## Response Summary

<table>
<thead>
<tr>
<th>Category</th>
<th>Number in Population</th>
<th>Number in Survey</th>
<th>Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching only - Those teaching but do not have faculty voting status according to the Faculty By-Laws (e.g., adjunct faculty)</td>
<td>479</td>
<td>64</td>
<td>13.4%</td>
</tr>
<tr>
<td>Voting only - Administrative staff with faculty voting status according to the Faculty By-Laws (e.g., professional and MC staff)</td>
<td>728</td>
<td>248</td>
<td>34.1%</td>
</tr>
<tr>
<td>Teaching and Voting - Those teaching and who also have faculty voting status according to the Faculty By-Laws (e.g., full-time tenured and tenure-track faculty)</td>
<td>699</td>
<td>318</td>
<td>45.5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,906</td>
<td>630</td>
<td>33.1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category (Note: the two categories overlap.)</th>
<th>Number in Population</th>
<th>Number in Survey</th>
<th>Confidence Interval¹</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching, All (e.g., combined full-time and adjunct faculty)</td>
<td>1,178</td>
<td>382</td>
<td>+/- 4%</td>
</tr>
<tr>
<td>Voting, All (e.g., full-time faculty and professional/MC staff with voting status)</td>
<td>1,427</td>
<td>566</td>
<td>+/- 3%</td>
</tr>
<tr>
<td>All Faculty and Voting Staff</td>
<td>1,906</td>
<td>630</td>
<td>+/- 3%</td>
</tr>
</tbody>
</table>

## Responses Embedded in Survey Instrument

### FACULTY RECRUITMENT & HIRING (Teaching Faculty Only)

<table>
<thead>
<tr>
<th>Considering the faculty recruitment efforts of your department over the past five years, how many offers are typically made for a single search?</th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>101</td>
<td>27%</td>
</tr>
<tr>
<td>2</td>
<td>124</td>
<td>59%</td>
</tr>
<tr>
<td>3 or more</td>
<td>49</td>
<td>72%</td>
</tr>
<tr>
<td>Don't Know/Not Applicable</td>
<td>106</td>
<td>100%</td>
</tr>
<tr>
<td>Total</td>
<td>380</td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Response</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Not Asked</td>
<td>248</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>250</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>630</td>
<td></td>
</tr>
</tbody>
</table>

¹ These figures represent 95% confidence intervals that a given response percentage is within the stated range in either direction. The confidence interval increases in size for questions with smaller numbers of responses and decreases in size for questions with highly skewed responses (e.g., 90%/10% vs. 50/50). While confidence intervals are based on sampling error, the fact that this survey effort was technically a census (e.g., all faculty/voting staff with valid e-mail addresses were invited to participate), combined with the recognition that non-response error or bias can never be clearly quantified highlights the importance of using confidence intervals more as a barometer of the survey’s overall general properties than as an accuracy gauge for specific survey items.
### FACULTY RECRUITMENT & HIRING, Continued (Teaching Faculty Only)

#### Considering the faculty recruitment efforts of your department over the past five years, what are common reasons that candidates have declined an offer?

<table>
<thead>
<tr>
<th>Reason</th>
<th>Not Checked</th>
<th>Checked</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Applicable -- No searches in last five years</td>
<td>371</td>
<td>4</td>
<td>375</td>
</tr>
<tr>
<td>Not applicable -- all our first choice candidates accepted our offers</td>
<td>334</td>
<td>41</td>
<td>375</td>
</tr>
<tr>
<td>I don't know.</td>
<td>240</td>
<td>135</td>
<td>375</td>
</tr>
<tr>
<td>Inadequate salary</td>
<td>294</td>
<td>81</td>
<td>375</td>
</tr>
<tr>
<td>Inadequate set-up, moving or support package</td>
<td>326</td>
<td>49</td>
<td>375</td>
</tr>
<tr>
<td>Inadequate, or lack of, provision for a trailing spouse or partner</td>
<td>282</td>
<td>93</td>
<td>375</td>
</tr>
<tr>
<td>Inadequate opportunity to pursue research interests</td>
<td>359</td>
<td>16</td>
<td>375</td>
</tr>
<tr>
<td>Insufficient support for research</td>
<td>325</td>
<td>50</td>
<td>375</td>
</tr>
<tr>
<td>Insufficient number of colleagues with shared interests</td>
<td>344</td>
<td>31</td>
<td>375</td>
</tr>
<tr>
<td>Reputation of department compared to those at other universities</td>
<td>333</td>
<td>42</td>
<td>375</td>
</tr>
<tr>
<td>Reputation of UAlbany compared to other universities</td>
<td>308</td>
<td>67</td>
<td>375</td>
</tr>
<tr>
<td>Teaching load</td>
<td>352</td>
<td>23</td>
<td>375</td>
</tr>
<tr>
<td>Quality of students</td>
<td>353</td>
<td>22</td>
<td>375</td>
</tr>
<tr>
<td>Location</td>
<td>310</td>
<td>65</td>
<td>375</td>
</tr>
<tr>
<td>Cost of living</td>
<td>372</td>
<td>3</td>
<td>375</td>
</tr>
<tr>
<td>Other...</td>
<td>331</td>
<td>44</td>
<td>375</td>
</tr>
</tbody>
</table>

...Please Specify. (Verbatim responses are included in the appendix.)

#### To what extent do your department chair, dean or recruitment committees share with the faculty information about the reasons for successful and unsuccessful offers?

<table>
<thead>
<tr>
<th>Information Shared</th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>31</td>
<td>9%</td>
</tr>
<tr>
<td>Not very much</td>
<td>64</td>
<td>18%</td>
</tr>
<tr>
<td>A reasonable amount</td>
<td>145</td>
<td>41%</td>
</tr>
<tr>
<td>A great deal</td>
<td>111</td>
<td>32%</td>
</tr>
<tr>
<td>Total</td>
<td>351</td>
<td>100%</td>
</tr>
</tbody>
</table>

#### Which of the following are among the reasons that you decided to accept a faculty position at UAlbany?

<table>
<thead>
<tr>
<th>Reason</th>
<th>Not Checked</th>
<th>Checked</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>It was my only offer.</td>
<td>304</td>
<td>67</td>
<td>371</td>
</tr>
<tr>
<td>Salary</td>
<td>306</td>
<td>65</td>
<td>371</td>
</tr>
<tr>
<td>Set-up, moving or support package</td>
<td>334</td>
<td>37</td>
<td>371</td>
</tr>
<tr>
<td>Provision for a trailing spouse or partner</td>
<td>353</td>
<td>18</td>
<td>371</td>
</tr>
<tr>
<td>Opportunity to pursue research interests</td>
<td>190</td>
<td>181</td>
<td>371</td>
</tr>
<tr>
<td>Support for research</td>
<td>293</td>
<td>78</td>
<td>371</td>
</tr>
<tr>
<td>Number of colleagues with shared interests</td>
<td>270</td>
<td>101</td>
<td>371</td>
</tr>
<tr>
<td>Reputation of department</td>
<td>259</td>
<td>112</td>
<td>371</td>
</tr>
<tr>
<td>Reputation of UAlbany</td>
<td>335</td>
<td>36</td>
<td>371</td>
</tr>
<tr>
<td>Teaching load</td>
<td>294</td>
<td>77</td>
<td>371</td>
</tr>
<tr>
<td>Quality of students</td>
<td>342</td>
<td>29</td>
<td>371</td>
</tr>
<tr>
<td>Location</td>
<td>197</td>
<td>174</td>
<td>371</td>
</tr>
<tr>
<td>Cost of living</td>
<td>320</td>
<td>51</td>
<td>371</td>
</tr>
<tr>
<td>Other...</td>
<td>297</td>
<td>74</td>
<td>371</td>
</tr>
</tbody>
</table>

...Please Specify. (Verbatim responses are included in the appendix.)
# FACULTY ENVIRONMENTAL ISSUES (Teaching Faculty Only)

<table>
<thead>
<tr>
<th>As a UAlbany faculty member, how satisfied are you with each of the following?</th>
<th>Very Dissatisfied</th>
<th>Dissatisfied</th>
<th>Neutral</th>
<th>Satisfied</th>
<th>Very Satisfied</th>
<th>Don’t Know</th>
<th>Total</th>
<th>Mean*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count</td>
<td>%</td>
<td>Count</td>
<td>%</td>
<td>Count</td>
<td>%</td>
<td>Count</td>
<td>%</td>
<td>Count</td>
</tr>
<tr>
<td>Academic freedom</td>
<td>8</td>
<td>2%</td>
<td>6</td>
<td>2%</td>
<td>27</td>
<td>7%</td>
<td>107</td>
<td>28%</td>
</tr>
<tr>
<td>Support for teaching</td>
<td>14</td>
<td>4%</td>
<td>49</td>
<td>13%</td>
<td>77</td>
<td>21%</td>
<td>156</td>
<td>42%</td>
</tr>
<tr>
<td>Teaching load</td>
<td>10</td>
<td>3%</td>
<td>31</td>
<td>8%</td>
<td>73</td>
<td>20%</td>
<td>155</td>
<td>42%</td>
</tr>
<tr>
<td>Support for research</td>
<td>34</td>
<td>9%</td>
<td>71</td>
<td>19%</td>
<td>98</td>
<td>26%</td>
<td>109</td>
<td>29%</td>
</tr>
<tr>
<td>Emphasis on research</td>
<td>15</td>
<td>4%</td>
<td>50</td>
<td>13%</td>
<td>75</td>
<td>20%</td>
<td>155</td>
<td>42%</td>
</tr>
<tr>
<td>Collegiality</td>
<td>16</td>
<td>4%</td>
<td>43</td>
<td>12%</td>
<td>58</td>
<td>16%</td>
<td>142</td>
<td>38%</td>
</tr>
<tr>
<td>Mentoring and career development for junior faculty</td>
<td>24</td>
<td>6%</td>
<td>60</td>
<td>16%</td>
<td>83</td>
<td>22%</td>
<td>117</td>
<td>31%</td>
</tr>
<tr>
<td>Mentoring and career development for non-tenure-track faculty</td>
<td>28</td>
<td>8%</td>
<td>56</td>
<td>15%</td>
<td>78</td>
<td>21%</td>
<td>41</td>
<td>11%</td>
</tr>
<tr>
<td>Fairness of tenure and promotion processes</td>
<td>10</td>
<td>3%</td>
<td>40</td>
<td>11%</td>
<td>66</td>
<td>18%</td>
<td>120</td>
<td>32%</td>
</tr>
<tr>
<td>Openness of tenure and promotion process</td>
<td>5</td>
<td>1%</td>
<td>36</td>
<td>10%</td>
<td>78</td>
<td>21%</td>
<td>122</td>
<td>33%</td>
</tr>
<tr>
<td>Administrative responsibilities</td>
<td>15</td>
<td>4%</td>
<td>61</td>
<td>17%</td>
<td>86</td>
<td>23%</td>
<td>151</td>
<td>41%</td>
</tr>
<tr>
<td>Quality of undergraduates</td>
<td>32</td>
<td>9%</td>
<td>101</td>
<td>27%</td>
<td>69</td>
<td>18%</td>
<td>98</td>
<td>26%</td>
</tr>
<tr>
<td>Quality of graduate students</td>
<td>11</td>
<td>3%</td>
<td>67</td>
<td>18%</td>
<td>83</td>
<td>22%</td>
<td>145</td>
<td>39%</td>
</tr>
<tr>
<td>Advising Load</td>
<td>16</td>
<td>4%</td>
<td>35</td>
<td>10%</td>
<td>92</td>
<td>25%</td>
<td>149</td>
<td>40%</td>
</tr>
<tr>
<td>Undergraduate class size</td>
<td>34</td>
<td>9%</td>
<td>67</td>
<td>18%</td>
<td>67</td>
<td>18%</td>
<td>100</td>
<td>27%</td>
</tr>
<tr>
<td>Graduate class size</td>
<td>3</td>
<td>1%</td>
<td>24</td>
<td>7%</td>
<td>57</td>
<td>15%</td>
<td>166</td>
<td>45%</td>
</tr>
<tr>
<td>Support for travel, conferences and journals</td>
<td>82</td>
<td>22%</td>
<td>104</td>
<td>28%</td>
<td>72</td>
<td>19%</td>
<td>70</td>
<td>19%</td>
</tr>
<tr>
<td>Administrative support</td>
<td>49</td>
<td>13%</td>
<td>79</td>
<td>21%</td>
<td>82</td>
<td>22%</td>
<td>109</td>
<td>29%</td>
</tr>
<tr>
<td>Quality of physical infrastructure</td>
<td>54</td>
<td>14%</td>
<td>111</td>
<td>30%</td>
<td>92</td>
<td>24%</td>
<td>80</td>
<td>21%</td>
</tr>
</tbody>
</table>

*Means are calculated without “Don’t Know” responses. Responses for this and similar questions are coded from “1” (most negative) through “5” (most positive).

<table>
<thead>
<tr>
<th>Before coming to UAlbany, did you have a faculty position at another university?</th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Yes</td>
<td>168</td>
</tr>
<tr>
<td>No</td>
<td>196</td>
<td>54%</td>
</tr>
<tr>
<td>Total</td>
<td>364</td>
<td>100%</td>
</tr>
<tr>
<td>Missing</td>
<td>No Response</td>
<td>18</td>
</tr>
<tr>
<td>Not Asked</td>
<td>248</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>266</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>630</td>
<td>630</td>
</tr>
</tbody>
</table>
### FACULTY ENVIRONMENTAL ISSUES, Continued (Teaching Faculty Only)

(Asked only of respondents who indicated that they had previously worked at another university.)

Compared to other institutions where you have held a faculty position, how do you rate UAlbany on the following?

<table>
<thead>
<tr>
<th></th>
<th>Much Worse</th>
<th>Somewhat Worse</th>
<th>About the Same</th>
<th>Somewhat Better</th>
<th>Much Better</th>
<th>Don't Know</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>%</td>
<td>Count</td>
<td>%</td>
<td>Count</td>
<td>%</td>
<td>Count</td>
</tr>
<tr>
<td>Academic freedom</td>
<td>2</td>
<td>1%</td>
<td>104</td>
<td>68%</td>
<td>16</td>
<td>11%</td>
<td>7</td>
</tr>
<tr>
<td>Support for teaching</td>
<td>11</td>
<td>7%</td>
<td>42</td>
<td>28%</td>
<td>68</td>
<td>46%</td>
<td>16</td>
</tr>
<tr>
<td>Teaching load</td>
<td>12</td>
<td>8%</td>
<td>20</td>
<td>13%</td>
<td>82</td>
<td>54%</td>
<td>22</td>
</tr>
<tr>
<td>Support for research</td>
<td>27</td>
<td>18%</td>
<td>40</td>
<td>26%</td>
<td>35</td>
<td>23%</td>
<td>29</td>
</tr>
<tr>
<td>Emphasis on research</td>
<td>9</td>
<td>6%</td>
<td>24</td>
<td>16%</td>
<td>63</td>
<td>42%</td>
<td>31</td>
</tr>
<tr>
<td>Collegiality</td>
<td>15</td>
<td>10%</td>
<td>33</td>
<td>22%</td>
<td>55</td>
<td>36%</td>
<td>30</td>
</tr>
<tr>
<td>Mentoring and career</td>
<td>12</td>
<td>8%</td>
<td>22</td>
<td>14%</td>
<td>52</td>
<td>34%</td>
<td>30</td>
</tr>
<tr>
<td>development for junior faculty</td>
<td>12</td>
<td>8%</td>
<td>10</td>
<td>7%</td>
<td>38</td>
<td>25%</td>
<td>11</td>
</tr>
<tr>
<td>Mentoring and career</td>
<td>12</td>
<td>8%</td>
<td>10</td>
<td>7%</td>
<td>38</td>
<td>25%</td>
<td>11</td>
</tr>
<tr>
<td>development for non-tenure-</td>
<td>12</td>
<td>8%</td>
<td>10</td>
<td>7%</td>
<td>38</td>
<td>25%</td>
<td>11</td>
</tr>
<tr>
<td>track faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fairness of tenure and</td>
<td>2</td>
<td>1%</td>
<td>10</td>
<td>7%</td>
<td>53</td>
<td>35%</td>
<td>29</td>
</tr>
<tr>
<td>promotion processes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Openness of tenure and</td>
<td>4</td>
<td>3%</td>
<td>10</td>
<td>7%</td>
<td>51</td>
<td>34%</td>
<td>22</td>
</tr>
<tr>
<td>promotion process</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrative responsibilities</td>
<td>8</td>
<td>5%</td>
<td>26</td>
<td>17%</td>
<td>71</td>
<td>47%</td>
<td>14</td>
</tr>
<tr>
<td>Quality of undergraduates</td>
<td>27</td>
<td>18%</td>
<td>50</td>
<td>33%</td>
<td>32</td>
<td>21%</td>
<td>20</td>
</tr>
<tr>
<td>Quality of graduate students</td>
<td>18</td>
<td>12%</td>
<td>32</td>
<td>21%</td>
<td>36</td>
<td>24%</td>
<td>23</td>
</tr>
<tr>
<td>Advising Load</td>
<td>8</td>
<td>5%</td>
<td>22</td>
<td>15%</td>
<td>68</td>
<td>46%</td>
<td>13</td>
</tr>
<tr>
<td>Undergraduate class size</td>
<td>21</td>
<td>14%</td>
<td>38</td>
<td>25%</td>
<td>54</td>
<td>36%</td>
<td>8</td>
</tr>
<tr>
<td>Graduate class size</td>
<td>2</td>
<td>1%</td>
<td>12</td>
<td>8%</td>
<td>74</td>
<td>51%</td>
<td>17</td>
</tr>
<tr>
<td>Support for travel, conferences</td>
<td>33</td>
<td>22%</td>
<td>43</td>
<td>28%</td>
<td>38</td>
<td>25%</td>
<td>14</td>
</tr>
<tr>
<td>and journals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrative support</td>
<td>15</td>
<td>10%</td>
<td>33</td>
<td>22%</td>
<td>53</td>
<td>36%</td>
<td>22</td>
</tr>
<tr>
<td>Quality of physical infrastructure</td>
<td>40</td>
<td>26%</td>
<td>41</td>
<td>27%</td>
<td>43</td>
<td>28%</td>
<td>15</td>
</tr>
</tbody>
</table>

*Means are calculated without "Don't Know" responses. Responses for this and similar questions are coded from “1” (most negative) through “5” (most positive).

Additional Comments about Faculty Recruitment and Hiring:

(Verbatim responses are included in the appendix.)
### TEACHING (Teaching Faculty Only)

<table>
<thead>
<tr>
<th>To what extent is new course development encouraged and/or rewarded in your academic unit?</th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>38</td>
<td>11%</td>
</tr>
<tr>
<td>Not very much</td>
<td>94</td>
<td>27%</td>
</tr>
<tr>
<td>A reasonable amount</td>
<td>178</td>
<td>52%</td>
</tr>
<tr>
<td>A great deal</td>
<td>33</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>343</td>
<td>100%</td>
</tr>
<tr>
<td>Missing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Response</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>Not Asked</td>
<td>248</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>287</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>630</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>To what extent does your academic unit provide resources for developing new courses?</th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>38</td>
<td>11%</td>
</tr>
<tr>
<td>Not very much</td>
<td>94</td>
<td>27%</td>
</tr>
<tr>
<td>A reasonable amount</td>
<td>178</td>
<td>52%</td>
</tr>
<tr>
<td>A great deal</td>
<td>33</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>343</td>
<td>100%</td>
</tr>
<tr>
<td>Missing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Response</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>Not Asked</td>
<td>248</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>287</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>630</td>
<td></td>
</tr>
</tbody>
</table>

What resources (if any) does your academic unit provide for developing new courses?

(Verbatim responses are included in the appendix.)

<table>
<thead>
<tr>
<th>How likely are you to develop new courses?</th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all likely</td>
<td>34</td>
<td>10%</td>
</tr>
<tr>
<td>Somewhat Unlikely</td>
<td>53</td>
<td>15%</td>
</tr>
<tr>
<td>As likely as not</td>
<td>66</td>
<td>19%</td>
</tr>
<tr>
<td>Somewhat likely</td>
<td>86</td>
<td>25%</td>
</tr>
<tr>
<td>Very Likely</td>
<td>105</td>
<td>30%</td>
</tr>
<tr>
<td>Don’t Know/Not Applicable</td>
<td>7</td>
<td>2%</td>
</tr>
<tr>
<td>Total</td>
<td>351</td>
<td>100%</td>
</tr>
<tr>
<td>Missing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Response</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>Not Asked</td>
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<td></td>
</tr>
<tr>
<td>Total</td>
<td>279</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>630</td>
<td></td>
</tr>
</tbody>
</table>

What factors would encourage you to develop new courses?

(Verbatim responses are included in the appendix.)

What factors would discourage you from developing new courses?

(Verbatim responses are included in the appendix.)
TEACHING, Continued (Teaching Faculty Only)

<table>
<thead>
<tr>
<th>To what extent are curricular improvements (i.e., what you teach) encouraged and/or rewarded in your academic unit?</th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not at all</td>
<td>59</td>
<td>18%</td>
</tr>
<tr>
<td>Not very much</td>
<td>118</td>
<td>35%</td>
</tr>
<tr>
<td>A reasonable amount</td>
<td>136</td>
<td>41%</td>
</tr>
<tr>
<td>A great deal</td>
<td>22</td>
<td>7%</td>
</tr>
<tr>
<td>Total</td>
<td>335</td>
<td>100%</td>
</tr>
<tr>
<td>Missing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Response</td>
<td>47</td>
<td></td>
</tr>
<tr>
<td>Not Asked</td>
<td>248</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>295</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>630</td>
<td></td>
</tr>
</tbody>
</table>

To what extent does your academic unit provide resources for curricular improvements?

<table>
<thead>
<tr>
<th>To what extent does your academic unit provide resources for curricular improvements?</th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not at all</td>
<td>107</td>
<td>32%</td>
</tr>
<tr>
<td>Not very much</td>
<td>131</td>
<td>39%</td>
</tr>
<tr>
<td>A reasonable amount</td>
<td>92</td>
<td>28%</td>
</tr>
<tr>
<td>A great deal</td>
<td>5</td>
<td>2%</td>
</tr>
<tr>
<td>Total</td>
<td>335</td>
<td>100%</td>
</tr>
<tr>
<td>Missing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Response</td>
<td>47</td>
<td></td>
</tr>
<tr>
<td>Not Asked</td>
<td>248</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>295</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>630</td>
<td></td>
</tr>
</tbody>
</table>

What resources (if any) does your academic unit provide for curricular improvements?

(Verbatim responses are included in the appendix.)

How likely are you to develop curricular improvements to courses you teach?

<table>
<thead>
<tr>
<th>How likely are you to develop curricular improvements to courses you teach?</th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not at all likely</td>
<td>9</td>
<td>3%</td>
</tr>
<tr>
<td>Somewhat Unlikely</td>
<td>35</td>
<td>10%</td>
</tr>
<tr>
<td>As likely as not</td>
<td>45</td>
<td>13%</td>
</tr>
<tr>
<td>Somewhat likely</td>
<td>90</td>
<td>26%</td>
</tr>
<tr>
<td>Very Likely</td>
<td>155</td>
<td>45%</td>
</tr>
<tr>
<td>Don't Know/Not Applicable</td>
<td>11</td>
<td>3%</td>
</tr>
<tr>
<td>Total</td>
<td>345</td>
<td>100%</td>
</tr>
<tr>
<td>Missing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Response</td>
<td>37</td>
<td></td>
</tr>
<tr>
<td>Not Asked</td>
<td>248</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>285</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>630</td>
<td></td>
</tr>
</tbody>
</table>

What factors would encourage you to engage in curricular improvements to courses you teach?

(Verbatim responses are included in the appendix.)

What factors would discourage you from engaging in curricular improvements to courses you teach?

(Verbatim responses are included in the appendix.)
### TEACHING, Continued (Teaching Faculty Only)

**To what extent are instructional improvements (i.e., how you teach) to meet students’ changing needs encouraged and/or rewarded in your academic unit?**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>46</td>
</tr>
<tr>
<td>Not very much</td>
<td>88</td>
</tr>
<tr>
<td>Neutral</td>
<td>98</td>
</tr>
<tr>
<td>A reasonable amount</td>
<td>94</td>
</tr>
<tr>
<td>A great deal</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>341</td>
</tr>
</tbody>
</table>

**To what extent does your academic unit provide resources for instructional improvements to meet students’ changing needs?**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>75</td>
</tr>
<tr>
<td>Not very much</td>
<td>102</td>
</tr>
<tr>
<td>Neutral</td>
<td>81</td>
</tr>
<tr>
<td>A reasonable amount</td>
<td>75</td>
</tr>
<tr>
<td>A great deal</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>339</td>
</tr>
</tbody>
</table>

**What resources (if any) does your academic unit provide for instructional improvements to meet students' changing needs?**

(Verbatim responses are included in the appendix.)

**How likely are you to develop instructional improvements to courses you teach?**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all likely</td>
<td>8</td>
</tr>
<tr>
<td>Somewhat Unlikely</td>
<td>31</td>
</tr>
<tr>
<td>As likely as not</td>
<td>53</td>
</tr>
<tr>
<td>Somewhat likely</td>
<td>89</td>
</tr>
<tr>
<td>Very Likely</td>
<td>148</td>
</tr>
<tr>
<td>Don’t Know/Not Applicable</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>337</td>
</tr>
</tbody>
</table>

**What factors would encourage you to engage in instructional improvements to courses you teach?**

(Verbatim responses are included in the appendix.)

**What factors would discourage you from engaging in instructional improvements to courses you teach?**

(Verbatim responses are included in the appendix.)
Does the presence of non-traditional students in your classes have an impact on the way you teach?

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>156</td>
<td>45%</td>
</tr>
<tr>
<td>Don't Know/Not Applicable</td>
<td>79</td>
<td>23%</td>
</tr>
<tr>
<td>Yes (If Yes, please specify)</td>
<td>113</td>
<td>33%</td>
</tr>
<tr>
<td>Total</td>
<td>348</td>
<td>100%</td>
</tr>
<tr>
<td>Missing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Response</td>
<td>34</td>
<td></td>
</tr>
<tr>
<td>Not Asked</td>
<td>248</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>282</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>630</td>
<td></td>
</tr>
</tbody>
</table>

--> (If Yes) Please Specify.

(Verbatim responses are included in the appendix.)
### GOVERNANCE (Voting Faculty and Staff Only)

Please indicate the extent to which you agree or disagree with each of the statements below about University governance.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Don't Know/Not Applicable</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>I understand the functions and responsibilities of the SUNY Board of Trustees in advancing UAlbany's mission and objectives.</td>
<td>51 9%</td>
<td>143 26%</td>
<td>104 19%</td>
<td>159 29%</td>
<td>34 6%</td>
<td>53 10%</td>
<td>544</td>
</tr>
<tr>
<td>The SUNY Board of Trustees has functioned effectively in advancing the University's mission and objectives for the last ten years.</td>
<td>75 14%</td>
<td>120 22%</td>
<td>131 24%</td>
<td>59 11%</td>
<td>5 1%</td>
<td>151 28%</td>
<td>541</td>
</tr>
<tr>
<td>I understand the functions and responsibilities of the UAlbany University Council in advancing UAlbany's mission and objectives.</td>
<td>45 8%</td>
<td>134 25%</td>
<td>111 21%</td>
<td>140 26%</td>
<td>32 6%</td>
<td>74 14%</td>
<td>536</td>
</tr>
<tr>
<td>The UAlbany University Council has functioned effectively in advancing the University's mission and objectives for the last ten years.</td>
<td>19 4%</td>
<td>62 12%</td>
<td>177 33%</td>
<td>89 17%</td>
<td>14 3%</td>
<td>177 33%</td>
<td>538</td>
</tr>
<tr>
<td>I understand the functions and responsibilities of the University administration (the offices of the President, the Provost, and other vice presidents) in advancing UAlbany's mission and objectives.</td>
<td>15 3%</td>
<td>37 7%</td>
<td>61 11%</td>
<td>257 47%</td>
<td>151 28%</td>
<td>22 4%</td>
<td>543</td>
</tr>
<tr>
<td>Overall, the University administration has functioned effectively in advancing the University's mission and objectives for the last ten years.</td>
<td>41 8%</td>
<td>103 19%</td>
<td>100 19%</td>
<td>171 32%</td>
<td>56 10%</td>
<td>69 13%</td>
<td>540</td>
</tr>
<tr>
<td>I understand the functions and responsibilities of the UAlbany University Senate in advancing UAlbany's mission and objectives.</td>
<td>20 4%</td>
<td>79 15%</td>
<td>102 19%</td>
<td>212 39%</td>
<td>76 14%</td>
<td>49 9%</td>
<td>538</td>
</tr>
<tr>
<td>The University Senate has functioned effectively in advancing the University's mission and objectives for the last ten years.</td>
<td>32 6%</td>
<td>64 12%</td>
<td>170 32%</td>
<td>122 23%</td>
<td>26 5%</td>
<td>122 23%</td>
<td>536</td>
</tr>
<tr>
<td>The processes of the University Senate are constructive and effective for curricular changes, new programs, or other initiatives requiring Senate review.</td>
<td>30 6%</td>
<td>66 12%</td>
<td>160 30%</td>
<td>127 24%</td>
<td>28 5%</td>
<td>124 23%</td>
<td>535</td>
</tr>
<tr>
<td>As a member of the University Senate, College, or School governance bodies, I have found interactions with the University administration to be constructive and effective.</td>
<td>14 3%</td>
<td>37 7%</td>
<td>116 22%</td>
<td>105 20%</td>
<td>45 8%</td>
<td>219 41%</td>
<td>536</td>
</tr>
</tbody>
</table>

*Means are calculated without “Don’t Know/Not Applicable” responses. Responses for this and similar questions are coded from “1” (most negative) through “5” (most positive).
GOVERNANCE, Continued (Voting Faculty and Staff Only)

<table>
<thead>
<tr>
<th>What is your level of participation in the University Senate?</th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>313</td>
<td>58%</td>
</tr>
<tr>
<td>Not Much</td>
<td>104</td>
<td>19%</td>
</tr>
<tr>
<td>Moderate</td>
<td>65</td>
<td>12%</td>
</tr>
<tr>
<td>High</td>
<td>33</td>
<td>6%</td>
</tr>
<tr>
<td>Very High</td>
<td>15</td>
<td>3%</td>
</tr>
<tr>
<td>Don't Know/Not Applicable</td>
<td>13</td>
<td>2%</td>
</tr>
<tr>
<td>Total</td>
<td>543</td>
<td>100%</td>
</tr>
<tr>
<td>Missing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Response</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>Not Asked</td>
<td>64</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>87</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>630</td>
<td>100%</td>
</tr>
<tr>
<td>Mean</td>
<td>1.84</td>
<td></td>
</tr>
</tbody>
</table>

What factors influence your level of participation in activities of the University Senate?

(Verbatim responses are included in the appendix.)

Additional comments about the University Senate:

(Verbatim responses are included in the appendix.)

<table>
<thead>
<tr>
<th>How satisfied are you with the results of your interactions with the University administrative units regarding professional matters (including academic issues and programs, research and other areas)?</th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Dissatisfied</td>
<td>18</td>
<td>3%</td>
</tr>
<tr>
<td>Somewhat Dissatisfied</td>
<td>102</td>
<td>19%</td>
</tr>
<tr>
<td>Neutral</td>
<td>93</td>
<td>17%</td>
</tr>
<tr>
<td>Somewhat Satisfied</td>
<td>180</td>
<td>33%</td>
</tr>
<tr>
<td>Very Satisfied</td>
<td>114</td>
<td>21%</td>
</tr>
<tr>
<td>Don't Know/Not Applicable</td>
<td>36</td>
<td>7%</td>
</tr>
<tr>
<td>Total</td>
<td>543</td>
<td>100%</td>
</tr>
<tr>
<td>Missing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Response</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>Not Asked</td>
<td>64</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>87</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>630</td>
<td>100%</td>
</tr>
<tr>
<td>Mean</td>
<td>3.70</td>
<td></td>
</tr>
</tbody>
</table>

To what extent do existing information and decision support systems adequately inform administrative decisions?

<table>
<thead>
<tr>
<th>To what extent do existing information and decision support systems adequately inform administrative decisions?</th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not at all</td>
<td>9</td>
<td>2%</td>
</tr>
<tr>
<td>Not very much</td>
<td>79</td>
<td>15%</td>
</tr>
<tr>
<td>Neutral</td>
<td>89</td>
<td>16%</td>
</tr>
<tr>
<td>Somewhat well</td>
<td>141</td>
<td>26%</td>
</tr>
<tr>
<td>Very well</td>
<td>61</td>
<td>11%</td>
</tr>
<tr>
<td>Don't Know/Not Applicable</td>
<td>161</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td>540</td>
<td>100%</td>
</tr>
<tr>
<td>Missing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Response</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>Not Asked</td>
<td>64</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>630</td>
<td>100%</td>
</tr>
<tr>
<td>Mean</td>
<td>4.20</td>
<td></td>
</tr>
</tbody>
</table>
GOVERNANCE, Continued (Voting Faculty and Staff Only)

<table>
<thead>
<tr>
<th>How well does the Libraries’ infrastructure support the academic and research missions of the University?</th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not at all</td>
<td>2</td>
<td>0%</td>
</tr>
<tr>
<td>Not very much</td>
<td>51</td>
<td>9%</td>
</tr>
<tr>
<td>Neutral</td>
<td>72</td>
<td>13%</td>
</tr>
<tr>
<td>Somewhat well</td>
<td>164</td>
<td>30%</td>
</tr>
<tr>
<td>Very well</td>
<td>166</td>
<td>31%</td>
</tr>
<tr>
<td>Don’t Know/Not Applicable</td>
<td>89</td>
<td>16%</td>
</tr>
<tr>
<td>Total</td>
<td>544</td>
<td>100%</td>
</tr>
<tr>
<td>Missing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Response</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Not Asked</td>
<td>64</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>86</td>
<td></td>
</tr>
<tr>
<td>Total Mean</td>
<td>630</td>
<td>4.30</td>
</tr>
</tbody>
</table>

Additional comments about the University administration and governance:

(Verbatim responses are included in the appendix.)

SUPPORT SERVICES

<table>
<thead>
<tr>
<th>How effective do you feel the University has been at informing UAlbany students, faculty and staff about the services offered by the offices listed below?</th>
<th>Not at All Effective</th>
<th>Not Very Effective</th>
<th>Neutral</th>
<th>Somewhat Effective</th>
<th>Very Effective</th>
<th>Have Not Used/Don’t知</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count</td>
<td>%</td>
<td>Count</td>
<td>%</td>
<td>Count</td>
<td>%</td>
<td>Count</td>
<td>%</td>
</tr>
<tr>
<td>Academic Support Services</td>
<td>17</td>
<td>3%</td>
<td>63</td>
<td>11%</td>
<td>102</td>
<td>17%</td>
<td>156</td>
</tr>
<tr>
<td>Advisement Services Center</td>
<td>17</td>
<td>3%</td>
<td>68</td>
<td>12%</td>
<td>93</td>
<td>16%</td>
<td>125</td>
</tr>
<tr>
<td>Career Services</td>
<td>20</td>
<td>3%</td>
<td>70</td>
<td>12%</td>
<td>106</td>
<td>18%</td>
<td>117</td>
</tr>
<tr>
<td>University Counseling Center</td>
<td>11</td>
<td>2%</td>
<td>35</td>
<td>6%</td>
<td>86</td>
<td>15%</td>
<td>140</td>
</tr>
<tr>
<td>Disability Resources Center</td>
<td>10</td>
<td>2%</td>
<td>31</td>
<td>5%</td>
<td>88</td>
<td>15%</td>
<td>156</td>
</tr>
<tr>
<td>University Health Center</td>
<td>12</td>
<td>2%</td>
<td>47</td>
<td>8%</td>
<td>95</td>
<td>16%</td>
<td>146</td>
</tr>
<tr>
<td>Office of the Registrar</td>
<td>8</td>
<td>1%</td>
<td>39</td>
<td>7%</td>
<td>108</td>
<td>18%</td>
<td>156</td>
</tr>
<tr>
<td>Office of Undergraduate Education</td>
<td>14</td>
<td>2%</td>
<td>41</td>
<td>7%</td>
<td>104</td>
<td>18%</td>
<td>131</td>
</tr>
</tbody>
</table>

For each office listed below, how satisfied are you with the services they provide?

<table>
<thead>
<tr>
<th>Very Dissatisfied</th>
<th>Somewhat Dissatisfied</th>
<th>Neutral</th>
<th>Somewhat Satisfied</th>
<th>Very Satisfied</th>
<th>Have Not Used/Don’t Know</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count</td>
<td>%</td>
<td>Count</td>
<td>%</td>
<td>Count</td>
<td>%</td>
<td>Count</td>
</tr>
<tr>
<td>Academic Support Services</td>
<td>6</td>
<td>1%</td>
<td>33</td>
<td>6%</td>
<td>117</td>
<td>20%</td>
</tr>
<tr>
<td>Advisement Services Center</td>
<td>14</td>
<td>2%</td>
<td>50</td>
<td>9%</td>
<td>95</td>
<td>16%</td>
</tr>
<tr>
<td>Career Services</td>
<td>12</td>
<td>2%</td>
<td>31</td>
<td>5%</td>
<td>100</td>
<td>17%</td>
</tr>
<tr>
<td>University Counseling Center</td>
<td>3</td>
<td>1%</td>
<td>12</td>
<td>2%</td>
<td>95</td>
<td>16%</td>
</tr>
<tr>
<td>Disability Resources Center</td>
<td>2</td>
<td>0%</td>
<td>17</td>
<td>3%</td>
<td>83</td>
<td>14%</td>
</tr>
<tr>
<td>University Health Center</td>
<td>2</td>
<td>0%</td>
<td>19</td>
<td>3%</td>
<td>99</td>
<td>17%</td>
</tr>
<tr>
<td>Office of the Registrar</td>
<td>3</td>
<td>1%</td>
<td>32</td>
<td>5%</td>
<td>89</td>
<td>15%</td>
</tr>
<tr>
<td>Office of Undergraduate Education</td>
<td>11</td>
<td>2%</td>
<td>20</td>
<td>3%</td>
<td>98</td>
<td>17%</td>
</tr>
</tbody>
</table>

*Means are calculated without “Have Not Used/ Don’t Know” responses.
Additional Comments about Support Services:

[Verbatim open-ended responses are included in the appendix]

<table>
<thead>
<tr>
<th>How old are you?</th>
<th>Frequency</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 25</td>
<td>8</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>25-29</td>
<td>27</td>
<td>5%</td>
<td>6%</td>
</tr>
<tr>
<td>30-34</td>
<td>55</td>
<td>9%</td>
<td>15%</td>
</tr>
<tr>
<td>35-39</td>
<td>86</td>
<td>15%</td>
<td>30%</td>
</tr>
<tr>
<td>40-44</td>
<td>75</td>
<td>13%</td>
<td>43%</td>
</tr>
<tr>
<td>45-49</td>
<td>68</td>
<td>12%</td>
<td>54%</td>
</tr>
<tr>
<td>50-54</td>
<td>93</td>
<td>16%</td>
<td>70%</td>
</tr>
<tr>
<td>55-59</td>
<td>81</td>
<td>14%</td>
<td>84%</td>
</tr>
<tr>
<td>60-64</td>
<td>62</td>
<td>11%</td>
<td>95%</td>
</tr>
<tr>
<td>65-69</td>
<td>25</td>
<td>4%</td>
<td>99%</td>
</tr>
<tr>
<td>70 or above</td>
<td>6</td>
<td>1%</td>
<td>100%</td>
</tr>
<tr>
<td>Valid</td>
<td>586</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td>No Answer</td>
<td>44</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>630</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How long have you worked at UAlbany?</th>
<th>Frequency</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1 year</td>
<td>41</td>
<td>7%</td>
<td>7%</td>
</tr>
<tr>
<td>1-2 years</td>
<td>74</td>
<td>13%</td>
<td>19%</td>
</tr>
<tr>
<td>3-4 years</td>
<td>81</td>
<td>14%</td>
<td>33%</td>
</tr>
<tr>
<td>5-9 years</td>
<td>133</td>
<td>22%</td>
<td>56%</td>
</tr>
<tr>
<td>10-14 years</td>
<td>68</td>
<td>11%</td>
<td>67%</td>
</tr>
<tr>
<td>15-19 years</td>
<td>52</td>
<td>9%</td>
<td>76%</td>
</tr>
<tr>
<td>20-24 years</td>
<td>56</td>
<td>9%</td>
<td>85%</td>
</tr>
<tr>
<td>25-30 years</td>
<td>56</td>
<td>9%</td>
<td>95%</td>
</tr>
<tr>
<td>31 or more</td>
<td>31</td>
<td>5%</td>
<td>100%</td>
</tr>
<tr>
<td>Valid</td>
<td>592</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td>No Answer</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>630</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Thank you for completing this survey!

Press the SUBMIT button below to save your responses.

After submitting your responses, you will be re-directed to the UAlbany Re-accreditation Self-Study home page.
Appendix A, UAlbany Faculty/Staff Re-Accreditation Survey, Fall, 2008.

Sample and Population Comparative Demographic Report

As seen in the table below, the survey respondents are similar in some regards, and different in others, to characteristics of the population that was invited to participate in the survey. With regard to employment status, full-time faculty and staff were much more likely to take the survey than were part-time faculty and staff: while part-timers comprise 25.1% of the population, they were only 10.5% of the survey respondents.

With regard to employee classification, the respondents are much more similar to the population, with the exception being a slightly higher representation amount management/confidential employees among the survey respondents (5.6%) compared to the population (3.5%).

Finally, with regard to teaching and voting status, “teaching only” faculty are under-represented, as this group corresponds almost precisely with the part-time category. Faculty who are both teaching and voting (i.e., tenured and tenure-track faculty) are over-represented among survey respondents – 50.5%, compared to 36.7% in the population.

These differences should be considered in interpreting the results of the survey.

<table>
<thead>
<tr>
<th></th>
<th>Sample Demographics</th>
<th>Population Demographics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full-Time or Part-Time</strong></td>
<td><strong>Frequency</strong></td>
<td><strong>Percent</strong></td>
</tr>
<tr>
<td>Full-Time</td>
<td>554</td>
<td>87.9</td>
</tr>
<tr>
<td>Part-Time</td>
<td>66</td>
<td>10.5</td>
</tr>
<tr>
<td>Unknown Status</td>
<td>10</td>
<td>1.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>630</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Employee Classification</strong></td>
<td><strong>Frequency</strong></td>
<td><strong>Percent</strong></td>
</tr>
<tr>
<td>Librarian</td>
<td>12</td>
<td>1.9</td>
</tr>
<tr>
<td>Management/Confidential</td>
<td>35</td>
<td>5.6</td>
</tr>
<tr>
<td>Professional</td>
<td>219</td>
<td>34.8</td>
</tr>
<tr>
<td>Teaching</td>
<td>363</td>
<td>57.6</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>0.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>630</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Teaching &amp; Voting Status</strong></td>
<td><strong>Frequency</strong></td>
<td><strong>Percent</strong></td>
</tr>
<tr>
<td>Teaching Only</td>
<td>64</td>
<td>10.2</td>
</tr>
<tr>
<td>Voting Only</td>
<td>248</td>
<td>39.4</td>
</tr>
<tr>
<td>Both Teaching &amp; Voting</td>
<td>318</td>
<td>50.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>630</td>
<td>100.0</td>
</tr>
</tbody>
</table>
APPENDIX B: Verbatim responses to open-ended questions, with potentially identifying information redacted.

FACULTY RECRUITMENT & HIRING (Teaching Faculty Only)

Considering the faculty recruitment efforts of your department over the past five years, what are common reasons that candidates have declined an offer? (Please check all that apply.)

Other... Please Specify

- Accepted another position because of late date of UA for completion of paperwork
- Albany weather
- already accepted other job
- BMS (SPH) faculty come through DOH research scientist searches
- Candidate chose to continue as a post-doc at his home institution, despite a lower salary
- choose other schools
- competing offer from better university
- competing offers, but the nature of the imagined advantage varies
- complicated, irresolvable visa problem for foreign-born spouse
- Demand for their speciality nationally so they have multiple offers
- diversity of Albany's professional community
- Do not know. I am new this year
- dual-academic couple and UA Albany is not supportive of these couples.
- Family/personal considerations
- generally, just a better offer/fit elsewhere
- Immigration issues
- In all cases I remember, they took offers at higher-ranked PhD programs
- In some cases, there was a problem finding a suitable position for a spouse.
- insufficient support for conference attendance
- internal conflict in the department recruits people no one wants and gives mixed msgs to candidates
- intimidating bureaucracy, cold social environment, institutional size, size of classes
- job offer put on "pause" because of budget uncertainty
- lack of collegial atmosphere
- Lack of local diversity
- Lack of strong administration
- Late in making the offer
- lateness of offer - mainly due to obtaining clearance to make an offer
- Life-work-family issues
- Multiple offers, often at Ivy League or other top-tier universities
- No job for spouse
- no local jobs for spouses/partners
- offer from another institution considered better
- offers from more prestigious universities
- other opportunities better fit needs/situation
- Our process is very slow.
- Personal reasons due to spousal situation
- Prior preferences and/or better offers. Chair does not share specifics of negotiations
- received offers from another university with spousal support
- size of undergraduate classes
- sometimes failure to disclose partner issues, especially with PhD spouse in same field
- spouse did not want to change location
- Spouse not wanting to relocate
- Stayed at their home campus.
Using it to get raise at their current institutions
we lose them to top-rated urban schools that provide more salary, resources, and social problems
went elsewhere to pursue other opportunities
What tends to happen is that some top people withdraw before we can make an offer.

Which of the following are among the reasons that you decided to accept a faculty position at UAlbany? (Please check all that apply.)

Other... Please Specify

- Ability to accommodate my schedule and teaching interests
- Ability to collaborate on research; chance to work with students
- Ability to be part of creation
- Able to continue my retirement benefit program, has a Ph.D. program
- Adjunct position
- Adjunct position accommodates other full time work
- Already at Wadsworth Center
- As a service professor to create something new.
- Centre for Social and Demographic Analysis was a big draw for me
- Clearly well-run and collegial department, faculty & grad student unions
- Close to my children
- Close to NYC
- CNSE/UAlbany has a unique opportunity for nanoscale research
- Collegial atmosphere
- Collegial atmosphere of department. Teaching opportunities.
- Could live with my domestic partner, who was already on the faculty of UAlbany
- Creating a new program
- Department's tenure record & presence of faculty with young children
- Dept participated in a Ph.D. program. That program is currently suspended.
- Desire to teach at both undergraduate and graduate level at a public institution of high learning.
- Desire to train students
- Early advertisement and early offer, way ahead of competition 27 years ago
- Funding PhD
- Good department, I had a spouse issue and had to stay in Albany
- Graduate student pursuing doctorate at University
- Hard money position
- Head of *****, *****
- Hired as Adjunct in 1983 upon the founding of the ***** program by the late *****
- I am a graduate student and part-time lecturer, not full faculty.
- I am a part-time lecturer.
- I am an adjunct and live locally
- I am an adjunct instructor
- I am not an UAlbany employee
- I am the Dean
- I enjoy: teaching, the subject and the students.
- I keep thinking UAlbany could be a great institution some day
- I love UAlbany and its energy; never a boring minute
- I teach a course as an adjunct only.
- I was a graduate student here many years ago and was pleased to return as a faculty member
- I was already here.
- I was hired in January 2008 as a spousal hire.
- I was interested in conducting the symphony
- I was interested in establishing a new program.
• I was the trailing partner in a two-career relationship
• I was the trailing spouse
• I’m an adjunct
• In 1990 I had four offers, Albany’s was the only research institution among them.
• Innovative program of study
• It was in addition to my administrative position.
• job offer for spouse in Albany (not at university)
• Local adjunct
• long term part time position
• my alma mater
• not all of these panned out as I imagined
• Only offer, but only application
• opportunity to build something new
• Opportunity to help start a new discipline
• Part time faculty
• part time faculty position suited my current needs
• Performance in my field (theatre director/actor)
• Personal attention from grad. school classmate.
• personal/family
• PhD program
• position with tenure
• Positive experience during the interview process
• Proximity to extended family
• Proximity to my and my spouse's family
• quality of faculty I met during search
• Recent PhD graduate on the job market, this was ideal in the interim
• Reputation & research areas of the Wadsworth Center
• Reputation of SPH
• Something I always wanted to do--to share knowledge with new socialworkers.
• spouse in area
• the efforts of the dean and some of the faculty
• There were two jobs advertised so neither of us was the trailing spouse
• This was in 1965; so much has changed that these answers have little relevance now.
• UA was very upward mobile in 1968
• vast potential for growth within the college
• verbal promise from Dean that other faculty would be hired in my area --promise never materialized.
• world renowned UAlbany faculty in my field (who subsequently left)

Additional Comments about Faculty Recruitment and Hiring:
• as adjunct faculty, I don't get much support or contact with U Albany;
• As an Adjunct Instructor, I do not have the opportunity to be involved in many of the areas listed
• I think that University should not exclude their doctoral graduates from hire.
• I was a Visiting Assistant Professor prior to being at Albany, so my experience reflects that.
• I was part-time at this prior position. Librarians weren't tenured.
• It is hard to recruit people of color when the Albany area is where they must live.
• Previous positions not full-time tenure track, so don't have real comparative info
• regarding tenure process - undesirable UA allows untenured junior faculty to vote on tenure/promo
• some searches we did not make an offer
• The budget crisis has impacted all of this quite negatively. (no more room to write more.)
• The consequences of a prolonged hiring freeze will be severe for UA Albany programs
• This is my first year, so can't really comment on past 5 years ...
• UA lb academic goals inconsistent. UA lb shd be a great state rsrch univ. It isn't. Does anyone care?
• Very democratic in my department.

TEACHING (Teaching Faculty Only)

What resources (if any) does your academic unit provide for developing new courses?

• ???

• a small amount of money or a course release
• access to Center for Excellence in Teaching Programs
• access to Dikeran Library
• Access to materials.
• Actively discouraged - in a foolish attempt to demonstrate the burden placed on faculty. If we have time to teach new courses, then we must not be working at capacity. It makes senior faculty look bad.
• A dvice. There is also a small amount of money that can be spent on course related data and software.
• Allowed me to teach small pilot sections
• An openness to it.
• As an adjunct professor the questions above are not really applicable; however my experience has been positive in providing input to program and course development with permanent faculty
• At the undergraduate level we've set up or revised two courses that provide an opportunity to pilot new courses. At the graduate level new courses are taught regularly under a variety of numbers.
• Books and other media, technology.
• books, technology if needed
• colleagues; IT support, workshops and discussion groups for sharing;
• course release; assistance with on-line course development (University support -- not department-level support)
• criteria for advanced courses so we know what direction content should take encouragement to use Center for Teaching and Learning Examples of syllabi from advanced curriculum as models Colleagues have been very willing to discuss content and ideas for assignments
• dedicated staff for this purpose
• Depends on funding situation. Sometimes a course buy-out. Because we are a small department and there are considerable core requirements for the main degree program at our school there is limited incentive to develop new courses, because the class size will be very small if any students enroll at all. So, it is a challenge to balance the effort of designing a new class and to increase electives with the possibility that the course will end up being cancelled due to lack of enrollment
• Don't know (4 comments)
• Encouragement & willingness to have them.
• Entirely on my own time and I have given lots of it towards this purpose.
• faculty mentoring
• Faculty who will review new syllabus and make recommendations.
• Feedback on the course design.
• Freedom and flexibility to develop new courses
• GA assistance in literature searches
• graduate students for TAs
• Hardly any. Innovation in teaching is shouldered entirely by the instructor, who does it at the expense of other work, and without genuine recognition or reward -- except from students in the classroom. Commitment to teaching is a matter of individual integrity and enterprise, penalized rather than respected. The more time one spends on teaching and on one's students, the less remains for publication -- the only value here (despite lip service to the contrary).
• help from other faculty
• I am not aware of such resources
• I believe there is a grant for which we can apply.
• I do not know since I develop new graduate courses under existing rubrics.
• I don't know of any.
I don't know---I am a part time lecturer in *****; ***** only has an elementary and an intermediate sequence (2 years), and offers an Intensive Introduction to Reading ***** (A*** nnn/nn). No new courses are planned at the moment.

I haven't asked for any

I received a one-time $2500 stipend for developing a new *** course. Otherwise, I develop new courses every semester within my own department without any resources or any real reward. The first teaching question is difficult for me to answer. New course development is encouraged "a great deal" but rewarded "not very much"

I'm not aware of resources for developing new courses (but also haven't inquired, even though I have already developed a new course)

If you want to do it, that is fine, but you do not get any support or resources for doing it.

In my case the encouragement and support of colleagues. Colleagues helped to provide content and guest lecture in courses and a TA for taking on an extra load. I know that peers have gotten software requests and computing support. Resources are very scarce, and given my area expertise and teaching style, I should not except much more support than I have been given. The area that of most need for support is our 100-200 level intro courses which are also meet the general education requirements of the undergraduate program. These 200-500 person lectures have seen the TA support dwindle since my arrival. Under present conditions, I will never develop such a course.

In our department we have topic numbers that we are free to use for new course development, and conference attendance for teaching and our participation in ITLAL opportunities are fully supported.

less and less as time goes on

load reduction

Many experts in diverse fields reside on the faculty here at CNSE. We are encouraged to develop courses in our particular field of expertise.

mentoring; advising

Might be able to get a reduction in teaching obligation while developing the new course.

Might get "easy" courses for the rest of your load to compensate for the extra effort, or extra TA resources.

minimal

money for online course development and teaching

My department chair is very open and encouraging about discussing new courses. All regular faculty have considerable freedom in designing and presenting new courses.

New faculty are encouraged as part of the hiring process to offer new courses but once tenured faculty are not encouraged to develop new courses they are asked to help "man" the old courses so that new faculty will be happy and stay.

No information has been discussed.

No resources, but can do what you want.

No special resources

No support is given.

none

None

None really provided or needed in my view

none so far

none that I am aware of

None that I am aware of.

None that I know of -- I have purchased all of my own materials for course development, first using my start-up funds and later, out of my own pocket

None that I know of but it is not discouraged.

none that I know of.

None that I remember. But I developed an online course for Summer Sessions, and they compensated me for course development.

none to me
none whatsoever it's why faculty teach the same courses over and over again
None, other than the opportunity to teach them.
None. If I'm lucky, I may get to teach a new course I have developed, but we are down so many faculty, we don't have the luxury of teaching new courses.
None. Not that they don't want to. We do not have any.
None. The department has insufficient resources to provide for this.
not sure
Not sure
Nothing that I'm aware of, but I don't really expect much support.
One course release was given when I prepared an online course. Good. Similarly for others I believe.
Online course development is sometimes supported with time, money, or equipment resources. Other than that, there really isn't much help for new course development.
Previous professor's resources
Previous syllabi from within the department are available and American Sociological Association publications of syllabi for certain topic areas are available.
programmatic discussion of holes in the curriculum as well as the strengths and areas of expertise of new faculty
Release time
Release time for preparation
Scheduling new courses is facilitated without obstacles
Senior faculty are keep their doors open for discussion, and the IT staff is effective.
Shared facilities for lab course development
Sometimes a teaching assistant, but rarely.
Sometimes dept. or college supports attendance at disciplinary education conferences.
Staff support, especially graduate assistant support
Staffing is currently stretched thin so new courses can't be offered
Support and advice from colleagues & staff
technical supplies
technology
The reasonable development of new courses is something of an expectation, so I don't see that it's rewarded all that much. At the same time, it's certainly not thwarted. Some faculty in our department are constantly writing new courses, but Jr. faculty are encouraged to focus more on their writing, which I think is entirely correct.
These questions are not really applicable. We have fixed programs because of certification requirements. At the doctoral level we are stretched too thin to expand our offerings.
They forward the paperwork uptown.
Time
Time, software, training. Credit courses are only developed by certain librarians who participate in information literacy classes.
virtually none--it's assumed that faculty want to do this as part of their job
We usually give a 3-courses-a-year load to new faculty, and they usually have small classes because they are announced and publicized very late.
We'd love to offer new courses, but most of ours are state-required curriculum.
Whatever might be left in our meager budget. In the present economic climate, this whole line of questioning seems ridiculous.
What factors would encourage you to develop new courses?

- 1-course load reduction to make up for the additional time a new course requires.
- 1) lighter committee load during the term of a first new prep for new course 2) assurance of TA support for a mid-sized class (40-60)
- a belief that my efforts to improve the program in which I work would be supported by upper level administration
- a course reduction
- A deficiency in the existing curriculum
- A desire to improve learning and innovate.
- A faster and simpler course approval process. Right now it is VERY hard work and takes a long time to get course changes and new courses approved.
- A few area if programming on which I was working.
- A great opportunity to follow my own intellectual interests in an area of major benefit to the students taking the course.
- A larger faculty. We have more courses than we can cover with our existing faculty. New courses would in fact increase our course load.
- A lighter teaching load would leave more time for new course development.
- A need in the department.
- A real incentive, such as a one-course reduction during the semester in which I am preparing the new course.
- A reduction of other service duties, fewer advisees, and technical computer/web/program support.
- A topic I am interested in teaching.
- A creditation standards; student interest; gaps in existing program offerings
- Additional faculty so that I could teach more than the absolute basics for majors and graduate students. A 2-2 (as opposed to 3-2) teaching load. Leave before tenure to write the monograph I must publish to get tenure.
- Adjunct support to offset teaching load
- An opportunity to teach a course in my areas of specialization.
- At graduate level: Student interest & potential enrollment
- A viability of faculty to teach courses already on the books.
- Because of my broadening and deepening teaching and research interests, I have developed many new courses and significantly revised existing courses in recent years.
- Being freed from grant management responsibilities, which won't happen for several years now.
- Being given a course release for one semester or committee release.
- Better compensation for summer teaching
- Boredom with what I am teaching now, my judgment about curricular needs
- Changes in the environment. Need of students.
- Changes in the industry for students entering my field.
- Compensation for development.
- Counting more towards promotion and release time
- Course release
- Course release or small grant
- Course release the semester preparing a new course; increased salary; reduced publication expectations
- Course release, additional financial support and support to attend training conferences and seminars
- Creating a new curriculum
- Department wide review of curriculum, more collaborative review of existing courses
- Desire to expand offerings in particular curricular area
- Desire to present courses in my speciality, and flexibility to do so.
- Despite the limited support, I develop them to address gaps in our course offerings, my perceptions of student needs and the changing nature of my field, and following my own unfolding interests.
• developing a new graduate track, increasing the number of courses (in specific topic) and quality of the education students receive in their field of education (grad level).
• Developing areas in the field that are needed for the program to stay current, and to remain timely for students.
• Development of a PhD program
• Don't know
• Encouragement to do so from the departmental head
• engaging students in issues of special interest to me; professional satisfaction
• Encouragement to do so
• explore students' and my own interests, opportunity for growth
• Extra TA support, extra summer funding for course development, or course reduction during the year to allow me to spend that time developing new courses.
• Financial / support incentives - give me a TA and I can move the world
• Financial and administrative support
• financial incentive
• financial support
• financial support to develop teaching materials
• fixing a flawed set of initial course assignments; tenure is certain
• For a 100-200 level course that meets general education requirements--more TA support.
• Freedom in topics for upper undergraduate and graduate courses
• Frustration with things as they are and an interest in providing more variety for the students and myself. Still without 'start up' funds it can be a crippled effort. In fact, I have and do anyway.
• Funding and release time. Smaller class sizes.
• funding for co-teaching courses
• Funding for exploring co-teaching opportunities.
• Funds for the purchase of new materials would be quite encouraging to me.
• getting comp time to do it, and some resources where required.
• Having more faculty. This way I could develop a new course without affecting my department negatively.
• having the time
• help from student assistant
• I actually do not need encouragement. If I were not chair I would have developed a new course this year; every year I significantly alter courses that come under a general topic; teaching the same course year in and year out would be boring.
• I am hired to teach required courses
• I am in a school where the world we represent changes rapidly. I want my students to be up-to-date and that is possible only with new courses that cover topics that were non-existent 10 years ago.
• I did develop a new course. It arose out of a need that I saw from the students who took one of my courses.
• I enjoy the challenge.
• I had doing the same thing over and over, and the department needed new courses for both undergrads and graduates.
• I want to
• I work almost 100% in administration. I do writing and professional service, but I don't teach anything beyond an occasional workshop. Additional time would be the main factor for me and many of my colleagues.
• I would if I was asked
• I would not do so until I complete the book that I am writing.
• I would want release time to develop another course (this is an unlikely situation as we do not need additional courses)
• I would want to develop new courses but I am not in position to. I am a Lecturer but I am a Ph.D candidate as well and I mostly seen as a student.
• I'd consider, but I don't really know anything about the process for adjunct faculty to be involved.
• If I could anticipate a smaller class size, I would be more enthusiastic about developing a new class.
• If I have an area of interest that I'd like to teach in or see an area of need in our department.
• If I saw a need
• If it is considered in the promotion and tenure process.
• If LCC would re-open a German program (with at least a minor degree);
• If the new courses were to support a new program initiative of the department/school, or if the new course would bring positive public exposure to the department.
• If they would offer me a change to do so.
• If you knew that there was enough interest to actually sustain the class.
• Incentives
• Indications of interest from students
• Integrating research with teaching interests; integrating new technologies.
• Intellectual & pedagogical imperatives
• intellectual curiosity, diversity of programmatic offerings, programmatic need
• interdisciplinarity
• Interest from students and others depending on need.
• Interest from the student body
• Interest in learning new area.
• interest in presenting subject
• interest in topic and/or perceived need of students
• it is something that I want to teach and I think the students will benefit from the experience
• just the opportunity to teach something new and different would be enough
• Lack of courses in my area of expertise.
• Less regulations for New York State on required course content.
• Lightening other teaching or administrative responsibilities.
• money or administrative support, ta lines
• Money over the summer.
• More emphasis in my department on curricular issues
• more financial resources for purchasing trial course materials and for projects with students outside of the classroom.
• more flexibility in the curriculum, along with openness from those who make curricular expansion decisions.
• More focus on teaching in the tenure/promotion process
• More open-mindedness and Integral perspectives
• more recognition for good teaching, including merit raises
• More smart classrooms where technology could be used
• More support, more rewards
• More support.
• More time
• more time, faculty to cover the required courses (I can't teach new courses because there is no one to cover the required courses)
• My interests
• My own initiative, and being "allowed" to do so.
• My own interests in a subject outside the current curriculum
• My own interests.
• MY OWN RESEARCH INTERESTS
• My own research interests and needs of students.
• my research interests
• Necessity to cover subjects no longer taught due to faculty retirements
• Need (2 comments)
• Need expressed by department in my area
need for students to access the material
Need for the course and time to develop it.
Need in terms of interest and enrollment from my department.
Need to fulfill specific requirements for program accreditation or my perception that a developing area in planning practice needs introduction of either a new course or modification of an existing course
Needs of the students; personal interest in subject; importance of subject (e.g. sustainability)
New course have been developed and approved but large reduction in faculty size does not allow the teaching of these course.
New courses are time-consuming to develop, and when you're on the tenure clock there is a limit to what can be done. Tenure will encourage me to risk taking the time to develop more new courses. Travel money would also be a time-saver in that it takes some time to fill out all of the forms every year, and juggle the grant money, etc.
Not enough coverage for the subject in current courses
Opportunity to educate and train graduate students in the areas of my own research interests and recruit good graduate students for a future project.
Opportunity to keep up with current literature, consideration in tenure and promotion review, consideration in faculty activity report, casual interaction with junior faculty in other similar departments
perceived need (gaps) by students
Perception of need for the subject matter along with funds to pay for adjunct to teach the new course.
Permission and interest by senior faculty and administration
Personal interest in teaching about topics not currently offered in the department.
Personal interest in teaching the course
personal interest in the course; personal perception of importance of course for the relevant program
Personal interest; needs of the department's programs
Recognition in my merit raise; extra TA help with a new course, starting before the semester starts; more secretarial support and help getting materials (books, DVDs); an occasional reduced teaching load to provide more time; more TA help; exemption from some of the more burdensome teaching.
Recognition. Respect. Both tied to successful teaching per se -- without coupling it to massive publication.
Reduced course load. Stipend. Funds for new books/teaching materials.
Reduced load Recognition
Reduced teaching load for more time
Reduction of other teaching during first semester of new course.
related to my research work
relaxation of requirements for existing degree programs. Current courses must be taught to allow students enrolled in major to graduate on time.
Release from old courses, knowing that they would still be offered, so I could teach advanced or new material in my area.
Release time (5 comments)
release time, financial incentive
release time; more graduate student support
Relief from teaching required courses to allow the opportunity to develop a new course.
Requirements of the discipline
Research direction of my field
resources or personal benefits of any kind student interest
resources to do so
resources to get new equipment and software
resources, collaboration
Resources. Support. Student interest
Restructuring of my department
• Results of upcoming program eval might persuade me that it was important to attract students and maintain quality program
• review of course evals, and comments from department chair and program directors
• Reward for teaching large undergraduate requirements. Why would I teach one of those classes if its worth the same as an upper level grad seminar?
• Serious reduction in teaching load in other courses. A available graduate students for grading.
• Societal changes and changes in the professional knowledge base
• Some reward beyond student (and my own) satisfaction. See next item.
• Something in my interest area
• student demand and my interests
• Student demand; need to learn a new area; need for intellectual stimulation.
• Student interest.
• Student interest. Support from Dean's Office for team-teaching.
• student need and my research interests
• student need and personal interest in the topic
• Student need matching faculty interest, course reduction allowing new course development
• Student needs. Desire to stay fully interested in classes taught.
• Students are receptive to taking the course.
• Students with an interest in taking the course.
• Students' academic needs
• Students' needs
• Subject matter that isn't currently covered and should be
• Summer payment to compensate for the time and research effort involved in developing a new course
• Summer salary supplement would be most helpful (especially since considerable summer time is needed to do this, and yet support has not been forthcoming for this purpose in the past.
• Support and assistance (e.g. undergraduate or graduate teaching assistant), guaranteed small class size.
• Support, in terms of time or funds.
• Synergy with my research
• Teaching assistant(s) Reduced load
• Teaching should matter more for tenure and promotion decisions. That is the only way that any change will happen in support for teaching and course development. Also, as a relatively junior faculty member, I still need to develop new courses as part of my regular course rotation.
• The ability to have approximately 25 students in a writing-intensive environment.
• The availability of students to make the course viable.
• The desire to involve students in a topic I find important and interesting
• The Honors College supported, and my dean and dept. chair have encouraged me. Recognition for promotion.
• The most important are the needs and interests of our students and the very limited faculty. Teaching a new course means not offering a course we already offer. We try to see how interested students are in the new topic and how capable of benefiting from the instruction.
• The real issue here isn't new courses but consistent support for high ac standards, worldclass research, etc. Depts should be supported and required to hire the best. They aren't. We shd be strong in humanities, all soc sciences, as well as nano-science. Are we? Not by US World&NewsReport. But does anyone care about that ranking? It's telling that this very survey allows all this space to discuss course development but stops the box for comments on faculty recruitment after one line. That's typical of the emphases here & lack of seriousness for real academic success. Our models should be schools like Wisconsin, Michigan, Berkeley, Urbana, Rutgers, which are strong in research & teaching across the board. Since I've been here, I don't recall an administration (or a lot of depts) that understand this.
• The thought that someone would notice it and appreciate it.
• tie-ins to research
• time
• time and money
• Time release to do so
• Time to develop the course
• Time to plan
• Time, encouragement, suggestions for new courses
• Time, technical assistance
• Time, the opportunity to create a course based on my research, and encouragement from the department chair.
• Time; knowing a new course would have sufficient enrollment b/c it was part of my program
• To encourage new students for the new program we're attempting to develop.
• To teach subjects of interest to me and to students; use my specific expertise
• Training grants, associated with funds, ability to interact with students
• Updating content and coverage in line with recent development in my research field.
• Value in developing a new course in helping with the tenure decision.
• We are already understaffed and confined to offering our required courses. There are not resources available to add electives
• We do not have enough faculty to cover the courses that are required. If we had sufficient faculty to cover the courses and allow us to develop and offer new electives, it would be great...and I think many would develop courses of interest. I know I would, but if I do so now, it is unlikely that I will be able to be released from other courses to teach a new course.
• When gaps in the curriculum are highlighted
• When I am sure it is needed.
• When my research career winds down, I would be happy to develop new courses that meet the changing intellectual directions in my field and my interests
What factors would discourage you from developing new courses?

- 1. weakness of infra-structure support
- 2. difficulty in engaging cooperation
- 3. current emphasis on the need to teach high enrollment courses due to state budget conditions (easier to repeat existing big courses than to develop new ones - while developing a big course it is sometimes easier to start it at a mid-size (40-60 students)
- A lack of resources.
- A lot of work to do a new course, and at the moment I am so overwhelmed with administrative/service that it would be very difficult
- Added load Inadequate classrooms and labs
- administrative hassles
- A dministrative responsibilities
- At undergraduate level: Student quality
- Bureaucracy, lack of time.
- Bureaucratic hurdles to getting the course approved and taught.
- Bureaucratic rules.
- Clutter of the department catalog; inability to regularly offer new or previously existing courses on a regular basis
- complacency and lack of vision by upper level adminstration
- Continued departmental and college-level indifference.
- Core curriculum responsibilities
- Courses that require coordination of teaching and resources across two or more academic units are very hard to develop. This university does not know how to share resources to get synergistic investments.
- current workload
- current workload and lack of vision about unit direction
- Dissatisfaction with the department and university
- effort involved
- Emphasis on cross-listed classes, 400-500 levels, would discourage me.
- Everyone seems exhausted at the paperwork and complexity of creating new courses and getting them approved, especially when Gen Ed is involved.
- Excessive paperwork/bureaucracy in getting courses listed
- Failures of advertising and encouragement of students to take new courses. (There is a good deal of stationary inertia in the system that tends to limit change from the status quo.)
- fewer students
- For new Gen Ed classes, the necessity of complex evaluations of how the course meets the Gen Ed criteria is a real disincentive.
- general work load
- Having to continue to pay out of my own pocket for start-up materials.
- having to convince faculty who know little about the subject about the salience of the substance of the course
- heavy advising load or administrative duties
- I don't think there is any reward with respect to promotion. I don't think the department cares about this particular issue very much.
- I have already developed two new courses.
- If done as overloads
- If I develop a new course, my "old" course is not offered so there is no benefit to the program in terms of growth.
- If it interfered with what I need to do for tenure
- If it may not run.
- If LLC does not re-open a German program; in that case developing new courses would be senseless.
- if the department weren't supportive
- In answer to the question below: they are encouraged but not particularly rewarded.
• Inability to offer the course - why put the time in on development if it is unlikely to be offered
• increased course load, lack of feedback from students and colleagues about what courses would be helpful
• increasing the teaching load---teaching courses I used to and adding the new course on top of them. that is exactly what happened for Spring 2009 semester.
• indifference
• Inertia
• Inflexible rules for course design and approval
• It hurts my progress to tenure and promotion. My colleagues telling me explicitly to minimize time for teaching.
• It is a lot of work and administrative and TA support may not be available.
• It takes a lot of time to develop new courses
• It takes way too much time away from research and is not rewarded in any way.
• It would take me away from courses that are required and we have no one else to teach.
• It's time consuming.
• Lack of above
• lack of adjunct support to cover existing required courses
• Lack of all above.
• lack of departmental resources/need to teach core program offerings
• Lack of enrollment
• Lack of full time faculty to provide the basic courses. As a consequence ill trained grad students teach all the beginning courses. many adjuncts are only a bit better, often being former grad students.
• lack of general interest in or support for past newly developed courses, with regard to my department, college, and the university
• Lack of interest from students.
• Lack of interest, i.e., 10-seat minimum.
• lack of numbers of students
• Lack of reduction in teaching load for other courses. No graduate student help.
• Lack of resources for research leaves one fending for oneself, leading to less time to develop new courses.
• lack of reward, perceived lack of vale vs. research, poor student quality
• Lack of salary reward and of all the rest of the above, all the extra work involved with no extra pay or relief elsewhere, and loss of research time.
• Lack of student interest (2 comments)
• Lack of support and enormous class size.
• Lack of support, encouragement and appreciation
• Lack of support, Lack of reward
• Lack of support.
• Lack of synergy with my research
• Lack of TA support.
• Lack of teaching assistants
• Lack of time due to difficulty in conducting research under less than ideal conditions at UAlbany
• Lack of time or support. My perception that colleagues could really not care one way or the other.
• Lack of time relative to other responsibilities.
• Lack of time.
• Large class size, lack of time, lack of funding
• large classes, heavier teaching load, greater administrative responsibilies. Additional responsibilities that would further impinge on my reading and unstructured contemplative time, which is already threatened
• Lengthy procedures to go through. Lack of support.
• Little reward
• Load
• locked into teaching basic courses every semester with no time for adding a new course
• low enrollment
• Micromanagement by administration.
• My department has a hard time staffing its current core requirements, now and in the foreseeable future.
• my lack of time
• My personal time availability
• necessity of teaching core/required courses
• Need to focus on research and publishing in the tenure/promotion process
• Need to teach existing required courses
• Need to teach other required courses.
• Needing more time for research
• no $$$
• no course release
• no incentive
• No lead time, having to have course approved by all in the department, a large class size, lack of resources such as a lab or computer supported classroom for a class the requires computers for example. Lack of promotion of the class within the department (so class is canceled).
• No payment and yet the expectation that new courses will be developed. There is too much 'resource neutral' labor expected at this institution.
• No recognition of its importance to the program.
• no resources
• No reward or recognition for developing courses. No support - time, money, etc. - provided.
• No time
• no time given other demands
• None (5 comments)
• Not counting toward promotion no release time
• Not enough faculty to teach much beyond required courses.
• Not enough interested students to make it worthwhile.
• not enough time in my day; I'm tenured and try to take on a lot of the administrative and advising tasks that untenured faculty shouldn't do
• Not enough time.
• Not getting any of the above.
• not having any help from student assistant
• Not valued No resources (e.g., assistant)
• Nothing much has discouraged me, but it has taken 22 years (yes you read that right) to get my course officially part of the curriculum
• other demands on my time
• Our lack of faculty in my area require that I teach certain courses to round out the curriculum
• Our teaching load is "filled" with courses we must offer, leaving us no room in the curriculum for developing new courses.
• overload with various obligations, especially serving on committees
• Poor equipment (a perennial problem). Inadequate classroom environments (ditto). Class size (often too large). No time allotted to train or study allied fields.
• Predictably full enrollments on "tried and true" or "bread and butter" offerings, with insufficient faculty in field to permit "luxury" offerings
• Pressure to do more service--new courses take time more than anything else!
• Probability that department would decline to offer the course
• Research (external funding) and service obligations
• Resistance from my chair, lack of support from colleagues--but these have not happened...
• Review process for approval
• rising class size, calls for more teaching
• simply do not have the time to prep a new course
• Something outside my research interest areas
• spending too much time so that affects research
• Supervisor's lack of support for effort. I have stopped asking.
• Teaching undervalued
• That tenure is based on teaching very large (i.e. required) undergrad classes.
• The amount of existing courses that I have to teach (I have taken on the load of a colleague who retired and whose position was not replaced).
• The antithesis of the above, combined with potentially difficult undergrad students and a large burden of grading tests and papers.
• The emphasis on using power point, clickers, blackboard, and such. The paperwork required to be filed, with a lead time of almost a year.
• The extra work involved with a new prep
• The lack of faculty to cover the obligations that already exist.
• The lack of students to make the course viable; scarcity of teaching resources in the department; overmanaging of teaching resource allocations by the CAS Dean's office.
• The lengthy administrative review and approval process
• The need to accommodate beginning-year undergraduates. Too many of them come from lower-level institutions that do not prepare them adequately for research-campus level work.
• The need to maintain emphasis on research and writing as the primary criteria of tenure
• The needs of the department
• The opposite factors from those listed above.
• The possibility that if it is a General Education course, the enrollments would be "taken over" by administrators desperate for Gen Ed courses in Arts and History, and I would always have to teach it as a huge class.
• The press of other teaching, research and administrative responsibilities.
• The sense that curricular development is not valued, i.e., is not a regular topic of conversation, in my department
• the status quo
• The time it takes to prep a new course; the high likelihood that I may not be able to teach the course a second or third time.
• The work.
• Time (2 comments)
• time and effort involved, lack of support
• time away from research
• Time away from research
• time commitment
• time commitment and lack of support/assistance in process
• time constraints
• Time demands of other activities - especially administrative responsibilities; inability to teach it regularly.
• Time involved in teaching a new course.
• time it takes; department won't appreciate the effort
• Time needed to get approvals through university.
• time sacrificed from research
• time that it takes students away from doctoral research
• Time, energy. Our undergraduate curriculum is (in my view) incoherent--a group of essentially independent contractors. It limits the possibilities of curricular "improvement" to individual courses (and/or chance overlap).
• Time; knowing a course might not fill.
• Time (2 comments)
• Too busy with other responsibilities. I would be discouraged if teaching counted little for tenure.
• too few faculty to teach existing courses
• too much administrative responsibility
• too much committee work and other time-consuming service duties
• Too much other teaching
• Treating all classes as if they are equal burden for teaching
• uncertainty about whether sufficient student demand existed for the course; the amount of time it takes
• very rigid requirements that don't seem the best way to teach students
• We don't have enough faculty to staff our existing courses.
• We don't have enough faculty to teach the required courses; it would therefore be inappropriate to develop new courses.
• When writing an academic book necessitates spending less time on teaching, THAT puts a damper on how much one is willing to put into new course development.
• Whether I am trying to keep my funding and research going.
• Work load (3 comments)
What resources (if any) does your academic unit provide for curricular improvements?

- Access to Center for Excellence in Teaching Programs
- access to Dikerman Library
- Again, I haven't asked for anything while developing new courses
- As an adjunct professor, I believe that a "not applicable" answer would be most appropriate for the above two questions
- attend training conferences and seminars and appreciation
- By supporting my research in many ways, the ability to remain at the cutting edge and provide service learning, research training and develop new areas of interest all contribute to my teaching goals.
- can you give examples of this? other than ITLAL and informal conversations that I initiate with faculty, nothing happens on this front.
- Center for Languages and International Communication (CLIC) has been an important resource for curricular improvements
- don't know (2 comments)
- Due to my limited teaching time (only one class) I don't really feel that I am able to answer the above two questions
- educational and technical
- Encouragement to attend ITLAL workshops. Some discussion of teaching.
- Essentially, my department has no resources for curricular development. Any financial support for specific initiatives must be begged and/or bartered from the Dean or some other functionary who has and/or controls funds.
- Expertise of faculty, and access to industrial know-how and equipment at CNSE.
- faculty advice
- Faculty teaching seminars (promised and pending), unofficial senior faculty mentoring
- GA help, consultation with other faculty
- GA's to help with research and article preparation. Regular discussion at faculty meetings to develop direction
- help from other faculty
- Honestly I don't know but there is no "I don't know" option so I'm just trusting that there are some resources.
- I don't know.
- I don't understand the category "curricular improvements"?
- I have taken part in an ITLAL pilot, and was offered a small stipend to do so. However, this stipend wasn't made available until after the midterm point of the class and therefore wasn't helpful for class material.
- I'm not aware of resources for curricular improvements apart from upcoming Blackboard training program, but haven't yet inquired.
- It is open to suggestions for resources required.
- ITLAL. Tech support for things like Blackboard.
- Limited access to new technology
- mentoring from more experienced faculty
- Might get "easy" courses for the rest of your load to compensate for the extra effort, or extra TA resources.
- minimal funding
- Modest budget for purchase of software, DVDs, etc which might be a part of curricular improvement
- My department chair said 'yes' to the course I proposed and allows me to make whatever changes I deem necessary to my existing courses.
- No particular resources
- no resources available
- No resources per se, but opportunity -- freedom to choose course topics, content, readings.
• Non tenured faculty get a reduced load to develop a new courses and get materials and supplies to do it. I do it on my own.
• None that I am aware of. (5 comments)
• None that I can think of...we look to ITLAL and other places on campus as resources.
• None that I know of. Most faculty are struggling just to cover courses needed for the core grad/undergrad curriculum (as it exists) and a small selection of regular electives for both grad/undergrad majors. Due to this stretch it is hard to diversify without impacting the above. On top of the courses listed for the major, now the departmental programs have to use faculty to teach the "senior seminar" - which results in even less offerings for either grad or undergrad students (basic electives they need for the major).
• none whatsoever
• None, that I know of. (2 comments)
• None. (11 comments)
• None. The department has insufficient resources to provide for this.
• Not sure
• Once a semester guest, e.g., ***** from Institute for Teaching, Learning and Academic Leadership. Once a semester workshop/discussion.
• online homeworks, smart classrooms
• Our graduate and undergraduate studies committees spend time thinking about them, discussing them and implementing them when they are approved by the department. (These are changes in program requirements, sets of courses offered and general course contents.)
• Precious few, unless 'improvements' derive from external reviews or accreditation reports. In other words, internal arguments are nearly always in my experience down-weighted in relation to external forces. (The administration often seems not to trust its own faculty, does not listen, so we have often simply assumed this to be the case, and don't bother trying to convince administrators of needs. I have on several occasions seen good arguments ignored when requests that implied a need for financial resources. THERE AREN'T ANY has been a common refrain.
• Probably would make small amounts of money available to buy teaching tools, but I don't really know provides technology if needed
• reasonable financial support
• Same as above (2 comments)
• seminars and workshops offered by ITLAL and CLIC
• Senior faculty who teach in similar areas have been willing discuss strategies for class room discussion and exams.
• sharing of colleagues; scheduling of courses so that people who work well together can develop/modify the courses
• Software, access to research materials, time, attendance at conferences and trainings.
• Sometimes dept. or college supports attendance at disciplinary education conferences.
• somewhat
• Support and advice from colleagues & staff
• TA assistance; software support
• The department has supported technology/smart classrooms.
• The resources within the department are other faculty. The faculty in the Theatre Department have been VERY supportive. I have not met any faculty outside the theatre department. I instituted some participation for the department in Alumni weekend, and the Alumni House was supportive.
• There's a departmental pedagogy discussion initiative, but it's poorly attended and infrequent.
• They are happy to see innovative new classes, and they help to direct students to take these new courses. My department has been generous, too, about supporting class-related "extras" (like, food for an multi-class meeting), but for serious monetary support I would generally turn to ITLAL.
• they refer us to the University supports for teaching and learning
• Time and effort of the assistant to the Chair.
• time and materials
• undergraduate and graduate committees offer feedback about the overall structure of the department's curriculum and what needs to be improved
• We don't seem to have any budget for acquisition of materials.
• We have a grad assistant that supports curricular planning, but that person works for the chair.
• We have an absurdly small budget.
• We talk to each other.
• Websites, previous professor's materials
• You're on your own, unless you consider online library resources and journals, which are in decline. Academic unit provide for curricular improvements?
What factors would encourage you to engage in curricular improvements to courses you teach?

- A desire to innovate and improve learning.
- Additional support and appreciation.
- Advance in my field of research.
- Advanced in field of study, keeping material current.
- A gain, the industry is changing, so the material and curricula of five years ago is outdated and not helpful for the career prospects of my students.
- An agreement with colleagues that I would be teaching the course on a regular basis.
- Any sign that it would be appreciated.
- Assessment feedback.
- Assistance in the development. Some meetings to discuss development.
- Bad teaching evaluations, boredom, personal standards.
- Based on feedback from the students, I would look to improve courses.
- Because it is the right thing to do.
- Being 20 years younger.
- Being bored with present material/need to update.
- Being rewarded by the department in a visible and meaningful way-increase in salary is one way.
- Better computer facilities.
- Better teaching and learning experience; update material.
- Better teaching facilities, better online course management options.
- Better technical resources.
- Budget to purchase books and software licenses to install for students.
- Changes in the environment - relevance.
- Changing needs of society.
- Clean facilities.
- Concern for the quality of the class. Have teaching rewarded more.
- Concrete student feedback.
- Continued availability of ITLAL and their phenomenal staff.
- Demonstrated positive value to available enhancements, including those on the web.
- Desire to be a better teacher.
- Desire to improve the courses and maintain their relevance.
- Desire to keep course fresh and relevant to current developments in my field.
- Desire to stay up-to-date in my field - and encouragement for this from my dept.
- Despite no rewards for good teaching, I like to teach, so I improve and/or change as I go, as time permits.
- Discretionary salary increases related to excellence in teaching.
- Dissatisfaction with the quality of education I am providing to my students, discovery of ideas about content or approaches that can improve my courses.
- Don't know.
- Enhancing teaching and learning experience.
- Evaluations by students at the end of each semester; we discuss changes in the course in the last class and I put these in place the next semester; changes in technology that need to be reflected in changes in curriculum.
- Faith in their ability to improve teaching effectiveness.
- Feedback from students.
- Feedback from students in formal or informal evaluation, program evaluation results.
- Feedback from students regarding the effectiveness of the course material, and the instructor.
- For those who want to use web and other resources, we need help in designing and maintaining web pages.
• Funds for doing so and material support; university recognition that this takes additional time and resources from individual faculty members;
• Genuine interest and sharing of ideas among colleagues. Willingness to contribute mutual expertise.
• Given support to try new things and make adjustments. Also, support from other teachers.
• Grants for curriculum development (esp. for materials) would be helpful. Also, limiting class size to 40, esp. when TA's are not available.
• greater faculty strength which would in turn promote a stronger intellectual community among both faculty and students
• I am going to always work to improve my courses but it would be great to have access to materials that are necessary for use in the courses, so things can actually be demonstrated and modeled, rather than just talked about.
• I continually update the content of my courses
• I do it now because it's important to the student's careers. My colleagues have told me that it's a mistake, and that I should just publish.
• I do it on my own as I notice lacks in the classes or places where content or teaching strategies need upgrading.
• I do it on my own out of self respect and that I care for my students and the quality of what they learn. However, I have colleagues who have not updated the content of their courses in over a decade and spend a lot of energy wrangling junior colleagues to give lectures and or take over their courses, using the argument that their knowledge is more up to date. In my view, they are just lazy.
• I don't need encouragement; it's something I always do as time allows.
• I don't want to get bored.
• I have designed all of my own courses, giving a feeling of personal ownership of the courses, and personal responsibility for the outcomes.
• I have made significant improvements due to wanting to make the course better for students.
• I have not been offered further employment within the department. I am a guest director/instructor.
• I monitor what isn't working in a class, and I try to improve classes each time I teach them. I guess you could say that my curricular improvements are encouraged by classroom feedback, and access to new works and technologies.
• I never teach the same course in exactly the same way in when I repeat it. In my case, my work involves intrinsically improvements of methods (graphical and numeric), which is what I teach mostly.
• I see a need from the students; either they don't have the skills set that I expect them to have or their skill set needs fine-tuning.
• I update courses I teach each time I teach them, bringing in more current topics, research and technology.
• I will do it because I am committed to improving the educational experience of my undergraduate students.
• I'm constantly interested in ways to better engage with students, and for the students to better engage with the course materials. I'm constantly experimenting and attending ITLAL seminars to learn how to do a better job.
• I'm still prepping new classes (2nd yr asst prof), so I'm not sure what curricular improvements would look like
• If I could reasonably anticipate more student participation I would be encouraged to engage in curricular improvements
• If I had the time, if there seemed to be the need, if I had resources
• if I thought it would help the students
• If I thought they would help students learn.
• If it actually mattered in tenure and promotion decisions. I value quality teaching so I want to make improvements when possible.
• If it would make teaching more fun and effective
• If it's intellectually and pedagogically mandated--to keep up with the field and to improve the quality of the education that we deliver to students
• if they were accessible, logical and easy to implement.
• If they would listen to me about re-structuring the curriculum
• Improvements in ability to communicate with and engage students.
• improving learning outcomes
• Incentives
• Interest from other faculty members in improving our teaching curricula overall.
• interest in teaching
• intrinsic interest in improving courses
• It takes time to make most improvements and we are under great time stress now. Given time, I would like to make improvements.
• ITLAL and/or department seminars at times that are convenient (i.e., between rather than during semesters!)
• ITLAL has been a big factor here, by helping introduce improvements
• ITLAL is a terrific resource which I use for advice.
• Keeping course current and students engaged
• Keeping the materials fresh.
• keeping up with current knowledge and issues in the field
• Lightening other teaching or administrative responsibilities.
• Load reduction
• Locating improved materials and/or methods; Feedback from students and/or colleagues
• makes the material more comprehensible or more engaging for the students. ease of access and ability to adopt it. I find it interesting and compelling.
• Money, prizes, a more vital "teaching" culture. (I'm always engaged in curricular improvements)
• More Center for Excellence in Teaching Programs
• more collaboration; reward in effort for doing so (i.e., on faculty activity reports)
• More departmental support
• More interest in curricular development from dept. colleagues. More specific leadership from college dean and dept. chair.
• more knowledge of them, more help with them
• more recognition for good teaching, including merit raises
• More support, more rewards
• More time (2 comments)
• more time, more support and encouragement
• Most often in response to student need/want or to address new areas in my field.
• my assessment of relative success of previous experience teaching the course
• My changing research and teaching interests.
• my commitment to my students
• My own desire to present up to date information
• My own initiative and interests
• My own interest in what I do and what I want for my students.
• My own personal need to convey the most recent information in new and innovative ways to students.
• My own sense of the need to so engage.
• My students are my greatest encouragement! They really motivate me to teach better each and every day. Part of my academic responsibility is to make curricular improvements, so I do; time would make it easier.
• n/a - consider it moral duty
• na
• Need
• need to provide updated research findings
• New developments in my field, new interests of mine, changing interests of students, weaknesses or gaps in past courses I've taught. However, some extra secretarial and/or TA help would encourage me more.
• New information derived from latest research in the field.
• New instructional materials
• Improved infrastructure
• More staff support
• New research & new textbooks.
• Occasional funds for part-line to teach core or basic upper division undergrad course to give faculty the opportunity to expand curriculum without impacting the balance of classes needed for grad/undergrad majors.
• Opportunities to work in a team environment with other faculty
• own commitment
• perceived need of updating course content
• Personal perspective on the need to improve
• Personal sense of responsibility, wanting to avoid stasis and repetition, casual interaction with junior faculty in other departments
• Pride in my classes. I believe in continually updating and improving the quality of my classes. Student satisfaction with my classes
• prior course experiences
• Professional pride -- the need to update so the profession does not pass the course by.
• Programs must be comprehensive, not piecemeal
• Real compensation for markedly improved teaching performance
• Realization that something about a course did not work; evolution of field; student suggestions.
• recent developments in the field
• Recognition at time of discretionary salary increases
• Recruiting more students to study German, so that the creation of a German program will become desirable.
• Regular discussions about teaching at faculty meetings.
• Release time and counting toward promotion
• Resources to help me do this
• Resources. Support. Student interest
• Same answer as above for new courses.
• See above under developing new courses.
• Seed funding for, for example, community-based learning courses
• Self motivation
• Self-motivation
• Smaller class sized, better students, release time and support
• some extra funding for time spent on curriculum improvements, an interest in integrative perspectives
• Some reward beyond my and students' satisfaction
• staying current, wanting to improve my students' education
• Student comments
• student feedback
• student input
• student interest; changes within field & discipline
• Student interest. Keeping up-to-date with new technology.
• student interests
• Student need
• Student response
• Student satisfaction and success
• Student/program needs.
• Support, collegiality, changes in the field, increased knowledge of subject.
• Support, in terms of time or funds.
• TA support
• The desire to do a great job as a scholar-teacher and to constantly renew myself and my teaching
• The desire to improve and learn from experience. There is no end point to this process.
• The sense that it would make me a better teacher and that my students could learn more.
• the students
• the understanding that curricular development takes time (and should not be assigned to junior faculty) and that curriculum is more than the adoption of a textbook
• There is a need to remain current in content and delivery. Ethics, one should always try to improve.
• THIS IS NOT A 5-10 MINUTE SURVEY.
• time and money (if one could get a discretionary raise, for example, because of this activity
• Time release
• time to coordinate course content with colleagues
• Time. (2 comments)
• Time. More travel/professional development money. Research resources available at the library. As I said above I no longer teach much. When I do, I make continuous improvements.
• To have it acknowledged in the form of a raise.
• To improve upon the course and to provide the most up to date information that is available. Also to try to respond to different learning styles of students.
• To keep the course current with recent developments in science.
• To me, it is an expected part of teaching. I'm not sure any factors would encourage this, I just assume I need to do it.
• To provide updated knowledge to students
• Updating content and coverage in line with recent development in my research field.
• validity of the current status of the material
• Very bad feedback from students; smaller class size assigned to me.
• Want to be the best and an effective teacher
• We need to work out better mechanisms to encourage faculty to work across academic units. It is very hard to make any progress unless working entirely within a departmental structure. This makes it hard to share innovation and cross-unit success.
• When the day expands to 36 hours.
• Workshops and tutorials
• Workshops at a convenient time and location
What factors would discourage you from engaging in curricular improvements to courses you teach?

- A sense that it doesn't matter to students or other faculty.
- Absence of any feedback (it would be difficult to make changes without understanding the possible implications).
- Additional large-size, non-majors courses and additional administrative duties.
- Administrative obligations.
- All the extra work involved, demands of research.
- Being overburdened by administrative and teaching duties.
- Can not think of any at this time.
- Classrooms, BLS.
- Committee meetings.
- Competing demands for my time, especially research.
- Constantly having to teach new courses.
- Courses made too large. Curricula perceived as encroaching on colleagues' "turf." Underprepared students. Inadequate classroom facilities and spaces. Inflexible library policies (i.e. loan periods for media) that penalize faculty for in-class use of resources.
- Criticism from other faculty, students, or administrators and threats to job security because curricular improvements don't match a given philosophy of the department head.
- Difficulty in finding support/ideas, though it seems like ITLAL has ample resources.
- Don't know.
- Don't know, I'm new to the position.
- Difficulty for preparation.
- Even worse computer facilities.
- Fear of bad teaching evaluations, poorly motivated students, lack of recognition for student learning.
- Having to do it entirely on my own.
- Having to take time away from research and writing.
- Heavy workload and lack of administrative support.
- I am off campus adjunct faculty. Makes it very difficult to participate.
- I will try to do it anyway.
- If I happened to have a heavy course or student load in that particular semester.
- If I thought I had it perfect?
- If it made teaching less effective.
- If service became too burdensome a component, that would cause me to cut corners in teaching.
- Impinge on research productivity.
- In answer to the question below: they are encouraged but not particularly rewarded.
- Inadequate administrative support (ex: bad experience with technological equipment)
- Increased class size, increased teaching load, little support for research.
- Increased reliance on student evaluations for tenure and promotion decisions, feeling one doesn't have the luxury to experiment and try new things.
- Insufficient resources and recognition.
- Insufficient technological support or resource.
- Insufficient time.
- It takes a lot of time.
- It's a challenge simply due to time.
- Lack of above.
- Lack of administrative support.
- Lack of administrative support, especially from the University level.
- Lack of financial resources for some new courses that would be excellent to have. (Several stories could be told about failures in the past, where courses were not offered because $$ were required, and not available...so the new courses were not offered. In the present climate, I cannot imagine this improving, so I wonder what you are trying to learn here.)
• Lack of interest from others in the department.
• Lack of interest with the students but luckily, I haven't met up with that yet. The students seem very interested in learning and development (for the most part).
• Lack of resources to support such improvements.
• Lack of support.
• Lack of support and lack of appreciation, a tendency to 'hog the limelight' rather than appreciate the appropriate person.
• Lack of support, lack of reward.
• Lack of teaching assistants.
• Lack of time (8 comments).
• Lack of time & resources to pursue improvements.
• Lack of time. Lack of resources for conferences.
• Lack of time/workload.
• Large classes, low student quality, no reward structure.
• Less time.
• Likelihood of weak student response.
• Inadequate infrastructure.
• Inadequate staff support.
• Limited access to equipment, technology, and appropriate classroom space for innovative formats.
• Loss of ITLAL.
• Most students do not care whether I improve the curriculum or not.
• Na.
• Needing more time for research.
• No extrinsic motivators for Senior faculty to improve their teaching.
• No recognition of its importance to the program.
• No recognition, other than the intrinsic satisfaction.
• No reward of any kind.
• No rewards.
• No time.
• None (12 comments).
• None. I think it is important to improve curriculum.
• Not knowing about them, not having help with them.
• Not locating better materials and/or methods; Absence of useful feedback.
• Nothing, since I believe this is an essential faculty responsibility.
• Overloaded in other areas such as high dissertation load and administrative tasks (i.e., not enough time).
• Pressure to make changes disguised as improvements.
• Research (external funding) and service obligations.
• Same answer as above for new courses.
• See above "what resources if any..."
• See above under developing new courses.
• Smart classrooms not available everywhere.
• Status quo.
• Teaching a course for possibly the last time.
• Teaching and advising overload.
• Teaching load too high.
• The big factor is indifference, complacency and indifference to developments in practice of most departmental colleagues.
• The fact that it hurts progress to tenure and promotion and my senior colleagues strongly disapprove of spending time on teaching.
• The fact that it seems that all the department wants is happy undergraduates, possibly at the expense of quality educational experiences.
• The feeling I want to get the hell out of my filthy classroom.
• The inability of the administration to provide full time faculty to give all the essential foundation courses. One is always trying to stop the hemorrhaging.
• The institutional status quo
• The slowness of getting anything through the university's course approval committee system.
• The stove-pipe allocation of resources and responsibility leads to inefficient stove-pipe curricular solutions.
• There are large commuting costs for me to work at SUNY Albany. To work only one job there means I make no money at all. So, to add more trips to Albany for further development is prohibitive.
• There are not enough hours in a day.
• There is no real reward for doing so. It takes a great deal of time to update courses. Given that there is virtually no financial support for research and graduate education except what comes from outside research grants, any time spent in curriculum development takes away time devoted to research and training graduate students. No grant money -- no graduate education.
• Time (5 comments)
• time and competing demands
• time available for development
• Time constraints. (2 comments)
• Time consuming
• Time involved.
• time it takes to obtain or reproduce material; time it takes to develop instructions for the material, if needed. too much complexity. no training support.
• time pressures
• Time required to retool courses in the midst of administrative and research commitments.
• Time required.
• time requirements
• time sacrificed from research
• time taken away from research
• Time, equipment Our undergraduate curriculum is (in my view) incoherent--a group of essentially independent contractors. It limits the possibilities of curricular "improvement" to individual courses (and/or chance overlap).
• Time, lack of support, possibility that they will actually detract from my effectiveness as a teacher.
• Time, resources
• Time. Sorry to be repetitive....
• To not have it acknowledged in the form of a raise, or any other tangible benefit.
• Too little time -- a constant complaint.
• too many other responsibilities that are given priority
What resources (if any) does your academic unit provide for instructional improvements to meet students' changing needs?

- "changing needs"??? I appreciate the E-res and ITLAL digitizing services. I think a more serious commitment to instructional technology is needed. This means staffing in addition to equipment. It means designating TA lines for instructional development and support, tied to specific departments or programs.
- a little group to discuss teaching issues once per month
- A student-faculty teaching initiative group that is organized through the Undergraduate Advisory Committee.
- A teaching committee that hosts workshops and disseminates information Willingness of colleagues and teaching committee to consult with instructors
- A dministrative support, teacher discussions and trading of information (especially for courses taught by multiple teachers), department evaluations as well as university evaluations by students.
- As an adjunct who teaches only one course, I am not very familiar with all the resources that are available. However, I have received a great deal of support from ***** in this and many other areas. Her guidance and support has been invaluable and has helped me tremendously.
- A ssistant D ean for student services to discuss student problems Faculty discussion when there are changes to our student cohorts that require instructional improvements.
- A t least we now the capability of using PowerPoint in virtually all lecture halls, and the ERES system at the University Library is wonderful! Otherwise, you are on your own baby.
- Blackboard blended teaching resources
- books and technology
- brown bags to discuss teaching issues.
- By adding "cutting edge technologies" to the classroom which are not always instructional improvements.
- By unit, I saying the University not my department. Our resources have been continuously cut since I arrived on campus. We have less that 60% of the TA support relative to 2003. However, our teaching load for very large lecture courses for GE credits has not declined. This has put tremendous pressure on our teaching faculty.
- CETL
- CLIC
- computer and projector
- Computer support and Library support are very good.
- Department chair is helpful
- Don't know -- I'm not aware of any. But I'm sure that if I asked for help, it would be given.
- Don't know. (4 comments)
- D on't know -- I'm not aware of any. But I'm sure that if I asked for help, it would be given.
- Electronic equipment required.
- Encouragement and time off to attend seminars, but no actual resources
- enouragement
- examples: new technology, classroom upgrades, changing course time offerings
- GA assistance
- great resources from ITLAL (Univ level, not departmental)
- H istory does little, in Documentary Studies we are developing the program, so are exploring all sorts of opportunities on campus
- I don't know of any. But the College and University provide some.
- I don't really know.
- I have never been contacted about improving my teaching - not sure if that is because evaluations are generally very good or not.
- I think that's all through ITLAL, but don't really know.
- I wish you gave examples of what you meant. I actually found it offensive that a senior person offered to sit with me and discuss teaching when my evaluations were under 4.0 but did not offer to discuss
research and publishing when I hadn't published. This suggests teaching is more important than research, which it is not for tenure. It also implied I was a poor teacher, when that was not really the case.

- I'm not sure what the question means by "students' changing needs."
- It's a personal responsibility --- part of the job to stay current.
- ITAL is an excellent resource for improving methodologies of teaching
- ITAL provides resources.
- ITAL trainings
- ITAL, which has been a huge improvement over CETL in terms of offering workshops and instruction on how to improve pedagogy
- Lightening of teaching or other load, extra TAs, extra resources (e.g. access to computers or labs).
- Mentoring, peer evaluation
- Minimal. Departmental resistance to realities of our students' lives and goals. Faculty laboring under misconception that our students are themselves training to become scholars.
- My academic unit doesn't offer much, but programs under Univ. Academic Affairs does.
- My sense is that there are limited funds for resources. Our program would benefit from implementing some instructional technology.
- Nearly all instructors provide internet resources: e.g., syllabus, notes, exercises, links to reading and email or bulletin board communication.
- New computer technologies for our classroom
- No resources available
- None (2 comments)
- None that I know of (other than ITAL)
- None to my knowledge
- None. The department has no resources to support this.
- Not applicable to above questions
- Occasionally brown-bag meetings
- Only the general resources provided by UAlbany.
- Other than salaries and computers (software is usually free, in my work now), few resources are needed for the courses we have in place. Evolutionary improvements in courses are to be expected, and many (but not all!) of my colleagues seem generally to be improving their courses w/out any particular outside help.
- Our dept. has purchased a slide projector and a portable digital projector, but it has no money to replace the bulbs in both machines so they currently cannot be used. very discouraging
- Provides adequate A-V equipment.
- Purchasing of new teaching supplies, if they are relatively inexpensive.
- Referrals to ITAL
- Remarkably few.
- Resources exist but are located outside of unit
- Secretarial support. Faculty access.
- See above - an infrequent workshop
- Senior faculty who teach in similar areas have been willing discuss strategies for classroom discussion and exams.
- Smaller classes, more teaching assistants, better quality students
- Software. Connections to library via IM, text, e-mail. More group study space.
- Some automated classrooms
- Technical equipment and support
- Technological equipment
- Technology and software upgraded regularly.
- The faculty maintains a forum for ongoing discussion of students needs, and their relationship to the course material.
• The ITLAL provides workshops that I don't have time to take.
• The undergraduate and graduate committees provide extensive feedback on new courses, and as a member of the former body, I learn about what courses (methods, etc.) are effective and positive, and which are not.
• We are observed by a senior faculty member that makes recommendations.
• We have a running series of brown bag lunches where we discuss chronic teaching issues. Also, we have had the occasional speaker come in to talk about technology in the classroom (how to set up a blog, for example). Teaching is important to my department, so they are quietly supportive of good teachers.
• We hold pedagogy workshops open to all to participate.
• We look to ITLAL for this. Our School has provided some workshops toward improvements, especially related to technology, and these were well-attended.
• What changing needs? Math students haven't changed all that much in the past 40 years. But we're now encouraging homework to be done online, and the department and publishers have offered training for instructors.
• workshops, attending conferences, etc.
• workshops, pedagogical support sessions, etc.
• You would need to qualify what you mean changing needs. How are their needs changing? Do you mean students' reading less and needing more work on basic literacy? I am addressing this.
What factors would encourage you to engage in instructional improvements to courses you teach?

- A basic writing course for students, so that I don't have to explain subject-verb agreement to students (after explaining to them what a subject and a verb are).
- A large fraction of the students not demonstrating adequate understanding of a concept.
- A sense that I could get my students to do assigned reading.
- Ability to convey info to students more effectively.
- Administrative assistance.
- A gain, smaller class size (esp. for Gen Ed courses).
- A gain, the personal need to improve my classes.
- A gain, this depends on what looks potentially engaging for students, or exciting to me. ER eserve was new to me, but I love it's capacity to hold URL links, powerpoint presentations, AND text in many formats. It's a terrific tool that students seem to like.
- Availability of new material that need to be emphasized.
- Availability of ITLAL opportunities.
- Ability to convey info to students more effectively.
- Administration assistance.
- Again, smaller class size (esp. for Gen Ed courses).
- Again, the personal need to improve my classes.
- Again, this depends on what looks potentially engaging for students, or exciting to me. ER eserve was new to me, but I love it's capacity to hold URL links, powerpoint presentations, AND text in many formats. It's a terrific tool that students seem to like.
- Availability of new material that need to be emphasized.
- Availability of ITLAL opportunities.
- Bad teaching evaluations, poorly motivated students.
- Being an effective teacher.
- Better classrooms, better online course management options.
- Budget for teaching supplies.
- Changing State or Federal Regulations for the graduates of the program.
- Changing technology & student expectations.
- Choice of classes, student feedback, faculty feedback, increased salary.
- Collaboration; being rewarded.
- Conscientiousness.
- Course release.
- Desire to be a better teacher.
- Desire to improve teaching.
- Different students: international students, students with different learning needs, education, backgrounds (e.g., JD in a class).
- Evidence that instructional improvements would be useful.
- Extra pay.
- Feedback from students, in the form of exam results and one-on-one counseling sessions.
- Focus on teaching excellence in my school and dept.
- Funding to spend time on this.
- Funds/ support.
- Having available materials.
- I always try to improve my instruction.
- I am always doing it. It is based on students' changing needs.
- I do it automatically.
- I do this anyway every time I repeat a course, incorporate ideas from the last time to make it better. During a first prep, one spends most of one's time mastering the material, starting the second time around, more creative exercises for engaging students are easier to think about and assign.
- I really like electronic classrooms. They open up a lot of teaching options.
- I think it will work, especially as I learn more about the students' behaviors and psychology. It's a matter of whether I can design something that gets past their automatic "how can I do the least and not think and get a high grade" impulse.
- I want engaged students, so I work to meet them more than half way.
- I want to make sure I reach my students.
- I will do it because I am committed to improving the educational experience of my undergraduate students.
- I would like to see a digital technology lab, staffed with TAs, committed to experimentation in digital pedagogical development.
• I'm committed to making my classes intellectually compelling and current. That's the bottom line for me.
• I'm not sure how you are distinguishing between instructional and curricular improvements. See my answers above.
• I've been encouraged by participation in ITAL programs, and assistance and discussion from the ITAL director, and discussions with the Honors College director and faculty.
• If I had more time and if someone gave me ideas how to do it.
• If I see needs & have time, I make changes.
• If I thought they would help students learn.
• If it actually counted toward promotion and tenure. I make improvements for myself and the students each time I teach.
• If it made teaching more effective and fun
• Improve students’ satisfaction
• interest in teaching
• Intrinsic interest; personal pride
• ITAL and their phenomenal staff
• ITAL is great. It should be a funding priority for the university.
• knowledge and assistance
• less teaching load
• Lightening of teaching or other load, extra TAs, extra resources (e.g. access to computers or labs).
• Load reduction
• Money honey.
• money, prizes, a more vital teaching culture. love of learning?
• More administrative assistance
• More available time.
• more recognition for good teaching, including merit raises
• More student feedback; more administrative recognition
• More support, more rewards
• my assessment of relative success of previous experience teaching the course
• M y changing research and teaching interests.
• my commitment to teaching
• M y desire to improve and keep up to date; to remain relevant.
• M y interest.
• M y own commitment to my teaching.
• M y own level of satisfaction with the course and the student evaluations.
• M y personal motivation to always do better at what I do (teaching, research, and service)
• None. It's my job.
• Not sure what the difference is between curricular improvements and instructional improvements
• Personal motivation - but once again, resources would be helpful.
• Personal perspective on the need to improve
• Petter prepare students. Test new methods.
• Positive feedback from students. Opportunities within University to expend time and energy on teaching -- honors courses, opportunities for innovation, such as transdisciplinary teaching possibilities.
• Positive student response Improved infrastructure More staff support
• prior course experiences
• Problems in student comprehension; desire to improve the rigor or effectiveness of teaching.
• quality of Students
• reduced class size, TA assistance
• Release time to explore and learn the possibilities.
• Relief from other teaching and administrative duties.
• Resources (2 comments)
• Resources to make the work worthwhile; hard evidence that there is significant improvement in student outcome (as opposed to just student affect)
• Response to change in students needs; introduction of new materials that require different approaches; new course development, etc.
• Satisfaction in perfecting the course content and delivery.
• Self motivation
• Self respect and a desire to help the students.
• Self-motivated to constantly improve. Access to quality journals is very important to recognize where improvements might be made.
• Self-motivation
• Should I continue to work here, I have numerous ideas to improve what I teach.
• Smaller class sizes.
• Some relief from other responsibilities to make more time to do this.
• State of the art lecture halls that work for large numbers of students.
• Student appreciation, personal satisfaction
• Student comments, both on the end of course eval but personally in the areas provided.
• Student evaluations
• Student feedback. (6 comments)
• Student interest, student engagement, as well as more and better students. (The quality of students has varied rather considerably in my own experience, and when there are too few fine students, the course improvements tend not to be appreciated.
• Student need. (3 comments)
• Student need. A gain, if I felt that a particular student needed help, I would change the way I teach to reach that student.
• Student satisfaction and success
• students' comments on previous course evaluations
• students' enthusiastic response to improvements
• support group, workshops
• TA support
• TA support and administrative support
• Teaching is important to me and I keep working to improve upon it. I'v'e never had any encouragement or support in this area, and do it all on my own time.
• Technical Assistance and time to participate in ITLAL trainings
• The desire to do a better job in my teaching.
• The ease of use and effectiveness of the technology.
• The sense that it would make me a better teacher and that my students could learn more.
• There are many technological resources that can aid instruction. I often try to incorporate these to remain current with students.
• There's always room to do better. I'm interested in engaging students.
• time and money
• Time and resources to do so;
• Time and support, demonstrated advantage of improvements.
• Time devoted in faculty meetings to in-service learning
• Time. (2 comments)
• To make the learning process for students more interesting and more effective.
• Training (Ital really helps)
• what i knew about and what I thought increase the students'learning experience
• When I see the syllabi of other professors and see the comments by students on ratemyprofessor.com (we only see others' comments when they come up for tenure or promotion).
• Why are there two "somewhat likely" choices above and no somewhat unlikely?
• Willingness to be a more effective teacher
• workshops and tutorials
• workshops at a convenient time and location
• workshops that teach new pedagogical skills
What factors would discourage you from engaging in instructional improvements to courses you teach?

- A resultant decrease in student learning and increase in my workload.
- Absence of evidence that instructional improvements would be useful
- Administrative jobs take time away from teaching and research.
- Bad teaching spaces, no choice re online course development
- Being overburdened by administrative and teaching duties.
- Changing the standards of the department
- Classes that are going well. Recognizing that effort spent on improvements will not be recognized/rewarded.
- Department imposed resources (such as the same text), lack of support by administration, lack of technology access
- Don't know. (2 responses)
- Financial support
- For the most part, the department seems disinterested in teaching.
- FTE requirements. I would mount courses in collaboration with faculty in other departments to provide wide-ranging as well as in-depth coverage, but am not permitted by one-instructor one-course rule.
- Heavier course load
- If my research suffered, if taking chances had a negative impact on student evaluations
- If there is a lot of coverage required, or I have too large a student load
- If there were too heavy a teaching load.
- Insecurity over whether or not I will get a smart classroom
- It is my job: discouragement is irrelevant here.
- It is my obligation to improve my instruction
- It takes too much time away from research and grant writing. Given that colleagues at medical schools, who are competing for the same moneys, typically give only 1-5 lectures a year!! any time spent doing so makes us less competitive and threatens our graduate program due to lack of funding and support from the University.
- Lack of financial support
- Lack of funds
- Lack of infrastructure
- Lack of resources to support such improvements.
- Lack of student interest.
- Lack of support for DIY instructional improvement; difficulty of making changes without adhering to a pre-established model
- Lack of support, lack of rewards
- Lack of support.
- Lack of the above.
- Lack of time (4 responses)
- Lack of time, competing commitments
- Lack of student interest
- Likelihood of weak student response Inadequate infrastructure Inadequate staff support
- Limited access to equipment, technology, and appropriate classroom space for innovative formats
- Loss of ITLAL.
- No benefit for tenure. Tenure is pretty much based on research. Improving courses takes time from research.
- No recognition of it
- No recognition of its importance to the program.
- No recognition or reward for doing so.
- None (11 comments)
- None. I am always on the lookout to make improvements.
• none. I always want to improve my teaching.
• None. It's my job.
• Not enough hours in a day.
• Not enough time (2 comments)
• Not enough time; unmotivated students that are not worth the effort.
• not having knowledge and assistance
• Nothing could discourage me short of being fired, but both students and faculty are overloaded and distressed, and morale is not high - these drain the innovative spirit.
• Nothing, I believe it is an essential responsibility, but not all colleagues take this teaching responsibility as serious as I do.
• Pedagogical inertia
• Poor quality lecture halls with small boards, no demonstration capabilities.
• Rampant plagiarism and "fudging it" even on dumbed-down versions of tests
• Research (external funding) and service obligations.
• Senior colleagues discouraging me because it hurts progress to tenure and promotion.
• status quo (2 responses)
• teaching load too high
• Teaching, advising, and service overload
• Technical difficulties of the technology.
• The lack of technical support for evening classes --- there is no-one to help out after 5pm.
• The lack of time to commit to teaching.
• The same old, same old...
• The time needed; advancing obsolescence of new technologies
• Time (7 response)
• Time commitment for creating them, frustration of struggling with new technology, need for extra grading time and time to evaluate their effectiveness.
• time consuming to learn new technology without knowing what instructional benefits will result; need to relearn technology everytime University adopts a new one, which seems to be at least one major adoption per year that affects teacher/student interaction - this is a disincentive to learn
• Time is the key factor. I'd like to know more about technology in the classroom, but I can't afford to take the time to learn, just now.
• Time needed to implement changes with available technology and teaching assistants here at Albany.
• time pressures
• time taken away from research
• time to execute; lack of RA support to do some of the legwork of research or acquisition of material; i have too much in the course as it is.
• Time to learn new skills
• Time, resources
• Time! Y eesh.
• Time. Learning curve. Cost -- sometimes for learning or acquiring resources and sometimes for students.
• too many other responsibilities that are given higher priority
• Too much reliance by the university and so many students on what are called (misnamed!) Student Evaluations. Space does not permit the answer I could give in this regard, but call or write and I shall be happy to elaborate on why I believe so-called Student Evaluations have failed us so miserably (and I have been teaching evaluation for M A N Y years...It is part of my specialization!).
• too much teaching load
• work effort
Does the presence of non-traditional students in your classes have an impact on the way you teach?

--> (If Yes) Please Specify.

- "Non-traditional" is awfully vague, don't you think? I cover different topics and dumb it down.
- Accommodations for working students.
- Allow more materials to be submitted electronically; use more electronic resources.
- Allows me to call on a broader range of student experience.
- Assume that they are not under the same economic, peer, intellectual constraints as other students.
- Because most of our students are part-time, flexibility in communication and scheduling is important.
- Brings greater richness to the class so you can get better discussions going.
- but only for the individual; other students are not affected.
- Changes discussion dynamics, to which I adapt.
- Considering the background of the students, specific topics are emphasized, more background materials.
- Convenient office hours, inclusive content.
- Depends on what is "non-traditional" about them, what the course is, who the rest are.
- Diversity; preparation.
- Easier to have meaningful class discussions relevant to the topics.
- Encourages flexibility, playing to strengths of these students while accommodating differences.
- Encourages me to discuss practice more and lead them to engage in class discussion.
- Experience is a positive impact on other students in the class.
- Exposure to alternate and differing points of view usu improves learning environment for all.
- Find multiple ways to ensure students comprehend material -- drawing, videos, examples, etc.
- For me each student is equal.
- Forces me to give more application to the "real world."
- Generally very postive as they bring in different forms of knowledge and often a passion for learning.
- Generally, if they are older these students are more motivated and able to handle a more sophisticated.
- Hard to address their needs and at the same time those of traditional students.
- Highly beneficial: widens range of class feedback/sharable experience.
- How could it not? (bu maybe I don't understand the question).
- I always try to adapt my courses to the students who register...
- I devote extra time to one-on-one sessions in order to help them improve their writing skills.
- I distribute several questionnaires throughout each semester, and try to be attuned to students' com.
- I do more differentiated instruction and more online instruction.
- I don't know what non-traditional students are.
- I had a student with class with hearing impairments and he had two interpreters in class.
- I have older masters students with much experience; I try to get them to speak about their experiences.
- I have to consider their personal life circumstances more when advising them.
- I love them--they bring prior knowledge and perspectives that can be shared with other students.
- I make great efforts to appeal to different learning styles etc.
- I modify the focus and expectations.
- I spend more time on training and giving them access to tools such as BLS to ensure they have access.
- I think non-traditional students really add to the classroom experience.
- I try to accommodate all my students--especially since I teach course on diversity.
- I try to adapt my teaching methods for students for example, with disabilities etc.
- I try to bring in relevant examples; reconsider assignments.
- I try to consider the material frmo their perspectives.
- I try to draw on every student's experience and knowledge.
- I try to draw on older students' experience and memories.
- I try to engage them in discussions linking their experiences to the course content.
- I try to involve their knowledge and experience in the classroom dynamic.
• I try to meet different students' needs.
• I try to use different types of teaching methods
• I try to use examples in which students feel identified
• I'm more careful in making assumptions regarding previous knowledge.
• In general, they improve the tenor of the classroom
• In the design of in-class and out-of-class assignments, but without compromising standards.
• It adds to the richness of the classroom environment.
• It encourages me to remember the variety of reasons why students attend courses.
• It improves the quality of class
• It shapes my approaches to various assignments.
• It simply requires that I think about individual and special needs to a greater degree.
• It's important to be more flexible when students have more complicated lives
• Many foreign graduate students are in the classes. Special care needed to insure communication.
• Many in my class do not know how to write well.
• Many of these folks have experience in the field that we can use in class discussion
• More discussion
• More likely to use group discussions. Greater diversity of students fosters discussion
• Multidisciplinary program
• My courses are designed with the assumption that they are there.
• Need more help
• Need to adjust course to international students
• Non-traditional students (including returning or Liberal Studies MA students) vastly improve classes
• Not sure what "non-traditional" means
• Often, they upgrade the quality of the general student response.
• Older students can be more committed to their education; although some may lack preparation
• Older students tend to have more experience--hardly a profound observation
• One student with a learning disability required one-on-one attention.
• Part-time students and older, returning students factor into teaching decisions.
• Pay attention to the background of the students
• Pedagogies simply must be tailored to diverse needs and learning styles
• Provide different extra credit opportunities for working/commuting students.
• Raise level of discussion
• Requires more scheduling flexibility for assignments
• Slower pace, spend more time on more basic, foundational info.
• Some have been highly engaged and ask lots of questions, which keeps me more engaged and on my toes
• Sometimes it entails accommodations for assignments, conference times, etc.
• Statement in syllabus on differences in learning styles
• Student projects/assignments will be different.
• Students experienced in the workforce have interesting perspectives in discussion.
• Students with language difficulties
• Their presence (and the experience they bring) enhances class activities.
• Their presence enriches/encourages class discussion
• These students are better and bring different perspectives to class discussions.
• These students offer different perspectives on the material and on learning in general
• They are a godsend.
• They are mature and easy to teach
• They are often the best students and a delight to teach.
• They bring real world experience.
• They generally have more to contribute to class discussions and add depth.
• They make us more diverse as a class community, which allows for both formal and informal ex/changes
• They provide a greater diversity in life experiences and ideas. I really enjoy having them.
• They raise the bar for everyone. Study abroad and working students are better quality.
• They represent an extremely valuable resource in the organizational communication classes I teach
• They tend to be more motivated and easier to reach with applied materials.
• Too many ways to specify. In general, 'older' students need individual attention.
• Try to be aware of diverse backgrounds, make material accessible to different kinds of students
• Try to make classes more relevant to them
• Try to use a variety of teaching techniques to meet varied needs
• Try to use multiple ways of distributing the information
• Very often these students are more experienced and mature.
• When I have a disabled student I try to individualize the teaching as much as I can
• Would attempt to make any needed accommodations
Additional Comments about Teaching:

- A significant portion of teaching is supervising graduate research. The large number of students per faculty member is not sufficiently counted for teaching load.
- Are non-traditional students mainly older students or are they minorities or are they handicapped? For the last category the answer above would be yes. Otherwise, no.
- BMS/EHS admin office receives very little support with regard to personnel. A single person cannot possible handle all the workload for two departments.
- By "non-traditional" I assume you mean students who are given the opportunity to attend the university despite low test scores and poor high school GPAs.
- Class sizes are MUCH too high -- class sizes I teach range from 50-600+ for undergraduates and 20-25 for graduate students. There is little room for discussion or individual attention when there are 600+ students. Even with 50 students it is not possible to assign papers -- there are no TAs to help with grading/book keeping.
- Classroom and computer facilities on the downtown campus are terrible.
- Far too many undergraduates are unable or unwilling to do college-level work.
- For a given course the particular body of students is a dynamic for which I make adjustments.
- For me, a major challenge is to maintain the depth and speed needed for better students to become competitive in the face of desire to accommodate many mediocre students.
- I always consider individual difference in students, whether a nontraditional student or traditional student.
- I am a multiple teaching award winner and have found going to workshops held by Itla to be some of the worst taught sessions I have ever experienced.
- I am always experimenting, changing and trying to improve my classes. I don't get resources for it, and invest my own money for supplies, etc. I also have a heavy teaching load and don't get time. I have recently had a bad experience with "instructional improvements" that I would rather not share.
- I am not sure how you are defining non-traditional, but it has always been that my courses have a mix of full-time, part-time, those with work experience, and those without work experience. In addition, a variety of ages, languages, races, ethnicities, religious, and genders have always been represented. Thus, the way I teach has been developed around such experience.
- I am surprised at how poor the basic skills of many of my students are. Many have no grasp on language, composition, or spelling. I have the feeling that many are there because it is paid for by their parents and it keeps them from facing the world as an independent, working person. I would say about a third of my class seems to understand and participate in the class in a meaningful way. I have 155 students.
- I didn't respond to a number of the questions, because mine is a small unit that teaches courses within a larger one (University Libraries) that doesn't focus on classroom teaching per se, so many items weren't applicable.
- I encourage nontraditional students by holding night classes. I seek study abroad students. The physical condition of many of our classrooms and instructional equipment, sterile hallways, awful institutional spaces for casual interaction among students and faculty, size of classes all contribute to a general lack of investment and feeling of anonymity on the part of all parties. We need better food service, better spaces for casual interaction to foster a sense of community and motivation. Encouragement for innovation and creativity on the part of the administration and staff instead of defensiveness and discouragement.
- I have been out of the classroom for about 5 years now because of grant obligations. I miss teaching and wish there could be a better balance between running grants and teaching.
- I like to teach and like to have a reasonable student load so that I can get to know all of my students and work with them as individuals.
- I love it!
- I love teaching and wish it was valued more here. When I arrived a few years ago I was told it mattered as much as publications. It does not.
• I love teaching. However, I do not since that most of those I encounter share the passion.
• I teach a series of ** courses for the school of ****** that are held at SUNY****. Given the distance from Albany I have not been able to take advantage of the many resources available to me. There is considerable discussion in **** around ***** developing a ***** program which may suppress the number of people from this region attending the University of Albany. ***** ***** has done a good job staying ahead of this issue, but more attention should be paid as competition for students is likely to surface more in the coming years.
• I teach online, so have no way to determine 'non-trad' status, nor any other potential 'bias' area.
• I teach only graduate students, so my comments may not be as applicable.
• I teach well because I am self motivated and view it as a serious responsibility. The university does not provide any meaningful incentive to the faculty to encourage them to teach well. Consequently, many faculty do not teach well. When students thank me for being a good teacher, it is almost always in the context of bemoaning the poor teaching that the receive from other faculty.
• I try to reach everyone in the class. Nontraditional students can be fun to work with and get to know. I have not noticed specific differences in their needs as students.
• If UAlbany wants to be serious about teaching, they need to have it count (really count!) in promotion and tenure and they need to stop doing crappy mass education. Large classes (beyond 70/80) are bad for the students and for the faculty members.
• It is a great honor.
• It's a shame that good teachers are not better rewarded, that concentrating on improving undergraduate classes is seen as a negative. There is a strong anti-teaching culture here. And faculty blame it on the students. But students have some pretty horrific stories to tell about faculty. Last semester as student told me that his professor in the class before ours stated repeatedly that he wished he did not have to teach. Needless to say, the students felt the same way!
• ITLAL's workshops have been great but they are often offered on days that I am not here (I like two hours away) or during times that I teach. It is not given the weight it should be in tenure and promotion and discretionary salary increases. It is given lip service but no tangible value.
• Many of our students are ill-served by our scattershot curricula and requirements. Curricula and individual courses too often are created to serve faculty interests rather than the needs of our students. Our standards do not demand that students acquire the level of competence commensurate with a bachelor's degree.
• number of smart classrooms needs to be increased; size of foreign language classrooms needs to be decreased.
• Rooms with moveable seating make it much easier to be innovative in teaching.
• See item on Student Evaluations above...a major problem, one that deserves pointed analysis. If we are to meaningfully evaluate instruction, we need to put resources into this aspect of our work. SE's that rely on 10 minute Likert item ratings by students (on this and many other campuses) simply cannot work because they entail substitution of unreliable and largely uninterpretable student ratings for high fidelity peer-based evaluations. Low cost is the only virtue of SEs; but they are fatally flawed...and even faculty seem to be oblivious to their weaknesses (which may not be surprising in view of the very limited knowledge faculty outside of the evaluation discipline have of this subject).
• So far, my students have been surprisingly homogeneous. Would love to see greater variety, not just in terms of ethnicity, class, etc., but also age.
• Teaching is an individual decision, some will do it regardless of support.
• Teaching is more than a job, its a calling and a moral and ethical duty, one which the state has failed to support adequately for years.
• Teaching would be much more rewarding if this university attracted good students. We have more transfer students and more diversity students than any of the other SUNY centers; many of these students are neither qualified nor motivated, which makes teaching demoralizing.
• Tenure is determined by research productivity and quality, so teaching plays second fiddle. Teaching will not improve until the president and provost (if we ever have them) explicitly make teaching competence a more important part of the tenure review process by re-weighting the evaluation system.
- The Chronicle of Higher Education ran a very informative article about holding students to high standards, and not assuming in advance that they do not want or cannot want to handle challenging material. If the amount of reading is reasonable, students appreciate being treated with respect and held to high standards, particularly if they are given opportunities to improve.
- The curriculum in my department is shapeless; faculty teach whatever they want to teach, as do graduate students. This, in my opinion, is not an educationally sound policy.
- The institution and its leadership are very uneven in concretely valuing teaching, or so it seems to me. I have won a number of awards and heard lots of kind words, but had to scrap/beg/plead for any and every discretionary increase. (This is also true for research. Curiously, service--with ties to units above the Dept level--turn out to have been the only real avenue for improved salary.
- The pressure on resources and especially the pressure of gen ed courses on my department makes the class size far too large in 300-level courses to give majors the kind of intellectual experience they deserve. The writing intensive course system simply doesn't work. We are not trained on how to improve student writing as English faculty were in the past.
- The underlying issue is the same as in all other aspects of my position - UAlbany is a resource poor university, and we try to do the best we can without the resources taken for granted by my colleagues in other universities.
- The University needs a much more intelligent policy on allocation of resources for stipends for teaching assistants where there are large numbers of undergraduates in parallel required laboratory courses needing quality supervision. The present formulas for support are poor.
- The university's decision several years ago to increase enrollment has had the deleterious effect of making it necessary to recruit community college or similar-level students who are generally not up to the challenge of research-campus study. These days in an undergraduate class, up to one-fourth of the students are struggling.
- There seems to be an increasing disconnect between how today's students live, think and learn, and how we attempt to teach them. In as much as it can in the current budget climate, the university should encourage faculty to try ways to alter our approaches to lectures, courses, labs, etc. to reconnect to our students.
- These questions are very abstract and thus difficult to respond to.
- This is a tough place to teach. This university has never invested in undergraduate teaching -- beyond the occasional sales gimmick (ie. the "Honors College", etc.). Every year, students come less and less prepared to do college level work. So every year, in the same course, I cover less and less material -- otherwise 45 students from a class of 50 would be simply swamped. The remaining 5 students are excellent, and actually getting better over time. But the great middle has disappeared from my classroom, along with the collapse of secondary education in America.
- Try to recruit better quality students who have had adequate HS education.
- We need more classroom space that allows for group work and for incorporation of technology.
- What do you mean by non-traditional? for me, the question is whether the student is well-prepared for intellectual work. Any student who is not already socialized to this work is non-traditional.
- You need to define exactly what "non-traditional student" means.
GOVERNANCE (Asked only of voting faculty and staff)

What factors influence your level of participation in activities of the University Senate?

- 1) Never been asked. 2) I'm a professional, not an educator.
- A desire to learn more about governance; to feel effective in implementing strong academic policy
- A sense of duty, vs. the sense that (except for the CPCA) not much of significance is accomplished.
- Ability to get elected
- Am currently ex officio member but have been involved in Senate for many years so am interested
- Appointment to committees. My interactions are mostly a waste of time and so discourage me from doing more.
- At one time, I was involved heavily, as I chaired key University Committees that were sponsored by the Senate. The role of the U.S. seems to me to have evolved over time, and often (but not always) seemed to have been 'run' behind the scenes by the administration. I became disenchanted during one of those periods and have not returned.
- Availability during the months, and on the days, in which the Senate is active.
- A availability or company of rational colleagues devoid of parochial interests or mental absenteeism
- Available time
- Awareness and time constraints.
- Being a junior faculty member- encouraged to focus on research first
- Being volunteered to serve.
- Busy doing other more immediate work like teaching and research
- Busy with workload, other service.
- Challenging job duties and time constraints.
- Civic responsibility
- Community service, ability to influence change, educational.
- Conviction that it would be a waste of time.
- Core workload level and ignorance of Senate activities
- Current workload.
- Demands of other service; nature of Senate Executive
- Department workload and needs
- Desire to learn more about how it operates and desire to become more involved
- Did not know it was possible
- Distance from the university. Lack of knowledge = lack of interest.
- Do not like the meetings as the biases are apparent and the influence of "naysayers" is overwhelming and discourages my participation
- Don't know enough about it or how it can benefit me or the school.
- Don't know what its function is or how it impacts me.
- Elected to represent my department at Senate
election!
- Ex officio nature of my MC position, and being invited to comment on or contribute to issues facing other Councils.
- Full-time professional responsibilities.
- Has a reputation for being closed, time-consuming, and frankly political--these keep me from being interested in participating
- I already have administrative responsibilities; I'm sure I will serve in the Senate at some point.
- I am a member
• I am a new tenure-track faculty member.
• I am a professional staff member of UAlbany and not part of the faculty.
• I am in my first semester of membership on a Senate council, so this has presented me with my first real opportunity to participate in Senate activities.
• I am in my third semester here.
• I am not a department representative and have significant other administrative responsibilities
• I am not aware anyone could participate in University Senate activities.
• I am not current a Senator. Frankly, the Senate is viewed as a dysfunctional body that is ruled by the whims of those who choose to run. It lacks credibility
• I am not familiar with the organization
• I am not in an academic position.
• I am not yet tenured, so my emphasis has been on establishing my research program and my teaching (at the expense of service outside the department).
• I am relatively new to the University and have not yet had opportunities to be involved in the Senate.
• I am staff, not faculty
• I believe that those in charge of the Senate only choose people who agree with them.
• I can find out what is going on which is otherwise hard to do because communication is poor and because I'm located off campus.
• I didn't know the functions of the Senate or that I was welcome to participate.
• I didn't receive enough votes although I've been nominated.
• I don't know how to get involved.
• I don't know much about how to become involved.
• I don't know when it meets. I have other things to do.
• I enjoy service and feel it is an important part of my job.
• I feel that it is a "closed" group, with little opportunity for faculty members to make a difference. Term limits would be useful. It tends to prohibit new ideas rather than encourage them.
• I find other service opportunities more compelling
• I find politics fairly annoying.
• I find the meetings to be contentious and non productive. I feel sometimes like decisions made by this group (or lack of) are done in a vacuum.
• I have never been invited, persuaded to serve and it seems very time consuming. I do believe it is an important unit
• I have no idea how one might get involved.
• I have no participation because I don't even know how to get involved, what is entailed to be involved, or what role I could play.
• I have only been at UAlbany for 18 months and have not yet been able to educate myself on what role there is for me to play in the University Senate as a Professional Faculty member
• I have only participated on Senate subcommittees. I consider this an opportunity to learn more about areas of campus activity I don't know much about.
• I have only recently managed to get appointed to a subcommittee.
• I have volunteered for committees but not been taken up on my offer to serve a couple of times. I was on a committee for a couple of years.
• I have volunteered to get involved but never get a call to do so
• I participate in the University Senate in order to protect my home unit from adverse actions that may be taken against it by the University Senate.
• I ran for Senator and lost. I vote in elections. Main factor: see below.
I served as an "At-Large" Part-time Senator for two terms, because they needed someone to serve. So when I was asked to serve, I did.

I talk to people in it from time to time. Little time of my own to try to participate. My views on academics here get private approbation from various people but not a lot of public support. Don't feel it's worthwhile tilting at windmills at this point. Maybe that's wrong, but it's how I (& I think many others) now feel.

I used to participate actively in the Senate, but no longer am interested in participating because in the past five years or so its Executive Committee largely has become a rotation, with people shifting roles as required by term limits or other circumstances, of a small cluster of voting faculty, most of whom were involved in the old Independent Faculty Organization (INFO). The Senate used to make an effort to encourage turnover and wider involvement across campus, but its core leadership on the Executive Committee, along with some longstanding Senate members, now seems mainly concerned with staying perpetually in control of the Senate and other faculty governance functions.

I used to participate and found that my time was being wasted. Departmental service is much more rewarding.

I want to provide service to the University. I want to meet and work with other faculty members.

I was a member. I stopped participating when I had other administrative duties.

I was a Senator

I was involved until recently in other demanding committee work

I'm an adjunct

I'm new to the University and not in a career line.

I'm very involved with UUP and so my time goes to the union.

I've got better things to do with my time.

I've never been informed about them

I've volunteered but no space available.

If I apply to work on a committee, I may or may not be accepted.

If my unit has a program proposal coming to the Senate.

Institutional loyalty

Interest and time

Interest in faculty governance.

Interest in the process and in insuring a successful future for the university.

Interest in understanding and contributing to the greater community

Involvement in other activities (research, teaching, service, administrative duties)

issues that effect my department

It has a horrible reputation for stopping all initiatives; it does not represent the faculty at all. The senate should be chosen by lottery and no one can decline. A benefit would be nice as well.

It is the place where a faculty member can participate in shared governance of the university.

It was required of me to serve on the Senate

It would seriously hurt my progress towards tenure because of the time commitment.

It's worse than teaching - service

junior faculty

knowledge

Knowledge of opportunities in participation

Lack of time to become involved
• lack of time, the perception that little real self governance takes place, other higher priorities in my department and unit
• Lack of time. (4 comments)
• lack of trust in the administration and lack of confidence that progress is possible
• Level of employment; Limits of the connection between my employer and the University at large
• Meetings are not particularly interesting to me. Lots of time is spent on topics that do not interest me.
• more effectively serve the mission of the University and participate in shared governance
• My ability to make a positive influence on the policies and procedures of the University.
• My desire to advance the University with a shared governance model.
• My desire to contribute to the governance of the university. This is part of the social contact all faculty have.
• My interaction is through the Chairman of the various committees on which I have served
• My own commitment with the university.
• My sense of duty as a member of the university community; my desire to participate in efforts to improve the university.
• My sense that it's insular and that meetings take forever.
• My status as a member of the non-voting staff community. I have only been present twice to address questions that arose within the scope of my duties.
• My workload and schedule
• Nearing retirement
• Necessity
• need to get tenure and general interest
• need to represent faculty interests
• Need to understand background behind Senate actions.
• never heard of it
• new faculty -- not really participating in u. governance yet
• No encouragement to get involved.
• No interest; no incentive
• None (5 comments)
• Not a very impressive group
• Not being on the faculty.
• Not clear that there is any real power there except to use faculty time.
• Openness of fellow colleagues and desire to advance the mission of the University
• Opportunity and reputation.
• Opportunity to make needed changes effectively.
• Overloaded with filling day-to-day tasks; adding another level of duties would be a burden.
• Participation in other committees on campus.
• participation is mainly political and that is detrimental to progress.
• participation is responsibility of Faculty
• Perception that it will make more demands on my time, while providing little effective outcome.
• Perception that university goals are put before personal fears, concerns, dislikes, etc.
• Potential to make a difference in the University
• pre tenure
• Professional Staff seem to be considered a lesser partner in the Senate.
• Professional time and energy
• protecting and maintaining faculty prerogatives; improving middle management
• Relatively new to University
• relevancy
• Schedule, availability.
• Seniority--didn't do it in my first 2 decades. Opportunity to meet faculty across the University and get new thoughts. Desire to know what is happening, influence it, and meet Univ. officers.
• Sense of community obligation.
• sense of professional obligation
• Sense of responsibility to improve community.
• Sense of responsibility to the institution
• showed interest, but not invited to work with them
• Specific issues under consideration
• strong sense of collegiality, academic interaction
• subjects that matter and may actually get accomplished
• Taking it back from the conservatives, when needed
• teaching graduate classes
• The degree to which there seems to be an interest in new ideas and/or moving the University forward/
• The demands of my job leave me little time for other activities at the University.
• The know abouts of the University Senate. I am not informed properly.
• The leadership in the past few years has been concentrated among faculty who seem to have an agenda independent of a changing University and independent of the range of colleagues they represent. They seem out of touch yet are convinced they know what is best and often they appear to engage in petty behind the scenes manipulation
• The requirement that every department produce a "Senator."
• The University Senate, although it tries hard and has good intentions, has been consistently overruled by the University Administration. Why bother when I can use my time more effectively in other pursuits.
• There has been no introduction to any of this governance in the 8 years I have been on campus. I have no idea what most of these do.
• This has not yet been one of my committee responsibilities
• Time (8 comments)
• time and scepticism about things improving
• time available in my schedule
• Time Committement
• Time constraints
• time constraints given starting a new position
• Time greatly consumed with developing new courses in recent terms, high level committee assignments at the departmental level (and outside professional societies) and demands of large research project.
• time limitation. limited ability to allow commitment.
• time limitations due to teaching/advising load relative to time required to advance my research program.
• Time mostly
• Time, lack of perception that it will really make a differene.
• time, or the lack thereof
• time; I was on it when untenured and it took up a lot of time so I asked to be taken off.
• Time. I prefer being on committee's that have a specific purpose.
• Too busy
• too much dept service at the moment
• Too much other responsibility.
• Topics and presenters.
University has made serious errors over the past 10-15 years. It undergraduate program has been seriously damaged by administrative failures. Its graduate research program is also much weaker than when I joined 30 years ago. The Senate is the one place where I can try to make changes.

Unless you participate, you don't know what they are doing.

We have three representatives to handle Senate responsibilities.

What do they do? They seem totally irrelevant to me.

When I was drafted to be a senator from my college

Whether I am a senator.

Whether I am elected to a Senate Council and/or how much time I have.

While I choose not to be a member of the Senate, I have in fact been very active in major university and SUNY-wide committees, which I felt was a better and more focused use of my limited time.

Work load and scheduling to attend meetings

Workload and professor level
Additional comments about the University Senate:

- A potentially important University body that has grown increasingly dysfunctional over the past decade.
- After 10 years teaching here I still don't understand University governance. The materials available online are no help to someone from another state who is used to very different systems.
- Although I know very little about what any of the governing bodies of Albany do, I do know that Albany's rankings are only going down compared to the other SUNYs and can only conclude that this administration is overseeing Albany's decline.
- At this extremely critical juncture in the University's history, it is essential that Senate activities are made public, preferably via an effectively-designed and updated web page, as much as allowed by its charter.
- Executive Committee exceeds its authority in reviewing Council legislation.
- For the past 10, participation in the University Senate seems to be rather limited. The same people (and their friends) seem to cycle through various positions, particularly positions associated with the Senate Executive Committee, including chairing the councils and the SUNY Faculty Senators. There also seems to be a tendency to limit opportunities for innovation that do not emerge directly from schools/colleges. Given that faculty are focused on their disciplinary areas, this limits the degree to which new ideas can emerge on broader, University-wide curricular issues. The discussion at the Senate meeting last May about the first-year experience course was particularly frightening! Did we really need to spend 1/2 hour talking about a one credit course?? Particularly after we had just taken no more than about 10 minutes to approve 8 major degree programs!!
- Functional body.
- Good intentions and generally well run, as far as I can tell.
- I appreciate every opportunity the University provides for faculty to speak their minds -- Going Forward, Town Halls, etc.
- I disengaged from the Senate after watching it try to censure Karen Hitchcock - not because she didn't deserve it, but because it was handled in a ham-fisted fashion. Same with the emergence of the nano-college: A major issue in the life of the University that was poorly handled. Governance here often seems broken.
- I feel they focus more on faculty issues.
- I felt widely varying importance of different Councils. Open communication between President, Provost and Senate fosters faculty satisfaction and reduces cynicism.
- I have heard that there is a negative presence on the Senate which inhibits productivity. As an alum and employee, I found this very sad to hear.
- I have not yet served on the U. Senate, so I don't know a lot about its workings. I am on a Senate subcommittee, and they appear to do a fine job.
- I have stopped attending, due to my feeling that much of what happens is pointless. At the level of committee work, my experience has been generally good.
- I participate on a committee of the University Senate
- I suspect that it is a waste of time; it certainly was twenty years ago when I was a member
- I think faculty should be active in governance. Wish it was not so time consuming (and all uptown - I am downtown faculty)
- I was a substantial participant during the O'Leary years.
- I wish more faculty would participate.
- I wish the course approval process didn't shut down from May till September. "The season" to make changes is very short and congested.
- Inside baseball
- it could be more efficient in how meetings are run.
- It is a great arena to grow academically
- It is currently dominated by a few rigid individuals who stifle creativity, sow seeds of mistrust, and stall new endeavors based on arcane interpretations of the Senate Charter.
• It is not clear what the respective roles and responsibilities are of the Faculty Senate and the Administration. Who has the authority to do what?
• It needs fresh blood.
• It needs new energy--there are some people who have been in leadership positions for too many years.
• It needs to be revamped to reach out and include younger faculty who are put off by the current senate environment.
• It seems to me that frequently the people who are most involved are people with agendas, rather than people who are broadly interested in serving the UAlbany community. Ideally leadership positions would be filled by people with a service mentality, not by people with axes to grind.
• It would be healthy if voting faculty members who have been on the Executive Committee for three years or more--chairs excepted, since the role requires longer involvement--would step aside to encourage participation by a wider range of faculty members, and agree not to return to such a role for three years or more. I suspect that the old INFO group sees itself as the true guardian of faculty interests, and the only individuals able and willing to monitor an administration and misguided faculty who are running down the institution. But the current situation appears simply to be a small cluster of faculty members who do not want to let go of whatever feelings of power their Senate participation provides to them, with the frequent opportunity to--for example--run to the President or Provost to complain personally about this, that, or the other thing. The current self-perpetuating nature of Senate governance does not encourage the wide involvement of faculty that is essential to an effective faculty governance system, and turns the Senate into too much of a vehicle for one group to express their own views on what the University does or does not do.
• Its effectiveness--and attractiveness to me, anyway--is closely tied to the Administration's uses (and abuses) of that body.
• Lack of time
• Many items are a waste of time for the entire senate to consider and for much of the time I felt it was very masturbatory.
• My one experience with something I worked on going through the Senate was very positive.
• My perception that the University Senate is more for academic concerns than those of professionals. I know professionals are represented on it, but at the one or two meetings I've attended, mostly academic issues were discussed.
• Needs to be more accessible to the faculty and students to get their input--go online.
• None (4 comments)
• One more level of consultation that mostly delays the approval process of new or revised academic programs.
• One thing that is needed is new blood.
• Only learn of it when department needs something approved by it and has to craft language and process to clear the Senate and other relevant committees.
• Over the past several years, the university senate and particularly the SEC have been usurped by a group of INFO faculty who should be ousted. In a period of five years, no faculty member should serve more than three years on the SEC.
• Primary goal seems to be as a roadblock to efforts of others.
• Seems rather obstructive.
• Seems to be a good group.
• Seems to be the same people over and over again.
• Seems to me that a small group of faculty have dominated the business and policy direction of the Senate Exec Committee the past 8 to 10 years, but this is a separate and distinct issue from curricular oversight that should rightfully dominate Senate activity, in my opinion.
• Senate seems to be comprised of mostly the same faculty year after year.
• Slow to act. Cumbersome, too frequent membership changes.
• Some people in it are very good & responsible & are trying hard to make a difference. Others don't, to my mind, get the point about running a worldclass research university. Often Senate seems to waste time on trivial matters or on policing the faculty (e.g., make sure all our syllabi fit its mold).
• Spends too much time on the mechanics of bills and resolutions and should spend more time on
developing creative ways to advance the goals of the University consistent with the University’s mission
(which probably needs to be revised or at least clarified).
• Sub-committees should have more involvement with issues that are currently handled by vice-provost
offices.
• The administration should be more open with budget and other matters, such as the Middle States
review.
• The faculty senate needs to have greater teaching faculty involvement however this will never happen if
tenure and promotion committees devalue senate participation.
• The senate has become much more active since bylaws and senate charter were changed in 2003/2004.
Unfortunately, continued changes in the university’s leadership have not worked well in support of the
consultative process.
• The Senate is advisory. Past administrations have ignored the ByLaws and not properly consulted with
the faculty (and made serious errors). It is extremely difficult for the Senate to get the campus back on
track, especially with ALL academic administrators appointed without a search (mostly initially
appointed "interim" many subsequently made permanent).
• The Senate needs greater turnover of personnel.
• The Senate only makes recommends for action by the administration; as a such, it’s a weak governing
body.
• The University Senate has been hijacked by a small number of faculty of mostly lengthy tenure at this
institution who have tried to further their own agenda, largely through back-channel scheming and
politicicking. For the most part, this group of faculty find ways onto key senate committees and conspire
to advance their pet agenda items and prevent others' agendas from being addressed. Their operation of
the senate has dissuaded many good, community-minded faculty members from active participation in
the senate. The senate in recent years has had an obstructionist agenda promoted by an old guard who is
suspicious of any significant change, no matter how sorely needed.
• The University Senate is a helpful governing body on campus, but I feel it takes the senate too long to
make decisions.
• they are out of touch and WAY too wrapped up in their own egos and agendas
• they seem obstructionist and argumentative
• This is a dysfunctional body.
• too bureaucratic, not enough balanced participation, ill-informed,
• Too much politics. Too little constructive work.
• Unfortunately, the Senate attracts too many unconstructive and unproductive faculty and staff
participants and not a lot of true leaders on campus.
• very time consuming on top of high teaching and research loads
• We tend to send our non-tenured faculty to the Senate--indicative of how important we feel it is.
• wish there were more people willing to participate
• With a little effort, any faculty member can have an impact. Governance is open to anyone willing to
serve.
• Would be helpful to know, as a new faculty member, what specifically the Senate and the various other
admin bodies/people listed above actually do.
Additional comments about the University administration and governance:

- Administration is well-intentioned and typically hindered only by executive egos and ambitions. Senate has become the playground for a handful of people who act in ways counterproductive to University advancement.
- Administration seems to encourage diluting academic standards to meet the needs of less qualified students. Governance is resisting.
- Again, this university is in decline and this administration is responsible.
- Although the Library is not one of the great collections in my field, it does a stellar job in inter-library loans and ordering individual titles that I request. They do a marvelous job.
- As for the Library: it lacks adequate funding. When a research institution is cutting subscriptions to databases, reducing acquisition funds, and paring down dramatically on all on-site resources, it borders on the embarrassing. It makes my job as a researcher almost impossible.
- As noted above, it has been inconsistent over the years. I think we desperately need president, others, who understand academics and nature of worldclass state research-teaching institutions & aim to make UAlbany such (e.g., Wisconsin, Michigan, Berkeley, Rutgers, etc.). That hasn't happened. Some individual administrators are & have been fine. ***** ***** was a breath of fresh air, although ***** wasn't here long enough for us to tell how *** ideas would have worked out. The president before ***** was a disaster and badly damaged the univ. Earlier presidents were of inconsistent quality; not all understood academic role of real research university, to my mind. What, if anything, are we doing to ensure we are “at least” ranked nationally the equal of Binghamton, Buffalo, Stony Brook in academics, etc.? That would be a start, although e.g. Binghamton, despite its many good qualities, is not on a level with 1st-class state institutions of sorts I've mentioned, & Buffalo has (I think) slipped over the years. Stony Brook is itself somewhat inconsistent but probably the best of the lot. NY should have a state univ. system at least as good as NJ and Rutgers (not to mention the Big 10, etc.) Does it? Why not?
- as staff, I feel very separate from the University administration. I only have contact with my department.
- Budget cuts are becoming a problem.
- Come on! Since I came here in 200*, we have had a permanent president for only two full academic years. There hasn't been a permanent Chancellor since 2005. The provost has been gone for over a year. My dean is acting. And there are no searches going on for any of these positions that I know of. You simply can't run a University that way.
- Current administration works for transparency and process-orientation in decision making but is hampered by decisions by previous administrators and the fact that we have been without permanent administrative leadership of any duration for many years.
- Evaluating administrative effectiveness is difficult, based on sub-par performance before President **** and **** Provost, and a very ineffective **** Dean before ***** *****. Post-****, administrative leadership is floundering, compounded by the lack of leadership for the entire SUNY system without a Chancellor. And the state's lack of support for higher education makes the likelihood of finding a good SUNY Chancellor seem unlikely at best.
- Except for its (rather desperate) continuing emphasis on acquiring outside funding, I don't see how the administration does much at all on so very many of the topics that faculty and students spend most of their time on. It seems that the University has moved from having an educational model to having a business model ... get funding, and if you just got funding, tell us what you are doing for your next efforts for more funding. That is the essence of what I see on a work-a-day basis.
- Faculty cynicism is a major challenge.
- Feeling my input will result in very little outcome. Seems like most administrators are averse to change, that it represents an inconvenience. Feel everyone is maxed out overwhelmed by size and variety of responsibilities compared to similar institutions. Encourage creative problem solving. Most of this is seemingly a function of economics, but also a sense of cynicism and inertia, that political connection and an inside track rather than merit will get results. Way too much junk email hard to filter necessary information. Difficult to navigate website and frustrating academic software make routine tasks time-consuming and frustrating.
Five leaders in five years, poor infrastructure, miniscule endowment, grandiose ideas and egos do not make for a viable and productive environment. We need strong leadership and a lot more fresh blood at the top. This university's culture needs to change to openness not politics; at the end of the day we are in the business of education and seem to get wrapped up in our own red tape.

Governing bodies spend a lot of time accomplishing nothing -- deliberating on and crafting proposals that are not acted on. Administration more interested in generating fine language and multipage documents for public relations purposes than genuine education of our students.

Greater support for the library is absolutely critical, even in these terrible fiscal times.

I have had minimal interaction beyond college level (though ***** College dean is accessible and excellent).

I am very new on campus so input is very limited

I can not figure out the governing structure of this university, indeed is there a flow chart somewhere that can explain it. There is much confusion and delay in every decision it seems.

I do not feel I have enough information to opine on whether the libraries support the University's academic and research missions. With regard to the first two questions I am a member of the professional/administrative staff. My view of the trees is from within the forest. It would be very interesting to find out the view that non-administrative staff hold.

I feel that as an institution we have been drifting due to lack of permanent senior leadership. Our record in building an endowment is terrible and we have not been competitive with Buffalo or Stony Brook. For example, we do not nominate candidates for Distinguished Professors in comparison with other SUNY campuses. I recognize that some of the above problems have nothing to do with our dedicated interim leaders and are in part a consequence of the State's fiscal crisis. With regard to the University Library it is extremely shortsighted of the administration to even think about further cutting major research tools from the library. Now that many journal subscriptions have been cancelled most scholarly research in many areas absolutely requires access to major search engines. If these are cut then we can no longer call ourselves a research university and Federal funding should be returned since research will become impossible. Limiting faculty access to library resources in any way during breaks between classes is also highly inappropriate for a research university. With class sizes and enrollment increases faculty need the time between classes to write grants and papers. We have a penny-wise pound-foolish situation where we may save a few dollars on electricity and lose millions in grants not received or renewed.

I have been at UAlbany for 5 years and have had 4 Chancellors (soon to be 5). 5 Presidents, 4 provosts and 3 Deans and most have been interim. It gets a bit absurd after awhile. Continuity and vision would be nice. It is impossible to know where UAlbany is headed.

I have found the University administration very responsive. I would find it very useful to have specific person contact information for each administrative department on the website. I have trouble finding contacts often, and this slows down my work considerably.

I have not been at the University long enough to have many concrete interactions with administration and governance, so I do not believe I can make fair evaluations at this time. That is why most of my answers are neutral.

I think "administrative decisions" needs to be defined in the context of the Senate's authority.

I think the library does an excellent job. The technology is good and the personnel are very accommodating and helpful. The IRB process (Not *****) is dysfunctional, slowing down research and adding unnecessary demands for warnings, etc, that are way out of scale to the threat of the research.

I think very highly of ***** ***** ***** **** and wish he would stay on. Beyond that, there has been too much turnover in that office as well as in the Chancellor's position and many VP positions, which has hurt the University. I do not know much about governance. On a separate matter, I am troubled by an erosion of respect and dignity for staff in some areas, especially a nonchalance about people losing their jobs who have been very good workers and been at the University for as many as 5, 7 or even 10 years. People are being put out on the street without health insurance and given no reason at all. There is not enough objective assessment of who is doing their job and who is not, with the result that a highly politicized environment exists in some pockets on campus. In these cases I see that seniority counts for
nothing, and if you are here one year you receive more respect, a bigger office, and good will than those who are doing the most work and have been here the longest and who are the most loyal to the University. I am troubled by this because I am a great believer in the SUNY system and what it, and UAlbany, represent. UAlbany gives students the chance for a high quality education to those who worked hard and are bright, but didn't have a lot of money for college, as well as for many middle class families who either don't want to or can't pay a fortune for their children to obtain a college degree. A quality public education truly is a steppingstone to a better life with a minimum of debt.

- I was away from departmental administration for a number of years until the last two, and have found that nowadays the administration has become much more bureaucratic (e.g., "micromanaging" departments) than in the past.
- I would like to see more transparency in particular about budget distributions.
- In general, I feel almost completely irrelevant to the decision-making process on the part of the administration, the moreso the higher up one goes. It has been my impression, over the past 18 years, that the upper administration, especially at the SUNY-wide level, not only does not value faculty input, but considers such input in a negative light. (The latter applies especially to the SUNY Board of Trustees.)
- IRB takes too long. A month for an exempt status for a student is just too long
- It feels as if the University is rudderless without a President and permanent Provost.
- It is almost incomprehensible to me that any governing body would allow the organization it is charged with overseeing to remain without a leader for more than 4 years. Indeed, I believe it is a breach of the legal responsibilities of the board. While ***** ***** ***** has done a notable job as an interim, a sense of ambiguity and inaction remain on campus. Further, I have been very surprised about the general lack of information about administrative decisions, budget processes, and overall campus events. We have already lost several good people due to the inability of the Board to appoint a leader and it made me consider pursuing employment at a different university.
- It is difficult to make decide how to answer some of these questions. There has been a great deal of turnover in administrative officers over the past 10 years and the quality of leadership has varied.
- It will take many years under active, intelligent leadership to recover from the gross mismanagement of ***** and *****. We need a visible fund-raising effort. The administration also needs to find more effective ways to get the best possible advice from faculty. It was very good that the provost sought that advice in planning sessions, but I think the main ideas could have been collected in much, much less time. Faculty time is a very precious resource.
- It's the layers of bureaucracy that present the most obstacles. There seems an excessive amount of paperwork.
- Libraries must be kept strong and modern
- Library access to current scientific and technical journals is limited, due to fiscal constraints. Archival library facilities are excellent.
- Library and library systems are good on this campus.
- Library is obviously tremendously underfunded. The staff is very helpful, but they need more books and journals if the university expects actual research to occur here.
- Library is suffering during this economic downturn and it is central for teaching and research. Stop cutting its funding.
- Library lacks are a HUGE negative, to the point I am considering leaving because of this factor: science library online access is frankly pitiful.
- Limited access and problems accessing electronic resources
- More flexibility and adaptability Clearer strategic goals More sensitive to people's needs
- Much too much decision making is left up to the university's lawyers. Academic integrity takes a back seat to vulnerability to a law suit.
- My dealings with the VP for research, the Provost and the Presidency office have always been fruitful and enjoyable.
- my interactions have been positive but not too demanding
My interactions vary with University administrative units - some are superb others very mediocre - it's difficult to evaluate them together. We need to provide more financial support to the University Libraries for research materials, not just computers, if research is to continue to be a part of UA's mission.

Need more funds. Important journals are absent.

None

Not enough input from the professional faculty. On most councils, too much emphasis is placed on the teaching faculty in the composition of the councils, and they are often rendering decisions on matters that they know relatively little about.

Not having had a president for the past few years has had a corrosive effect on the University and continues particularly since there is absolutely no communication on the status of the search. One outcome of this is that the VP for Finance appears to be running the university as dollars are driving all the activities. One outcome of this is faculty and staff leaving. We are becoming a mediocre university starved for faculty and staff and draining the research dollars to cover the lack of state support. The Senate seems to focus much of its attention on continuing to beat up on administrators that are no longer here instead of focusing on what's going on and what needs attention such as finding a president and getting resources to be a true university.

One unit of administration that seems to present a serious problem is the Institutional Review Board for Human Subjects Research. The delays, restrictions, and lack of understanding of the working dynamics of the research process it oversees, at least in the area of social and policy research, produces regulation at its absolute worst. The prospects of dealing with the IRB seems to be a major disincentive to preparing and submitting research proposals. The situation seems to require a visible assessment and response by the VP for Research.

Our lack of stable leadership has really impacted our university. This was unavoidable, but none the less it has had an impact in such difficult budget environments.

Overall, there are very dedicated and helpful people staffing the administration at all levels. However, the regulations that the university must work under are crippling.

Quis custodiet ipsos custodes?

Researchers are constantly plagued but the unwieldy bureaucracy of Sponsored funds and State Accounting. We should have more autonomy to dispense research funds earned by researcher for our projects.

Solid.

Some administrators have been much better than others.

Stability of functions impeded by aspirations to go somewhere better or to duck difficult issues

Stop political appointments. Everyone should have to meet the basic qualifications for a job and interview for that job like everyone else.

Strong, stable leadership and an institutional memory would make a tremendous difference!

SUNY system as a whole needs to lobby for more money, including increasing tuition. SUNY Albany receives an disproportionately lower $/student ratio than other research campuses such as Buffalo and Stony Brook; this is hugely unfair yet is never addressed at the SUNY System level.

support services suffer from severe resource constraints as compared to those available at many comparable institutions

The intern President has been very effective. I would like a permanent President

The above survey questions are too broad and general. Not sure how they can measure anything and provide adequate feedback for analysis and support for making changes.

The administration has become too top heavy, especially in this time of austerity of state funding and grant availability. For instance, splitting off the Dean of Grad studies from the VP Research, and wasting several hundred thousand on that salary and then that much again for a vice dean, in a time when resources for TA lines and faculty researchers were dwindling is a a totally ineffective and inappropriate use of funds. There are many other examples.

The administration has proved to be extremely unstable and unreliable, has not honored commitments with major foundations, and has not cultivated a serious team that is sufficiently knowledgeable and
ambitious with respect to university life. There is a tendency for the university to be self-enclosed and nepotistic, which makes Albany a local or regional institution rather than a national and international one. Relations with the state government also seem to need cultivation.

- The administration has too many interims, actings, etc and not enough people who understand how higher education works. They put an SM in front of Albany; make us look parochial and many are too interested in climbing a career ladder and their own agendas rather than working hard to move Albany forward. What has been most difficult is to watch people who boost each other on the career ladder rather than 'earning it'.

- The administrative turnover on all levels in the past few years has made me quite skeptical about the ability of the university administration to function effectively and consistently.

- The biggest problem is the one not mentioned: During my time at this University (6+ years) there has been no stable senior leadership. Now we've had a void for 2.5 years. The Senate has also been poorly lead during this time. The University seems to lack focus and purpose because no one is at the helm.

- The lack of leadership in central administration of the University and the SUNY system is a real issue. The fact the SUNY system lacks a permanent chancellor, UA has not had a permanent President in over 2 years nor the fact that we also have a acting Provost. The real problems of admoistration is the lack of leadership at the top, which from my perspective has left many important choices delayed and undermines that ability of the University to advocate for itself.

- The last chief librarian has cut all growth, so how can it be helful?

- The Library does its best, but declining resources have meant cut backs in journal availability and access each year. The online interlibrary loan has prevented these cutbacks from becoming complete disasters for our research, but the inability to access critical journals on line as quickly as our colleagues at other research institutions places us at a competitive disadvantage. My experience with administration is that their agenda comes from a business, not an academic, objective. The Administration on this campus is structured in such a way that any committe I have ever served on is badgered to agree with the Administration office that works most closely with that committee. If the Committee stands its ground it is sometimes scolded, and generally over ruled on the grounds that the committee has less access to critical information than does the Administration. The campus committee structure generally exists so that Administrators can take maximum credit for any success but deflect any blame.

- The Library is a joke. Its basic proportion of funds to departments/programs has not changed in 30 years and obviously represents a university that is no longer here.

- The library is pitifully underfinanced.

- The library is terribly underfunded. I have largely given up on it and mostly just buy the books I need.

- The Library needs to have more human capital capacity to serve.....It is essential for a great research institution.

- The Library's service (i.e., UA Delivery) where they will scan a particular article for you that is not available online is extremely useful and helpful. The timeliness of this service is always great. I receive articles within 48 hours. It is excellent.

- The library's subscription to academic journals is inadequate.

- The rapidity of administrative change makes questions about a decade almost impossible to answer sensibly. This institution has suffered mightily from the constant turnover of administrators. Whatever their problems, the **** years were at least relatively stable.

- The tension between academic and research needs/necessities in the social sciences and university imperatives lead to a lot of frustration. The ongoing inability to meet certain basic needs in head-bangingly frustrating; all of this is now exacerbated in a climate of intense budget cuts, freezes, and the that this is then felt as an ongoing onslaught by faculty and students. (Tuition increases, lack of university support for travel, research, the privileging of certain kinds of grants over other even when this goes directly against stated goals of wishing to be a research center.)
• This campus is in great trouble, both financial and academic. The current President and Provost are talented and loyal, but as "interim" are not in position to make the necessary changes. The present financial crisis and lack of any administrators with a long-term perspective is dangerous, especially with an Interim President (a good person) who is not an academic.
• This university administration lacks transparency, particularly in financial matters. This problem lies at the heart of the adverse relationship between governance and administration.
• Too much transition and uncertainty...
• turnover rate at high levels is frustrating
• very accessible
• Was recently much better
• We could do a better job of focusing on how decisions further the institution's mission, what our strategy for moving forward is, and what our long and short-term goals are.
• We don't even have a president. How can we take the administration seriously. Presidents never last more than four to five years (if that).
• we need more independence from state control to better manage the U's matters
• We need to provide better support for the Library -- we cannot let this precious asset degrade.
• We've seen so many changes in administration and governance that it's hard to make general comments...
• With the exception of the "at large" senate seat (I think there are two,) non-tenure faculty have zero access to the "information and decision support systems" of the university.
• Worked best under Dean *****; individual bibliographers are very good
Additional Comments about Support Services:

- Academic Support Services seem to have really dropped the ball this semester. They have not offered the traditional weekly courses (not sure if this is an attendance issue) and they never update their website! I list this on my syllabus and it is embarrassing that things are often a semester behind. Basically, they are pretty useless.
- Additional resources need to be put in place for all support services offered by the University.
- Advisement has been erratic, leaving students with a significant amount of misinformation.
- Advisement Services has advisers who apply cookie cutter molds to students, who schedule meetings during students' class time, who students complain about often.
- Computing is in the dark ages.
- Consistently excellent help from Personnel (e.g., health care, fringe benefits) units.
- Course scheduling and room assignments can be rigid, so wonder if Registrar's office might undergo a different "customer" orientation--viewing faculty as one group of customers.
- General education is a mess.
- I assume Academic Support Services includes the Writing Center. If that's correct, my impression thus far is that it's wholly inadequate and needs rather urgent expansion and improvement. IT L A L, though, seems quite effective.
- I deal with graduate education, mainly PhD level, I know nothing about undergrad supports.
- I don't know much about some of the services. I suppose that's not a good thing. Some disabled students I've had in class require more than the resources available.
- I don't know what much of this is, or have had little contact with these units.
- I found that the office of Student Affairs, in an issue that involved an aggressive, threatening student, was slow, non-responsive for over a month, and minimally supportive of me as a faculty member. This left me feeling unprotected and vulnerable in an evening class with a student I felt was unpredictable for more than half a semester before the issue was resolved.
- I had a student who needed someone to read an exam to her and the DRC didn't provide a person. It sounded as though they didn't tell the student about the services they offer.
- I have no interaction with these offices, so my answers are all neutral.
- I know the offices and the services they offer, as well as the effort they make to contact and inform students about the services. They all do an excellent job under the current financial climate as well as the past financial climate -- most doing so much with so little resources.
- I think it was a mistake to move the Counseling Center to an off campus location. It needs to be located more central to our students.
- I think we have some outstanding people working in support services, like ***** ***** and the people at Academic Support Services, ***** and the people at Career Services, and ***** at the University Counseling Center. These people go above and beyond the call of duty and care about the students they serve.
- In many instances, the issue is about resources. Some of these offices just don't have enough resources to do a good job. It is NOT about the people who attempt to provide the services.
- Last comment spot. I 'quit' on the survey since the 5-10 minutes indication was bogus.
- Most of my students are online/off campus so either they arrange their support services separately and unknown to me, or they do not engage in that area.
- Moving the Health Center off campus was not a good idea - and does not allow students to avail themselves of services if needed ....
- Much harder to obtain services if located off main campus.
- My information is wholly anecdotal coming from current and former students - and naturally people are more inclined to offer complaints than compliments but a reoccurring theme has been that they have felt like they were treated more like numbers than individual people. It is something most commented on by those who have left to continue their education in a smaller institution. It may well be an issue of undergrad v. graduate level education but on a number of occasions I have listened to enthusiastic (and rather lengthy) descriptions of how they were treated 'better'. To the extent that we can bring that same experience here to UA we can positively impact not only the quality of life on campus but also the
support we will receive from graduates. (I have twice listened to vehement explanations as to why a graduate would *never* gift to the University - and no - I do not work in University Advancement or Development or the Alumni Association or any other area responsible for asking for, over seeing or generating contributions to the University. :) )

• RE: Career Services: I believe they do as well as they can given the resources they have available. Unfortunately, the resource base is poor.
• SPH is located across the Hudson. Since these services do not have a physical presence over here, our students (and staff) have limited access to them. (e.g., they cannot just 'drop-in' between classes)
• The Disability Resources Center could be more helpful about returning tests to faculty instead of making us go fetch them.
• The move of all health center services off campus was a terrible one. The registrar's office is one of the most difficult to deal with on campus, and the Office of UG Ed is one of the easiest (a welcome change from a few years back when the former secretary made students cry. Daily.)
• The Office of Student Accounts is often non responsive and the billing system is ineffective, in relation to tuition waivers. Students have many complaints about the lack of customer service in this unit.
• The Registrar, Associate Registrar, and folks like that have been very helpful under difficult circumstances. The people at the desk when students come in, though, are sometimes pretty unreasonable.
• The theatre staff is wonderful.
• There needs to be much better support for writing. I have had a student had difficulty getting through the paperwork for his learning disability.
• There should be a better way of identifying and counseling very weak students and not allowing students with a D in the first semester of a year long course from continuing in that course. We should do a much better job of informing faculty about the success of UAlbany students in getting into professional schools and working with faculty to improve the success rate. This should not be a secret. The students should also be better informed about what they need to do to be accepted in professional school and how ultimately nearsighted it is to base considerations of continuing or dropping a course where they are failing only on possible loss of financial aid.
• This area needs a serious review, preferably with external reviewers; some areas such as advisement are off track--and do not contribute to student retention. The Dean's Office is seriously adrift in direction, and has no repect fmr the faculty. Registrar needs more support and coudl be highly effective using Peoplesoft better, IFF provided with support to do so. A cademic Support Services appears to never have been evaluated as to how effective those services are. I evaluate these services by asking myself, "would I advise my kdis or friends kids to attend." A nswer has been an emphatic "No!" A gain, it needs staff who undertsand how to serve students, and a UNiversity that has a clear idea of where it is and where it is going. The leadership of those offices (Adivisement, Undergraduate Education, A cademic Support Sevrices) is substantard and too tied to its own agendas which do not happen to be the agenda of providing effectice service and leadership for the students at a University.
• This survey does not ask about our Benefits Administration, nor Acounting and Payroll. I realize this survey is not about these internal operations, but we should have a survey about it to provide opinions and feedback.
• Try to find these services on the University Web site and you will have a better idea of how "important" they are to the University - most are buried. I use many of these wonderful services and recommend them to students.
• University web sites supply most of the needed information on administrative services.
• What about ITS? They've been very helpful and useful!
• What about the Office of Graduate Studies? They provide services to students too.
• Why aren't Residential Life, Athletics and International Education discussed here? Why aren't you asking about the important support services provided by International Student and Scholar Services??
• Why isn't Office of International Education listed above? Nice to know that we are so little known and so unimportant that we weren't worth listing.