Award (DSA) results are fair.
7. My salary is equitable.
8. The College provides reasonable job security.
9. The content and results of assessment and accreditation activities are meaningful.
10. The content/scope of my work is sustainable.
11. My department or area receives adequate support from the administration.
12. The College effectively uses my expertise and potential.

13. The College uses external consultants effectively.
14. The academics/professionals play a significant role in the governance of the College.
15. The administration's decision-making process is transparent and consultative.
16. The administration embraces diversity in recruitment and retention of academics/professionals.
17. The administration appropriately and effectively resolves personnel disputes.
18. Overall, working at the College is satisfying.
19. **Please write your comments concerning professional life including morale, resources, workload, salary, and/or other concerns.**
- 20.

(2) Performance of Given Administrators

**Which administrator(s) would you like to evaluate? Check all that applies.**  
**When finish your selection, please click the Next button only once and patiently wait for the next page.**

- President (Dr. Nancy Kleniewski)
- Provost and VP for Academic Affairs (Dr. Maria Thompson)
- VP for Student Development (Dr. Steven Perry)
- VP for Finance and Administration (Mr. Todd Foreman)
- VP for College Advancement (Mr. Paul Adamo)
- Dean of Economics and Business (Dr. David Yen)
- Dean of Natural and Mathematical Sciences (Dr. Venkat Sharma)
- Dean of Social Science (Dr. Susan Turell)
- I don't want to evaluate any of them.

**Instruction:** Choose one choice per item for each administrator from the scale: 1=Strongly Disagree to 7=Strongly Agree. If you cannot fairly answer an item, select the "Don't know" choice.

1. This administrator is accessible to discuss problems.
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 properly allocates spaces, supplies, equipment, and budgetary resources.
7. This administrator effectively fulfills the responsibilities of her/his position.
8. Please write your comments concerning the administrator(s). Your comments will remain completely anonymous and confidential.

(3) Overall Direction

**1=Strongly Disagree, 7=Strongly Agree**

1. The College is moving in the right direction.
2. Please share your opinion.

(4) Demographics

1. Type of Position: Academic Professional
2. Type of Appointment: Permanent/Continuing (Tenured) Non-Permanent/Non-Tenured
3. Employment Status: Full-time Part-time

## **Statistical Summary Results of 2014 UUP Survey: Quality of Professional Life and Administrative Assessment**

Survey invitation emails were sent to 645 current UUP employees who were on the payroll at the end of the past academic year. The number of responses was 314 with the overall response rate of 48.7%. The response rates were: 46.0% for all academics, with 54.8% for full-time academics and 28.0% for part-time academics, 47.7% for all professionals, with 50.5% for full-time professionals, and 29.0% for part-time professionals. The overall response rate for eligible full-time UUP employees was at least 52.9%.

## **Part I: Quality of Professional Life Statistical Summary**



## Statistical Summary Results of 2014 UUP Survey: Quality of Professional Life and Administrative Assessment

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**Table 1. Response rates**

		Count	N	Rate	Overall rate
Academic	Full-time	148	270	54.8%	46.0%
	Part-time	37	132	28.0%	
Professional	Full-time	107	212	50.5%	47.7%
	Part-time	9	31	29.0%	
Unidentified		13			
Total	Full-time	255	482	52.9%	48.7%
	Part-time	46	163	28.2%	
	All	314	645	48.7%	

Among the responses, at least 58.9% were academics and 37.0% were professionals, similar to the ratio of 62.3 to 37.7 in the population. 80.6% of the respondents were full-time and 15.3% were part-time; 59.2% had permanent appointment or tenure, and 22.0% didn't but were full-time. There were 13 (4.1%) respondents who did not identify their employment status.

**Table 2. Survey responses by demographics (n=314)**

			Count	Rate	Total %	Overall (%)
Academic	Non-Permanent	Full-time	28	8.9%	20.7%	185 (58.9%)
		Part-time	37	11.8%		
	Permanent	Full/Part	120	38.2%	38.2%	
Professional	Non-Permanent	Full-time	41	13.1%	16.0%	116 (37.0%)
		Part-time	9	2.9%		
	Permanent	Full/Part	66	21.0%	21.0%	
Total	Non-Permanent	Full-time	69	22.0%		
	Permanent	Full/Part	186	59.2%		
	Full-time	Academic	148	47.1%	81.2%	
		Professional	107	34.1%		
Part-time		46	14.7%	14.7%		
Unidentified			13	4.1%		13 (4.1%)

## (1) Quality of Professional Life

For the 18 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. 2014 Professional Life Statistics and Comparison with 2012**

(Min=1 Max=7 for all item results, n=299 in 2012, \*Questions with slightly changed wording from prior survey.

S.d = Standard deviation)

Item	N	2012 Mean	2014 Mean	2014	Percentiles	
	Valid	(Median)	(Median)	S.d.	25	75
[1. the College provides a satisfactory physical environment for my work.]	312	5.24 (6)	5.29 (5)	1.578	4	6
[2. our academics/professionals possess positive morale.]	297	4.73 (5)	4.01 (5)	1.827	3	5
[3. the College provides adequate technology support.]	311	5.70 (6)	5.46 (6)	1.443	5	6
[4. the College provides adequate funding for my professional work.]	299	4.06 (4)	3.89 (4)	1.895	2	5
[5. I am recognized and appreciated for my professional work.]	311	4.58 (5)	3.94 (4)	2.009	2	6
*[6. the Discretionary Salary Award (DSA) results are fair.]	241	3.70 (4)	3.22 (3)	2.022	1	5
[7. my salary is equitable.]	307	3.49 (3)	2.97 (2)	1.943	1	5
[8. the College provides reasonable job security.]	306	4.87(5)	4.92 (5)	1.883	4	6
[9. the content and results of assessment and accreditation activities are meaningful.]	251	3.74 (4)	3.64 (4)	1.853	2	5
*[10. the content/scope of my work is sustainable.]	287	4.66 (5)	4.66 (5)	1.811	3	6
[11. my department or area receives adequate support from the administration.]	289	4.35 (5)	3.94 (4)	1.926	2	6
*[12. the College effectively uses my expertise and potential.]	306	4.58 (5)	4.04 (4)	1.860	2	6
[13. the College uses external consultants effectively.]	195	3.42 (3)	2.71 (2)	1.777	1	4
[14. our academics/professionals play a significant role in the governance of the College.]	251	4.20 (4)	3.79 (4)	1.817	2	5
*[15. the administration's decision-making process is transparent and consultative.]	256	3.99 (4)	3.30 (3)	1.830	2	5
*[16. the administration embraces diversity in recruitment and retention of academics/professionals	258	4.77 (5)	4.58 (5)	1.921	3	6
[17. the administration appropriately and effectively resolves personnel disputes.]	167	3.76 (4)	3.26 (3)	1.820	2	5
[18. overall, working at the College is satisfying.]	310	5.12 (5)	4.61 (5)	1.652	3.75	6

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

(\*Questions with slightly changed wording from prior survey)

Item	Position	2012 n	2012 Mean	2014 Mean	2014 Median	Mean Difference	2014 n
[1. the College provides a satisfactory physical environment for my work.]	Academic	183	5.07	5.17	6	0.10	184
	Professional	106	5.52	5.43	6	-0.09	115
[2. our academics/professionals possess positive morale.]	Academic	179	4.66	3.80	4	-0.86	179
	Professional	105	4.90	4.40	5	-0.50	105
[3. the College provides adequate technology support.]	Academic	183	5.43	5.44	6	0.01	183
	Professional	105	6.11	5.51	6	-0.60	115
[4. the College provides adequate funding for my professional work.]	Academic	174	3.54	3.52	4	-0.02	178
	Professional	100	4.94	4.60	5	-0.34	108
[5. I am recognized and appreciated for my professional work.]	Academic	183	4.43	3.78	4	-0.65	181
	Professional	106	4.84	4.18	5	-0.66	115
*[6. the Discretionary Salary Award (DSA) results are fair.]	Academic	164	3.48	3.04	3	-0.44	144
	Professional	99	3.99	3.45	3	-0.54	86
[7. my salary is equitable.]	Academic	179	2.97	2.59	2	-0.38	182
	Professional	106	4.37	3.56	3	-0.81	111
[8. the College provides reasonable job security.]	Academic	176	4.56	4.76	5	0.20	177
	Professional	106	5.29	5.27	6	-0.02	115
[9. the content and results of assessment and accreditation activities are meaningful.]	Academic	167	3.42	3.33	3	-0.09	164
	Professional	77	4.32	4.32	4	0	75
*[10. the content/scope of my work is sustainable.]	Academic	179	4.52	4.40	5	-0.12	164
	Professional	102	4.93	5.01	5	0.08	109
[11. my department or area receives adequate support from the administration.]	Academic	176	3.92	3.49	3	-0.43	167
	Professional	105	5.08	4.64	5	-0.44	111
*[12. the College effectively uses my expertise and potential.]	Academic	183	4.33	3.77	4	-0.56	181
	Professional	105	5.04	4.47	5	-0.57	113
[13. the College uses external consultants effectively.]	Academic	139	3.01	2.17	2	-0.84	125
	Professional	70	4.10	3.92	4	-0.18	63
[14. our acad/prof play a significant role in the governance of the College.]	Academic	167	3.97	3.50	3	-0.47	156
	Professional	94	4.56	4.39	5	-0.17	85
*[15. the administration's decision-making process is transparent and consultative.]	Academic	175	3.68	2.96	2	-0.72	158
	Professional	99	4.53	3.93	4	-0.60	88
*[16. the administration embraces diversity in recruitment and retention of acad/prof.]	Academic	176	4.53	4.40	5	-0.13	158
	Professional	99	5.11	4.88	5	-0.23	90
[17. the administration appropriately and effectively resolves personnel disputes.]	Academic	113	3.65	2.99	2	-0.66	84
	Professional	75	3.96	3.47	4	-0.49	76
[18. overall, working at the College is satisfying.]	Academic	183	4.85	4.30	5	-0.55	183
	Professional	106	5.54	5.12	5	-0.42	115

**Table 5. Year 2012 and 2014 Comparison on Professional Life Statistics by Employment Status**

(\*Questions with slightly changed wording from prior survey)

Item	Employment Status	2012 n	2012 Mean	2014 Mean	2014 Median	Mean Difference	2014 n
[1. the College provides a satisfactory physical environment for my work.]	Part-time	47	5.09	5.11	5	0.02	47
	Full-time	230	4.67	5.30	6	0.63	252
[2. our academics/professionals possess positive morale.]	Part-time	47	5.09	4.61	5	-0.48	44
	Full-time	230	4.67	3.92	4	-0.75	240
[3. the College provides adequate technology support.]	Part-time	49	5.29	5.87	6	0.58	47
	Full-time	232	5.22	5.39	6	0.17	251
[4. the College provides adequate funding for my professional work.]	Part-time	49	5.82	3.20	3	-2.62	41
	Full-time	231	5.66	4.05	4	-1.61	245
[5. I am recognized and appreciated for my professional work.]	Part-time	40	3.63	4.04	4	0.41	45
	Full-time	226	4.12	3.92	4	-0.20	251
*[6. the Discretionary Salary Award (DSA) results are fair.]	Part-time	49	4.41	3.96	4.5	-0.45	24
	Full-time	232	4.60	3.11	3	-1.49	206
[7. my salary is equitable.]	Part-time	37	3.57	2.82	2	-0.75	45
	Full-time	219	3.64	2.98	3	-0.66	248
[8. the College provides reasonable job security.]	Part-time	47	2.74	3.17	3	0.43	42
	Full-time	231	3.63	5.26	6	1.63	250
[9. the content and results of assessment and accreditation activities are meaningful.]	Part-time	32	4.13	3.90	4	-0.23	29
	Full-time	205	3.60	3.60	4	0	210
*[10. the content/scope of my work is sustainable.]	Part-time	47	5.09	4.74	6	-0.35	39
	Full-time	226	4.58	4.63	5	0.05	234
[11. my department or area receives adequate support from the administration.]	Part-time	43	4.33	3.73	3	-0.60	33
	Full-time	230	4.34	3.98	4	-0.36	245
*[12. the College effectively uses my expertise and potential.]	Part-time	49	4.33	3.98	4	-0.35	46
	Full-time	231	4.62	4.05	4	-0.57	248
[13. the College uses external consultants effectively.]	Part-time	27	3.67	2.08	2	-1.59	13
	Full-time	176	3.31	2.81	2	-0.50	175
[14. our acad/prof play a significant role in the governance of the College.]	Part-time	39	4.33	3.60	4	-0.73	25
	Full-time	216	4.15	3.84	4	-0.31	216
*[15. the administration's decision-making process is transparent and consultative.]	Part-time	44	4.20	2.52	2	-1.68	25
	Full-time	223	3.91	3.39	4	-0.52	221
*[16. the administration embraces diversity in recruitment and retention of acad/prof.]	Part-time	45	4.89	4.53	6	-0.36	32
	Full-time	223	4.70	4.58	5	-0.12	216
[17. the administration appropriately and effectively resolves personnel disputes.]	Part-time	26	4.35	3.46	3	-0.89	13
	Full-time	157	3.67	3.20	3	-0.47	147
[18. overall, working at the College is satisfying.]	Part-time	49	5.08	4.72	5	-0.36	47
	Full-time	232	5.08	4.60	5	-0.48	251

**(2) The College is moving in the right direction.**

**Table 6. Moving in the right direction by demographics**

Position	Appointment	n	Mean	Median	S.d.
Academic	Non-Permanent	53	3.98	4	1.759
	Permanent	116	3.30	3	1.669
	Full-time	142	3.46	3.5	1.674
	Part-time	27	3.78	4	1.968
	<b>Total</b>		<b>169</b>	<b>3.51</b>	<b>4</b>
Professional	Non-Permanent	47	4.28	4	1.556
	Permanent	61	4.59	5	1.637
	Full-time	99	4.52	5	1.567
	Part-time	9	3.78	4	1.922
	<b>Total</b>		<b>108</b>	<b>4.45</b>	<b>5</b>
Total	Non-Permanent	100	4.12	4	1.665
	Permanent	177	3.75	4	1.764
	Full-time	241	3.90	4	1.708
	Part-time	36	3.78	4	1.929
	<b>Overall Total</b>		<b>278</b>	<b>3.88</b>	<b>4</b>

## Part I: Quality of Professional Life Free Response

### Part A. Comments concerning professional life

1. Professional life and morale are great on campus. My workload vs. my salary doesn't always equate, especially during the summers and compared to others with this title in other institutions
2. As a junior faculty member I am most concerned about lack of consistent guidance on performance expectation - how much weight should I place on: graduate vs. undergraduate education, research leading to external funding, interdisciplinary vs. intra-departmental work, quality of instruction vs. seat/FTE generation?
3. Could be paid more for my work at a private level.
4. What the College gives to faculty is MORE WORK, but takes advantages of faculty on free labor and contributions. The College is too stingy to show "substantial" support or appreciation for faculty in general. The extremely low salaries diminishes people's motivation to work and encourages people to find employment elsewhere.
5. This college is a good place to work at, which allows one to hone one's skill to some degree. However, the effort puts forward, on the professional staff side, is not commensurate with the pay salary.
6. I do the same job as other professional staff yet make more than \$10K less a year and have people coming to me for help more often than more senior staff. I'm informally expected to respond to calls at any time and adjust my personal schedule to meet the demands of the college but i'm not compensated for it.
7. Salary, while mostly equitable among the college faculty, is very low compared to other SUNY comprehensives. Meanwhile, administrative salary is quite high. The service burden is unfairly distributed due to burnout and oftentimes lack of recognition. Regarding the physical environment, I have been made ill due to poor air quality in some buildings. Furthermore, facility operations management appears unaware of the needs and concerns of faculty. For instance, there is a working assumption that we do not need to utilize our offices during off-hours or the summer. There is poor communication between faculty and staff in general. Faculty often feel as though their needs come last. We don't feel valued by the administration; hence, low morale and low participation in faculty governance. To be fair, this problem is exacerbated by fatalistic, apathetic, or just plain self-serving faculty. To put it crudely but i think aptly, there is a culture here of "kiss-ass" as opposed to good governance. We operate in insular ways, promoting and hiring the "liked" over the competent. I do blame the Board of Directors for much of this, as they have operated to hire administration who are plainly incompetent.
8. I love the work; the pay is pathetic.
9. The College expects too much of each individual employee, more specifically professionals. Professional staff are not adequately involved in ANY decisions and do not seem to be a priority and the salaries are not what they should be for many positions.
10. The Director of \*\*\* is counting the days until \*\*\* retires and it is more and more apparent as each day passes. \*\*\* is hot and cold with \*\*\* employees, is disrespectful to students and not only doesn't embrace diversity, \*\*\* despises everything in regards to it.
11. For four straight years i didn't have a rise. Also, had pay cuts during this period because they cut my classes I was teaching.
12. The physical conditions in Alumni Hall are not ideal. The air system is sometimes too hot or too cold and we are also "not allowed" to open our windows in our offices for fresh air.
13. I feel like I am continuously asked to do more work in my office with no new compensation.
14. I do not believe that my supervisor I a good manager of meetings and could use some training on creating high morale in her department. I often feel like other staff members are able to get away with extra time off, coming and going as they please, and not meeting deadlines.
15. I'm only a lecturer, so many of these questions or concerns may not pertain to my role.

16. I love working at the college and have been here for many years. My job however, is graded lower than it should be and my pay is far lower than it should be for the work I do and for my length of service.
17. We are poorly compensated for our work.
18. I wish this survey was separated between academics & professionals for I feel many on the academic side of our house aren't as invested in the college as they should be. The trend is they want decisions made that are in their best interest; not the best interest of our students and others who work here.
19. As a professional, i do not feel like a valued member of the union. I have almost not voice in campus governance (faculty senate), and my needs and stance on some issues (ie: DSI) are very different from those of teaching faculty.
20. I love working at this school and I absolutely love my job. However, my job responsibilities and workload is significantly different than others in the same position as me but we get paid the same amount. This is because we don't have "specialized positions" but that's how it is treated. Admittedly the department has taken one step to fix this but it is still imbalanced.
21. I am \*\*\* of a student develop unit. We failed 2 searches in the recent past because our salary was too low. At the same time all the academic faculty got salary increases. this is unfair and hurts the relationship between academics and student development professionals.
22. I'm a professional at the College and although I feel my direct supervisors value me and my work I do not feel valued by the College administration. My salary is well below that of my colleagues at other SUNY institutions and I'm continually asked to do more with less. I've never once been recognized, by anyone, for research I've conducted in my field and scholarly presentations I've given at national conferences. I feel taken advantage of, frequently.
23. Campus moral seems to be down on the academic side of the house based on re-occurring conversations and comments from many of the faculty that I interact with and in conversations among non-faculty professional staff. I don't feel that there is a consistent DSA awarding mechanism based on how people get the dollar amounts that they do. I feel that it is given across the board to most and not based on merit. Why should I take the time to write something about myself and why I deserve a DSA when my colleagues all get the same amount and who knows what they have written or have done to deserve it.
24. There has been a number of staff members who have gone to HR due to the work environment of one office on many occasions. This department leader has not once been spoken to about their attitude and professionalism to those in their department. The morale of the office is very low and though there is "high" turnover rate, it's not just because people are being "promoted" but they are actively looking to leave.
25. Re #15--admin may be too consultative at times.
26. The governance structure is broken. Many will mention that the administration is wholly at fault, but this is untrue and unfair. As recently as yesterday, the Presiding Officer of the College Senate, with assistance from UUP and others, was unable to convince a minimum (quorum) of voting faculty to show up at a plenary session, to take seriously faculty involvement in the curricular part of the governance puzzle.
27. I would like to see greater transparency with decision making processes as they concern academic issues. I think the cabinet needs a stronger faculty voice and I am very glad that the executive council will include more faculty.
28. I truly feel that faculty on this campus are not treated as professionals. Neither our time nor our professional opinions are respected by those in administrative positions. It seems as if those in support or administrative roles on campus can make large mistakes without consequence and that those with little understanding of our academic mission have a much greater say in the decision-making process than those who actually carry out said mission. By no means do I believe faculty members are perfect, but many campus issues could be ameliorated by a higher level of administrative competency. I have heard



time and again the statement, "I have worked at other academic institutions before, but this is by far the worst in the way that faculty are treated." I am sure there are some faculty that are satisfied with their positions, but among my colleagues, the morale is very very low. Finally, I am also appalled by the way issues of harassment are mishandled on our campus. I laughed when I read the announcement of the diversity award conferred on our campus. Then I cried.

29. With education as the whipping boy for everything that's wrong with society, I think people mostly do their best here. It would be nice if SUNY central would push back--the governor's policies reinforce the education-as-the-problem agenda, despite his rhetoric.
30. Morale seems to be improving to some extent, but I still feel that faculty are overloaded with service commitments on top of an already-heavy teaching load and research. The lack of true transparency is a real problem, and I often feel that the administration is paying lip service to the faculty to shut us up temporarily. That being said, admin is, at least attempting to improve our salaries here, however small, and that will help morale to some extent.
31. Low morale stems partly from the disrespect for academics current nationwide and reflected in bogus assessment mandates. But a larger problem is the absence of real shared governance, sometimes flagrant disdain for faculty from administrators, and a real vacuum in creative leadership--itself a product of the beat-you-down approach to faculty in place at the college.
32. I believe it isn't possible to objectively and accurately answer questions that pertain to employees other than self such as "Our academics/professionals possess positive morale" as I believe the answer is very specific to the individual.
33. I am more stressed striving to serve the students with fewer resources which results in lower satisfaction and thoughts of moving on
34. Since 2002 when I started teaching for the college, I have found the college to be a greatly positive teaching and learning environment.
35. Workload is already full with teaching four courses, talking with students enrolled in those courses, plus advising majors and minors and other students with an interest in my discipline. Not to mention service on standing committees. There is hardly any time for scholarship. Yet I feel there is growing demand to attend more meetings and commit to even more service. Faculty are simply overburdened.
36. When they took away all of my earned DSA base pay awards by compressing salaries, I realized just how much the administration strives to squelch faculty achievement. That, coupled with the fact that earning external funding awards is disincentivized by not supporting preaward effort and by sucking up an inordinate amount of overhead into the general fund, tells me that I should just be average if I want to fit in with the campus culture
37. Pay the adjuncts like real people. \$5k per course. Or you will lose them and pay double for less.
38. Inequity and private deals rule admin-fac relations. There is a hierarchy of schools and departments which translates into very unfair policies, hence the rich(er) get more, poorer, smaller depts get less. That combined with salary compression, inequitable DSA, dept budgets, silly award mechanisms, excessive and increasing workloads structures escalating demoralization.
39. Salary equity for professionals - give me a break! The main focus seems to be on teaching faculty. Professionals continue to be an afterthought. When working with colleagues from other SUNY institutions - Oneonta is often joked about when it comes to professional salary. Pay people what they are worth if you want to improve morale! Why should I work extra when a new hire is making as much as I am? Not happening. That's why you have disgruntled employees doing the bare minimum. Workload continues to increase; the motto "do more with less" is the slogan of our department. Very little support from higher admin, and our office budget has not increased in many years. Professional development for staff is nonexistent. We have been short administrative support for at least 5 years! Admin will not fill the

vacancy! What ends up happening is professional staff are now working more than half their time in a secretary role. Talk about using your training and expertise and feeling valued. Again - give me a break. Furthermore, it's almost impossible to work with the academic side of the house. The last I checked we all have the same goal of supporting our students and helping them to succeed. Yet something simple as reserving space for an event is questioned and becomes hostile! The space is seen as 'academic space' - even though the event is academically focused and is planned in conjunction with 3 other SUNY Institutions space is STILL difficult to obtain. Ugh! Frustrating!

40. It keeps getting worse around here. We finally get a pay raise after who knows how many years and it gets taken back in Furlough days. Then our calendar is massively changed without any faculty consultation. Something that cost the administration nothing (Fall and Spring breaks) is taken away with no explanation. Given the lack of salary increases, you would think that you could leave our fall and spring breaks alone. But no, you try to make it even harder on us. Thanks a lot. I can't be the only employee who is pissed off about this change.
41. I think that after doing my job for 20 years and consistently adding duties and changing things up, that I should make more salary than I do....I know that if I didn't work at a college, with the experience I have in this position I would make much more money in the general workforce.
42. In the past several years the college has been asking faculty to do more and more with less and less. This is not sustainable and it is killing faculty morale.
43. It is very difficult to concentrate on my job when I have to worry about my personal finances due to a less-than-equitable salary, bullying colleagues, and indifferent students.
44. Currently in my situation, for the amount of hours I work- with a lack of overtime and increased hours it causes distress in social life and also financially. Currently in my office we receive 1 day off a week and are working on average 9-10 hours a day- and we do not always get a lunch break. There are 3 people in the department working what is 4-5 peoples workload.
45. I believe it's difficult to feel salary is equitable/fair while being in the midst of an imposed reduction in salary. Working here is satisfying in many ways-there are some simple ways (which the college has worked on) to make things better-such as adding showering facilities in Fitzelle so that professionals can bike/walk/run to work. There needs to be larger space/faculty locker areas to store personal items in this case though.
46. The administration (president, provost, vice presidents) are VERY out of touch with the realities on the ground (in the classroom, in the laboratories, in the psyches of the academics who ultimately define the institution), and in most cases seem oblivious to what it takes to ACTUALLY foster a vibrant academic community. There is a SICK emphasis on sound-bites and meetings and committees to "discuss" meaningless wording of vague propositions, but nothing happens except that faculty waste their time listening to non-enlightened blather from out of touch, overpaid, redundant administrators. Faculty salary is a HUGE embarrassment and a source of rampant dissatisfaction. And the administration makes that situation worse by addressing the matter in a demeaning and non-constructive manner.
47. Morale is about the worst that I have ever seen. Workload has increased dramatically with things that are not directly beneficial to student learning. Señor administration is reluctant to make any decisions. There is a vacuum in terms of leadership. The College has lost all the momentum that it had built at the end of the Donovan presidency.
48. Often the negativity and ineffectiveness that influences the administration comes from disgruntled faculty who don't realize how imperfect, but very good we have it here.
49. The College does not treat senior faculty for the supporting of research grants.
50. The salaries of the librarians, professionals and adjuncts need to be addressed. The College should be praised for addressing the salaries of assistant and associate professors, but some of our salaries remain an

embarrassment. My workload, and that of many of my colleagues, has increased significantly over the past several years because management keeps "delegating" work to UUP members with no accompanying increase in compensation. This is unfair, unethical, disheartening and demoralizing. The Discretionary Award results are a joke. The results published in the Sentinel showed that faculty who excelled in scholarship and service received paltry lump sum awards. Did management even follow its own guidelines? Even though these funds were supposed to be for merit, it looks as if they were used to address equity issues. It is appreciated that the awards are published, but this process needs to be more transparent.

51. Faculty pay is still the biggest issue on campus. The administration is trying to put a small bandage on this large wound. They have stated that they cannot make everyone happy due to limited funds. The administration should be doing everything in their power to make everyone happy. They need to find the additional funds, like the STAR money, to help all of us. Aren't they paid the big bucks to support the faculty? And to make matters worse, too many faculty are working overloads without compensation. This is not sustainable.
52. I have been here for almost 15 years and I have not seen morale so low. Working at Oneonta is depressing and every time I go away and come back I see the long faces of people. Employees do not feel appreciated. I do not feel that this is a serious institution. Sycophants without ability or limited ability are rewarded around here with pay increases and other goodies, but those who have real things to say are marginalized. Everyone knows that Netzer does not want to hear bad news, so they only relay fake good news upwards. This is a broken institution. It is a ghost institution in that people merely go through the motions or do things because they can work the system.
53. We have lost our budget for staff development/professional development. At this point i think I would have to finance 36 hrs for continuing ed required for maintaining my clinical license. I am not sure my salary has remained competitive over the years.
54. The last three years have seen a steep decline in morale. No one seems to be in charge, serious issues are not being attended to, those who are in charge don't seem to know what is going on or are choosing to ignore it, and staff support is not where it is needed. People who don't do their jobs well get less to do and those who do work well get more. Equity of work and responsibility as aligned with salary grades need addressing. And, much of this should be done without making people beg for help or upgrades through the reclassification process.
55. The 4: # teaching load is an improvement from the previous 4:4 and the lower caps makes the job more manageable than it was 10 years ago. However, ultimately we should aim for a 3:3 load. There also needs to be much more support for research. There also is insufficient salary differentials between ranks. The salary "bump" for promotion is ludicrously low.
56. Scholarship used to be considered important. I see little evidence of this still being the case. Faculty have less to say about the direction of the College than used to be the case. There is too much emphasis on external consultants. There is too much attention to overly broad and trendy plans, and less to pragmatic consideration of everyday concerns.
57. I often feel that much of the work that I do, I am not given credit for. Much important work gets thrown into the category of service, which is pretty much meaningless when it comes to promotion and tenure. It is discouraging that most of the work that I do hits all of the pillars, but isn't counted for very much except bragging rights for the college.
58. I would like to see more transparency from the administration and actually more leadership on key issues, but I also think those representing the faculty in UUP have their own agenda and don't effectively fight for what is right for the college despite their own rhetoric. They seem to want to fight their own perceived battles and have a generally overinflated sense of worth. I am not sure which group is worse. I

don't think either group fully understands the broader body of faculty. In general, I see the faculty divided among the do-nothing, paranoid, self-righteous grouseurs, most of the faculty in the middle who want to survive, and the few people who try to do stuff but are also overwhelmed by the negativity. I don't think the negativity can just be blamed on the administration. I read UUP messages and feel like I am being insulted with its self-congratulating, tired old propagandistic sounding rhetoric. I have to applaud the President for taking the initiative to address salary issues. The administration needs to better deal with how they respond to faculty reports and general service. They don't seem to take it seriously enough.

59. Full time lecturers are not adequately supported not do they have equitable salaries, even though they are just as actively engaged and required to do what the tenured faculty do. This is one group of faculty that have been greatly ignored, and because we have no job security, we keep silent.
60. Too many administrators get in the way of real teaching. Cut admin staff by 2/3 and the school would be a better place. Admin takes no account of class diversity, the most important diversity these days. Also, it fails utterly to enroll Black American males whose parents were Black American.
61. I am sad that this administration is incapable of leading us to any place better. They are part of the problem. There is a slow but steady "brain drain" occurring. There are way too many meaningless meetings that create a pretext of participation. Governance is a sham here and administration only uses it when they feel appropriate. Legitimacy is the key to leadership and unfortunately, the "emperor is naked." They know that we know that they know that there is problem here. It is sad because there are many good intentioned people in administration that do not have a clue. It allows the vicious ones to accumulate power. The buffoonery that takes place is now something that faculty and professionals snicker about. They need to be up front about these things, but ultimately, the crisis will affect them too. I wonder if the President realizes that her administration is a failure and that the college has taken many steps back? We are going in the wrong direction, but no one is doing anything about it. I know that administration is trying to deal with salaries, but it really is too little too late and the process is opaque. Why not include salaries as part of the strategic plan of the college along with goals and action items?
62. I'm looking forward to the results of the salary adjustment process.
63. Workload is too high. People with a handicap have a tough time navigating campus, and difficulty getting accommodations from our employer. I also feel my health is affected by the smokers standing near the "ashtrays" that are close to the doors to buildings - we have to walk through their smoke to enter in some cases.
64. I would like to know if the salaries of full-time, non-tenure track faculty will be a topic of concern in the near future. I know we are not expected to have a research agenda, but some of us have one anyway. Shouldn't this be taken into account? I work as hard and as much as my tenure-tracked colleagues; however, I earn much less. Overall, I love working at SUNY Oneonta. My Department, my colleagues and my students are the reason I always wear a smile when I go to work, but it is also important to keep in mind we all have families and bills to pay. Thank you.
65. I feel adjuncts need to have a voice. While we are not excluded, we are not included. We are often left to find our way. I must add, however, that all members of faculty and administration have been more than helpful when approached, I would also suggest some kind of office space for adjuncts ..not placed all in one room. While this may sound unrealistic and self serving, it serves an important constituency, the student. Those adjuncts who meet regularly with students and other affiliated organizations need the space. The students welcome and are drawn to a "home base"..especially during the first semesters.
66. The provost has dropped the ball on the issue of General Education Classes and seamless transfer and it will be difficult to recover the level of trust that was there before.

67. I am an adjunct. am under-appreciated, underpaid, disrespected and generally treated like a second-class citizen. After three years teaching 18 credits/year , there are members of the full-time faculty who still don't recognize me as being on the faculty.
68. Our salary is pitifully below that of other professors in similar institutions. It often feels as though we are expected to take on more and more work for the same pay. I love my job, I just wish I were compensated appropriately.
69. The administration employee to student ratio is incredibly high (estimations are from 1:1, to 1:2???? - much greater than faculty/research staff: student). The increasing use of adjunct faculty to fill teaching positions is bad for students who don't have engaged faculty, and unsustainable for adjunct faculty who cannot be engaged as they do not make a living wage.
70. I believe that there are morale issues, much of it stems from the growing divide between faculty and professionals and the continuing negative attitude from faculty toward professionals. Recent examples are emails calling for the "minions" in several professional offices to be fired and the use of other derogatory terms to refer to professional staff. Faculty seem to have forgotten that the collaboration between faculty and staff in mid 90's turned this campus around and the current negative attitude is turning in the wrong direction.
71. Salary inequities need further addressing. Also, the roles of scholarship, creative activities, research, etc, in the evaluation of renewal and tenure and promotion applicants remains unclear in this teaching institution.
72. There is a complete lack of funding for both my courses and my research.
73. It seems inappropriate to combine professionals and academics because professionals are treated with less consideration and respect than academics.
74. Attitude is the reflection of leadership. Sometimes I wonder if the leadership of my particular one is a positive and fruitful environment. I enjoy my peers, and the students I serve but it can be very overwhelming and at times offensive when getting directives from my superiors. Additionally my workload is fair however I don't find that anybody really recognizes that in the department I serve which makes long days, nights and weekends increasingly harder.
75. The general sentiment I hear is that this campus is going down the toilet. We have a couple idiots in high positions making big bucks, who 99 dooda and who don't seem to care about much about this college. There seems to be a small percentage of people doing 80% of the work, while others are more concerned about furniture. The hiring and paying of consultants is a crime - a joke. We have more knowledgeable people who should be consulted right here on campus. The administration should worry about what the students and faculty need and want, not what some hotshot consultant thinks is the next best thing. I also think we are too concerned about being "cool." We might better focus on providing an excellent education. It is also a disgrace that there is still inequity in salary between males and females.
76. While I enjoy teaching at SUNY Oneonta, and believe that I have various professional resources at my disposal, I believe that that the pay per course for adjunct instructors is too low and unrealistic, and certainly not enough to live on. Also, I believe that the administration's decision-making process remains a mystery.
77. Workloads are already too demanding and from the trend, I see them becoming too large to manage. There is entirely too much of a focus on form and not enough on substance within the professional ranks. More emphasis should be placed on actual productivity.
78. Teaching assignments recently altered (to lower-level courses). Lack of support from chair of department: "consumer based" approach used with justification lacking.
79. The administration do not support faculty in teaching or research. The general morale of the faculty is low, in a large part because of this lack of support, equitable pay, and professional support. The administration

provides little incentive for faculty to stay at the University, and even less for recruiting new faculty in terms of start-up funding and general support.

80. Poor pay and poor job security.
81. The number of staff members in our office has grown over the last 4 years, but the amount of physical space that we have remained constant. It is very cramped in the office, with no space for private one on one meetings or staff meetings. My salary in comparison to a number of my colleagues at other SUNY institutions of similar size, is \$10,000 - \$15,000 less. I feel that moral on campus right now is low. I also feel that my expertise and previous professional experience is not tapped into. I don't often feel challenged or when I do try to implement new programs they are not always received well in the beginning.
82. This question should have been separated as two questions- I have a different opinion of academics vs. professional "academics/professionals play a significant role in the governance of the College"
83. Decisions must be taken to be commented on. Work with students is still enjoyable, but I am looking for a new career.
84. All the members of my department except for the chair have to share an office. This makes reduces productivity most of the time and impedes confidential discussions with students.
85. The campus is really beautiful, and my job is secure - those are the very best positives for working here. But I have two main concerns - FIRST, my salary is VERY low (about \$12-15,000 less) compared to similar colleagues in my field at other colleges. SECOND, the teaching load is VERY STRESSFUL whenever I have more than 100 students in a semester. Since we operate on a 3-4 teaching load, whenever I have a 4-course semester, the number of student issues is just too much to handle and it gives me health problems, lots of trouble sleeping, and it really hurts the quality of my teaching as well. In reflection, I personally want a 3-3 teaching load more than I want an increase in my salary, just so I can truly do a good job at my job. Thank you.
86. Administration is run as a top down imposition on faculty. Consultation with faculty is a facade, to make it look like the faculty are able to make a difference when the reality is that admin has all the power and doesn't care about or listen to the faculty. I only stay here because I am trapped in this town and need a paycheck. I have no faith in our administration and like many of my colleagues and highly demoralized.
87. The SUNY ONEONTA administration continually displays its incompetence. The latest example of this is the frantic rush to get academic programs re-certified. Our administration has known about this urgent problem for years but, they were too lazy and self-absorbed to initiate the re-certification process until the last possible moment. Most of the current administrators (especially the top two) function in their own isolated worlds with no involvement in our primary function of TEACHING. Many previous administrators actually taught classes while serving as administrators. Some of these administrators were: Alan Donovan, Dan Larkin, Leif Hartmark, Michael Merilan, Julie Freeman. We now have far more administrators than ever before. They don't teach and they don't bring any significant non-SUNY grants in despite their promises to do so. The administrators engage in endless bureaucratic meetings and e-mailing which they also force on Department Chairs and faculty. The Chairs have many more additional duties such as teaching, student advising and scholarly research which most administrators do not have to do. This is a tremendously overpaid administration that functions as a self- serving bureaucracy. When will they deliver non-SUNY outside grants to the campus as promised? Don't hold your breath waiting!
88. There is a real divide on this campus between administration and the professionals
89. The salary remains among the worst for this type of university. And there are no real raises (1 lump sum payments are NOT raises).
90. The salary is significantly on the lower side and the scope of personal growth or maintaining a family based on this salary is extremely limited.

91. Reduction in staffing and increases in workload hurts morale.
92. Personally, my salary is way below what others make at comparable institutions. I have little hope of it getting better. I don't trust that the pay equity increases will be much or meaningful. I am starting my sixth year here, but I am still making the lowest salary allowed. This is disheartening since I do the work of associate professor and have been since I started. If my family was not settled here, I would look for another position because I am so unhappy with salaries. This limits my morale. Workload is manageable.
93. I feel very fortunate where I work, but overall campus morale is horrible. Workload creep is a reality (and feels like an expectation), advancement opportunities are non-existent and salaries do not keep up with the economy.
94. With 23 years of classroom experience on the elementary level, I believe my past work experience is something to value. Currently, I am pursuing a doctorate while working as a methods instructor. I see that my past experience as a classroom teacher is not valued as much as my cohorts who have limited elementary classroom experience, but hold a doctorate degree. I am thankful that I am given the opportunity to work at SUNY Oneonta as an emergency hire, but it is stressful. Each semester that I have worked as a methods instructor, a search committee is actively looking for a replacement who holds a PhD. Job security is something that I am not given.
95. I wish my salary is equitable to other people in similar positions in other places, at least 5,000 more. The workload sometimes can be a lot, although satisfactory. I am satisfied how I am recognized for the work I do and I have seen a lot of positive advancing since the new administration took over.
96. Quite frankly, and by far, the most satisfying thing about working here as a professional is the students. They are hard-working and appreciative. I do what I do for them and because of them. Certain faculty members are respectful of each other—there are (too) many who are not. However, there may be some credence to the argument that academics are often egotistical. Disdain of others may come naturally to many. I do not know how widespread this problem is. Unfortunately, the instances of which I am aware, wherein faculty members are not treated with respect involve women and/or ethnic minorities as targets—WITHOUT EXCEPTION. This to me is very telling even if the evidence is solely anecdotal. I sometimes think other members of the college community, including the administration, is not always mindful of our central mission of education. The role of other departments is to support that mission. As academics we are central to that mission. It is quite inappropriate at a college to have members of non-academic departments such as facilities dictate what resources are provided. We should not as faculty members have to seek out our own resources in order to support our teaching. As far as diversity goes, the college has made progress, but we still have a far way to go, particularly towards retention. Faculty salaries are a joke. It is LONG overdue that benchmarking be done so that we can be paid at least closer to what we are worth. It is quite disheartening that as a well-educated professional I have to be so budget-conscious and essentially live without disposable income. I would also add that the decision for us to have NO benefits for college for family members is questionable at best, disheartening at worst. Overall if I were being honest with myself, I am not at Oneonta because I love working here so much. However, being a member of a two-professional household makes relocation a challenge.
97. I have been working at the college for 4 years as an adjunct lecturer and the college refuses to hire me full time even though I work over 40 hours a week at my job. I asked to be made full time and asked what I could do to become full time but you can send I have been considered for full time. I think the college mean for my talent and hard work and I am NOT compensated. I cannot keep working at this college and making below poverty wage they are offering me.
98. I've never been a chronic malcontent, but working at SUCO becomes more dreary by the day.
99. The administrative bloat on this campus, coupled with the increasing number of meetings, is damaging to the work we do as scholars and teachers. These initiatives are not examples of true shared governance;

rather, they are attempts to get faculty to internalize administrative goals which match the larger trends associated with the corporatization of American higher education. In addition, the treatment of faculty of color is horrific.

100. I LOVE what I do, what I teach, the research I do, the extra work I do organizing conferences, forming groups with focused work plans, working with students on many projects, and a scholarly life in general. However, my extreme low pay requires me to work at 3 colleges, leaving little time for the things I love outside of class, especially research, writing, and attending conferences. I am also not able to keep up with the latest scholarly articles in my field, so I am losing my edge to try to compete with others to get a full time job, further sinking me into adjunct work permanently. My lack of time and funding to do research, write, and present also removes any chance I might have of representing my school and bringing attention to the work that I do as faculty and scholar. Students suffer from my lack of ability to keep up on cutting edge theories and discussions, and more time to advise and help with papers and projects. If I have to teach 7 classes a semester, students somewhere will suffer by the way I chose to use my time. ALL my time is spent on work; I have no family or social life, so often feel exhausted and deprived of basic things that most people enjoy, like coffee with a sister or friend, an occasional movie out, new clothes, or other things that work to relieve the pressure of working so much to avoid living in my car.
101. I am satisfied with my research work because I interact a group of scholarly active colleagues on campus. But in general, more professors should have a higher devotion to research.
102. I am a contingent faculty member. I am also a SUNY Oneonta Alumni. The salary is unfair and terrible. I do not make enough to earn a living in Oneonta and have to have 2 other part-time jobs. I feel as though nepotism runs ramped in my department as, the credentials of the faculty of my department as well as in the departments of family and friends working at the college are irrelevant as the people who get selected to teach certain classes are not qualified to teach those classes or are not the best qualified to teach those classes in the department. It is important to note that multiple instructors/professors request to teach the same class, for which there will not be multiple sections offered, but the ones who are friends with the administration involved with the dealings of the department are the ones who get the contract to teach those classes, even if they do not have the credentials. There is no job security, my contract often changes at least once a semester. Since we get contracted for the fall semesters during the spring, we cannot collect unemployment for the summer, because we are contracted for the fall. My department does not respect the code of ethics outlined by the credentialing sources of the professionals contracted to teach for the department. This is a huge liability issue, which can also lead to us losing our credentials. Sexual harassment by students, faculty and staff members goes on everyday blatantly on and off campus. In the few cases where I know that it was reported, the issue was swept under the rug by the admin. This is involving even recent situations of this current semester, even with the changes made in Title IX. Racism is also a huge problem, on an off campus, but again, not much if anything is actually done to make an example out of perpetrators of bias acts. There are not enough gender neutral bathrooms on campus. This disenfranchises many students who are not comfortable in a designated male or female bathroom/locker room...
103. I am an adjunct working at a remote campus. I am not as aware of what is happening daily on the main campus- both because of being an adjunct and the geographical separation.
104. I have recently seen individuals put in high positions that do not have adequate qualifications to fulfill that position and therefore puts more stress on fellow workers to pick up the slack for what they are missing. Seems like people get positions for who they know not what they know.
105. Most non-tenure-track appointments are underpaid and offer little or no job security, yet they are used to employ a large and important group of academics.



106. I believe the morale at this institution is horrible! Many feel overworked as more and more is added to our desks with no real acknowledgement in terms of either salary or just plain old appreciation for what you do.
107. None.
108. I teach one credit hour less than my colleagues, but as an adjunct I make 1/5 of the salary. That's ridiculous, and flat out insulting. UUP screws the adjuncts as much as the administration does. I don't mind the workload. I have no issues working for my money, but there is a drastic inequity with salaries for the workloads. On top of my paid credit hours, I usually work with 6-8 students per semester on independent study projects, and another 12-15 on large scale single projects. I put in more hours, energy, and effort than the overwhelming majority of my colleagues, yet I'm being paid well below the national poverty level. That sucks. As far as resources go, that's a joke. I get a budget of \$50 a week for lab classes of 24 students. It's virtually impossible to get commercial grade equipment because we don't have the money in our budget for it, nor do we have the proper facilities to utilize it.
109. There seem to be too many administrators generating too much paperwork for faculty to complete. By the same token the Senate is a waste of time. It too cannot get anything done.
110. Part-time teachers are paid poverty wages, often for putting in more hours than full-time counterparts; office spaces is constantly shifting and always inadequate; availability to students is limited; as a result, student learning is negatively impacted.
111. The current climate is focused on a competitive model of pitching faculty-peers against each other for resources and recognition. Claiming to be researched-based, this is in direct opposition to data on effective models of innovation in business where rewarding collaboration is the best means of increasing productivity and worker satisfaction. When a peer was asked by the department chair to share a document as a model the individual's reply was, "No, I we are in competition for that money." Mistrust, backstabbing and lies abound...it is a failure of vision and leadership.
112. The college administration seems to put financial considerations and bureaucratic rules before all else including academic quality and faculty and student satisfaction.
113. My work life would be better if UUP leaders didn't capitalize on their positions to promote their personal agendas.
114. There are far too many committee meetings which detract from teaching and professional scholarship. The administration has demonstrates an inability to make decisions which leads to more committee work for faculty.
115. Salary is not equitable and ways to increase your base are non-existent.
116. Job searches would be improved with more "outside" participation to keep it objective. For example, some schools require a member of a minority group to serve on search committee.
117. Discretionary Salary Awards (DSA) are administered capriciously. Given the long hours, good work, and modest pay of most Academics and Professionals, DSA awards should be across the board with the expectation that everyone receive at least a minimum award. Employee morale is low. The rewards system is often unfair, sometimes punitive, and, in cases, discriminatory. Loyalty trumps achievement. Assessment activities consume too much time, energy, and monetary resources. Most forms of College assessment activities elicit little that is useful and fail to measure effectively the phenomena they claim to assess. Best practices in analytics are largely absent from College assessment activities. Internecine conflict mars collegiality in a number of departments. The College needs a skilled and sensitive ombudsman form outside the community. Management seeks the appearance of transparency rather than transparently itself. With the deconstruction of the Senate's standing, even the illusion of faculty governance has disappeared. Consultation and transparency in decision-making exist only as Orwellian constructs. Racial diversity and open diversity of expression concerning College policies are lacking. At

a time when America has a black president, no African American male holds a fulltime academic faculty line at SUNY Oneonta. Job security is utterly lacking for adjunct faculty, who are potentially subject to dismissal at any time without explanation. No Residence Hall Director has received permanent appointment during the past eight years, and they are not given the respect they are due. The gap between administrative salaries and those of other employees has grown far too wide.

118. Morale is very low among the faculty-in part due to adjunctification, the loss of faculty governance, and corporatization of the administration.
119. Morale in my area is extremely low due to constant internal bickering between members of the department. No one seems to be able to stop it. Our salaries are not even keeping up with inflation, but the real tragedy is the compensation of the adjuncts.
120. It's demoralizing to have worked on this campus for 15 years only to have an increase in pay based upon the occasional union raise and to then have academia get an increase in their salaries to "raise them up" when they don't work any weekends at all. The amount of hours I devote to the college weekly to my job description of which recruiting monopolizes weekends and I am not compensated for this time is wrong. Nor am I given compensated time...not that we really have a chance to use it in our coaching profession...
121. I don't want to sound like Debby Downer, b/c I think there's lots to like at SUNY Oneonta, but here goes: Workload is too high. 3/3 would allow more scholarship. As it is now, I hardly have time to do any writing, especially in the semesters when I teach four classes. Yet they expect us to do research & publish if we want to keep our jobs? Salaries could also be higher, given the years we spent in school & the fact that many of us are burdened with high student loan debt. And can we all at least get our own offices? I've seen better office situations for grad students at some institutions than our faculty have here. Finally, administration is too much, too strong. That's a major problem with higher ed & higher ed costs in this country in general: Every administration says "we're fighting costs, we're lowering costs," but it's a bunch of baloney. They might be turning out the lights a little more often than their predecessors, but the lights aren't driving costs. It's all the deans & deanlets & gazillion other staff hires. We could give quality jobs to more tenure-track faculty & decrease the cost of higher ed by significantly trimming administration.
122. It sure would be nice to earn a wage that is more similar to Full Professors at other colleges.
123. I am concerned about salary equity for professional staff and adjuncts. Far too many of our adjuncts work for a poverty wage. This must be addressed so we can hold on to the outstanding adjuncts. In addition, professional staff who teach and aid in the retention and on-time graduation of students should also receive a more equitable wage and duties in comparison to teaching faculty.
124. If I don't receive travel money how can I remain relevant to my field? I have to pay for it and that means I give back more of my weak salary. Not a morale builder. Moreover, the bulletin is a self promotion bull shit game. Why not look at our FARs and recognize us without us having to point out our own strengths. How much would that cost the college? It might help morale. The same goes for the community of scholars.
125. As an adjunct I am underpaid and underutilized. If all of the adjuncts were to leave where would the college be? We need to be paid a better wage. What we receive is a pittance for the amount of time and professionalism we put into our work. The understanding I have is that the administration could give a flip about us. I hope that they will wake up and realize that they have a wonderful source of knowledge as well as community outreach through us.
126. Salary for adjunct music professionals is lower than the pay scale a local Oneonta music stores. Very disgraceful, also much lower than most academic institutions in the entire US.
127. The environment is not very good here. Faculty do not feel valued and are not given sufficient resources to do their job well.

128. There are chronic and deeply caustic governance issues at the college. Administrative leadership has not earned the faith and support of the full faculty/professional staff, and relationships between administration and faculty governance are needlessly combative. The blame goes to poor communication between administrators and the larger college community, and head-in-the-sand tactics from faculty governance leadership. Hamstringing change should not be the primary goal of elected leadership. To earn co-leadership responsibilities, the college senate and steering committee MUST provide timely and constructive strategies for improvement within the existing parameters of the University system and in cooperation with the existing administrative offices of the college. Elected faculty governance has failed to be a good faith participant in this process and the relatively weak administration has done little to counteract the impasse this creates. Faculty and staff leadership must negotiate, embrace and champion proactive solutions to entrenched problems or the whole institution fails. Low morale due to workload and lack of funding for professional research and development. Workload is an uncompensated 150% and has been corrected somewhat within the last year. I still do all of the supervisory work, teaching, and attendance for the chair's grading purposes when they are instructor of record. The job/s I have requires a 12-14 hour day most of the year. I am compensated on a 10 month contract, but other responsibilities connected to the job require working off-contract in order to get the jobs done for the next year. Darryl Wood has been extremely helpful in improving my situation and Rob Compton and Rene Walker were also very helpful. I am very grateful to all of them.
129. I think it is hard for a professor or a professional to voice their concerns when there is a problem between the employee and their chair or supervisor.
130. My workload has increased exponentially over the years, especially as staff cuts and reallocations have impacted my area. My salary, which is certainly not my biggest concern, nevertheless fails to compensate me fairly for the work that I do and the experience that I bring. Consequently, morale suffers. The lack of communication, consultation, and respect for one's contribution to the educational mission of the College, all of which seem to characterize the SUNY Oneonta culture at this time, make one feel disenfranchised. The high priority placed on facilities, appearances, and other things "cool" makes a clear statement about the lack of emphasis on academics.

#### **Part B. Comments on Overall direction**

1. No consistent or cohesive support from the deans to efforts to promote the six pillars in a holistic manner - they all seemed to be interested in achieving good looking statistics within their school and no real support for interdisciplinary efforts that are encouraged and proven effective at other institutions.
2. I feel that the College needs to find a new identity that can make its self more marketable.
3. We have made great advances in Diversity and in IT. Sometimes, though, it seems like we are "putting the cart before the horse". IT cannot advance its services or operate efficiently without the infrastructure to support it.
4. Forget about numbers! Rankings are meaningless. This is a college not a store. Stop the nonsense and think about real teaching and learning. We should raise our academic standards. Too many committees but nothing accomplished. It's just a waste of energy and time.
5. I'm not sure what direction the college is moving in.
6. The college does not value its teachers. No job security; terrible pay.

7. It seems as though we are still very top heavy with administration. We have a number of SL 2 positions that continually asked to do more and more with little to no compensation. RDs are given a lot when it comes to housing, but there very little when it comes to "job creep" and you are asked to do more each year with the same compensation or less due to deficit reduction. Not only are they on call essentially 24-7, but are assigned new tasks weekly in addition to their daily work. If compensation was distributed according to hours worked and effort given and less to upper administration annually there may be more dedication to work commitment.
8. We desperately need to upgrade our residence halls. The suites and quad style halls are in desperate need of an upgrade. As places like Hillside open up and offer students modern comforts we will continue to be left behind in our aging residence halls.
9. The college? The college is moved by several players, both on the Administration side and faculty, so if the college is moving in the wrong direction, or not moving at all, there is blame to go around.
10. Must find ways to help the students cut back on loans
11. Sometimes progress is slow and difficult to achieve to the satisfaction of all.
12. I believe that our standards are becoming too high and that we are missing out on some amazing students. I believe the College relies too much on the EOP Office to bring "diverse" students to the campus. If that is going to be the case, we should give that office more resources and staff to bring in more qualified students.
13. Even in the short time I've been here, I've sensed positive direction -- higher caliber students and energy/funding put toward new initiatives.
14. There is too much emphasis on aesthetics and not enough on the educational opportunities available here.
15. The nature of the students we serve is changing and we must change with it in order to survive and be competitive... whether we like it or not.
16. It feels like the college is getting top heavy with more highly paid administration and less faculty/staff to do the day to day work.
17. Could be better.
18. In my opinion we're at a standstill. We're doing a good job of renovating buildings and making them look nice. Fitzelle is amazing, but it baffles me that the newly renovated FYE halls are not handicap accessible. One area of concern is that we do not have any new programs or initiatives to draw students in. This is more of an enrollment concern, but that trickles into budgets/the bigger picture.
19. Facility upgrades each year is a good thing that demonstrates growth.
20. I've worked at 4 different institutions of higher education. Not one of them has had the negative morale and atmosphere that SUNY Oneonta does. I've never been at a college that devalued it's employees the way SUNY Oneonta does. It's laughable that the administration believes that throwing a picnic and a mid year mingle is sufficient to boost morale. Try showing respect for your employees and find reasonable ways to value them effectively.
21. Trying to be more selective. Increasing opportunities for students. However, too many high level administrators.

22. Compared to other colleges in the State we rank very low in terms of imaginative, creative leadership.
23. There are many problems on campus, which are contributing to low morale. I do think the administration is trying to address some of these issues. With more faculty involvement, we could really start moving in the right direction. But that requires some efforts to communicate the message that the administration is listening.
24. I think admin is doing its best to address salary concerns within the means of the college and to get a handle on the changing demographics of future students. I don't think there is adequate protection or information regarding overall SUNY system mandates.
25. I am not convinced that the seamless transfer will be advantageous to our campus.
26. I don't think the college is moving in any direction. We are stalled.
27. Again, public sentiment and government leadership are fairly hostile, so we seem to be in defensive mode, which is too bad. The local campus' push for faculty governance and the president's recent coffee hours are good signs of collegiality arising here. That's the right direction, locally, as far as I'm concerned.
28. Honestly, it's hard to see what direction the college is heading. We keep having the same conversations without any clear resolution. Instead, more committees are formed to talk about the same issue other committees have already discussed. There is no clear vision, despite the pillars and AMP and all of the other discussions we've had over the past several years.
29. Creativity is absent in leadership at nearly all levels. Administrators blindly follow SUNY Chancellor and AAC&U; are out of touch with faculty, staff, and students; closely guard their power and only allow faculty into committees that don't have final say. Faculty lack experience with real shared governance, and undermine their own best efforts. Teaching load is too high to permit incorporation of more research and practice into teaching, and an endless stream of strategic planning and assessment sucks up time with no payoff other than the accreditors are impressed. Meanwhile, the accreditors fail to report the major complaints raised by faculty. Oh, and did I mention that we're overworked, underpaid, and though there are plans to fix the latter, they won't help very many anytime soon.
30. Buzzwords and tokenism are not moves in a positive direction, but are smokescreen for a failed administration.
31. I feel more division in the college, less satisfaction among colleagues, more paperwork that distracts faculty from student education and more complexity with respect to Administrative requirements and expectations
32. From what I have seen and my background in education the college knows what to focus on and is all about doing it.
33. SUNY Gen Ed effectively dismantles what is distinctive about each campus. Here at Oneonta, it undermines what I perceived as an orientation to liberal education.
34. It is unfortunate but the people managing this institution care only for their own salaries. There is no sign of "vision" or academic mission or commitment to equality and democracy/shared governance. Rather, what is communicated daily is a commitment to an imaginary, i.e., self promotion and "rankings" based on nothing. A strategic plan borrowed from a consultancy is not a vision or a plan, just verbiage. All sound and fury. Operating an institution requires shared

- governance with key players, not hirelings, and mutual respect for fellow professionals. There is none. I see no positive future for this campus. Beautiful grounds do not make a beautiful, rewarding place to work, and invest emotional and intellectual energy.
35. Focus should be on academics, not pet projects in social engineering.
  36. I think overall things are progressing with salaries and such, and it's nice that buildings being renovated are a bit more 'modern'.
  37. Administrators continue to be added to the college, all while academic programs and faculty are being cut and feeling the pinch. This is making it harder and harder for the college to fulfill its primary mission of educating students.
  38. I don't like working within the corporate model of higher education.
  39. Top 5 Truths I Have Learned Working at SUNY-Oneonta: 5. The road to nowhere begins with a single academic master plan. 4. SUNY-Oneonta is the national leader in student drug arrests. 3. In order to get tenure here, you must teach well, publish regularly, selflessly serve the college and community, and artfully dodge the verbal and physical abuse of your colleagues. 2. Putting administrators in charge of allocating financial resources is like putting wolves in charge of the deli counter. 1. My final salary several decades from now will be less than that of my colleagues who retired five years ago.
  40. The Academic Master Plan is a pointless train wreck of meaningless jargon. Student quality has declined frighteningly, and the "perception" that SUCO academics lack rigor is well-deserved. Faculty morale is appalling, and the administration deals with this dangerous cancer cynically. The administration woefully disrespects the academic faculty on campus, and seems strangely anti-intellectual.
  41. There has been a lot of focus placed on the progress and support of specifically the academic side of campus. I feel the professional staff needs to feel more supported as well in regards to salary and work equity. We ALL play an important role in the education of the students at SUNY Oneonta.
  42. The College is losing ground and momentum. The current administration promotes the same sense of rudderlessness that characterized the Craven administration. We were on the rise and that momentum has been squandered. I can't believe that even Cortland has pulled even with us. We should be gunning for Geneseo rather than celebrating meaningless national rankings.
  43. This is a teaching institution to emphasize teaching and research, not administration.
  44. There is too much emphasis on the facilities of the college and not enough attention being paid to academics. There should be great concern about the fact that accepted students to Oneonta who decline their acceptance view the college as not being academically rigorous. Not surprising: our web site rarely promotes anything that looks remotely like a classroom, a faculty member or students learning. Instead, it goes to great lengths to promote the college as a great place to have lots of fun. The college also seems reluctant to promote faculty accomplishments such as publishing of scholarly publications. Why has the college not made a commitment to first-year engagement? Additionally, Facilities seems to drive a lot of decision-making. Buildings are upgraded and renovated based on aesthetic and architectural needs and academic and educational needs are second priorities. The newly renovated library looks great; however, the academic priorities of the library appear to be disappearing. Faculty were told this summer that we could

take books from the third floor and they would be placed in another location of the building for us. This never happened. It is now October and the carrels have not been assigned. Faculty have been asking for Web of Knowledge for years and we cannot get it. The college clearly has money to spend considering the amount of money being spent on faculty and administrators' professional development. There is even a rumor that the college is paying for an administrator Ph.D. at a private college. What are the measureable outcomes for the college? The expansion of the administration and the accompanying salaries is also of concern. This is all very troubling considering that the college's reserves have plummeted over the past few years. The administration has addressed the salaries of some faculty, which is good, but the salaries for professionals, librarians, adjuncts and full professors remain appallingly low.

45. We are okay but could do better. We need administrators who aren't afraid to make a decision and stand behind it. Faculty would respect that and with leadership come along -- but in the absence of leadership -- we get undertones that divide and nothing moves forward. Time to act on some things and have a vision and stand behind it.
46. Even if we are situated in a rural area, let's be a college where students want to come for a rigorous education, so that when they leave, they will get into graduate school or obtain a job.
47. The College has bad relations with the Community of Oneonta. Word is out that there is an impending disaster on the hill and that nothing is as it appears. We have problems of diversity, leadership vacuums, leadership dictators in some silos, and academic posers. My fear is that less and less good people remain. We are reverting to a normal school and a glorified community college. The bloat of administration and the pernicious nature of compliance will drive good people away. But perhaps this college is merely looking for "warm bodies" and people who are "yes" men/women. People see the disingenuous game now. It's past time to heal and get serious.
48. Achieving a diverse faculty and staff should continue to be a priority.
49. There have been improvements to the academic environment. However, the College's financial situation is unsustainable. We cannot continue to operate with a bailout from Albany every year. The College must review its overhead costs across all sectors.
50. There are too many simultaneous initiatives going on. Faculty cannot participate in so many campus-wide at once while still keeping up their departmental service, teaching and research responsibilities.
51. Higher education in general is going in the wrong direction, with SUNY (especially the Chancellor) taking the lead in becoming more corporate, with top-down hierarchy instead of shared governance, and with excessive attention to the bottom line to the exclusion of anything else (e.g., Seamless Transfer as a solution in search of a problem). The leadership of SUCO does not appear to make the best of things in this changing environment, but instead is eager to jump on the nearest bandwagon (e.g., AAC&U, Open SUNY, excessive and inappropriate attention to assessment, etc.). Yes, most of these things cannot be avoided, but I would be much happier if our leaders were pragmatic about it instead of joyfully drinking the Kool Aid. It is one thing to be united in trying to make the most of a difficult situation imposed from above, but quite another when our leaders buy into the same agendas.
52. We seem to be very top heavy with administration. Perhaps in time this will prove to have been a wise choice. However, for now, it simply seems to be expensive.

53. It's not, but it's not the fault of the administration alone. UUP, the faculty, and the admin are all to blame. On some accounts, I think certain departments, like ALS, should shoulder more of the blame for low morale. I have taught on many campuses and have been active in minority issues and this group has shown very little maturity and can't seem to see beyond its own issues. Clearly, the administration is not providing the right leadership to move us in the right direction. There is very little vision or sense of what the college is from the higher offices. That's a problem. Faculty are apathetic and there is no sense of community here. I am not going to blame service on this one.
54. This has always been a teaching college - with the focus on teaching. Over the past 5 years, the emphasis seems to be moving toward bringing in professors who would rather forward their own personal agendas and desires with a complete disregard for the students needs, advising needs, and overall campus mission. I have worked at Oneonta for over 10 years, working 5 full days a week. However, new faculty are being allowed to work 2-3 half-day work weeks, and little if any student involvement. If the college is moving away from top notch teaching then that should be communicated to all members of the college.
55. Good school, good staff, good profs, nice administrators who, nevertheless, interfere with academic work. They should go somewhere and push pencils there and get out the way of teaching and research. To be fair, our serious admin problems are not all local administrators doing. SUNY CENTRAL needs to be broken up. Just give us the \$ for faculty and staff and have administrators revolve every few years from the faculty and then return to faculty with their old salaries.
56. The college is a lot of "talk." We are saying the right things, but we are not acting upon our words and intentions. For example, if diversity was a priority, they would fight to keep excellent professors who are of under-represented cultures. The college also loves to brag about what professors accomplish, but we have to do it through sheer determination since we do not get adequate support.
57. That is the problem..I do not know and I am not aware if others know...
58. I do not see why seamless transfer has become an issue. Students choose to come to our school even though many programs require more classes and time. Yet the students choosing to come is not allowed as an option? This seem patronizing and unreasonable.
59. I don't get a sense of any kind of forward-looking vision or embracing new approaches and new ways of doing things. It looks to me like this college is mired in the old residential college model and intends to stay there.
60. The constant kowtow to SUNY Central is starting to erode what makes this school unique and great. There's a truly amazing group of people that work here, but that's not going to count for much if we aren't allowed to do our jobs. Plus, unless the salary's get increased, we are going to lose talented staff to higher-paying jobs with more academic freedom.
61. The College has done much in the past to boost its reputation among SUNY colleges. However, the current mandate to increase enrollment seems to be at the expense of quality of education for students (increasing class size, large ratio of adjunct to tenure track faculty; pay for adjuncts at the bottom of the pay scale relative to other similar institutions, etc.). Reduction in expenses have been particularly hard on students and faculty, where hiring of adjunct staff has increased