

## Page 1. Faculty and Professional Affairs Survey for Full-time Faculty

### 1. What is your position?

	% of Respondents	Number of Respondents
Tenure-track Assistant Professor	32.35%	22
Tenured Associate Professor	33.82%	23
Tenured Professor	29.41%	20
Other (Specify)	4.41%	3
<b>Number of respondents</b>		<b>68</b>
<b>Number of respondents who skipped this question</b>		<b>0</b>

### 2. What do you think the validity of the generic campus-wide student course evaluations?





	% of Respondents	Number of Respondents
not valid at all	13.24%	9
somewhat invalid	20.59%	14
neutral	14.71%	10
somewhat valid	45.59%	31
very valid	5.88%	4
<b>Number of respondents</b>		<b>68</b>
<b>Number of respondents who skipped this question</b>		<b>0</b>

### 3. What do you think the usefulness of the generic campus-wide student course evaluations in evaluating faculty's teaching effectiveness?

	% of Respondents	Number of Respondents
not useful at all	16.18%	11
somewhat useless	14.71%	10
neutral	7.35%	5
somewhat useful	44.12%	30
very useful	10.29%	7
don't know	0.00%	0
n/a	0.00%	0
Other (Specify)	7.35%	5
<b>Number of respondents</b>		<b>68</b>
<b>Number of respondents who skipped this question</b>		<b>0</b>

### 4. Are you familiar with the purpose of the generic campus-wide student course evaluations?

	% of Respondents	Number of Respondents
not familiar at all	2.94%	2
somewhat unfamiliar	5.88%	4
neutral	2.94%	2
somewhat familiar	25.00%	17







very familiar		58.82%	40
don't know		2.94%	2
n/a		0.00%	0
Other (Specify)		1.47%	1

**Number of respondents 68**

**Number of respondents who skipped this question 0**

Details

**5. What kind of format should be used for the generic campus-wide student course evaluations?**

	% of Respondents	Number of Respondents	
hardcopy only		53.73%	36
online		10.45%	7
hardcopy and online combined		14.93%	10
don't know		7.46%	5
n/a		2.99%	2
Other (Specify)		10.45%	7

**Number of respondents 67**

**Number of respondents who skipped this question 1**

Details









**6. Please offer your comments on generic campus-wide student course evaluations:**

Details

**Number of Respondents 46**

**Number of respondents who skipped this question 22**

**7. How are you concerned about possible layoffs of faculty member due to the current financial downturn?**




	% of Respondents	Number of Respondents	
do not care		2.94%	2
somewhat unconcerned		7.35%	5
neutral		8.82%	6
somewhat concerned		45.59%	31
very much concerned		23.53%	16
don't know		2.94%	2
n/a		0.00%	0
Other (Specify)		8.82%	6

**Number of respondents 68**

**Number of respondents who skipped this question 0**

Details

**8. How well do you know the stance of the administration dealing with the possible impact on human resources of the financial downturn or budget cut?**

	% of Respondents	Number of Respondents	
do not care		0.00%	0
a little bit		23.88%	16
neutral		10.45%	7


quite well		29.85%	20
very well		17.91%	12
don't know		14.93%	10
n/a		0.00%	0
Other (Specify)		2.99%	2

[Details](#)

**Number of respondents 67**

**Number or respondents who skipped this question 1**

**9. Do you think compensation or extra pay should be given to those faculty members who work overtime for accreditation.**


	% of Respondents	Number of Respondents
no, it's their duty		16.18% 11
maybe		11.76% 8
yes, they should be paid		42.65% 29
don't know		10.29% 7
n/a		0.00% 0
Other (Specify)		19.12% 13

[Details](#)

**Number of respondents 68**

**Number or respondents who skipped this question 0**

**10. Which following concerns do you think negatively affect morale of faculty?**

	% of Respondents	Number of Respondents
It appears that the administration departments have been growing		22.73% 15
It appears there are inequities between faculty salaries and administrative salaries		13.64% 9
It appears that areas like Student Affairs have much more funding than Academic Affairs		4.55% 3
Other (Specify)		59.09% 39

[Details](#)

**Number of respondents 66**

**Number or respondents who skipped this question 2**

**11. Please offer other comments on morale:**



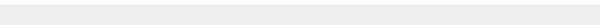

[Details](#)

**Number of Respondents 42**

**Number or respondents who skipped this question 26**

**12. What is your experience of using the school's official email account?**

	% of Respondents	Number of Respondents
It runs well		27.88% 29
It seems I have to spent more time managing emails, which reduces productivity		11.54% 12
I think I need instructional workshops on how to use and manage my email account better		4.81% 5
I think I need tip-sheets for common email etiquette, productivity tips, etc.		3.85% 4
I think we need larger mailbox		24.04% 25


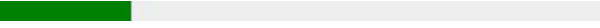



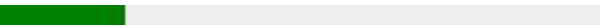
I know how to manage my email just fine		21.15%	22
don't know		0.00%	0
n/a		0.00%	0
Other (Specify)		6.73%	7

**Number of respondents 68**

**Number or respondents who skipped this question 0**

[Details](#)

**13. Are you satisfied with how travel funds are allocated?**




	% of Respondents	Number of Respondents	
very satisfied		8.82%	6
somewhat satisfied		22.06%	15
neutral		13.24%	9
somewhat dissatisfied		19.12%	13
very dissatisfied		16.18%	11
Other (Specify)		20.59%	14

**Number of respondents 68**

**Number or respondents who skipped this question 0**

[Details](#)

**14. Would you like to see student pictures in your online course roster?**

	% of Respondents	Number of Respondents	
Yes		52.24%	35
No		19.40%	13
Don't care		28.36%	19

**Number of respondents 67**

**Number or respondents who skipped this question 1**

**15. Please offer any comments regarding aspects of the Draft on Personnel Policies that you felt were positive (to be retained or needing minor revisions):**

[Details](#)

**Number of Respondents 46**

**Number or respondents who skipped this question 22**

**16. Please offer any comments regarding aspects of the Draft on Personnel Policies that you felt were problematic (to be deleted or needing major revisions):**

[Details](#)

**Number of Respondents 47**

**Number or respondents who skipped this question 21**

**17. Please offer any comments regarding aspects of the Draft on Personnel Policies that you felt were incomplete (to be added to or developed further):**

[Details](#)

**Number of Respondents 22**

**Number or respondents who skipped this question 46**

**18. Please offer any other comments you may have about the Draft on Personnel Policies:**

Details

*Number of Respondents* 34

*Number or respondents who skipped this question* 34

**19. Please give any other comments you'd like to share:**

Details

*Number of Respondents* 24

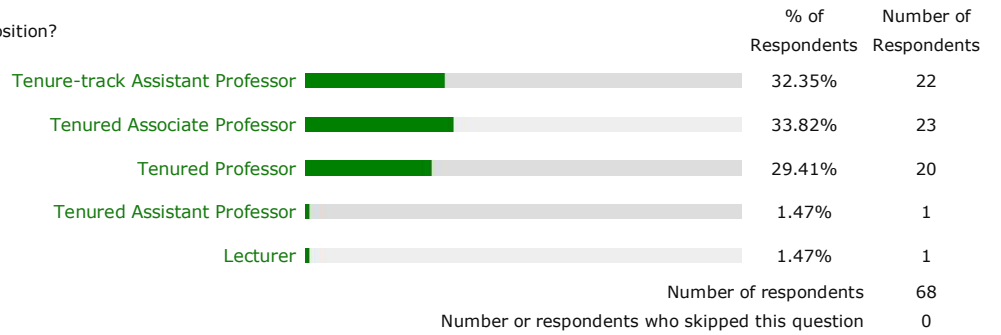
*Number or respondents who skipped this question* 44

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1. What is your position?



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3. What do you think the usefulness of the generic campus-wide student course evaluations in evaluating faculty's teaching effectiveness?	% of Respondents	Number of Respondents
not useful at all	16.18%	11
somewhat useless	14.71%	10
neutral	7.35%	5
somewhat useful	44.12%	30
very useful	10.29%	7
don't know	0.00%	0
n/a	0.00%	0

I think you can tell more about the students who often rate faculty down if they are not doing well in the class or if they are upset about a grade. I think there are some trends that sometimes provide SOME information about a faculty's teaching effectiveness. I think the comments are most useful for the faculty member in self-evaluation rather than for an outsider to rate that person's teaching effectiveness. useful only in the broadest, most general terms. evaluations should be designed to assist faculty in fine-tuning courses. not sure the generic form will assist much in that process.

Depends! Look for patterns in the written comments for useful information about teaching. Advanced courses will be very different than beginning classes.

not useful by itself

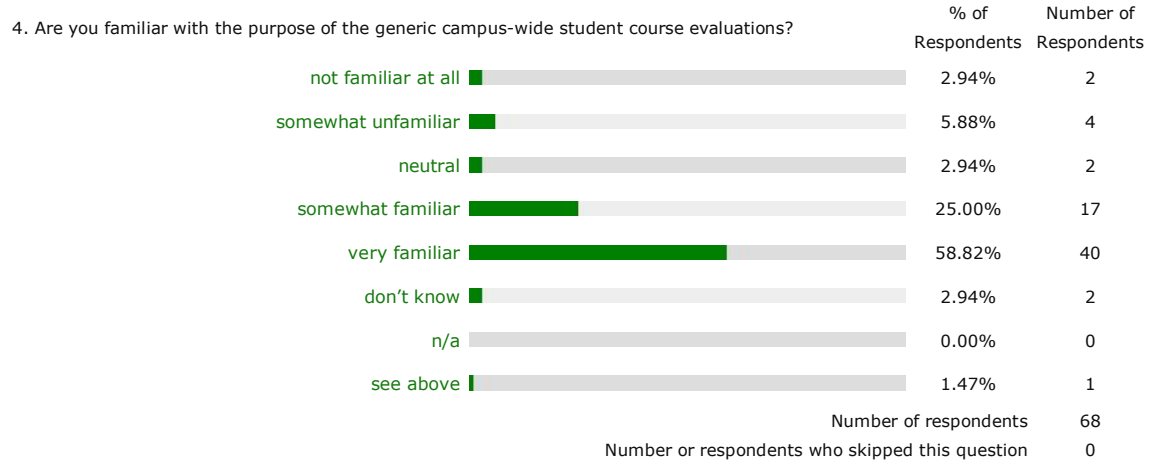
Is this something now circulated? I have not recieved any such thing.

I think you can tell more about the students who often rate faculty down if they are not doing well in the class or if they are upset about a grade. I think there are some trends that sometimes provide SOME information about a faculty's teaching effectiveness. I think the comments are most useful for the faculty member in self-evaluation rather than for an outsider to rate that person's teaching effectiveness. useful only in the broadest, most general terms. evaluations should be designed to assist faculty in fine-tuning courses. not sure the generic form will assist much in that process.	1.47%	1
Depends! Look for patterns in the written comments for useful information about teaching. Advanced courses will be very different than beginning classes.	1.47%	1
not useful by itself	1.47%	1
Is this something now circulated? I have not recieved any such thing.	1.47%	1
	Number of respondents	68
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		% of Respondents	Number of Respondents
5. What kind of format should be used for the generic campus-wide student course evaluations?			
hardcopy only		53.73%	36
online		10.45%	7
hardcopy and online combined		14.93%	10
don't know		7.46%	5
n/a		2.99%	2
and somehow must be given during classtime so that students actually do them		1.49%	1
It shouldn't be used.		1.49%	1
format should be instructor's choice		1.49%	1
no mandatory campus-wide eval		1.49%	1
none		1.49%	1
redeveloped and rewritten, the format is less important than the content. If their purpose is to aid in teaching development they should not be a poor popularity contest. If their purpose is simply to develop a poll of favorites, they are pointless except to determine who has the most frequented classes.		1.49%	1
Both online and harcopy		1.49%	1
		Number of respondents	67
		Number or respondents who skipped this question	1

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6. Please offer your comments on generic campus-wide student course evaluations:

[1](#) Online evals may discourage student participation

Generic campus-wide course evaluations need not merely be one type: there could be three or four "standard" types, depending on the type of class. They provide some information that can be useful. And they can flag problem areas. But they can also reflect the views of students that do not want to work. Thus they need to be used for information, but taken with "a grain of salt." In general,

[2](#) I have often learned more from written comments, and have altered my teaching style in response to written comments far more than from numeric data. I doubt that online evaluations would (a) be completed by many students, nor (b) reflect much thought, as there would not be a set period of time for reflection as there is in class. This is an unfortunate thing, as the administration of evaluations online would (I would guess) cost less.

As summative assessments of teacher effectiveness they are a poor indicator. The assessments are biased towards courses that have a traditional lecture and test format. They provide little useful feedback to instructors on the specifics of possible improvements to their courses. They have a summative, evaluative purpose, rather than a constructive formative purpose. Several

[3](#) items are based on student perception of teacher expertise- which is problematic-novices evaluating experts. I have seen little progress in the committees' charge of an in depth study of the usefulness of this instrument- and there is a body of pertinent research on this topic. Also- several studies have noted the problems with online course evals- due to lack of participant response. Given that many courses may have small numbers, the current form, and what would be considered an optional online form by students, raise serious valid issues .

[4](#) We use a different student evaluation in the school of music which most of the students prefer because they can write about the teacher in answering questions.

[5](#) I prefer hand-written comments from the students. The campus-wide forms are too weighted on classes, and are not useful for the Music School

Although I appreciate the ease of an on-line evaluation tool, I have read and heard too many negative comments from professionals and students about the use of these measures - not taken seriously or not completed. My issues with the current

[6](#) course evaluation when it comes to evaluation of the instructor is that there is no real evaluation - a student likes a professor or not - no real in-depth questions about learning. Regardless of whether a faculty member was fun or not, did the student walk away with anything meaningful?

Online course evaluation should not be adopted. We cannot be sure whether the student is making this evaluation or somebody is suggesting him/her what to write. Online evaluations can be very damaging, especially for the non-tenured faculty, but for the university as well. The good universities do not use student evaluations to evaluate the teaching effectiveness, but rather the student learning and success.

[7](#) online course evaluations will not work unless students are given time in the computer labs as a class. I don't think our labs can handle that kind of traffic in the last week of class.

[8](#) Apart from an ambiguous question I find the data from the responses to be very helpful. I don't get much use out of the preliminary data on the student year, how much effort they expended and what grade they expect etc... but the questions on course and instructor are very useful the move to make these all electronic should be avoided - it will result in much less valuable information (as shown on other campuses who have tried electronic evaluations). The data from electronic will simply be skewed by the disillusioned and the overly enthusiastic. I can imagine collective evaluations in a dorm room after a night out I looked at this earlier and there were questions on the electronic version of the evaluations - why are those questions missing now? I would vote against any electronic version. Have they been removed so that the electronic can be imposed without discussion? typical administrative move...

[9](#) I would like to see University Senate take a leading role in revising existing policies on the evaluation of teaching in the Fall 1995 version of the Faculty Handbook. To my knowledge, no official revision has been made to these policies in almost 15 years. The administration has been working on revisions to the handbook for years; the sooner they begin the consultation process with the Senate, the better.

[10](#) The generic campus-wide student course evaluations are important because they give the students a voice in the evaluation process. Since the faculty are employed to serve the students, the students must have a way to express their approval or disapproval of the professor. However, the students are not experts in their fields, so the evaluations reflect the opinions of non-expert participants. Students opinions can be swayed by teachers who have a more charismatic teaching style. Students may value a confident professor who is weak in their field over a less confident professor with greater expertise. The student evaluations should be a part of the evaluation structure, not the only method of evaluation.

[11](#) For me it isn't broken and it doesn't need fixing. Leave it alone.

[12](#) Taken in context, they can be very useful, especially for improving courses and instruction. They should be used only with care (if at all) when evaluating an instructor or comparing instructors.

- Effectiveness of generic evaluations depends in part on the questions that are asked and the format; the expanded questions that I saw being proposed are too many, too redundant, and like many things on this campus, get hung up on minutia. They also appear to serve administration more than serve faculty. Online is not going to provide uniform results; it'll turn into "rate my professor."
- 14 The idea that doing these evaluations is part of a student's learning experience is bogus.
- 15 The best feedback from students is course-specific, not generic. If I have tried something new in one of my classes, the generic evaluation form does not allow me to ask my students if they found this innovation helpful or not. To be honest, I'm not sure how knowing that my average rating for one class on the "how concerned was the instructor with students' progress) category" was a 4.5, while in another class it was 4.3 is supposed to help me improve my instruction.
- 16 Five-point scale not fine enough. Decisions as to who has access to the data has not been announced nor has any input from faculty been sought on that.
- 17 Online course evaluations have been shown to be faulty; generally speaking, only highly charged students (those who are very happy or very unhappy) tend to respond, and the disproportionate results adversely affect the instructor. Ownership and use of the online materials are also problematic issues that need to be addressed.
- 18 They are not really measures of student learning, but measures of student satisfaction. Big difference.
- 19 The generic course evaluation don't evaluate learning. They do not give the instructor any valuable information to use in altering course content or improving the mechanisms that aid in student learning.
- 20 I don't believe that a generic evaluations effectively measures effective teaching.
- 21 I am opposed to on-line evaluations. The sample of responses will not be representative and there could be issues of confidentiality.
- 22 Nothing was circulated to be evaluated. Questions are ambiguous
- 23 I'm against a campus-wide form that is mandatory, that is, I think departments should be permitted to use their own forms.
- 24 Based on thoughtful departmental and personal considerations of positives and negatives, and hearing VP Horvath's own comments about them on different occasions, I understand that there needs to be some kind of generic cross-disciplinary measure for aggregating certain kinds of data. The problem with the online form is that 1) many students will not do them; 2) student and faculty understanding of the purpose of evaluations still differs widely (see the recent feedback and editorial in The Leader on this subject) and 3) because of the great variety of subject matter, teaching styles and learning styles, finding any consistent basis of commonality will be wickedly difficult. Thus, a very brief online form, somehow done during class time, with a 'local' or departmental hard-copy survey with places for written responses, is the only combo i can think of that will assist administration as well as provide students with a means to give faculty feedback for fine-tuning courses.
- 25 I think departments should be able to use their own forms, whatever campus wide policy is adopted. I also strongly oppose going to online evaluations due to the low response rate and, I believe, the lower utility of the results. A combination of hard and online might work; I'd have to know what that would be.
- 26 On line student course evaluations don't seem like a valid concept to me.
- 27 I realize evaluations are necessary, at least as a placebo, but I'm not convinced they accomplish anything. Those instructors who could improve won't read the evaluations and student responses are geared toward how much they like the professor rather than how effective the course is. It could be argued that they don't know at this point. Initially, I was making changes to the way I administered my courses based on student feedback, but then I'd get feedback indicating the changes shouldn't have been made. I can't please everyone, particularly freshmen.
- 28 To me, the issue is, what is done with the results? Are results used for anything more than punitive/eval of individual professors? And if so, how do we know these uses?
- 29 It is about time we abolished paper.
- 30 I support the use of an online system for course evaluations. There should be a relatively small number (about a dozen) items that are used campus-wide, and then departments and individual faculty can add their own items.
- 31 Bad idea. Major problems regarding change in policy and working conditions (UUP territory), access-- as originally intended--- to student evaluations should be limited to the respective individual and department involved and intended for course improvement and NOT be available to the administration and used for tenure and hiring decisions etc.. Apart from jurisdiction, the administration, also lacks the expertise to make informed decisions. moreover, it constitutes a major infringement and breach of the autonomy of departments. moreover, comparing student evaluations only has statistical relevance when limited to one single department. low response rates may also be an additional factor, and the response is by definition highly subjective and skewed.
- 32 It serves a purpose. Provides students an outlet for evaluation (nameless). If used properly, the faculty may draw conclusions to adjust material, syllabus, teaching styles, etc.
- 33 I realize the administration needs a tool for asking a few campus-wide questions to gather data for assessment and accreditation purposes. The instrument should be very short. I resist using an online format mostly due to low participation numbers, and student burn-out on course evals.
- 34 They are too generic and do not fully address the content of the course taught. Some of the questions are irrelevant or can't be answered which may result in misleading and untrue results.
- 35 I think it is very important that the context of the evaluations is understood. Students often have valid points to make that are shared on evaluations. Very often, though, students' evaluations of the course and the teacher reflect how they are doing in the course. If they aren't doing well it is "because the teacher isn't doing a good job". Some of their criticisms reflect their lack of understanding of what needs to be in the course or other constraints faced by the teacher.
- 36 Questions do not often apply to specific departments on campus. Students will be less inclined to fill them out online. They are not necessarily a good measurement of good teaching and there will be a higher increase of disgruntled (not the best) students filling

them out and not answering them honestly.

[37](#) This evaluation can only be the result of someone's desire for easily quantifiable data. It goes against everything that Fredonia stands for and should be strongly resisted.

very likely it will be used inappropriately as the current ones have been but on a much larger scale.....more likely to be used as a

[38](#) ranking tool then as a way to improve teaching which was the original purpose of the evaluations when they were used and kept by the departments.

[39](#) Students should be asked to evaluate how often or not a professor exhibits observable behaviors that constitute good and bad teaching, not touchy feely opinions.

[40](#) Unnecessary, unwise, misconceived -- another example of top-down management at its worst.

[41](#) There should not be any generic campus-wide student course evaluations. There is no need or use for them.

What is the purpose of a question about the anticipated grade of a student or their attendance if those are not factored in? It is clear that the lowest evaluations will come from those students who attend infrequently and are receiving a C- or lower. The

[42](#) questions evaluating the readings seem to be geared to whether they entertain the students. Sometimes the readings will be dense, depending on the subject matter. It is also difficult to evaluate readings when many of the students find them unuseful without reading them.

[43](#) This is a problem I do not know the solution to.

The CONTENT of current course evaluations needs to be reconsidered to more accurately reflect students' perception of their own learning, as well as their own engagement and accountability for their learning, providing feedback on what is/isn't effective in any given course. The surveys presently, instead, reflect students' perceptions of a teacher's abilities and expertise (which they are ill equipped to pass judgment on) and have little to do with effectiveness or their own accountability. They are useful primarily to

[44](#) individual instructors in gaging their own effectiveness as a formative tool rather than for "evaluation". I don't believe they should be placed on line without VERY CAREFUL consideration of policies regarding their use: for example, by whom and for what purposes they can be used, what of instructors' and students' privacy, etc. In addition, serious study of the expected response rates--without offering bribery or punishments to students--needs to be considered.

[45](#) These kind of evaluations should be used for constructive purposes. To assist in improving the effectiveness of teaching campus-wide. Not to pit people against each other.

[46](#) I think student evaluations are only part of the picture and any evaluation of a faculty member (or other) must include peer evaluations among other gathered information to create as complete a profile as possible.

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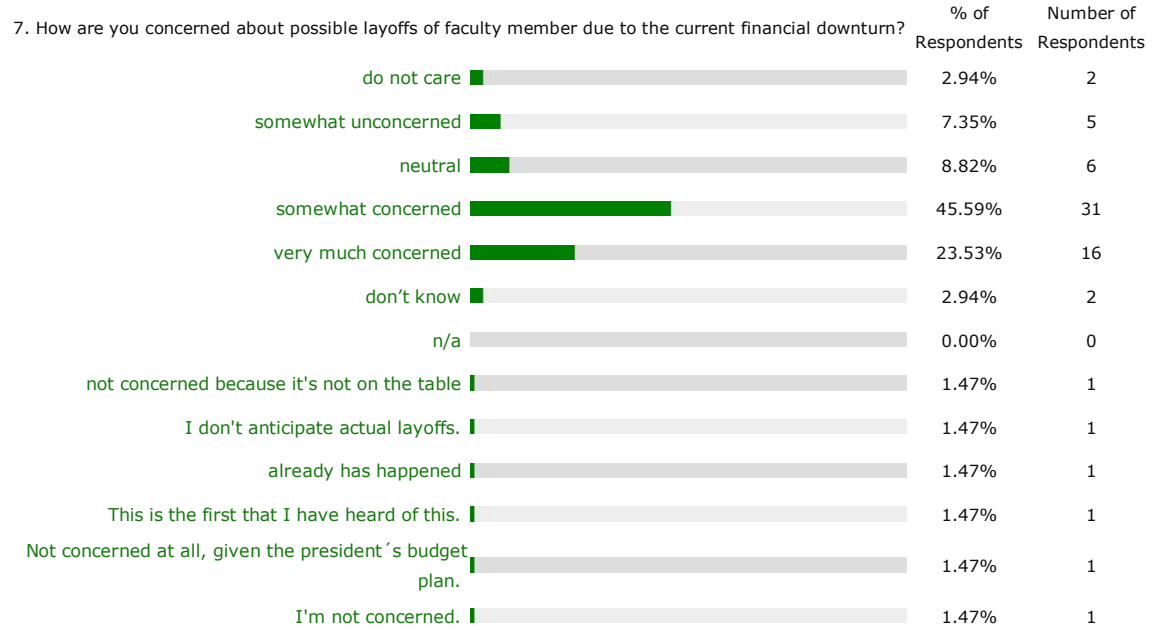
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Number of respondents who skipped this question 0

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8. How well do you know the stance of the administration dealing with the possible impact on human resources of the financial downturn or budget cut?	% of Respondents	Number of Respondents
do not care	0.00%	0
a little bit	23.88%	16
neutral	10.45%	7
quite well	29.85%	20
very well	17.91%	12
don't know	14.93%	10
n/a	0.00%	0
No specifics yet	1.49%	1
Poorly designed answers. Wanted to answer "Not very well"	1.49%	1
	Number of respondents	67
	Number or respondents who skipped this question	1

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9. Do you think compensation or extra pay should be given to those faculty members who work overtime for accreditation.	% of Respondents	Number of Respondents
no, it's their duty	16.18%	11
maybe	11.76%	8
yes, they should be paid	42.65%	29
don't know	10.29%	7
n/a	0.00%	0
Maybe it makes sense to streamline the process rather than filling rooms with mountains of paper?	1.47%	1
yes they should be compensated, and it is also scholarship- peer reviewed	1.47%	1
only if other service type activities are also recognized. I work my tail off for a major committee and no compensation for at least a decade.	1.47%	1
I'd need more info to answer this.	1.47%	1
I'd prefer that they be given a reduced teaching load. They need some compensation.	1.47%	1
I'm one of them. I don't expect extra compensation.	1.47%	1
Accreditation from one agency is a responsibility, accreditation from a half dozen or so is a chore and ceases to have serious legitimacy.	1.47%	1
It depends on the level of involvement.	1.47%	1
There should be some reward for those few people who play the most significant role in the process.	1.47%	1
not informed	1.47%	1
option of other compensation or points toward release time/courses could be negotiated. We need to be creative in bad economic times, but we shouldn't violate union contracts either.	1.47%	1
It is important that the work being done for accreditation is recognized. It IS overtime work - and compensation (and recognition) should be given. Many of us who are involved in accreditation have not been able to pursue other scholarly activities because the time that is available has been used in preparing reports and data for accreditation.	1.47%	1
there are so many types of accreditation-related responsibilities. the most onerous should receive some compensation, i think, esp if done by untenured faculty.	1.47%	1
	Number of respondents	68
	Number or respondents who skipped this question	0

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Page 1. Faculty and Professional Affairs Survey for Full-time Faculty

	% of Respondents	Number of Respondents
10. Which following concerns do you think negatively affect morale of faculty?		
It appears that the administration departments have been growing	22.73%	15
It appears there are inequities between faculty salaries and administrative salaries	13.64%	9
It appears that areas like Student Affairs have much more funding than Academic Affairs	4.55%	3
lack of conflict resolution lack of support for faculty accreditation "burn out"	1.52%	1
none of these	1.52%	1
I believe morale is high considering the budget downturn.	1.52%	1
Can't answer with two but second one is also pertinent.	1.52%	1
Questions which appear to suggest division. This creates the impression that there are divisions.	1.52%	1
Faculty with the Ph.D. are paid at the same rate as faculty with MFA's or nonterminal master's degrees.		
Faculty are asked to do more each year. Teaching overloads are not always paid overloads. Faculty raises have lagged for years behind other professions.	1.52%	1
Equipment funds are not adequate.		
administration trying to pull control from departments by not allowing departments to vote when compiling final candidates to hire and recent personnel draft.	1.52%	1
it's not just the growth of admin, it's their apparent abuse of "power" in making decisions and overriding faculty decisions -- then not keeping faculty informed.	1.52%	1
There is little done to rain in rogue departmental chairs who create hostile work environments and hire unqualified people that they can manipulate. The administration does not want to deal with bullying and hostile work environment.	1.52%	1
There is always more to do, and higher expectations.		
I have been here 15 years, and the job is getting harder and more time-consuming	1.52%	1
All of these negatively affect the morale of faculty!	1.52%	1
Inequity in the distribution of workload	1.52%	1
I'd like to check them all.	1.52%	1
all of the above: double standards as usual resembling corporate practices in general and Wall Street in particular.	1.52%	1
These statements appear leading to me. Fredonia needs administrative help--the growth of the PDC, of campus publications, etc., are tremendously positive. Students economically power the university, so money for SA makes sense. I think the amount of work and the sense of increasing pressures affect faculty morale, but I think much of this could be resolved through open dialogue. I do think the push back from	1.52%	1

administration on the ill-phrased "workload creep" has been a negative factor for me personally. At the same time, I believe that we are no more insulated than corporate America is: we simply need an honest dialogue about "what goes"--careful grading of thoughtful writing assignments, service opportunities, one's research commitments...

all of the above! 1.52% 1

The impression that SUNY is not valued by the Governor nor the leaders of the State Senate and the Assembly.

1.52% 1

These are not burning issues for me

1.52% 1

Perceived lack of interest in the issues faced by faculty by administration but also other faculty

1.52% 1

The salaries for faculty are increasingly uncompetitive compared to other schools both in and out of New York. Meanwhile the administration is growing and their salaries are outstripping those of the faculty. In addition, money is wasted with unnecessary new centers (e.g., PDC), positions (e.g., Associate VP for University Advancement), and bloated staff positions (e.g., housing, police, and counseling).

1.52% 1

Faculty seems to be affecting faculty morale! Especially faculty who tends to view everything from a pessimistic perspective or have a long memory of what happened before, and therefore, it is going to happen again.

1.52% 1

The biggest thing affecting faculty morale is workload creep. Any of the above can add to that, but as phrased, they suggest that people are expressing more concerns about the above. They're not.

1.52% 1

why can we check only one box? I am concerned about the first and the second choice. I don't know anything about the third... should I be concerned about that one too? #3 is a black box to me.

1.52% 1

All of the above

1.52% 1

It appears that administration is forcing policy upon faculty and limiting faculty input.

1.52% 1

All three comments reflect some truth. The real affect on morale comes from the inability to affect the conversation or the rationales for continuing this growth in services and supports rather than education. this is not an issue that can be resolved solely on this campus.

1.52% 1

All of the above!!!

1.52% 1

Top down decisions

1.52% 1

budget, layoffs, etc.

1.52% 1

I think all of the above are true, but the main concern I have is that the administration seems to be becoming very heavy-handed - that is they just decide what they want and implement it, regardless of faculty input.

1.52% 1

An insensitive, uncaring administration which is hell-bent on doing their own thing without consulting with departments and with the faculty as a whole either through governance or UUP.

1.52% 1

inequitable workloads for early faculty

1.52% 1

There's a disconnect between departments, faculty, and the administration.

1.52% 1

Overall lack of resources

1.52% 1

All three affect faculty morale.

1.52% 1

There is a perception that some divisions have been growing while others have not.



1.52% 1

It appears that areas like Student Affairs have much more funding than Academic Affairs. It also appears that there are inequities between faculty salaries and administrative salaries.



1.52% 1

Number of respondents 66

Number of respondents who skipped this question 2

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#### Page 1. Faculty and Professional Affairs Survey for Full-time Faculty

11. Please offer other comments on morale:

- 1 Collegiality adds to a strong and healthy moral. Facult who do not carry their weight in responsibilities caus a program to have low moral.
- 2 It is extremely distressing when the administration sends down notifications of hiring freezes and lack of funds for adjuncts, yet not fills open administrative positions but creates and fills new ones.
- 3 The workload continues to grow with no sense that it will cease or moderate. Nor is the workload reflective of the work one wishes to do, simply of what is required to meet the growing demands to report what one does, how one does it, and whether or not it is affecting students for a lifetime..... or for an hour.
- 4 Also, my sense is that no one is looking out for us in terms of salary and work load. One has to always been one's own advocate, and taking time and energy. We seem to add new assessment, etc., on top of what we are already doing. Is there no upper limit? Workload creep as been an issue on this campus long before the "budget crisis" - not salary inequity. Those who volunteer and are concerned have work heaped upon them, while others do nothing (sometimes purposefully). Morale is being effected as a few are exhausted. More administration is actually needed, not less, and faculty who are tired understand this. Those who have not been pulling their share then complain about too much "administration".
- 6 It appears there are inequities between faculty salaries and administrative salaries.
- 7 work load is too high for the service and publishing demands.
- 8 GET RID OF DSI - it is the most divisive thing we do and it is the choice of administration to do it this way - the union would abandon it if given a choice but they accept it as part of negotiations. Give us all our 1% and stop discriminating. Some of the hardest working people I know don't get recognized because of petty departmental politics.  
When you look at the budget books, you see Academic Affairs consistently gets just under 2/3 of the operating budget, so it doesn't seem to me that sprawl in other divisions is a huge deal. That said, I'd like to see more of an effort to continue expanding the full-time faculty and looking for ways to convert non-tenurable to tenure-track lines. I think that would have the biggest effect on morale. Right now, tenured faculty tend to feel pulled in a lot of different directions and overcommitted. If there were more of us, the work could be more widely shared.
- 10 Tenure track faculty need support for travel funds and research funds.
- 11 Personally, I just want to do my job and be left alone. I have no morale problem because I do not put a lot of attention on the administration.
- 12 NEA salary survey that came out a couple weeks ago was eye opening. Fredonia's averages were lower than almost every other school in the state -- and not by a tiny amount.
- 13 All of the factors mentioned in Question 10 affect faculty moral negatively.  
Morale tends to be an isolated belief. I think those that are discontent tend to associate with others who might be discontent, and it leads them to believe everyone is discontent. The reverse is also true in the case of those whose morale is high. This is a large enough place that I don't believe it's genuinely possible to quantify the level of morale.
- 15 Lack of ability to offer new or elective courses for foreseeable future hurts morale.
- 16 see above  
Again, hostile work environments and bullying cause high turnover in some departments. We need to rain in rogue chairs and insist that Deans control these hostile work environments that are facilitated by chairs not understanding their role as facilitating departmental buisness rather than dictating policy and thumb-pressing tactics.
- 18 Morale is generally good, certainly from my standpoint as junior faculty. I believe the President is doing his best to make sure we can keep working.
- 19 The budget is negatively affecting morale and the proposed changes in personnel policies have made some people unhappy.  
micromanagement (rule) creep regarding teaching/evaluation protocols which proliferate year-by-year (see NCATE, CCC, assorted assessment directives, committee surveys,etc). "Busy work" which yields few results and which siphons energy from faculty and from the primary missions. This accountability creep may be inevitable and is probably related to ballooning of the information sector and the increasing ease that administrators and oversight committees have in connecting to faculty.
- 20 1. The fiscal priorities of the campus seem to be in crisis and not very well communicated: the president says he wants to protect the teaching mission. I believe he does. But when the graduate program is tapped to plug holes in other parts of the campus budget, that goes against his statement. When the faculty and professional staff are asked to do more for the sake of 'efficiency' (i.e., teach lower-level CCC courses and stop offering graduate and upper-level courses and electives in majors), that goes against his statement. We've never really resolved the problem of how to adequately fund growing graduate and interdisciplinary programs

-- both of which raise the campus profile for recruitment and retention of faculty, professionals as well as good undergrad and grad students -- while maintaining our undergraduate 'mission.' We have lots of initiatives -- the Fredonia Plan, the middle states review, etc. -- but somehow the gaps remain larger than the motivational points of consensus. VP Horvath has done an OUTSTANDING job of trying to resolve the above problems. AVP Kearns has done a wonderful job of working with virtually nothing to rebuild our graduate program. There are other administrators -- AVP Karnes, Dean Kijinski -- who are trying to rebuild the culture. The PDC is going to be a great positive when we get its mission better coordinated (Beez Schell is terrific, too). Lately, morale has been poisoned by entrenched senior faculty who are resisting change at various levels based on a mythic past that never existed in practice, or always left others out of the picture -- this too negates the efforts of well-intentioned administrators as well as faculty at associate and particularly at assistant ranks seeking new models for doing our work. I have no answers for how to resolve these problems, but I know they do exist.

22 The incredible increase in administrative and service work has a bad impact on morale. These seem to increase more every year, even though it doesn't seem to make us any more efficient. For example, even though Admissions has more personnel now, departments are asked to take on more recruiting duties that used to be done by Admissions.

23 I'm not quite sure why we are hiring a dean of business when we are cutting positions - seems somewhat questionable to say the least.....

I realize that there are different pots of money that can be spent on new bldgs and others that are virtually empty. There's nothing we can do about that at the campus level - still, for the record, I'd rather see more money spent on maintenance of what we have. It's so frustrating to be strongly encouraged to apply for grants knowing that if we get them, the equipment and support won't be sustained over time. Many people want more computer labs, but we're not willing to expand the IT staff accordingly. I refuse to

24 push for any new equipment until I see that we have the staff to maintain it. Student attitudes, particularly on the part of liberal arts freshmen, are increasingly difficult to negotiate. (I'm willing to acknowledge that I've been doing this too long...) Advisors are expected to do so much for these students that it's no longer their college experience. They have less and less personal responsibility for their education. This permeates into the classroom as well. They have no respect for their peers or instructors in the classroom. It's almost as though they need an etiquette course before they come on campus or send an e-mail.

25 The economy itself appears to be making everyone fearful and distrustful and generally sad. However, as an untenured faculty (and with hope of anonymity for this survey), I will add that I feel part of the negative morale comes from the impact of the behavior/attitude of tenured faculty. The "message" to the new faculty appears to be, "run the gauntlet of the tenure-track and then you too can be tenured and do whatever you please with little regard for policy or regulations or colleagues."

26 This university is very top heavy. The administration does not seem to see it.

27 There are too many "ad hoc" committees on campus. Rather, we should be using the standing committees of the Senate.

28 We have no institutional mission that provides connection to each other and/or synergy that gives meaning to our effort.

29 Assessment and its effect on workload is the biggest morale-buster on campus. We reinvent the wheel every time we take on a new assessment task, so no one has any respect for the process...especially where NCATE is concerned.

30 More transparency and information on which positions are going to be cut on this campus.

31 I think there are inequities with work loads and compensation across campus, some real and some perceived. I think the levels/layers of leadership need to be considered. I think there is a growing lack of trust on campus - mostly between administration and faculty. We need to realize that we represent many different areas of professional expertise. There are different ways to be involved in one's profession. Especially as individuals are being evaluated, it is important to take this into consideration.

32 Workload here is incredibly high and has had the most negative impact on my experience so far. There are so many forms and procedures that appear redundant compared to my experience with other institutions. The dossier process is cumbersome. The process for requesting merit raises is also redundant.

33 i wish all faculty would be moral in their actions!

34 too much assessment, too much paperwork, increasingly more policies to follow and documentation, too little time given back to faculty so they can teach and conduct research, who has time to go to professional development workshops - creating "free" periods is another burden which means would then has more time taken away from use to prepare for classes and research.....there seems to be a lack of sensitivity or awareness of how overworked faculty and staff are .

35 I believe morale is declining - due to administration taking a big brother role, and also due to potential layoffs, economic concerns.

36 It will be worse as more top-down nonsense continues (e.g., the Draft on personnel policies)

37 Morale does matter, but it has always been marginal at Fredonia, especially among teaching faculty. There is little sense of community and, indeed, little sense of collegiality. And, too, there is very little sense of ownership of the institution itself. We don't have a shared sense of identity and we do a very poor job of sharing what's taking place/communication. A problem for scores of years.

38 Morale is low. The faculty are ignored and viewed as expendable. For example, the decision to ignore faculty ideas on the personnel policy, student evaluations, and the recent push to more explicitly place hiring decisions in the administration are signs that the faculty are not taken seriously. The learning-assistant policy was completely unclear until the Senate finally had a vote. The earlier policy was passed by an ad hoc committee of the administration and was done without real faculty input. The pay for summer classes has not changed since 2004 and is increasingly uncompetitive. In addition, the Senate has had no vote on what and where to make spending cuts. In fact, it wasn't even told what faculty and staff lines will be cut and what programs will be eliminated. In addition, its vote was overturned on the college of business and on whether transfer students could transfer in low grades. Clearly, the administration has a top-down dictatorial style and this hurts morale. If this is the administration's style, they should be clear that at Fredonia faculty will be paid less than peer schools, not taken seriously, and viewed as expendable.

[39](#) Overall, given the general economic situation, I find morale quite positive on campus.

[40](#) It's a great job!

In general, I believe that many faculty are feeling burned out--we've been repeatedly asked to "do more with less" and yet there are realistic limits on HOW MUCH MORE we can continue to do. Many feel, I think, that they are no longer able to do the kind of job teaching and in their research because their time is increasingly eaten up by additional service and other demands. There also seems to be a distinct lack of appreciation for just how much most faculty DO on a regular basis. When these aspects are combined with inability to hire new faculty and adjuncts, to purchase needed library materials and supplies, to fund professional travel, and so on, it becomes harder and harder to continue to grind away. This seems particularly a problem when new administrators are

[41](#) hired instead of faculty and administrator's salaries and positions don't seem to be in jeopardy. One final problem with morale--underlying much of the problem seems to be a certain air of "distrust" on both sides of the faculty and administration divide. This distrust has increasingly permeated the administration's attitude toward faculty in its dealings with them, particularly in regards to the increased rules and regulations about tracking our time and activities, assessment, accountability, etc.--it often seems as if ONLY the FACULTY are ever held accountable for anything. Lately, this distrust has blossomed into what seems to be a complete disregard for any true "shared governance" on campus--and this trend is distressing in and of itself; it is also very detrimental to morale.

The recent decision to go forward with a college of business that was not going to require any new faculty or administration, etc...

[42](#) Now we are receiving notifications for review of candidates for the position of Dean in the College of Business. The individuals chosen for candidates will require a great amount of Fredonia's financial resources while at the same time there is the current plan not to renew or refill certain positions 2009-2010 and 2010-2011, etc...

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Page 1. Faculty and Professional Affairs Survey for Full-time Faculty

		% of Respondents	Number of Respondents
12. What is your experience of using the school's official email account?			
	It runs well	27.88%	29
	It seems I have to spent more time managing emails, which reduces productivity	11.54%	12
	I think I need instructional workshops on how to use and manage my email account better	4.81%	5
	I think I need tip-sheets for common email etiquette, productivity tips, etc.	3.85%	4
	I think we need larger mailbox	24.04%	25
	I know how to manage my email just fine	21.15%	22
	don't know	0.00%	0
	n/a	0.00%	0
	Definitely, faculty needs to be taught some email etiquette. Email is not their private line to rant to other faculty or their chairs. Also, a workshop on how "emails" can be read with tones and attitudes maybe not intended.	0.96%	1
	The mass emaling is increasing exponentially. If we read all the messages we receive, this will take at least an hour every day.	0.96%	1
	Email should be outsourced to Google Mail. I handle my email by avoiding my Fredonia inbox altogether.	0.96%	1
	OWA is a clunky service. A better mail program would be preferable.	0.96%	1
	larger mailbox a must.	0.96%	1
	There is simply too much email - perhaps "school-wide" emails could/should be vetted and consolidated.	0.96%	1
	it is not incongruous to both spend more time managing my email even if i know how to manage it just fine. both are true	0.96%	1
		<b>Number of respondents</b>	<b>68</b>
		<b>Number or respondents who skipped this question</b>	<b>0</b>

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Page 1. Faculty and Professional Affairs Survey for Full-time Faculty

		% of Respondents	Number of Respondents
13. Are you satisfied with how travel funds are allocated?			
	very satisfied	8.82%	6
	somewhat satisfied	22.06%	15
	neutral	13.24%	9
	somewhat dissatisfied	19.12%	13
	very dissatisfied	16.18%	11
	the amounts are not realistic for any but a local conference attendance.	1.47%	1
	Amount seems to vary based on budget	1.47%	1
	Travel allowances have not changed since I started here twenty years ago. My experience is that costs have not been as stable. the increasing personal costs of attending conferences is difficult for all, even though junior faculty are more heavily impacted.	1.47%	1
	The fact is that there is not enough money to go around. Everyone is dissatisfied with the entire process due to lack of funds.	1.47%	1
	No, the current system insufficiently takes into account the fact that some disciplines and specializations require long-distance, international travel to present at conferences and conduct research.	1.47%	1
	need more funds but what else is new....funds rarely cover entire costs of travel to present to conferences.	1.47%	1
	We are encouraged to attend professional conferences, but all expenses are rarely able to be covered.	1.47%	1
	There is no where near enough money in total. Given the money we have, I think it is distributed fairly.	1.47%	1
	The administration saved around \$30,000 out of a \$80M+ budget by cutting travel funds by \$400. This is outrageous. This money is needed for real professional and faculty development, not the dubious PDC expenditures.	1.47%	1
	more funding for travel is needed	1.47%	1
	Wish they could be back up to \$1000 a year. \$600 barely covered a one-night stay in NYC.	1.47%	1
	I simply don't know if the allocation process is fair or not. I do have concerns that international travel is funded at a greater amount (one does have choice re-location of conferences and work), but I trust Academic Affairs and Senate to manage these issues. I have always been grateful for available support, and I assume the maximum dollar is being allocated fairly.	1.47%	1
	When the university does have funds, money is well allocated. The problem is the lack of resources, preventing travel.	1.47%	1
	Very dissatisfied - funds only disbursed for presentations, when faculty need to go to conferences to stay current in their field and network as scholars	1.47%	1

Number of respondents	68
Number of respondents who skipped this question	0

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#### Page 1. Faculty and Professional Affairs Survey for Full-time Faculty

15. Please offer any comments regarding aspects of the Draft on Personnel Policies that you felt were positive (to be retained or needing minor revisions):

1 The draft of policies is needed. The committees did not accomplish such a draft. Collegiality needs to be a part of this process. An external review adds credibility. If we are the only SUNY institution that does not have an external review, then we should be embarrassed!

2 The streamlined procedures for reappointment, particularly for first year The clearcut timelines for reappointment

3 The enlargement of the options for what counts as scholarship- in keeping with current notions in higher ed and policies of other universities- a huge improvement The timeframe - no more Jan dossiers when we are trying to prepare for spring classes, and close up the fall ones. The fall submission makes good sense.A more reasonable schedule for review ( no more year 5). A definite improvement for 1st year faculty in requirements.

4 Schedule was an excellent motion.

5 I liked the new concepts of what activities would be considered tenurable--more community-based projects. I certainly appreciate the attempt to codify the procedures on the campus, but wonder why we need to.

6 More faculty involvement - University level committee - faculty making decisions past the department level rather than leaving it solely to administrators

7 To maintain certain degree of uniformity.

8 I think there should be such policies to make the requirements for tenure and promotion comparable across departments.

9 my department has submitted department-wide comments.

10 Universal timelines, universal general format and requirements, recognition of scholarship of teaching

11 external reviewer=good idea for scholarship, etc.

12 changing the timing of reappointment is something that can be adjusted. three reappointments in the first two years always has been ridiculous. I would use the model used by other schools. A serious third year review at which time many schools inform tenure track individuals that either they are or are not making the type of progress needed. then a sixth year review. I do not like much of anything else in the proposal.

Overall, I like the idea of clarifying and updating policies that go back to 1995. I think most of the draft is productive and support the vast majority of it. In particular, I like the expanded definition of scholarship, but would like to see language clarifying that it's up to candidates and departments to work out through the mentoring process how the different kinds of scholarship are valued.

13 More generally, I would like to see a clarification that setting and communicating how the different criteria for reappointment and tenure are to be weighted is a department responsibility and that candidates have the responsibility to reflect on how they weight the various criteria and discuss it with their mentor. I also like the clarified appeals process and would support further efforts to clarify or extend them. I also like limiting voting rights on reappointment, tenure, and promotion decisions to those with tenure for assistant professors and those at full professor for associate professors. I'd like to see the single date for all dossier submissions be pushed back to 10/1, and the rest of the schedule revised accordingly.

14 I see little to none. Here is something else which was not broken in my estimation, but the administration saw fit to revise in order to justify their existence.

15 1. In principle, I like the fact that a broad range of research activities are valued. However, I think that the "scholarship of teaching", as described, is too loose and insufficiently rigorous. 2. Departmental policies do vary too much, especially in their degree of specificity. I agree that departments should review their policies in light of a university-wide policy, and that all departmental policies should at least address certain key issues. However, I don't believe that all policies should address these issues identically, and in general the Draft requires an inappropriate amount of uniformity across departments. 3. Eliminating one of the pre-tenure reviews is a good idea; however, it shouldn't be the last one before tenure. Eliminate one in the middle.

16 Eliminating at least one of the annual reappointment reviews would be very helpful. Changing the first year reappointment dossier to a letter outlining the candidate's plan of action in the three areas of teaching, scholarship, and service is an excellent idea.

17 I believe that some sort of standard experience for all faculty across the spectrum of departments is basically a good thing. I think a standardization of time lines would also be welcome. All departments need very basic and specific procedures to follow, and as far as possible these should be uniform across the campus so that, again, everyone has an equal experience and no one department is viewed as being "easier" or "harder" to gain tenure than another. Department handbooks should be published, updated on an ongoing basis, and be made public and available so that the process has a high degree of transparency.

18 more spelled out appeal process - better calendar (but move start from September to October).

19 The recognition of multiple forms of scholarship, including service-learning projects.

[20](#) scholarship of engagement

[21](#) More specific criteria regarding scholarship, teaching and service.

[22](#) Making the dates for personnel decisions more uniform.

[23](#) see below

[24](#) See the Philosophy Dept. response to the Draft.

I know that the effort to create a university-wide committee is meant to be a good thing. But, as my above comments about morale suggest, unless the ranks of 'senior faculty' change pretty quickly, such a committee will not be supported. Some of the people with the longest history at Fredonia (I have been here 20 years) are some of the biggest antagonists to positive changes on this campus. I understand why many colleagues with less time in are not in favor. Such a committee would help ensure that all departments have a viable, transparent personnel process. Clearly that is still not the case campus-wide. So I support the effort but this mechanism will not work if the committee consists of the current, frequently obstructionist, overly traditional senior faculty. Right now, that's both a positive and negative idea, in my mind anyway. I also think a positive dimension of the policy is the streamlining of the timetable, and clarity on the dossiers. The first-year review is also a step in the right direction, as is the two-year review aspect. VP Horvath should be commended for all her work on this document.

[25](#) I agree with having the personnel committee in the department composed of faculty at/above the rank being considered. But that is how my department already does it, so I am biased toward that. I believe it works well. Our other faculty have input but not a vote. I would agree that there should be some consistency across departments, but I don't think it needs to be quite as rigid as this document suggests. Finally, I like changing the calendar for renewal/promotion/etc.; however, as a former chair I would like to see 2 different sets of deadlines---earlier for tenure and promotion cases (like the dates in the doc.) and a bit later for reappointments. This document only moves the dates and does nothing to address the problem of having too many renewals and such coming at the same time. I noticed that it does give the dean and VP more time, but not the department chairs!

[27](#) In general, I'm in favor of more uniformity. Under the present system, departments have too much autonomy.

None. Bad idea as has come out in various discussions in various formats on various occasions. These concerns should not be [28](#) slighted again as occurred in the Draft, which did not heed the SUNY-wide MoU II and earlier recommendations. Hopefully, the current Task Force will perform better and makes-- again-- a strong case not to proceed.

I do think rank of faculty on committees is important. I don't like junior faculty voting for each other or voting on someone's full professorship. A university-wide policy would be helpful. I actually do like the idea of an intermediary committee but not as [29](#) proposed. I would like to see it come from the faculty - manned and governed by the faculty. This might help create a sense of shared mission, credentials and respect. I like the section on scholarly activity. We are not a research institution. We should be open to many forms of scholarly activity given this and the nature of liberal arts education and so I like the statement about weighting of teaching higher than research. I also like the statement on evaluating people in leadership positions.

[30](#) My personal jury is still out

I like the additional information on different forms of scholarship. I like the common due date for all renewals. I like the valuing of [31](#) service and leadership positions. I like very much simply having a common articulation of policies on campus to share with faculty, especially new hires.

[32](#) no comment

It was a step in the right direction and even though there has been much criticism, as a yet untenured faculty, I appreciate the administration's effort in changing the present policies. Allowing tenure track faculty to have one year off from dossier preparation [33](#) (in their final year prior to going up for tenure) is a tremendous aid. The dossier preparation takes considerable time (time away from either prep for teaching or research) and the fact that we have had to do it every year (or sometimes twice a year), in addition to an annual report is just not very productive. It has contributed to lower morale and dissatisfaction. Overall, I was quite happy with the effort put into this document.

[34](#) this is a discussion that needs to be had on campus- is a good starting point

[35](#) We need a lot of time and discussion. The general idea of a campus-wide policy is a good one.

[36](#) I just think we need much more discussion; departments are still analyzing the proposals.

[37](#) It makes sense to standardize policies--to an extent.

[38](#) timeline starting in September..... and giving junior faculty a chance to present to personnel committee only if it is optional removing junior faculty from personnel committees/reappointment committees

[39](#) our department put forth some comments, so please pay attention to departmental comments

[40](#) Time line for decisions. Some of the Draft is consistent with current practice.

[41](#) The changed timetables for review are good (cutting down the number of reviews) as is the specification of policies regarding reviews for those with prior service. The specification of the content of dossiers is useful (if actually meant and actually followed).

[42](#) I am ignoring this thing.

The most positive aspects of the Draft are its new first-year review and the notion that policies need to be re-evaluated by departments within some general university-wide guidelines for components (such as appeals policies and optional opportunities [43](#) for external review) and clarification of basic definitions of Board of Trustees standards for service, scholarship, and teaching. A new more universal timeline for submission of dossiers is a good idea, BUT the September 1 date is unrealistic and unfair--it should be at least October 1 or 15--and the time allotted for departmental review is probably too short.

I feel the draft was very well written, clear and transparent. Maybe a clarification as to why a member outside of the department or the University Level Committee. A suggestion is that a candidate-department chooses to have outside peer reviewers or an faculty member outside of department, depending on what seems best for that candidate. Also, about the University Committee, maybe

[44](#) that members are elected rather than appointed? And clarify the role of the committee. I had heard at Academic Leadership that the purpose of the committee was to review the integrity of the process. That is not clear in the document. Also, when and how will the new policies be implemented in terms of the tenure-track faculty already here. All in all, and I think it is a very positive and forward thinking document. We need clear and transparent standards and procedures.

[45](#) The draft acted as a catalyst for discussion!

[46](#) I am glad to see that the college is attempting to make the policies better.

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Page 1. Faculty and Professional Affairs Survey for Full-time Faculty

16. Please offer any comments regarding aspects of the Draft on Personnel Policies that you felt were problematic (to be deleted or needing major revisions):

[1](#) October 1st or 15th timeline.

[2](#) I am very concerned about the University Personnel Committee. I don't see what specifically it is intended to accomplish. Other concerns would relate to things like the absence of a provision for appealing its decisions, etc.

[3](#) The mandatory inclusion of extra-departmental faculty in tenure reappointment decisions. It is my belief that this creates unnecessary workload issues. Furthermore, to require a department to include outside faculty in this process effectively negates the department's judgment as to disciplinary standards and interferes with departmental autonomy. The formation of a university personnel committee to oversee all continuing appointments effectively negates the department's judgment as to disciplinary standards and interferes with departmental autonomy.

[4](#) The notion of a university wide committee after the dept and college level- for what purpose? Adds a layer that complicates the way that applicants must write dossiers to non- experts in their field. Could have an an appeal function rather than mandate. The idea that all tenured faculty in a dept must be on the personnel committee- workload issues galore The idea that the dean appoints the extra departmental member of personnel committee- applicant should have some input into this decision The timeframe of when this takes effect- some coming up for tenure must somehow negotiate dept and university expectations and complete a dossier satisfying both aspects by Sept. May have consequences for summer plans for scholarship and course redesign external witness at the department level. there is an implicit notion of wrongdoing. role of the campus wide personnel committee - [5](#) might be useful as an appeal process committee. the one size fits all sense of the document. Librarians and professionals may feel they need slightly different procedures.

[6](#) I did not like the addition of more layers of evaluative committees and people outside of our discipline. Also, while the timeline otherwise seems sensible, it means a very frenetic first month of so for music given that we could have 10-20 evaluations at once, as well as DSI.

[7](#) Nothing needs to be deleted

[8](#) No enough flexibility for individual department.

[9](#) It is questionable why the members of the campus-wide committee will be appointed by VPAA. There is no justification why the chair will be appointed by VPAA, either: isn't it more fair to elect the members of this committee by a campus vote and then the members would elect a chair? No term of service. Will the appointed members of this super-power committee serve there forever? The benefits of this committee are unclear. The scholarly and creative activities required by the Policies of the Board of Trustees are replaced with various other activities, such as reading books, teaching, and even administrative service. This contradicts the ideas of the Policies of the Board of Trustees. As a result, the quality of the faculty and the students will decline.

[10](#) my department has submitted department-wide comments.

[11](#) Univeristy committee on tenure decicusions, added sections on continued growth, requireing more than one observation. less bureaucracy needed=no university wide committee definition of scholarship perplexing-just clarify how many articles, posters, [12](#) conferences, etc. being a team worker part-may easily be abused. current faculty--confusing change midway, should be given an option.

wow there is so much and so little time or space. I think most of the concerns have been outlined by various departments on Prof talk. I totally disagree with external evaluators - or university wide committee - especially in the structure proposed where the administration appoints most people. It should either be abandoned or meet every year on every tenure track person. Not just for problematic cases. More importantly one needs to understand how to properly act in the case of a negative decision - none of that is covered in the document. The documentation needs to be kept, compared and all correspondence from both pro and con need to be fairly shared by all. All upper level correspondence also needs to be shared in a timely manner - People sometimes selectively use information rather than critically and fair minded thinking. We need a bottom up thinking about this not top down - the way it was presented is disgraceful. Present it one month with the intention of voting on it and implementing by the fall. The last document was in place for about 25 years - this is way to serious to put in place in two months. there needs to be no consensus on this at this time.

[13](#) I'm opposed to the UPC and to the requirement that someone outside the department be involved in every reappointment. Instead, I'd like to see an ombudscommittee for disputed tenure decisions, and the candidates to retain the option of requesting an outside evaluator (in their discipline or in another department on campus). I'd like to see the "continuing growth" language be incorporated into the teaching, scholarship, and service sections, not be a separate section of its own.

[14](#) The campus-wide promotion and tenure committee should be given the boot for sure.

1. Departments should not in general be required to have external members on personnel committees. Departmental policies should have clearly-articulated mechanisms for either the department or the candidate to request an external member if desired, but requiring this in ALL tenure decisions is huge overkill. It will result in massively more work for all tenured faculty, in order to resolve relatively rare situations of conflict or inequity. It's like hitting a butterfly with a sledgehammer. 2. Same thing goes for a university-wide personnel committee. It's a huge and very labor-intensive solution in search of a problem. 3. The statements to the effect that candidates must provide evidence that they are willing to work with others to achieve departmental and university goals should be eliminated completely. First, it smacks of a collegiality requirement, which is contrary to traditional interpretations of BOT guidelines. Second, it could (and therefore would) be used to punish people who are critical of the department or university. Freedom of expression and dissent are critical elements of a healthy academic body. 4. See comments in the previous field regarding "scholarship of teaching", excessive uniformity of departmental policies, and eliminating the last pre-tenure review. (There are aspects of these that I see as positive, but I have concerns with each as well.)

16 Stay away from outside evaluations and from adding another layer of committee responsibilities for faculty by having outside the dept. people required to be a part of this.

The document seriously erodes departmental autonomy by requiring departments to amend their existing policies to be in compliance with policies imposed by the administration with little to no regard for faculty and departmental concerns, by requiring faculty from other departments to sit on personnel committees, and by implying that departments need to broaden their definitions of scholarship beyond the scholarship of discovery. If departments wish to consider the scholarship of teaching and/or engagement to be equivalent to the scholarship of discovery they should be allowed to do so (and, indeed, in the current state of affairs they ARE allowed to do so). Departments which wish to privilege the scholarship of discovery above other forms of scholarly work should be allowed to do so (again, in the current state of affairs they ARE allowed to do just this). Requiring department personnel committees to contain a representative from another department raises serious questions of workload and integrity - can a faculty member fairly judge the merits of a candidate who works in a different discipline? Requiring a candidate for reappointment, tenure, and promotion to demonstrate that s/he "is committed to working with other members of the department and the university to achieve the department's and university's goals" is reminiscent of the "works well with others" comment on a kindergarden progress report. It has no place in a professional dossier. Requiring a section of the dossier devoted to "a reflective narrative and listing of activities that demonstrate continuing growth" is redundant. Such a narrative should be embedded in the other sections of the dossier.

18 Procedures that remove autonomy from the departments are problematic. These include the use of external reviewers, non-department personnel on personnel committees, and the use of a university-wide tenure committee.

19 Required member on personnel committee external to dept. Too broad a definition of scholarship - scholarship expectations should be devolved to departments.

20 The composition and role of the University-wide Personnel Committee. The selection and role of the outside member of the department committee. The creation of a fourth area for evaluation.

21 external member on personnel committee University Personnel committee

Concerned with the collegiality assessment proposal. This criteria was very vague, which leaves the door open for any chair or administrator that does not "like" someone for one reason or another to state that said person is not "collegial" and then not promote them. The committees that are formed need to have a balance of members from across campus, not chosen solely by the VPAA. Tenured faculty should not be required to mentor junior faculty as a part of their conditions of employment. This may raise questions later regarding non renewed individuals. They may blame the mentoring process. Post tenure review implications should be removed.

23 1. Having external people serve on departmental review committees. 2. Adding another layer to the evaluation process. 3. Watering down the concept of what constitutes scholarly and creative activity.

In regard to sections V.D. 1 a and b, perhaps faculty chairs can serve on Dept. Personnel Committees, but such committees would be chaired by a faculty member other than the Departmental Chairperson. This would provide more committee independence from the chair, but would assure input from the chair, particularly for small departments. Objections to the UNIVERSITY PERSONNEL COMMITTEE appear to have some validity. Perhaps such a committee, however, could have a secondary function as an Appeal Board for contested promotion-related cases.

24 See above.

See above re: the campus-wide review committee. Right now it has problems == promote more faculty to the rank of full professor before implementing any such committee !

1. I believe the outside committee member should be deleted. If retained, I believe it should be only under very limited conditions--for instance, a department has only 1 or 2 people at the level necessary for the personnel committee. Otherwise I oppose this as undermining department autonomy and as increasing the service burden for tenured faculty. 2. I believe the campus-wide tenure committee needs to be significantly rethought, though not necessarily deleted. Members should not be appointed only by the VPAA; Senate should have input at the very least. There should also be an appeals process.

28 There should be more credit given to those who provide external consulting support. Clearly, if those external to the University seek out the help of a faculty member that is an indication of the faculty member's professional expertise.

The definitions and criteria for each of the 3 areas for tenure as specific to Depts should be left to Depts but should have some common ground across the U. That is, if all tenured faculty are to evaluate, does each Dept. have its own rubric for use? And how many levels of eval should a dossier travel through? And which level actually has the "weight" of eval -- that is, is it faculty or Dept Chair or Dean who can override faculty?

I'm in favor of having an "appeals committee," advisory to the VPAA. However, it would only review a case at the request of the candidate, the department chair, or the chair of the department review committee. In the case of a positive recommendation by the department and the dean, I see no reason to have another entity get involved.

[32](#) Outside committee members on tenure hearings

1. I think the proposal as a whole is anti-individual and anti-department. It seems designed to protect decisions at the higher level. I think this is the biggest problem. There are good individual changes but when viewed as a whole, the result is to hierarchical. 2.

[33](#) The proposed timeline is not user friendly to candidates or depts. 3. Teaching is important but there are many ways to be a good teacher. I'm not convinced this document and its guidelines, help with our conceptions of teaching and how to evaluate it. What is teaching-learning needs more discussion/buy-in/consensus.

[34](#) see 15

I have a lot of concerns about the proposed University Personnel Committee, and think it should be deleted. It might be a nice option for when a faculty member appeals a tenure decision, however. I have some concerns about the external member for departmental renewals, since the member's role is not clearly specified. If that person does not respond to content, but only process, what is the mechanism for reporting concerns about process? If that person does respond to content, how could he or she gain the knowledge needed in order to vote meaningfully? Would the person have a vote? I realize some departments would benefit greatly from having an outside member contributing to and watching over their procedures, but for others, this will create more work and logistical difficulties. The second two-year renewal late in the tenure-track line should be optional, not automatic. Perhaps they both should be. I can't remember now whether the draft suggested them as options or as automatic. Personal growth should not be a fourth area to be demonstrated, but should be demonstrated as a category of teaching, research, and service.

[36](#) no comment

[37](#) The outside reviewer/s on committees is problematic (although may be warranted in small departments).

[38](#) No comment until Department can respond

[39](#) No specific at this point. I would like to see more debate

I am strongly opposed to the establishment of a campus-wide committee to make recommendations on personnel matters. It is both unnecessary and open to abuse. I am also opposed to requiring all departments to include someone from outside the department on personnel committees, though I can see that in some situations the policy may be warranted.

[40](#) everything is problematic apart from timeline starting in September and giving junior faculty the OPTION to present to personnel committee.....

(1) alien member on department committees (2) Campus-wide committee appointed almost entirely by VPAA (3) insinuation of possible post-tenure review (4) insinuation of possible "collegiality" provision (5) mandatory use of Boyer scholarship criteria (6) mandatory use of a particular voting pattern in all departments (excluding some full time members from participation) (7) in general, the denial of department autonomy and influence.

[41](#) Here are a few, although there are MANY! There is absolutely no need for a campus wide committee for tenure and promotion and, even if there were, it should not be composed by the VPs pals. Current departmental practices regarding their "personnel committees" must be respected and retained. There is absolutely no justification for having people from outside of departments serve on a department's personnel committee. That's plain old stupid and abhorrent! It is unfair to expect that all personnel materials be submitted by September 1. Our administrators designed the timetable for themselves, not for candidates or for departments. We should not be expected to assess the likelihood of continued performance. That's speculative. Actual performance is what counts. The idea that candidates include their reading lists for the previous year is simply ludicrous!

[42](#) I think the whole policy is terrible both in its substantive changes and in the way in which it was passed without any input from the faculty or professionals. I would like to see the administration's proposal thrown out and the policy left as is. Alternatively, the faculty and staff's earlier proposal should be used as the starting point for developing a new policy.

With regard to external reviewers on the tenure committee, It seems as if the Dean should be able to perform the function of an external control. Pulling in someone from another department could prove very difficult unless: 1) that department is roughly similar in its expectations 2) if that person is involved from a very early stage, so that the faculty member is aware of that person's criteria as well. How can one adjust to unknown expectations so late in the stage? If it is a matter of a Dean trying to protect a candidate who appears to be subject to an unfair review by their colleagues, perhaps the Deans should be attending final tenure review meetings.

[43](#) Many of them! The university-wide committee is a no-go EXCEPT as a purely advisory or appeals body. IF it is kept, the method choosing its membership as well as the representation on it need serious readjustment. There also needs to be an appeals process. Beyond the university committee, other problems include the imposed structure of personnel committees, particularly the outside voting member from another department needs to be deleted. There should remain considerable departmental autonomy in how individual departments comply with B of Trustees policies. The outside member just makes NO sense at all and in any case is much too vaguely defined. On the whole there is too much of a push for cookie-cutter uniformity without any appreciation for the diversity among disciplines and departments--many of which function very well. Both of these major issues--along with a myriad of other smaller ones--are diametrically opposed to the findings and recommendations of the Personnel Policies Task Force from last year--and that in itself is a major problem!

[44](#) There are many issues with the policy. First the document and policy should be negotiated with the UUP. The general policy should be broad and allow for unique departmental policies to be more specific to individual disciplines.



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#### Page 1. Faculty and Professional Affairs Survey for Full-time Faculty

17. Please offer any comments regarding aspects of the Draft on Personnel Policies that you felt were incomplete (to be added to or developed further):

[1](#) I am not sure about the use of an outside member to evaluate the tenure decision. Such a person may come in late to the process, bring concerns and demands that were not part of the ongoing evaluation in prior years. Thus there is the potential for abuse. But I can see where it could be a benefit to some faculty in departments where there are personality conflicts that interfere with a fair evaluation. I have not seen a proposal that reconciles these conflicting aims.

[2](#) What portion of the system is being "fixed"? Rationale for changing or reforming the policies? Where is the evidence for failure or of the need for change? Are the poor procedures stemming from dysfunctional departments or from the campus as a whole? What are the policies in each department? How did this rise to the surface as an issue that required a total overhaul?

[3](#) If we are going to have a University Personnel Committee, there needs to be a grievance process for it as well.

[4](#) Need to clearly define separation between scholarship and service and spell out in even more detail expectations for research and commitment to University service (the importance of keeping this place running).

[5](#) my department has submitted department-wide comments.

[6](#) I have not got the time to fill this out - there is too much to deal with. I will leave it to what has already been said by many others who are unhappy with the draft that has been submitted.

[7](#) I just discovered that the 1995 Faculty Handbook (available only in print) includes 65 pages of personnel policies; I know the administration has been working on revisions, so I'm eager to see the consultation process get started on the areas not covered in the current draft personnel policies document. The current draft covers only about 12 pages worth of the print document, so we're going to have a lot to discuss!

[8](#) The proposed schedule for reappointments should be revised so that there still is a 5th year review - a crucial review in any candidate's career. This can be accomplished by changing the proposed 3rd year review from a review for the 5th year to a review for the 5th and 6th year, eliminating the proposed 4th year review and replacing it with a 5th year review.

[9](#) Membership on committees is confusing - draft says "at or above the rank of the candidate being evaluated" . According to the VPAA, this was meant to mean the rank being ASPIRED to, not the CURRENT rank of the candidate. But that's not really what it says. The language needs to be crystal clear. It's also hard to tell whether chairs are to sit on committees, and whether chair's letter includes the chair's personal opinion, or is simply a transmittal of the committee's recommendation.

[10](#) Collegiality criteria and who would evaluate said criteria.

Evidence of "collegiality" (see V.E.4, V.E. 5, V.E. 7) needs to be defined. In the absence of definition, this can become another "management tool" in controlling promotion. Nonetheless, a bad synergy between staff in a department can adversely effect the college in too many ways to be ignored.

[12](#) See above.

[13](#) As noted above, I think the campus-wide committee, if retained, must be significantly revised and rethought. If outside review is needed, I'd be more comfortable having traditional external review for tenure/promotion. That way it would be someone in my discipline who could actually assess the scholarship. I fail to see how someone in another discipline can do so.

[14](#) I think the timeline for review needs some work. I would make candidate portfolios due by mid-October, and then give departments until December 1 to complete their phase. The deans and VPAA are 12-month employees anyway, and they typically work during the break between semesters (except during the shutdown). If their need to be an appeal, it could happen early in the spring semester.

[15](#) Develop teaching, learning, teaching-learning more as an institution.

[16](#) see 15

[17](#) See above. If the external member stays, we need more clarification of that member's role on the renewal committee at the department level.

[18](#) no comment

[19](#) everything is problematic apart from timeline starting in September and giving junior faculty the OPTION to present to personnel committee.....

[20](#) There are lots of things aren't really spelled out in detail, but that's because the draft was drafted in secret by an inept, narrow cabal. What's more, that group has apparently not made any attempt to make any changes in their draft as negative feedback has emerged. Instead, they seem to be either highly defensive or intent on assuring doubters that everything really is OK (when it most certainly isn't!).

One notable lack in the draft is any consideration of regular review by the campus community of administrators--if it is truly going to be a "university" personnel policy, then they should be included. Similarly, there is really very little that deals with the professional side of the campus either. Many of the elements mentioned above need further development as well.

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Page 1. Faculty and Professional Affairs Survey for Full-time Faculty

18. Please offer any other comments you may have about the Draft on Personnel Policies:

- 1 I recognize the need for faculty in some departments to be protected. This is not a problem in my department.  
I found it troubling that administration created this document without proper reference to the report prepared by the committee tasked with reviewing these procedures. I found it troubling that administration apparently wished to rush the acceptance of these proposals without adequate discussion or any apparent understanding of UUP's most appropriate role in all of this. I found it troubling that administration appeared to attempt to push this through Senate without adequate discussion or input from faculty, and only seems now to invite it when faculty and UUP began to push back.  
jI have no real preference as to whether or change or keep the personnel policies ; but I am concerned that the proposal is someone's agenda . Does it fit the issues at this campus? which issues really need change versus which ones are actually quite good? Is there a consensus that everything needs changing? Is there a differentiation between junior and senior personnel? Are the differences technological, cultural or are they systemic? I have more questions than answers and can not vote for or against until they are answered with more evidence and clarity than I have encountered so far.
- 2
- 3
- 4 I think the document is moving this University in the right direction to become more professional and respected within the academic community. It may need revision and modification, but it is an important first step to provide a foundation for faculty and staff at this institution. This campus NEEDS policy. More support structure rather than department's making up the rules as they go. Parity between departments - faculty evaluated uniformly and fairly and not by the whims/trends of their discipline.
- 5 Present system seems to work fine. All we need is an ad hoc committee to handle special cases or appeals.
- 6 my department has submitted department-wide comments.
- 7 There should be very general univeral guidlines and very specific department guidlines.
- 8 this needs to be a multi-year discussion and consensus building. This should not be implemented now.  
I'd like to see the role of the Senate and UUP clarified. To that end, I'd like to see the administration, Senate Exec Committee, and UUP Exec Board enter into discussions this summer on the other 53 pages of existing personnel policies and agree upon a process to move forward with revising them, starting in the fall. More generally, I'd like to see a commitment to collaboration for all parties involved. Better to talk things out and work things out than the alternatives, no matter how long the process takes.
- 9
- 10 Ignore it and move on. We have enough problems with the economy right now. This presents another one of those cases that distract everyone's attention away from what we are here for: teaching and the students.
- 11 Why can't Fredonia be a normal place and pick one date that stays uniform for entire process? Once a year only. Why can't end of year reports use same format too so people aren't wasting ridiculous time cutting and pasting and moving stuff?  
It is disheartening to see the process by which this Draft was created. The VPAA created a Personnel Policies Task Force, which solicited concerns and comments from a broad array of campus constituencies, but it appears that the task force's findings and recommendations were largely ignored. This process demonstrates a lack of commitment to shared governance on the part of the administration.
- 12 There really needs to be a joint faculty-administration commission set up to continue negotiations on this issue. The Task Force did its job, and the administration came back with a reply. As in any major dispute, such as in Congress, a joint committee is usually established to resolve differences and achieve buy-in from all parties. This should be happening right now.  
The campus-wide committee should only be invoked when there has been some disagreement, for instance between chair and committee, department and dean etc., or the candidate requests it. The workload will be great and it is not worth spending time on cases where there is no disagreement. Most of these members should be either elected or appointed by the senate executive committee.
- 13
- 14
- 15 faculty up for tenure this year need to be measured by the process they are familiar with. The ones to be tenured when the policy is in place should be given a choice.
- 16 see above
- 17 See above.
- 18 I truly think we need this document. Faculty have been asking for this for a long time and now that the VPAA has attempted to give us one, we're offering all this resistance. It's embarrassing, the way some departments have responded. I am happy for the senate's thoughtful role in assigning review of this policy draft to the FPAC and hope that some clarity and sanity can be injected back into this process. Again I want to applaud the Vice President for her work in attempting to streamline this process. She deserves our support in her effort to drag Fredonia into the 21st century, the tirades of entrenched senior faculty who probably need to retire notwithstanding :)

I'm distressed that a campus committee spent a year compiling data on department policies and wishes, and then the committee that drafted this document added 2 policies that it was clear many (most?) departments did not support: the outside rep on personnel committees and the campus-wide committee. I am doubly distressed that this policy was distributed in March and admin. thought it would be quickly approved; it suggests trying to railroad a policy through and unsuspecting campus. Obviously we were not that unsuspecting or naive!

The Draft on Personnel Policies is further evidence of the administration increasing the administrative burden on faculty, while furthering their own agendas. By increasing the importance of campus service, we're encouraging faculty who can't teach and can't do research to fall back on administration as a means of self-worth. That does nothing to improve the quality of an education at SUNY Fredonia.

Perhaps the whole campus should have more (official) info on the procedures/requirements for each Dept. Right now many people say "well in another Dept they do this" -- but the speaker is unable to produce specific documentation of what another Dept actually does.

Again, I don't think we'd be in such a mess if the Faculty and Professional Affairs Committee had been involved from the get-go.

If not always practical, shared governance is the ideal that should be aspired to, not a complete disregard of faculty and professionals concerns.

see 15

I do not think the draft should address adjunct hires. That should be a separate policy.

no comment

I am off campus this semester and have not participated fully in this discussion. I apologize for that.

No comment until Department can respond

everything is problematic apart from timeline starting in September and giving junior faculty the OPTION to present to personnel committee.....

I think we need to be careful that the administration doesn't just implement them over the summer - I see the potential for them to just decide they are going to do it and when we come back in the fall it is all signed and delivered.

The VPAA Council is composed almost entirely of cheerful dolts and yes-people. They pose as "leaders" but I would not trust most of them to escort my dog across the street. In any case, they are incapable of composing an adequate document (See, e.g., their efforts on use of undergraduate TAs and on the Draft of personnel policies). Yuck!

It is hard to imagine a more inept effort. While there are some good and useful things in this draft, this has been a public relations disaster (and a richly deserved public relations disaster) for Vice President Horvath and her Council. Her/their failure to communicate and to consult is an outrage and their disdain for Fredonia's culture and traditions is deeply disturbing. Arrogance isn't what leadership is all about nor is arrogance what collegiality is all about. There was absolutely no effort to explore possibilities for consensus or to build consensus. How very, very, very sad--and profoundly stupid and insensitive!

The biggest problem with the Draft is what the process by which it was created reveals about the lack of true shared governance at present on campus. There was a task force formed to provide the sense of the campus, but then their recommendations were largely ignored and there was apparently NO input or discussion with them or other faculty during the drafting process by the VP Council. The timing of the release after months of secrecy, along with the push for quick action by the Senate, all reek of top-down imposition and power grabs--as attacks on faculty and departmental autonomy. A truly joint policy created through collaboration with the faculty and open debate would undoubtedly have fared better and been a better product to begin with.

That I find the whole campus discussion totally uncivilized and disrespectful. People have already expressed their opinions. Take them back to the advisory council to see how they want to address and-or revise some of those and resubmit a document.

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#### Page 1. Faculty and Professional Affairs Survey for Full-time Faculty

19. Please give any other comments you'd like to share:

- 1 FPAC needs three professionals and three faculty serving at all times. This eliminates the step of appointing faculty and professionals to serve as liaisons in such times.
- 2 Please have experts of survey design help with the next survey like this. The design of questions and responses is poor.
- 3 Thank you for the survey,
- 4 no time to do this
- 5 I like working at SUNY Fredonia.  
This campus has serious problems with many chairs who are on power trips that have nothing to do with bettering their departments or furthering the work of their colleagues in the departments. Administration caters to these chairs all the time, despite obvious evidence of serious problems. Administration also likes to add work with "enrichment" experiences that simply stress out many junior faculty who feel like they have to get a certain quota of these things. It's just becoming more hoops for them. The busy-work minutia keeps growing while the real work gets set aside because there isn't time to do it. Fredonia acts like no other school has ever thought of streamlined, professional, logical ways to do anything so we're always re-inventing the wheel. Being here becomes less satisfying yearly. I am concerned when many top-quality faculty are expressing frustration, discontent and burnout -- these are not slackers but they are finding that path ever more appealing as they find it harder and harder to balance demands with any hope of a reasonable life.
- 7 It would be preferable at this point to avoid making this a bargaining issue for UUP. If we go the legal route you are asking for years of trouble and a disturbance that will have a major impact not only at Fredonia but SUNY-wide for many years to come. In the past, there has been little public acknowledgment of survey and forum results from FPAC. This leads to a sense of burn out and frustration among faculty and staff: Why create a committee whose work ferreting out community concerns seems to lead nowhere? Given FPAC's central role in discussing the draft personnel policies, this past issue is more important than ever. Any quantitative and qualitative digest of comments needs to be made public; the university should also draft an informal response of some kind--whether delivered orally at Senate or offered via an email message. Otherwise, time spent responding to these surveys can bet better invested elsewhere.
- 8 People need more time to refine the process.
- 10 I realize these are difficult times and am willing to make sacrifices to maintain my position and those of others at the university. A procedural note. It would be useful to see some sort of base-line (original document) of Promotion Protocols against which any
- 11 changes could be measured. Any proposed modifications should have been red printed, allowing faculty to focus effectively on the issues at hand.
- 12 Thanks to the FPAC for taking on these project and good luck!  
My comments are all negative. I don't believe there is a conspiracy or anything of the kind at work. Rather, I see a slippery slope.
- 13 We're experimenting by promulgating policy where none (or very little) existed previously. We don't know that any of this will work. Seems as though a pilot or trial period should be pursued before sweeping campus-wide policy implementation.
- 14 One size does not fit all -- and all disciplines are somewhat different. However, perhaps the differences are more perceived than actual. Some sort of campus-wide procedure would help reduce the gross inequities across the campus in the track to tenure.
- 15 If there are deep concerns, there is ample opportunity to address such during the open forums
- 16 Let's get these policies revised and negotiated. Keep the ball rolling. Thanks for your work.
- 17 no comment  
Mostly I think that we have a wonderful campus community - with a very devoted professional staff and talented students. If we could really appreciate and nurture people in the campus community to excel in their areas of expertise - without excessive
- 18 demands for "accountability" (for instance), we could be so much more productive in a very positive working environment. Everyone would gain. We have limited time - limited resources all around. How can we best use our resources (including our time) to best serve the campus community? - especially our students??  
Is there a group which looks into workload issues here other than the UUP? I know I am not the only faculty who feels overburdened and it is one of the largest areas of dissatisfaction with the institution. We constantly receive emails and notices from the PDC and Academic Affairs, but have little time to attend any of these events due to our teaching load, heavy course preparation, research, etc. I appreciate any little part of the week I might have for research, but this appears to be dwindling, and have heard rumors about a mandatory time or day to attend these events, which does not make sense. With the current budget crisis we are asked to increase our class size and workload, to be good teachers and mentor students, but then are continually
- 19

bombarded by notices of events which we cannot attend and are not necessarily a good use of our time or very informative.

[20](#) Morale is very low. Conflict resolution is needed. How does this start?

have departments vote on each part of the Draft - or create a survey on each part of the Draft to get a better feeling of what

[21](#) individuals think....there are too many problematic issues to be resolved in a timely matter and very likely many parts will be included as a way to throw the administration a bone instead of starting over again from the committee's recommendation.....that is probably the best idea....START OVER.

[22](#) There are numerous experienced, knowledgeable faculty, professionals, and librarians who could have helped Horvath develop a reasonable draft. Unfortunately, none of them are found on the VPAA's council of yes-people.

Governance and UUP must do all it can to restore sanity to the development of personnel policies at Fredonia. We need to come to grips with the fact that we are desperately in need of campus-wide leadership on assessment and, in particular, "closing the loop."

We waste an enormous amount of time and energy on assessments, mostly to no avail. We need to find ways of developing a better and more deeply shared identity. There's a huge amount we can learn about how other colleges do things well (Kuh's Student Success in College is an example) and then we can find ways of learning from their examples/lessons. But we simply do

[23](#) not have our act together and we're floundering. The administration is largely to blame, because they are paper-shufflers and really don't work collaboratively with their departments and programs to explore and facilitate positive change. They lack vision and they fail to foster a shared vision for their divisions and departments. We could be, we should be so much better, but we're not and we never will be until we really build the foundations/ground work for the knowledge/understanding we need to move forward effectively and the elan and dedication/determination to do it well and to do it collaboratively and collectively. Otherwise, we'll just continue to be dead in the water and fail ourselves and our students. How very, very sad.

[24](#) The low salaries, cutting of travel funds, contempt toward faculty, and decision to waste money on too many staff unrelated to the core academic mission (e.g., police, counseling, residence life, and athletics) are all destructive. The administration is doing a poor job.

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